4th Survey of Parents of Three and Four Year Old Children and Their Use of Early Years Services

(Summer 1999 to Spring 2000)

Margaret Blake, Steven Finch,
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National Centre for Social Research

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GUIDANCE FOR INTERPRETATION OF DATA IN THIS REPORT

This report presents data for 5,951 parents of young children. No weighting was applied to the data, so all bases presented in this report are unweighted.

Except where stated, percentage figures in this report should be read *vertically*. For example, on Table 1.30, the first percentage figure shown (19%) is based on the population group indicated above it, that is, younger threes. This result can be read as follows: '19% of younger three year olds had no nursery education sessions in the last week'.

Due to rounding, percentage figures may not add exactly to 100% but may total between 98% and 102%.

Bases for some population groups are relatively small and so it is important to note the unweighted bases at the foot of the tables when drawing comparisons. The table below gives an indication of the confidence intervals to apply to different sizes of percentage results for different sample sizes within this report. These 95% confidence levels are the levels within which we can be 95% confident that the true answer will lie (in other words there is only a one in twenty chance that the true answer will lie outside this range).

	Approximate 95% confidence limits for a percentage result of:		
Sample size	10% or 90%	30% or 70%	50%
	+/-	+/-	+/-
50	8	13	14
100	6	9	10
250	4	6	6
500	3	4	4
1,000	2	3	3
2,000	1	2	2
3,000	1	2	2
4,000	1	1	1

To take an example from the table, for a percentage result of 50% on a sample of 2,000, there is a 95% chance that the true result will lie within ± 2%, that is, between 48% and 52%. (These confidence limits assume a simple random sample and no adjustment has been made for the effects of clustering. Such an adjustment would increase the confidence limits slightly).

It should be noted that the results for region depend on the post-code sectors and LEAs included in the sample within each region. Therefore comparisons between regions and with regional data from previous surveys in this series should be made with care. Similar caveats apply to data comparing different ethnic groups and those with and without special needs which are based on small numbers of cases which are affected from year to year by the exact composition of the sample.

The following symbols have been used in tables in this report:

[ ] To indicate a percentage based on fewer than 50 respondents.

* To indicate a percentage value of less than 0.5%.

\- To indicate a percentage value of zero.

INTRODUCTION

This report presents the findings of a survey on the use of nursery education and childcare by children aged three or four in England, based on interviews with their parents (this term is used to cover both parents and guardians). The survey was carried out between February and April 2000, and was the fourth in a series beginning in 1997 with the first 'Survey of parents of three and four year old children and their use of early years services'.[1]

At the time of this survey, all LEAs had Early Years Development and Childcare Plans in place and there was a guarantee of a good quality, at least part-time, early years education place for all four year olds whose parents wanted one.

The survey had the following principal research objectives:

- to establish rates of participation for three and four year olds in all forms of pre-school provision in England, in the Summer and Autumn terms 1999 and the Spring term 2000, after implementation of the Early Years policy;
- to draw comparisons with the 1997, 1998 and 1999 surveys in order to identify changes in participation over time;
- to provide information on changes in the type of nursery and childcare provision, and the level of participation over time, as children approach the age at which they will move into primary education;
- to collect information on the characteristics of provision used such as the cost and funding arrangements, staff: child ratios as well as parents' attitudes to the service provided;
- to collect a range of personal, socio-demographic and attitudinal information from parents which, when analysed in relation to participation in pre-school education, will provide a greater understanding of the mechanisms that influence whether or not a parent makes use of pre-school education and, for those who do, the factors that influence their choice of provider and level of participation.

These objectives were met by interviewing a sample of 5,951 parents of young children who were aged three or four in the 12 month period leading up to April 2000. Parents were asked to give details of their child's usage of nursery education and childcare during the Summer 1999, Autumn 1999 and Spring 2000 school terms, and were asked to assess the quality of education their child received at the providers used. This information has been used to calculate levels of participation in different types of provider and to examine the factors that influence these levels. In addition, parents were asked about their use of provision during the summer holiday 1999.

Three and four year old children are classified by the Department for Education and Employment (DfEE) into eight age cohorts, which are sub-groups of year groups and correspond to academic years and terms. These cohorts were used to classify children

[1] The first survey is reported in *Survey of parents of three and four year old children and their use of early years services*, by N Stratford, S Finch and J Pethick, DfEE Research Report RR31, 1997. The second survey is reported in *Second Survey of Parents of Three and Four year Old Children and their use of Early Years Services*, by G Prior, G Courtenay and E Charkin, DfEE Research Report RR120, 1999. The third survey is reported in Third Survey *of Parents of Three and Four year Old Children and their use of Early Years Services (Summer 1998 to Spring 1999)*, by M. Blake, S. Finch, M. Gloyer, K. Hinds, M. Bajekal, DfEE Research Report RR189, 2000

according to their age during the Spring term 2000. The eight age cohorts and their ages during the three terms covered by the survey are shown in Table 1.

Table 1. The eight age cohorts and their ages during the three terms in the last year

	Sample age (i.e. age at Spring term 1999)							
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s
Date of birth	1/9/96 - 31/12/96	1/4/96 - 31/8/96	1/1/96 - 31/3/96	1/9/95 - 31/12/95	1/4/95 - 31/8/95	1/1/95 - 31/3/95	1/9/94 - 31/12/94	1/4/94 - 31/8/94
Age in Summer term 1999	*2 (O2)*	*2/3 (R3)*	3 (Y3)	3 (O3)	3/4 (R4)	4 (Y4)	4 (O4)	4/5 (R5)
Age in Autumn term 1999	*2/3 (R3)*	3 (Y3)	3 (O3)	3/4 (R4)	4 (Y4)	4 (O4)	4/5 (R5)	*[5 (Y5)]*
Age in Spring term 2000	3 (Y3)	3 (O3)	3/4 (R4)	4 (Y4)	4 (O4)	4/5 (R5)	*[5 (Y5)]*	*[5 (O5)]*

Italics and square brackets denote term/cohort combinations not relevant to the survey (that is, children not of nursery education age during that term)

This research was carried out by The National Centre for Social Research (formerly SCPR) on behalf of DfEE. The research objectives, methodology and main findings are outlined in the Summary. The detailed findings are presented in Chapters 1 to 8. Chapter 9 provides a comparison of the findings from the 1997, 1998, 1999 and 2000 surveys. Copies of the program documentation and survey documents are appended.

SUMMARY

This report presents the findings of a survey about the use of early years services by parents of three and four year old children. The survey was carried out between February and April 2000 by the *National Centre for Social Research* on behalf of the Department for Education and Employment (DfEE). The main aim of the survey was to establish rates of participation for three and four year olds in all forms of pre-school provision in England, in the Summer Term 1999, Autumn term 1999 and Spring term 2000. This allowed comparisons to be drawn with data from the first three surveys of parents of three and four year olds (carried out in 1997, 1998 and 1999), and will allow comparisons to be made with forthcoming surveys in this series. The survey also investigated the characteristics of providers used and parents' opinions of the quantity and quality of provision in the local area in general as well as of the providers they used, and the influences on their choice of providers.

Children aged three or four in the Spring term 2000 or the previous two terms were randomly selected from Child Benefit records and interviews carried out with their parents or guardians. Interviews were carried out face-to-face using computer assisted personal interviewing (CAPI). A total of 5955 interviews were completed, representing a response rate of 81% of the eligible traced sample (of these, 5951 were suitable for analysis). The interview recorded details of usage of nursery education and childcare providers between 8.00am and 6.00pm on weekdays during term time (Summer and Autumn terms 1999 and Spring term 2000). From this information, participation rates in nursery education and childcare *in the last year* were calculated for all children in the sample (eight age cohorts from younger three year olds to older five year olds). Participation rates *in the last week* were calculated for children of nursery education age during the Spring term 2000 (younger three year olds to rising five year olds). In addition, information was collected about parents' choice of providers, the level of provision used and their perceptions of the quality of provision used. Separate questions were asked about use of nursery education and childcare provision in the Summer holiday 1999.

Participation in nursery education in the last week and last year

Participation in nursery education was high among both three and four year olds. In the last week, 91% of three year olds and 98% of four year olds had attended a nursery education provider (figures are adjusted for to count those who were recorded as having no provision but had left a previous provider because they started school, as being in nursery education). In the last year 93% of three year olds and 99% of four year olds had attended nursery education.

Overall 95% of children had attended nursery education in the last week and 96% in the last year. The following trends were observed in participation rates for the last week:

- Participation increased with the increasing age of the child from 83% among younger threes to 99% among rising fives.
- Participation was highest in the southern regions with the exception of Greater London where the participation rates were lowest (91%).
- Participation rates were significantly higher in rural areas (96%) than urban areas (94%)
- Participation rates were highest among children from Social Classes I and II (97%) and lowest in Social Class III Manual (91%).

- Participation increased consistently with household income from 91% among children from households with incomes of less than £10,000 to 97% among children from households with incomes of £30,000 or more.
- Participation was highest among children from two parent families (95% compared with 93% for one parent families). In both types of families participation rates were highest among the children of working parents.
- Participation was lower for children of ethnic minority parents (91%) than those with white parents (95%). Among ethnic minorities participation was similar among children with black parents (92%) to that among children with Asian parents (90%) (but based on small sub-samples).

Participation in childcare

Overall participation in childcare on weekdays between 8.00 am and 6.00 pm was 18% over the last week and 24% over the last year. Participation declined with the increasing age of the child. It varied from 21% of three year olds to 15% of four year olds in the last week and from 30% of three year olds to 22% of four year olds in the last year. Over the last week 26% of younger threes and 13% of rising fives attended a childcare provider. Participation in childcare over the last year also declined with age from 36% among younger threes to 15% among older fives.

Other trends in participation in childcare showed the same pattern as for nursery education with children from higher income and non-manual social class households and those with working parents being most likely to attend a childcare provider.

Nursery education and childcare use over three terms

Overall nursery education participation rates did not differ much between the terms, though they were slightly higher in the Autumn term (95%) and Spring term (94%) than the Summer term (91%). However, within a particular cohort of children, for example those aged younger three in the Summer term 1999, older three in Autumn term 1999 and rising four in the Spring term 2000, there were clear increases in participation between the terms from 79% in the Summer term 1999 to 96% in the Spring term 2000, reflecting the entry of children into nursery education. The sharpest increase (to 94%) occurred in the Autumn term, reflecting the fact that the Autumn term is a common time to start nursery education.

Types of nursery education used

Information was collected from parents about the types of provider used. For some types of provider and age groups, the parental classification was modified based on a telephone call to the provider and, in some cases, reference to the Annual Schools' Census or Early Years Census.

The types of providers used varied clearly with age. Among the youngest group (younger threes) the most common form of provision was a playgroup or pre-school (41%). Almost no children in this age group attended a reception class, 7% attended a nursery school and 17% a nursery class. Among the middle age groups (for example younger fours) the most common form of provider was a nursery class (45%). In this age group over a quarter (26%) still attended a playgroup or pre-school and participation in nursery schools was 13%. Among the oldest two age groups (older fours and rising fives) the most commonly used

type of provider was a reception class (82% for older fours and 89% for rising fives[1]). Among rising fives only 1% attended a nursery school and 5% a nursery class in the last week.

Use of day nurseries was relatively uncommon among all age groups and reduced with age: 15% of younger threes but only 1% of rising fives had attended a day nursery in the last week. Use of special schools and combined/family centres was very low (less than 0.5% attended these types of provider) and participation did not vary much with age.

Use of nursery classes was most common among children from low income and manual social class families while use of day nurseries and playgroups was most common among children from higher income and non-manual social class families. For example, 38% of those in Social Classes IV and V attended a nursery class in the last week compared with 19% of those in Social Classes I and II, while the corresponding figures for playgroups and pre-schools were 19% and 26%. Use of reception classes did not vary much with social class and income.

Participation in playgroups and pre-schools was highest among children of white parents (24% compared with 10% of ethnic minorities). Conversely, participation in nursery classes was higher among ethnic minorities (38%) than whites (25%). Otherwise there were no consistent patterns in participation by ethnic group.

Multivariate analysis showed that when including all significant variables those groups which were more likely to use nursery classes were less likely to use playgroups and pre-schools and vice versa, indicating that these two types of provision are to some extent alternatives.

Types of childcare provider used

The classification of childcare providers is based entirely on that given by parents; no cross-checking was carried out with providers.

The most commonly used type of childcare in the last week was other relatives (9%) followed by childminders (used by 5%). Mother and Toddler groups were attended by 3% of children in the last week. Participation varied with the age of the child; for all types of providers participation declined with increasing age. For example, use of other relatives in the last week was 11% among younger threes and 6% among rising fives.

[1] Care should be taken when comparing participation rates for these two age groups with 1998 and 1997 data since Annual Schools' Census checks were carried out in 1999 for the first time and in 2000 in an extended form and these resulted in an increase in the percentage of providers used by these older age groups classified as reception classes compared with information given by parents and providers.

Number of nursery education and childcare sessions attended

The mean number of nursery education sessions attended in the last week over all age groups was 5.96 including those who attended none and 6.39 among those who attended any sessions. The number of nursery education sessions attended in the last week was strongly related to age. For example, 66% of younger threes attended fewer than five sessions a week but only 4% of rising fives did so.

Among older fours and rising fives the majority of children attended nine or ten nursery education sessions a week, indicating full-time attendance (74% and 88% respectively). Among rising fives only 10% attended five or fewer sessions a week, compared with 23% of older fours.

Most children attended no childcare sessions in the last week (82%). Among those who attended any sessions the mean number attended was 4.66. The mean number attended for all children (including those who attended none) was 0.84 and this declined with increasing age from 1.20 among younger threes to 0.54 among rising fives. Only 5% of children attended more than five sessions in the last week.

The majority of children (88%) attended only one nursery education provider, 7% attended no provider, 5% attended two, and less than 1% attended more than two providers. The mean number of providers did not vary much with age but was lowest for rising fives (1.01), which is related to the fact that older children are most likely to attend one provider full-time.

Perceptions of services in the local area

About half the parents (52%) considered that there were not enough nursery education places in their local area and most of the rest (47%) thought there were about the right number. Those from households with higher incomes, Asian and white parents and those from two parent families were most likely to consider that there were enough places providing nursery education in the local area. Parents in Greater London (40%) were least likely to consider that there were enough nursery education providers in the local area. This compares with 53% of parents in the South West.

The main reasons for considering that there were not enough places in the local area were that there were not enough schools in general (48%), providers were always full or they had trouble finding a place (36%) and that the nearest provision was too far away (28%). A quarter (25%) thought there was not enough choice of provision in general while a fifth (19%) thought that there was no or not enough state provision.

It was found that 41% of parents said that there were not enough providers of nursery education in their local area and yet were using their first choice of provision for their child. Some of these parents were contacted by telephone to ask them more about this. These interviews showed that in evaluating whether they were using their first choice of provider, parents considered only those providers which were actually available to them. When they thought about the availability of nursery education in the local area they considered not only their needs but the overall needs of all parents for provision.

When asked about the availability of childcare in the local area, 13% responded that they did not know, compared with 5% for nursery education. This reflects the greater use of and

awareness of nursery education services. Among those expressing an opinion, about half (49%) thought there were about the right number of providers and 50% considered there were not enough.

Over half of parents rated the quality of nursery education in the local area as excellent or very good (52%: 10% excellent and 42% very good), 38% as fairly good and only 10% said it was not very or not at all good. White parents were more likely than those from ethnic minorities to rate the quality as excellent or very good (54% compared with 42%).

When asked about the quality of childcare in the local area, 20% were unable to express an opinion. Among those who responded, 38% rated it as excellent or very good (5% excellent, 33% very good).

About half of parents (52%) thought that there was too little information available to help them choose a nursery education place; 47% thought there was about the right amount available. Those with younger children (three year olds) were most likely to consider there was too little information available (55% compared with 50% of parents of five year olds).

When asked about the amount of nursery education which their child was currently receiving, about three quarters considered they were getting the right amount (76%). This varied with age from 69% of parents of younger threes considering their child was receiving the right amount to 86% of rising fives. The perception of the amount received was related to the number of sessions attended. Among those attending 1-2 sessions in the last week 53% thought the amount was about right compared with 83% of those whose child attended 9-10 sessions in the last week.

Parents who considered their child was receiving too little nursery education were asked whether they would use an existing provider to obtain more sessions and three quarters (75%) said they would. Among those who would choose a new provider the most common choice (41% of responses) was a nursery class, followed by reception class (22%).

Parental preference for nursery education provision

Parents were asked whether the nursery education provider they were using was their first choice. The majority (91%) were using their first choice and this did not vary much by type of provider.

Parents whose children were aged under five at the interview and attended a nursery education provider were asked whether their child would stay on there after the age of five. Overall, 88% said their child would stay on but this varied by the age of the child and type of provider. Parents of older children were most likely to say their child would stay on (98% of rising fives compared with 76% of younger threes). 96% of the parents of those attending a reception class expected them to stay on after the age of five compared with 80% of the parents of those attending a nursery class. This reflects the availability of post-nursery education provision at different types of providers.

The majority of children (78%) attended only one provider (nursery education or childcare), 19% attended two providers and only 4% attended three or more. Among those attending two providers, three quarters (76%) attended a nursery and a childcare provider; 23% attended nursery education providers only.

The main reason why parents used more than one provider was that the parent worked or studied (65%) and this reason was given most by parents of older children (83% of rising fives compared with 53% of younger threes). Over a fifth (22%) said that it was to give the child a variety of people, environments and activities. The majority of parents who used more than one provider (86%) said there were no problems associated with this. The two problems mentioned most (each by 4% of parents) were high cost and transport problems.

The majority of children (73%) attended a provider on five days in the last week. This percentage varied with age from 54% of three year olds to 92% of four year olds. Over a third said this was because they wanted to have their child at home some of the time (36%) while just under a third (31%) said they could not afford any more.

Non-users of nursery education and childcare

Only 3% of respondents had not used any nursery education or childcare for their child in the year preceding the survey. The majority (76%) of these said they would have liked to use nursery education. The main reason for using no provision (among those who used neither nursery education or childcare) was that the respondent preferred to look after the child him/herself (34%). A quarter said local providers were full or that they could not get a place (24%) while 17% said that their child was too young for local providers. Cost factors were mentioned by 12% of parents.

Characteristics of providers

Information on the organisation responsible for providing nursery education is based mainly on information given by the parents. For nursery education providers this information was checked by a telephone call to the provider and where there was a contradiction was modified.

Local Education Authorities (LEAs) were the most common organisation (62%) responsible for the main or sole provider. Private or independent schools were responsible for 22% of all main or sole nursery education providers and community or voluntary organisations provided a further 10%.

The type of organisation providing the service varied by the type of provider. LEAs provided the majority of nursery and reception classes used as main or sole provider (93% and 91% respectively). The private sector provided the majority of main or sole provider day nurseries (76%) and 38% of playgroups/ pre-schools. Community and voluntary organisations were responsible for 43% of playgroups and pre-schools used.

The average number of children in a class was 21. This varied by type of provider from 25 in reception classes to 18 in nursery schools and 15 in day nurseries. The mean number of teachers or carers was three per class and this varied very little by type of provider, except for reception classes where the mean was two. The mean ratio of teachers to children was one teacher to eight children but this varied considerably by the type of provider from one teacher to five children in day nurseries to one teacher to eleven children in reception classes.

Payments for nursery education provision

The majority of parents (72%) paid for at least one service or item at the main or sole provider. Over a quarter (28%) paid education fees. The item most commonly paid for was refreshments and meals (53%). 15% paid for trips and outings and 7% paid a donation to the school/ building fund. The percentage of parents paying for each item varied according to the type of provider used.

Parents were least likely to pay anything for their children attending reception classes (41% paid nothing) and 29% of those whose children attended nursery classes paid nothing. About a fifth of parents paid nothing for nursery schools (21%) and playgroups/ pre-schools (20%). Charges were most likely in day nurseries where only 8% paid nothing.

Education fees were paid by 76% of those using a day nursery, 65% of those using a playgroup and only 4% and 5% respectively of those using nursery classes and reception classes (this includes nursery and reception classes in private/ independent schools). Payments for refreshments were most likely to be made at day nurseries (72%) and least likely in reception classes (41%). At all other types of provider between 55% and 58% made payments for refreshments.

42% of parents paid less than £25 per term for nursery education providers (amounts have been adjusted to assume a standard level of provision of five sessions a week over the term). Among those who paid £250 or more per term (32%) the majority paid for education fees (90%). The total amount paid per term was closely related to income and social class with those in the non-manual social classes and with the highest incomes paying the largest amounts on average.

Parents were asked about how education fees were paid. 72% said that they paid no education fees, 4% paid some of the fees and 24% paid all the education fees themselves. Those with the highest income were most likely to pay all of the education fees (41% of those with household incomes of £30,000 or more paid all the education fees compared with 12% of those with an income of less than £10,000). Payments for education fees also varied by type of provider with the majority of those using nursery classes and reception classes paying no education fees (97% and 95% respectively) while 67% of users of day nurseries and 60% of users of playgroups paid all of the fees. Payment of some but not all of the education fees was most common among users of day nurseries (12%). Among those who had some or all of the education fees paid for them, the LEA was the organisation most likely to have paid (69%), while 10% were paid by the Social Services department.

A quarter of parents (25%) said that cost restricted the amount of nursery education their child received. This varied from 43% among those using only one or two sessions a week to 22% of those using nine or ten sessions a week. This problem was related to income with those on the lowest incomes being most likely to have their choice restricted (28% of those with household incomes of less than £10,000 compared with 21% of those with incomes of £30,000 or more).

Travel to nursery education providers

The majority of parents sent their child to a provider a mile or less from their home (75%) and half (52%) sent their child to a provider less than a mile from their home. Parents in urban areas (55%) were significantly more likely than those in rural areas (43%) to send their child to a provider less than a mile from their home.

The most common way to get to providers was by walking (57%) and just under half (48%) used the car (parents could mention more than one mode of transport).

The majority of children (76%) took less than ten minutes to get to their provider and only 4% took longer than 20 minutes.

Respondents were asked how far they would be willing to take their child for nursery education. The average distance that parents said they would be prepared to travel was 3.6 miles compared with an average distance of 2.4 miles that they currently travelled. About half of parents (51%) were willing to travel for more than 15 minutes and a quarter (26%) said they would be willing to travel for more than 20 minutes.

About a fifth (21%) of parents reported that their choice of nursery education places was restricted by the means of transport available to them. The percentage who reported this problem varied from 10% of those who used a car to get to the provider to 28% of those who walked to the provider and 31% of those who used no nursery education.

Parental evaluation of nursery education providers

All parents who had used nursery education were asked why they chose to send their child to that particular provider. Almost half (49%) said that the provider was local and another 30% said that it was easy to get to. The second most common reason was that the provider had a good reputation (41%). Almost a third of respondents (30%) said that a sibling had been to the same provider. The reasons for choosing a provider varied by the type of provider attended and the age of the child.

Parents were asked to say how strongly they agreed or disagreed with five statements about basic skills their child had learned at the nursery education provider. Over two thirds of parents agreed with each of the statements. This ranged from 94% agreeing that the provider had helped their child to learn to work and play with other children, to 73% agreeing that the provider had helped their child to learn to read and write. Over 80% of parents agreed with each of the following statements: that the provider had helped their child to understand the world around him or her, to improve co-ordination or movement skills and to learn to count, use numbers or do sums.

When asked what if anything was good about the provider attended by their child, 43% mentioned that the teachers relate well to children and 41% mentioned the teaching methods and educational standards. Almost a third (31%) said that their child likes going there. Only 6% said there was nothing particularly good about the provider. 65% said there was nothing particularly bad about the provider.

Parents were positive about the quality of nursery education their child received; 39% rated it as excellent and 43% very good. 17% rated it as fairly good, leaving only 2% rating it as not very or not at all good. Users of nursery schools and day nurseries were most likely to rate the quality as excellent (43% and 42% respectively) compared with only 32% of users of playgroups and pre-schools. The parental rating of quality improved with the age of the child: 75% of parents of younger threes gave a rating of excellent or very good compared with 84% of parents of rising fives.

Use of provision during the Summer holiday

A third of parents (33%) reported using some childcare or nursery education for their child over the Summer holiday. The use of childcare providers was more common than the use of nursery education providers (24% used a childcare provider and 12% used a nursery education provider). Parents of the youngest children were more likely to be using nursery education providers and less likely to be using childcare providers than the parents of older children.

The types of providers used during the Summer holiday differed from those used during the terms. Family members were the most important providers of childcare (41% used this type of provider). Holiday clubs and play-schemes were the second most common childcare provider (used by 14%) and were used more by older children. Day nurseries were used by 21% of children and use decreased with the age of the child from 31% of younger threes to 3% of older fives.

During the holiday some childcare providers (holiday clubs, friends and neighbours, family members and nannies and au pairs) were used more than during the Summer term. No forms of nursery education were used more during the holiday in term-time.

About two thirds (66%) of the main formal provision used during the Summer holiday was provided by a private/ independent organisation, which differs from the term-time when LEAs were the main organisation.

Among parents using formal childcare or nursery education during the Summer holiday, 91% paid for something at that provider. 90% paid for a nursery education provider and 29% paid for a childcare provider.

Just under three quarters (73%) of parents who used any provision in the Summer holiday considered that there were not enough nursery education and childcare providers in the local area and this percentage did not vary by the age of the child. 46% would have liked to use a provider which they did not use during the Summer holiday and, of those, 59% would have liked to use a holiday club or playscheme. The main reasons given for not using the provider they wanted were that there were none available or they were closed for the school holiday.

When asked about satisfaction with the arrangements they had made for the Summer holiday among those who had used any provision, 53% of parents said they were very satisfied and 26% fairly satisfied. 12% were fairly or very dissatisfied. Those who used nursery education providers only were most likely to be satisfied (87%). The reasons for satisfaction and dissatisfaction with arrangements varied by the types of providers used over the Summer holiday.

Comparison of data from four years

Participation rates in nursery education in the last week among younger three year olds to rising five year olds increased significantly between 1997 and 2000 (from 92% in 1997 to 95% in 2000). The main increase occurred between 1997 and 1999 and since 1999 there has been no increase in participation. These figures have been adjusted to take account of those who had left a previous provider to start school who are counted as being in nursery education even if none was recorded by their parents. There were increases in participation in all age cohorts, particularly the youngest and oldest. Participation rates in nursery education in the last year have also increased significantly between 1997 and 2000 (from 94% to 96%) although there was no increase between 1998 and 2000.

Between 1997 and 1998 the percentage of parents reporting participation in childcare in the last week increased significantly (from 15% to 18%), owing in part to the increase in the period considered (in 1997 it was 8.00 am to 4.30 pm and in 1998 was 8.00 am to 6.00 pm). Between 1998 and 2000 there was no further increase in participation rates (both 18%). The percentage using childcare in the last year increased significantly from 1997 to 2000 (from 19% to 24%) and this increase was mainly observed among the older age groups (younger fives and older fives).

Looking at participation in different types of provision, there were significant increases in the percentage attending reception classes between 1997 and 2000 (from 21% to 28%). These increases are observed only in the oldest two age cohorts and, while they reflect an increase in participation, may also reflect an improvement in the collection of information about and classification of reception classes. There was a significant increase in participation in day nurseries between 1997 and 2000 (from 7% to 10%). For nursery classes there were significant increases in participation for younger threes and older threes (youngest age groups) and significant decreases in participation for the oldest age groups between 1997 and 2000 while for nursery schools there have been decreases in participation for all age groups between 1997 and 2000. Use of playgroups increased from 22% in 1997 to 25% in 1998 and 1999 and then declined again to 22% in 2000.

Looking at different types of childcare a significant increase in use of other relatives was observed between 1997 and 2000 (from 5% to 9%). For other providers there was little change in participation either overall or by age cohort.

There was a significant increase in the number of sessions attended between 1997 and 2000. The percentage of children attending five or more sessions increased from 62% in 1997 to 72% in 2000 and the mean number of sessions attended increased from 6.05 in 1997 to 6.39 in 2000. There were significant increases in the mean number of sessions attended by users of nursery classes, reception classes and playgroups and pre-schools.

Between 1997 and 2000 there was a significant decrease in the percentage of parents thinking there were too few places providing nursery education in the local area (from 56% to 53%) and no significant change in the perception of the number of childcare places. There was no significant change in the percentage of parents considering their child received the right amount of nursery education between 1997 and 2000.

Parents were asked about the quality of the available nursery education places: between 1997 and 1999 there was a significant increase in the percentage rating them as excellent or

very good (from 50% in 1997 to 55% in 1999) but a slight decrease in 2000 back to 1997 levels. There were no significant changes in perceptions of the quality of childcare.

Changes in the organisations providing nursery education varied by the type of provider. Notable changes between 1997 and 2000 were a significant increase in the percentage of main or sole provider nursery schools provided by LEAs (from 50% to 61%). For playgroups/ pre-schools there was a significant increase in the percentage provided by private organisations (from 5% to 9%).

Overall the number of teachers and children in a class and the teacher/child ratios increased significantly between 1997 and 2000. These increases were found mainly among nursery classes and reception classes for number of teachers and among nursery schools, reception classes and other providers for the number of children. These two increases leave the teacher/ child ratio unchanged between 1997 and 2000.

The amount paid to providers changed between 1997 and 2000 for some age groups and type of providers. For four year olds there was a significant increase in the percentage paying less than £25 (49% to 57%) and for three year olds there was an increase from 27% to 33% in the percentage paying less than £25.

1. PARTICIPATION IN PRE-SCHOOL PROVISION

1.1 Overall participation

The attendance history recorded attendance in nursery education and childcare only between 8 am and 6 pm, Monday to Friday during term time. Nursery education is considered to be education attended by children up to and including the term in which they turned five. Childcare includes other types of provision which do not involve an educational element. Parents were presented with a list of providers which was used to define nursery education and childcare. Nursery education providers included nursery school, nursery class and reception class in an infant or primary school, special school, day nursery, play group/ pre-school and combined family centre. Childcare providers included mother and toddler group, after school/ breakfast club, holiday club, childminder, nanny/ au pair, friends/ neighbours and other family members/ relatives. Parents were also able to mention other types of nursery education and childcare providers. The classification of type of provider used in the report is based mainly on information given by the parents in the interview. However, for some providers the parental classification was modified based on a telephone call to the provider and, in some cases of contradictory information, reference to the Annual Schools' Census or Early Years Census. Full details of the provider and census checks can be found in the Technical Report which also provides information about the sample, variable definitions and how the data were collected.

1.1.1 Participation rates of children who were aged five at 1st January, 2000

The survey measured participation in nursery education and childcare by children who were aged three or four at any time in the Summer or Autumn term 1999, or the Spring term 2000. Consequently, all children in the younger five year olds and older five year olds cohorts, and some of those in the rising five year olds cohort, had had their fifth birthday before the interview. As the aim of the survey was to measure participation in *pre-school* provision, it was decided to exclude children of statutory school age from the attendance history in the questionnaire for the terms after which they had turned five.

1.1.2 Participation in nursery education - last week and last year

Participation rates are shown for two main time periods - 'last week' and 'last year'. 'Last week' is the week before the week of interview, for children aged three or four years at interview (including those in the rising five year olds cohort). Parents of children in the younger five year olds and older five year olds cohorts were not asked about participation in the 'last week', as they had turned five years old before the Spring term 2000 and so were not asked about provision during that term since they were assumed to be in primary education.

'Last year' includes participation at any time during the Summer and Autumn terms 1999 and Spring term 2000 (up to the date of interview), except for children in the two oldest age cohorts, for whom the data relate to the term or terms in which they were eligible for 'nursery education' (rather than statutory education). To be included as participating, a child need only have attended nursery education once in the period under consideration.

Participation in nursery education by age

Table 1.1 shows participation in nursery education in the last week and last year. The figures for the last week have been adjusted to take account of under-reporting of nursery education attendance by parents who said their children had started school. Where the parent did not report any nursery education for their child in the last week but they reported that they had stopped using a previous provider because their child had started school, the child was imputed to have been in nursery education in the last week. All the tables showing overall participation in the last week (Tables 1.1 to 1.6 and 1.16) show adjusted figures.

Overall 95% of children had attended nursery education in the week before the interview. Table 1.1 shows that participation rates in the last week rose consistently with age. Among younger threes, 83% had attended nursery education in the week before the interview compared with 99% of rising fives. Looking at grouped cohorts, 91% of three year olds and 98% of four year olds had attended a provider in the last week. Participation in nursery education over the last year was slightly higher than in the last week: 96% of children had attended in the last year. This varied from 84% of younger threes, 99% of older fours to younger fives and 98% of older fives. The slightly lower attendance over the last year of those in the older fives age group compared with some younger children may be related to the fact that their attendance in the last year is based on one term of attendance since no attendance details were collected for them for the terms after they turned five. For younger fives, attendance is based on two terms.

Table 1.1 Participation rates in nursery education last week and last year, by age cohort (adjusted figures)

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week	83	94	98	97	98	99			95
Base	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Last year	84	96	98	98	99	99	99	98	96
Base	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	*5951*

	Age at date of interview			**Grouped age cohorts**		
	3 years	4 years	5 years	3s (Y3-R4)	4s (Y4-R5)	5s (Y5-05)
	%	%	%	%	%	%
Last week	90	98	98	91	98	
Base	*1731*	*2153*	*442*	*2211*	*2115*	
Last year	*91*	*98*	98	93	99	98
Base	*1731*	*2153*	*2067*	*2211*	*2115*	1625

Base for last week: All except younger and older five year olds

Base for last year: All

Participation in nursery education by region

Table 1.2 shows that participation in nursery education varied slightly by region (Standard regions are used). Generally, participation was slightly higher in the southern regions (96% to 97%) with the exception of Greater London where participation in the last week was 91%. It should be noted that the results for region in this and later tables depend on the post-code sectors and LEAs included in the sample within each region. Therefore comparisons between regions and with regional data from previous surveys in this series should be made with care. This caveat applies to all regional tables in this report.

There was little difference in participation according to whether the child lived in an urban or rural area[1]: participation in nursery education in the last week was 94% for urban areas and 96% for rural areas (a statistically significant difference).

Table 1.2 Participation rates in nursery education last week and last year, by region (adjusted figures)

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Last week	94	95	95	93	93	96	97	96	91	95
Base	*300*	*541*	*458*	*372*	*448*	*428*	*185*	*1171*	*423*	*4326*
Last year	96	97	97	96	94	98	96	97	95	96
Base	*421*	*748*	*630*	*519*	*600*	*595*	*257*	*1609*	*572*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

[1] The urban / rural break is based on density of population, see the Technical Report for full details.

Participation in nursery education by social class and income

Table 1.3 shows that participation in nursery education in the last week and year varied by the social class of the respondent. The highest level of participation in the last week was found for those in Social Classes I and II (97%) and the lowest among those in Social Classes III Manual (91%) and IV and V (93%). A similar pattern is found when looking at participation over the last year.

Among younger children (aged younger three or older three) participation in nursery education in the last week was highest among those in the non-manual social classes and lowest among those in the manual social classes. For example, among younger threes participation in the last week was 90% among those from Social Classes I and II and 74% among those from Social Classes IV and V. Among older children (rising four and older) participation in nursery education did not vary systematically with social class.

Table 1.3 Participation rates in nursery education last week and last year, by social class (adjusted figures)

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Last week - total	97	95	91	93	95
Last week - by age cohort					
Younger 3s	90	85	69	74	83
Older 3s	95	96	91	93	94
Rising 4s	98	97	100	96	98
Younger 4s	99	97	94	100	97
Older 4s	99	99	97	97	98
Rising 5s	99	100	100	100	99
Base	*1403*	*1771*	*685*	*216*	*4326*
Last year - total	98	97	94	96	96
Base	*1970*	*2410*	*935*	*296*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 1.4 shows that there is a direct relationship between household income and participation in nursery education. Participation in the last week varied from 91% among those from households with an annual income of less than £10,000 to 97% among those with an annual household income of £30,000 or more. As with social class the pattern was similar for participation in the last year.

Table 1.4 also shows that among the youngest children (younger threes and older threes) and to some extent the children in the middle age groups (rising fours and younger fours), participation in nursery education in the last week increased with household income. For example, among younger threes participation was 72% among those from households with less than £10,000 annual income compared with 92% among those from households with £30,000 or more annual income. Among the oldest age groups there was no clear pattern of use by income. This reflects the almost universal uptake of nursery education among those age groups.

Table 1.4 Participation rates in nursery education last week and last year, by income (adjusted figures)

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Last week - total	91	94	96	97	95
Last week - by age cohort					
Younger 3s	72	82	88	92	83
Older 3s	92	93	96	98	94
Rising 4s	94	98	99	99	98
Younger 4s	93	96	99	98	97
Older 4s	99	99	98	98	98
Rising 5s	98	100	98	100	99
Base	*1025*	*1068*	*913*	*1047*	*4326*
Last year - total	94	95	98	98	96
Base	1432	1457	1232	1450	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Participation in nursery education by family type and parents' work status

A relationship between nursery education participation and family type and the working status of parents can be observed from Table 1.5. Overall participation in the last week was slightly higher for children in two parent families (95%) than those in one parent families (93%). Among two-parent families, there was little variation among those who had at least one working parent (97% participation in the last week where both worked full-time and 95% where one parent worked), but participation was lower among those from families where neither parent worked (89%). Among those in one parent families, participation in the last week was highest where the parent worked full-time (98%) and lowest where the parent did not work (91%). Similar patterns are found for participation in the last year.

Table 1.15 shows that the main differences in participation in the last week by family type and working status are observed in the youngest age groups. For example among younger threes 78% of those in one parent families attended a provider in the last week compared with 85% of those in a two parent family. Looking at younger threes in two parent families, 73% of those with neither parent working attended a provider in the last week compared with 88% of those with two parents working full-time. Among older children the differences by family type and working status were small and inconsistent.

Table 1.5 Participation rates in nursery education last week and last year, by family type and whether parent(s) work(s) (adjusted figures)

	One-parent family				**Two-parent family**					
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both parents work full-time	Both work-one or both part-time	One parent works	Neither works	Total	Total
	%	%	%	%	%	%	%	%	%	%
Last week - total	98	95	91	93	97	96	95	89	95	95
Last week - by age cohort	*(Due to small base sizes no figures are shown for these groups)*									
Younger 3s				78	88	87	84	73	85	83
Older 3s				93	98	94	95	86	95	94
Rising 4s				96	99	99	98	94	98	98
Younger 4s				95	99	97	98	90	97	97
Older 4s				98	98	99	98	100	98	98
Rising 5s				99	100	99	99	95	99	99
Base	116	128	688	*932*	*503*	*770*	*1785*	*300*	*3358*	*4326*
Last year - total	99	97	94	95	98	98	96	93	97	96
Base	*171*	*182*	*950*	*1303*	*702*	*1053*	*2424*	*414*	4953	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to the categories shown here because the respondent was not the child's parent

Participation in nursery education by ethnic group

Respondents to the survey were classified into one of nine ethnic groups using 1991 census categories. Table 1.6 and some subsequent tables group respondents into four: white, black (including Black-Caribbean, Black-African and Black-Other), Asian (including Indian, Pakistani and Bangladeshi) and all ethnic minorities (including black, Asian, Chinese and other ethnic minorities). It should be noted that throughout the report when looking at differences by ethnic group the numbers in all ethnic groups except white are very small. This means that caution should be exercised in interpreting the results because results in any particular year can be sensitive to the particular sample drawn which affects the age distribution of children within different ethnic groups and the precise ethnic group from which parents in the broad categories for analysis come. In the report, where relevant, comparisons have been drawn with data from previous years to indicate where findings fit in with a general pattern and are more reliable and where results seem to have been affected by the small sample sizes.

Table 1.6 shows that participation in nursery education in the last week and last year was highest for the children of white parents (95% in the last week) and lowest for children of ethnic minorities (91% in the last week). Among ethnic minorities participation was very similar among children of black parents and the children of Asian parents (92% and 90% respectively in the last week, a non-significant difference).

Looking at children in particular age groups it can be seen that among the younger children (younger threes and older threes) participation in nursery education in the last week was higher among the children of white parents (eg: for younger threes, 85% for children with white parents and 73% for children of ethnic minority parents). Among older children there were no clear ethnic differences in participation.

Table 1.6 Participation rates in nursery education last week and last year, by ethnic group (adjusted figures)

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Last week - total	95	92	90	91	95
Last week - by age cohort		*(Due to small base sizes, no figures are shown for these groups)*			
Younger 3s	85			73	83
Older 3s	95			89	94
Rising 4s	98			99	98
Younger 4s	97			95	97
Older 4s	99			97	98
Rising 5s	99			97	99
Base	*3722*	*155*	*326*	*597*	*4326*
Last year - total	97	96	93	94	96
Base	*5138*	*208*	*440*	*805*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

1.1.3 Summary of factors related to participation in nursery education

The results in this chapter have shown that participation in nursery education is clearly related to a number of different factors such as age of the child, social class, income, family type, parents' working status and ethnic origin. However, many of these factors interact, for example those with the highest incomes are most likely to come from non-manual social classes. Also, by looking at each factor individually it is difficult to appreciate the relative importance of each.

Multivariate analysis has been carried out to investigate which factors are related to participation in nursery education when considering all the factors together. The following variables were used in the analysis and included in the final model when significant: age of the child, household income, social class, region, whether the respondent lives in Greater London, whether urban or rural, ethnic origin, family type (one or two parent) and working status of parents. Some of these variables overlap, for example the final model would include only region or the variable indicating whether the respondent lives in Greater London. Where these variables are not included in the model it indicates that their relationship to participation in nursery education in the last week was not statistically significant when controlling for the other factors.

When looking at participation in nursery education in the last week two models were developed, one for three year olds and one for four year olds. The results of the logistic regression analysis show whether children in a particular category of each factor are more or less likely than those in a reference category to have attended nursery education in the last week. The reference category is that to which all other categories are compared. The results which are significant at the 1% level are the most significant. Significant at the 1% level means that we can be 99% sure that the associations found are not the result of sample variation.

The results of Model 1.1 show that younger threes and older threes were significantly less likely to have attended a nursery education provider in the week before the survey than the rising four year olds, even when controlling for factors such as income, ethnic origin and parents' working status. Those children from households with lower incomes were significantly less likely to have attended a nursery education provider in the week before the survey. Children with a white parent were significantly more likely than those whose parent was from an ethnic minority to have attended nursery education in the week before the survey, even when taking account of income and parents' working status. Those whose only parent in the household or both parents were working were significantly more likely than those who had no working parent in the household to have attended nursery education in the previous week. This analysis shows that differences in nursery education participation by ethnic group and parents' working status cannot be attributed solely to household income differences since they remain significant even when controlling for household income.

Model 1.1 Multivariate logistic regression of participation in nursery education in the last week for children aged younger three to rising four (threes)

Variable/ category		Significance	Direction of relationship
Age of child			
	Younger three	***	-
	Older three	**	-
	Rising four	Reference	Reference
Household income (£)			
	Less than 10,000	***	-
	10,000-19,999	***	-
	20,000-29,999	NS	-
	30,000 or more	Reference	Reference
Ethnic origin of parent			
	White	**	+
	Ethnic minority	Reference	Reference
Working status			
	Both work/ one parent works in one parent family	***	+
	One parent works in two parent family	NS	+
	Neither parent works	Reference	Reference

*** Significant at 1% level (most significant)
** Significant at 5% level
* Significant at 10% level (least significant)
NS Not statistically significant
- indicates that children in that category are less likely than those in the Reference category to have attended nursery education in the week before, while + indicates that they were more likely to

For full results of the regression analysis refer to Appendix C

Model 1.2 includes only those aged four (younger four to rising five). It shows that the youngest children were significantly less likely than those aged rising five to have attended a nursery education provider in the week before the survey. Those living outside Greater London were significantly more likely than those living in Greater London to have attended a nursery education provider, while those children who had at least one parent working were significantly more likely to attend than those who had no parent working. There was no significant difference according to whether one or two parents were working so the variable does not include that distinction.

Model 1.2 Multivariate logistic regression of participation in nursery education in the last week for children aged younger four to rising five (fours)

Variable/ category		Significance	Direction of relationship
Age of child			
	Younger four	**	-
	Older four	NS	-
	Rising five	Reference	Reference
Whether respondent lives in Greater London			
	No	*	+
	Yes	Reference	Reference
Working status			
	At least one parent works	**	+
	Neither parent works	Reference	Reference

***	Significant at 1% level (most significant)
**	Significant at 5% level
*	Significant at 10% level (least significant)
NS	Not statistically significant
-	indicates that children in that category are less likely than those in the Reference category to have attended nursery education in the week before, while + indicates that they were more likely to

For full results of the regression analysis refer to Appendix C

These two models show that across all three and four year olds, participation in nursery education is strongly related to age even when taking account of other factors. Also, for all age groups, those children whose parents worked were more likely to have attended nursery education than those whose parent(s) did not work. However, when looking separately at three and four year olds the other significant factors are different. For three year olds income is important while for four year olds this variable was not significant, perhaps reflecting the provision of free nursery education. Among three year olds, children of ethnic minorities were significantly less likely to attend nursery education whereas there was no significant difference between these groups for four year olds. Among four year olds whether or not they lived in Greater London was an important factor but this was not found among three year olds.

1.1.4 Participation in childcare - last week and last year

Participation in childcare by age

The survey also collected data about participation in childcare in the last week and last year. Table 1.7 shows that participation was 18% in the last week and 24% in the last year. Thus participation in childcare during week days is much lower than participation in nursery education.

As with nursery education, participation in childcare varied with the age of the child but the relationship was inverse; participation in childcare was higher the younger the child. Participation in the last week varied from 26% among younger threes to 13% among rising fives and a similar pattern is observed for participation in the last year. Looking at the grouped age cohorts, participation in the last year varied from 30% among three year olds, to 22% among four year olds and 18% among five year olds.

Table 1.7 Participation rates in childcare last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week	26	18	19	17	14	13			18
Base	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Last year	36	28	26	23	23	19	23	15	24
Base	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	*5951*

	Age at date of interview			**Grouped age cohorts**		
	3 years	4 years	5 years	3s (Y3-R4)	4s (Y4-R5)	5s (Y5-O5)
	%	%	%	%	%	%
Last week	21	16	13	21	15	
Base	*1731*	*2153*	*442*	*2211*	*2115*	
Last year	31	24	19	30	22	18
Base	*1731*	*2153*	*2067*	*2211*	*2115*	*1625*

Base for last week: All except younger and older five year olds

Base for last year: All

Participation in childcare by region

Participation in childcare varied by region but with no clear overall regional pattern. The highest level of participation was found in East Anglia and the North (both 23% in the last week) and the lowest in Greater London (12% in the last week). Looking at participation in the last year, the rate was highest in the South West (30%). Participation in childcare in the last week was significantly higher in rural areas (23%) than urban areas (16%).

Table 1.8 Participation rates in childcare last week and last year, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Last week	23	17	21	21	16	22	23	16	12	18
Base	*300*	*541*	*458*	*372*	*448*	*428*	*185*	*1171*	*423*	*4326*
Last year	28	24	26	27	20	30	28	22	19	24
Base	*421*	*748*	*630*	*519*	*600*	*595*	*257*	*1609*	*572*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Participation in childcare by social class and income

The link between participation in childcare and social class is quite clear with higher participation among those in the non-manual social classes. The highest participation in the last week was found among children whose parents were in Social Classes I and II (23%) and the lowest among those in Social Classes IV and V (12%). Table 1.9 shows that in all social class groups participation in childcare declined with increasing age, though the decline was less for those in Social Classes I and II than for others.

Table 1.9 Participation rates in childcare last week and last year, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Last week - total	23	19	13	12	18
Last week - by age cohort					
Younger 3s	29	29	22	21	26
Older 3s	25	21	9	2	18
Rising 4s	24	17	15	32	19
Younger 4s	18	19	14	11	17
Older 4s	21	12	8	8	14
Rising 5s	18	12	9	10	13
Base	*1403*	*1771*	*685*	*216*	*4326*
Last year - total	31	24	17	15	24
Base	*1970*	*2410*	*935*	*296*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 1.10 shows that there was also a relationship between income and participation in childcare with highest participation being found among those with higher household incomes. Participation in the last week varied from 7% among those with incomes of less than £10,000 to 27% of among those with household incomes of £30,000 or more. This pattern was found for all age groups. Similarly, in all income groups, participation declined with age.

Table 1.10 Participation rates in childcare last week and last year, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Last week - total	7	17	23	27	18
Last week - by age cohort					
Younger 3s	11	30	31	36	26
Older 3s	8	16	26	28	18
Rising 4s	8	19	27	26	19
Younger 4s	7	15	23	23	17
Older 4s	4	9	19	25	14
Rising 5s	3	16	11	23	13
Base	*1025*	*1068*	*913*	*1047*	*4326*
Last year - total	11	22	31	35	24
Base	*1432*	*1457*	*1232*	*1450*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Participation in childcare by family type and parents' work status

Participation in childcare was closely related to family type and parents' work status. Participation in the last week was 19% among those in two-parent families and 14% among those in one parent families. This reflects the different working status of parents in one and two parent families. In both types of families participation was highest among those whose parents worked full-time (46% in one parent families and 40% in two parent families) and lowest where the parents did not work (6% in one parent families and 4% in two parent families).

Table 1.11 also shows that in the youngest three age groups (younger threes to rising fours) children in one parent families were less likely to have attended childcare in the last week than those in two parent families, among older children there were no consistent patterns. Among children in two parent families and in the youngest age groups (younger threes to rising fours), participation in childcare was highest where both parents worked (with little difference according to whether they worked full or part-time). Among older children those with both parents working were more likely than those with one parent working to have attended childcare in the last week. For example among older fours, 40% of those whose parents worked full-time had used childcare in the last week compared with 21% of those with one or both parents working part-time. Use of childcare was low among those who had one or neither parent working, although in the youngest two age groups those who had one parent working were twice as likely as those who had neither parent working to have used childcare.

Table 1.11 Participation rates in childcare last week and last year, by family type and whether parent(s) work(s)

	One-parent family				Two-parent family					
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both parents work full-time	Both work - one or both part-time	One parent works	Neither works	Total	Total
	%	%	%	%	%	%	%	%	%	%
Last week - total	46	33	6	14	40	32	10	4	19	18
Last week - by age cohort	*(Due to small base sizes no figures are shown for these groups)*									
Younger 3s				18	48	50	18	8	29	26
Older 3s				14	31	33	15	-	20	18
Rising 4s				15	41	42	8	6	20	19
Younger 4s				16	40	29	8	7	17	17
Older 4s				10	40	21	7	-	15	14
Rising 5s				14	42	16	5	2	12	13
Base	116	128	688	*932*	503	770	1785	300	3358	*4326*
Last year - total	50	41	10	19	48	38	17	8	26	24
Base	*171*	*182*	*950*	*1303*	*702*	*1053*	*2424*	*414*	*4593*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to the categories shown here because the respondent was not the child's parent

Participation in childcare by ethnic group

Differences in participation in childcare by ethnic group were larger than the differences in participation in nursery education. Participation in the last week was 20% among those with white parents and 6% among those with ethnic minority parents. Among ethnic minorities, participation was marginally higher among children with black parents (8%) than those with Asian parents (6%). This pattern was found among all age groups and ethnic differences were found among all age groups.

Table 1.12 Participation rates in childcare last week and last year, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Last week - total	20	8	6	6	18
Last week - by age cohort		*(Due to small base sizes, no figures are shown for these groups)*			
Younger 3s	29			10	26
Older 3s	20			7	19
Rising 4s	22			6	19
Younger 4s	19			4	17
Older 4s	15			6	14
Rising 5s	15			1	13
Base	*3722*	*155*	*326*	*597*	*4326*
Last year - total	26	13	7	9	24
Base	*5138*	*208*	*440*	*805*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

1.1.5 Nursery education and childcare used in combination in the last week

Table 1.13 shows the overall patterns in participation in nursery education and childcare and shows how the use of nursery education and childcare were combined. Overall 96% of children had attended either nursery education or childcare in the last week and 17% had attended both. Most of those who had attended childcare had also attended nursery education; 1% had attended childcare only. Use of nursery education and childcare together varied according to the age of the child. Younger children were less likely to attend either nursery education or childcare (88% of younger threes) but were most likely to attend both types of provider (21%). They were also least likely to attend nursery education only (62%) and most likely to attend childcare only (5%). In contrast, 99% of rising fives attended nursery education or childcare, none had attended childcare only, while 86% had attended nursery education only. It should be noted that these figures are adjusted to take account of those children of nursery education age whose parents said they had started school but recorded no nursery education for them in the last week.

Table 1.13 Participation rates in nursery education and childcare last week, by age cohort (adjusted figures)

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Participation in either	88	95	98	97	99	99	96
Participation in both	21	18	19	16	14	13	17
Nursery education only	62	77	79	80	85	86	78
Childcare only	5	1	*	1	*	-	1
Participation in neither	12	5	2	3	1	1	4
Base	*748*	*909*	*554*	*715*	*896*	*504*	*4326*

	Age at interview		**Grouped age cohorts**	
	3 years	4 years	3s (Y3-R4)	4s (Y4-R5)
	%	%	%	%
Participation in either	93	98	94	98
Participation in both	19	16	19	14
Nursery education only	71	82	72	84
Childcare only	3	*	2	*
Participation in neither	7	2	6	2
Base	1731	2153	211	2115

Base: All except younger and older 5 year olds

1.1.6 Nursery education and childcare use over three terms

The questionnaire collected information about participation in nursery education and childcare by children who were aged three or four years in each of the three school terms: Summer term 1999, Autumn term 1999 and Spring term 2000. Table 1.14 compares participation in nursery education and childcare during the three terms by the age of the child during each term. The figures for the Spring term and Autumn term to take account of those whose parents recorded no nursery education for the child in that term but said they had left a previous provider because the child started school. These children were imputed to have been in nursery education during that term.

The overall level of participation in nursery education was lowest in the Summer term (91%) and highest in the Autumn term (96%). These differences may be understood by looking at the changes across terms for each cohort of children.

By looking at the progression of each individual cohort of children across terms it is possible to examine their transitions into nursery education. For example, children who were in the younger three age group in Summer term 1999, were older threes in Autumn term 1999 and rising fours in Spring term 2000. This cohort's participation rates increased from 79% in the Summer term to 94% in the Autumn term and 97% in the Spring term. Similar increases were seen for all the cohorts. For all the cohorts, particularly the younger ones, the greatest increase was between the Summer term and Autumn term reflecting the fact that many children first enter nursery education in the Autumn term.

Table 1.14 also shows participation in childcare across the three terms. The general pattern is of slightly decreasing participation in childcare as the children move age cohorts across the terms. For example, among those aged younger four in the Summer term, participation was 16% in the Summer term, 15% in the Autumn term and 14% in the Spring term. The decline in use of childcare as children grow older may well be related to the associated increase in nursery education participation.

Table 1.14 Participation in nursery education and childcare in the Summer 1999, Autumn 1999 and Spring 2000 terms, by age of child in those terms (adjusted for Spring and Autumn terms)

	AGE DURING TERM								
							Grouped age cohorts:		
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	3s (Y3s-R4s)	4s (Y4s-R5s)	All Y3-R5
	%	%	%	%	%	%	%	%	%
Participation in nursery education (%)									
Summer term 1999	79	84	94	94	95	98	87	96	91
Autumn term 1999	90	94	96	98	98	99	93	98	96
Spring term 2000	82	94	97	97	98	98	91	97	94
Participation in childcare (%)									
Summer term 1999	21	20	18	16	18	15	19	16	18
Autumn term 1999	21	22	20	18	15	17	21	17	19
Spring term 2000	28	19	20	17	15	14	23	16	19
Bases:									
Summer term 1999	*554*	*715*	*896*	*504*	*712*	*913*	*2165*	*2129*	*4294*
Autumn term 1999	*909*	*554*	*715*	*896*	*504*	*712*	*2178*	*2112*	*4290*
Spring term 2000	*748*	*909*	*554*	*715*	*896*	*504*	*2211*	*2112*	*4326*

Base: All in younger three to rising five cohorts in each term

Note: The figures for Spring term 2000 and Autumn term 1999 have been adjusted to count those who were recorded as attending no nursery education during the that term but who had left a previous provider because they started school as being in nursery education. The figures for the Summer term could not be adjusted.

1.2 Types of provider used

1.2.1 Nursery education

During the interview parents were asked to classify the type of providers they used for their children. This information was then checked with the provider and in some cases of discrepancy checked with DfEE Annual Schools' Census and Early Years Census data. During the interview interviewers collected contact details of all the nursery education providers mentioned by respondents. These providers were called by telephone interviewers at the National Centre to ascertain how they classified the provision they offer. Unlike previous years, the enquiry was made with specific reference to the ages of the children who attended that provider in order to improve the accuracy of classifications where a provider offers more than one service to different age groups and when the provider may not consider children in school to be in nursery education. Another improvement was made in the way the contact details were collected during the interview. The information was structured into elements of the address and the telephone interviewers then worked from print outs of this information rather than hand written records made by field interviewers. This year, 16% of providers could not be contacted which is slightly lower than in the third survey.

In some cases where the results of the provider check conflicted with the classification given by parents, additional checks were made with data from the Annual Schools' Census and Early Years Census. These were used in cases of contradiction which piloting exercises suggested the census data would help to resolve. These checks were made using logical rules for some cases and manual checks of the information available for others.

Full details of the telephone checks to providers and the census checks are provided in the technical report. The final provider type used for analysis is derived from the information from these three sources using rules outlined in the technical report and shown in detail in Appendix B.

Table 1.15 shows the percentage of parental classifications of provider type which were verified as a result of the provider and census checks. Overall 83% of parental classifications were confirmed by the checks or accepted in the absence of any information from the provider or census data but the percentage verified varied by provider type. For example, 98% of parental classifications of reception class were confirmed or accepted, while in only half of the cases where the parent gave a classification of nursery school was this accepted as the final classification for analysis. These differences reflect the degree to which different terms to describe nursery education are understood by parents and the degree to which they are used as generic terms.

Table 1.15 Percentage of parental provider classifications which were amended as a result of telephone call to the provider, and Annual Schools' and Early Years Census checks (including all nursery education providers as defined by the parents whether or not the provider was contacted)

	Base		Percentage verified	Percentage changed
Provider type (as reported by parent):				
Nursery school	*1182*	%	50	50
Nursery class in a primary or infants' school	*2016*	%	69	31
Reception class in a primary or infants' school	*2354*	%	98	2
Special day school or nursery	*59*	%	53	47
Day nursery	*759*	%	91	9
Playgroup/ pre-school	*1936*	%	95	5
Combined centre	*33*	%	[64]	[36]
Other type of nursery education provider	*25*	%	[52]	[48]
All parental classifications of provider type	*8364*	%	83	17

Base: All nursery education providers
Note: Percentages read horizontally

Types of nursery education provider used, by age

Table 1.16a and 1.16b show that the type of provider used most during the last week was reception class (28%) followed by nursery class which was used by 26% of respondents for their children. Nursery and reception class figures include both maintained and private/ independent sector schools. Table 4.1 in Chapter 4 shows the percentage of main or sole providers provided by each organisation type (86% of nursery classes used as the main or sole provider were provided by LEAs and 91% of reception classes). Just under a quarter of parents (22%) had used playgroups or pre-schools and 10% had used day nurseries for their children. All other types of provider were used by less than 10% of respondents. The table also shows that not only do overall levels of participation in nursery education vary by age, but that children of different ages have very different patterns of use in terms of type of provider. It should be noted that the figures on the following tables are not adjusted to take account of those who did not report nursery education because their child had started school (see Table 1.1 for an explanation).

Participation in reception classes in the last week increased with age from less than 1% of those aged younger three to 3% of those aged younger four to 89% of those aged rising five. It is notable that participation in reception classes in the older age groups is higher than in previous years which may reflect the improved methodology for determining final modified provider type. It was found that use of the census checks often confirmed parental classifications of reception class which in previous years would have been changed to the provider classification where that was different from the parental classification. This is described in more detail in the technical report. Participation in nursery classes in the last week increased with age to a maximum of 45% in the last week of those aged rising four and younger four and then declined with age among older fours and rising fives, reflecting their entry into reception class. Participation in nursery schools in the last week also increased with age up to those aged rising fours and declined thereafter.

In contrast, participation in playgroups and day nurseries declined with age. Among younger threes, 41% attended a playgroup in the last week and 15% attended a day nursery, while among rising fives only 1% attended each of these types of provider. For these two providers as well as nursery schools, nursery classes and reception classes, the largest change in participation comes between the ages of younger four and older four. This may in part reflect some of the age rules used to determine provider type in cases of contradiction between parental, provider and census classifications. However, the main reason for this is that this appears to be the age when children make the transition between different provider types.

Use of special schools, combined and family centres and other types of provider in the last week was much lower (3% or less) and varied only slightly with age.

Similar patterns were found for participation in the last year although participation rates for providers which tend to be used by younger children such as playgroups and day nurseries were higher for all age groups, particularly the older age groups. This is because during the past year the children have moved through three age cohorts and may have used these types of provider in earlier terms when they were younger. For example those aged rising four at the time of the survey were older three in the Autumn term 1999 and younger three in the Summer term 1999. All these patterns are also observed when looking at grouped age cohorts in Table 1.16b.

Table 1.16a Types of nursery education provider used last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	19	6	4	4	3	4			7
Nursery school	7	14	14	13	4	1			9
Nursery class	17	38	45	45	9	5			26
Reception class	*	1	3	3	82	89			28
Special school	*	*	*	1	*	*			*
Day nursery	15	15	11	12	2	1			10
Playgroup/ pre-school	41	30	27	26	2	1			22
Other	3	3	4	4	1	1			3
Combined/Family centre	1	-	*	-	-	-			*
Base	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Last year:									
None	16	4	2	2	1	1	1	2	4
Nursery school	8	15	17	14	14	10	13	2	11
Nursery class	18	39	45	46	25	22	14	3	26
Reception class	*	1	3	3	82	91	87	90	45
Special school	*	1	*	1	*	1	1	*	*
Day nursery	20	20	18	17	13	10	11	1	13
Playgroup/ pre-school	47	44	45	42	29	26	23	3	32
Other	4	3	5	5	3	2	3	1	3
Combined/Family centre	1	1	1	1	*	*	*	*	1
Base	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Table 1.16b Types of nursery education provider used last week and last year, by grouped age cohort

	3s (Y3-R4)	4s (Y4-R5)	5s (Y5-05)	Total
	%	%	%	%
Last week:				
None	10	3		7
Nursery school	11	6		9
Nursery class	32	20		26
Reception class	1	57		28
Special school	*	*		*
Day nursery	14	5		10
Playgroup/ pre-school	33	10		22
Other	3	2		3
Combined/Family centre	*	-		*
Base	*2211*	*2115*		*4326*
Last year:				
None	7	1	2	4
Nursery school	13	13	7	11
Nursery class	33	31	8	26
Reception class	1	57	88	45
Special school	*	1	*	*
Day nursery	19	13	5	13
Playgroup/ pre-school	45	33	12	32
Other	4	3	2	3
Combined/Family centre	1	*	*	1
Base	*2211*	*2115*	*1625*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Type of nursery education provider used by region

Table 1.17 shows some clear regional patterns in the use of different types of nursery education providers in the last week. Playgroups were most commonly used in the southern regions and nursery classes less common, while in the northern regions and midlands, nursery classes were more commonly used and playgroups less common. In the southern regions (South West, East Anglia, South East) the most commonly used types of provider were playgroups (40% in the South West, 28% in East Anglia and 30% in the South East) and reception classes (30 or 31%). Nursery classes were used by 16% or less of parents in these regions. In contrast in the midlands and northern regions the most commonly used type of provider was a nursery class (between 32% and 40% in these regions had used one in the last week). Only 22% or less had attended a playgroup in the last week (only 9% of those in the North). Use of reception classes was quite similar to that in the southern regions (between 25% and 32% had used one in the last week).

Greater London showed a distinct pattern, similar to that in the northern regions and midlands with higher use of nursery classes (35%) and lower use of playgroups (12%). Use of nursery schools did not vary much by region but it was highest in Greater London (12%).

The varying prevalence of nursery classes and playgroups probably reflect differing policies in different Local Education Authorities. Table 1.18 shows that nursery classes were more prevalent in urban areas while playgroups were more prevalent in rural areas. This suggests that regional differences may also to some extent reflect whether each region is predominantly urban or rural.

Table 1.17 Types of nursery education provider used last week, by region

	North	North West	Yorks & Humbs	East Mids	West Mids	South West	East Anglia	South East	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Last week:										
None	7	6	6	8	9	4	7	6	10	7
Nursery school	8	7	9	5	10	7	8	10	12	9
Nursery class	40	34	40	31	32	10	11	16	35	26
Reception class	32	31	26	28	25	31	30	30	22	28
Special school	1	*	-	-	*	*	1	*	*	*
Day nursery	6	12	10	11	10	12	5	9	8	10
Playgroup/ pre-school	9	14	11	22	14	40	38	30	12	22
Other	1	2	2	3	4	2	2	3	4	3
Combined/ Family centre	-	*	-	-	-	1	1	*	-	*
Base	*300*	*541*	*458*	*373*	*448*	*428*	*185*	*1171*	*423*	*4326*

Base: All except younger and older five year olds

Types of nursery education provider used by urban/rural classification

Patterns of use of different types of nursery education varied by whether or not the respondent lived in an urban or rural area. Nursery classes were more commonly used in urban areas (29%) than rural areas (20%) while participation in playgroups was higher in rural areas (30%) than urban areas (18%). Use of other types of provider did not vary by area of residence.

Table 1.18 Types of nursery education provider used last week, by urban/rural classification

	Urban	Rural	Total
	%	%	%
Last week:			
None	7	5	7
Nursery school	9	9	9
Nursery class	29	20	26
Reception class	28	30	28
Special school	*	*	*
Day nursery	9	11	10
Playgroup/ pre-school	18	30	22
Other	3	3	3
Combined/ Family centre	*	*	*
Base	*3125*	*1201*	*4326*

Base: All except younger and older five year olds

Types of nursery education provider used by social class and income

The use of several types of provider varied by social class. Nursery schools were used slightly more by those in Social Classes I and II than those in Social Classes IV and V. In contrast, nursery classes were used more by those in manual social classes than those in the non-manual classes (19% of those in Social Classes I and II and 38% of those in Social Classes IV and V). Day nurseries and playgroups were both used more by those in the non-manual social classes than those in manual social classes. Among those in Social Classes I and II, 15% had used a day nursery and 26% a playgroup compared with 4% and 19% respectively of those in Social Classes IV and V.

Use of reception classes did not vary much by social class (Table 1.19) or by household income (Table 1.20) reflecting the fact that it is statutory provision.

Table 1.20 shows that nursery schools, day nurseries and playgroups were most likely to be used by those from households with high incomes, whereas nursery classes were most likely to be used by those from households with lower incomes. For example, 4% of those with incomes of £10,000 or less used a day nursery in the week before the survey compared with 18% of those with incomes of £30,000 or more. These differences in the use of nursery education by income are a reflection of the costs of different types of provider. Nursery schools, day nurseries and playgroups are more likely to charge fees than nursery classes.

Table 1.19 Types of nursery education provider used last week, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Last week:					
None	4	6	10	8	7
Nursery school	10	8	8	6	9
Nursery class	19	28	32	38	26
Reception class	28	29	30	25	28
Special school	*	*	*	*	*
Day nursery	15	8	6	4	10
Playgroup/ pre-school	26	23	15	19	22
Other	4	2	2	1	3
Combined/Family centre	*	*	*	*	*
Base	*1403*	*1771*	*685*	*216*	*4326*

Base: All except younger and older five year olds

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 1.20 Types of nursery education provider used last week, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Last week:					
None	11	8	5	3	7
Nursery school	8	7	9	11	9
Nursery class	35	30	22	18	26
Reception class	27	28	30	28	28
Special school	*	*	*	*	*
Day nursery	4	7	9	18	10
Playgroup/ pre-school	15	21	27	25	22
Other	2	2	2	4	3
Combined/Family centre	*	*	*	*	*
Base	*1025*	*1068*	*913*	*1047*	*4326*

Base: All except younger and older five year olds

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Types of nursery education provider used by family type and whether parent(s) work
There is also a clear relationship between type of provider used and family type and working status of parents. Nursery classes were used more by children from one parent families (31%) than by those from two parent families (25%) while the opposite was true for playgroups (15% of children from one parent families and 24% from two parent families). Within each type of family the use of nursery education varied by parents' working status. In two parent families, nursery classes were much more likely to be used where neither parent worked (38%) than when one or both parents worked (22% or 24%). Day nurseries were used most when both parents worked full-time, reflecting the hours of provision offered and provision of childcare at day nurseries. Playgroups were used least where both parents worked full-time (16%) probably because of the short sessions offered, and where neither parents worked (13%), possibly reflecting the costs of playgroups.

The patterns according the parents' working status in one parent families was similar except that the use of playgroups did not vary much.

Table 1.21 Types of nursery education provider used last week, by family type and whether parent(s) work(s)

	One-parent family				**Two-parent family**					
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both parents work full-time	Both work - one/both part-time	One parent works	Neither works	Total	Total
	%	%	%	%	%	%	%	%	%	%
Last week:										
None	2	5	11	9	4	5	6	12	6	7
Nursery school	6	5	9	8	9	10	9	8	9	9
Nursery class	22	27	33	31	24	22	24	38	25	26
Reception class	32	33	27	28	27	31	28	26	28	28
Special school	-	1	1	1	-	*	*	1	*	*
Day nursery	27	13	5	8	23	12	6	5	10	10
Playgroup/ pre-school	16	17	15	15	16	24	28	13	24	22
Other	2	2	2	2	3	3	3	1	3	3
Combined/ Family centre	1	-	*	*	-	*	*	*	*	*
Base	*116*	*128*	*688*	*932*	*503*	*770*	*1785*	*300*	*3358*	*4326*

Base: All except younger and older five year olds

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to the categories shown here because the respondent was not the child's parent

Types of nursery education provider used by ethnic group

Table 1.22 shows the variation in use of different types of provider by the ethnic group of the parent. It shows that the overall results for all ethnic minorities can be misleading since the patterns for different ethnic minority groups can be quite different. Nursery classes were much more likely to be used by ethnic minorities than by the children of white parents (38% compared with 25%). This result hides a difference among ethnic minorities since 41% of the children of Asian parents and 32% of the children of black parents had attended nursery classes in the last week. There was no difference in use of nursery schools between children with white parents and those with ethnic minority parents, however, children of black parents were more likely than children of white parents to use nursery schools (14%) while children of Asians were less likely to (6%). Ethnic minorities were slightly less likely to use reception classes (24% compared with 29% of the children of white parents) but this varied from 20% of the parents of black parents to 28% of the children of Asian parents. Day nurseries were used most by children of black parents (14%) and least by children of Asian parents (4%). Almost a quarter of the children of white parents attended playgroups (24%) compared with only 10% of the children with black parents and 8% of children with an Asian parent.

Table 1.22 Types of nursery education provider used last week, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Last week:					
None	6	10	12	11	7
Nursery school	9	14	6	9	9
Nursery class	25	32	41	38	26
Reception class	29	20	28	24	28
Special school	*	1	-	*	*
Day nursery	10	14	4	8	10
Playgroup/ pre-school	24	10	8	10	22
Other	3	1	3	3	3
Combined/ Family centre	*	*	-	-	*
Base	*3722*	*155*	*326*	*597*	*4326*

Base: All except younger and older five year olds

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

Types of nursery education provider used by children with special needs

The main differences in types of provider used by whether the child had special needs are that children with statemented special needs were more likely than others to use nursery schools (14% compared with 9% overall), more likely to attend a special school (12%) and less likely to attend a playgroup (10%). There was very little difference in the patterns of participation between children with no special needs and those with special needs which were not statemented. Caution should be exercised in interpreting these figures owing to the small sample sizes which mean that observed differences may result partly from random fluctuations.

Table 1.23 Types of nursery education provider used last week, by whether child has special needs

	Special needs - statemented	Special needs - not statemented	All with special needs	Total
	%	%	%	%
Last week:				
None	7	8	8	7
Nursery school	14	7	9	9
Nursery class	24	29	28	26
Reception class	27	29	28	28
Special school	12	-	4	*
Day nursery	6	6	6	10
Playgroup/ pre-school	10	22	19	22
Other	6	3	4	3
Combined/ Family centre	-	*	*	*
Base	*90*	*217*	*307*	*4326*

Base: All except younger and older five year olds

Note: All with statemented needs includes all those in the first two columns. The total column includes all whether or not they have special needs.

1.2.2 Summary of factors related to participation in nursery class and playgroups in the last week

When looking at participation in each type of nursery education it was found that use of nursery classes and playgroups or pre-schools were inversely related, particularly among the younger children. For example up to the age of younger four, use of playgroups and pre-schools decreased with age while the use of nursery classes increased. In the regions where nursery class use was highest, participation in playgroups was lowest, while in urban areas use of nursery classes was more common and use of playgroups less common than in rural areas. Therefore multivariate analysis was carried out to investigate which factors participation in nursery classes and playgroups or pre-schools are related to, when controlling for the other factors.

Model 1.3 shows the factors related to participation in nursery classes in the last week for those aged three or four. Participation was strongly related to the age of the child with all younger children being more likely to have attended a nursery class in the last week than the rising five cohort. Those in the rising and younger four age cohorts were most likely to have attended a nursery class in the week before the survey. Those from households with the lowest incomes were most likely to have attended a nursery class and those in the highest income group were least likely to have done so. Interestingly, social class was significant in the model even when controlling for income. Those in the non-manual social classes (I, II, III non-manual) were significantly less likely than those in the manual social classes to have attended a nursery class in the week before the survey. Clear regional differences were observed with children in the North being significantly more likely than those in Greater London to have attended a nursery class and those in the Midlands, South West and South East being significantly less likely to have done so. Urban/ rural and ethnic differences were found in participation in nursery class with those in urban areas and those with ethnic minority parents being significantly more likely to have attended a nursery class in the last week than those in rural areas and with white parents.

It was found that the working status of parents was also significantly related to participation in nursery classes. Children with at least one working parent were significantly less likely to have attended a nursery class in the week before the survey than those who had neither parent in the household working. However this variable was significant only when income was excluded from the model so Model 1.3 includes income and excludes working status. This indicates that part of the effect of income seen in Model 1.3 may be a reflection of parents' working status while some of the effects of parent's working status may be income effects.

Model 1.3 Multivariate logistic regression of participation in nursery classes in the last week for children aged younger three to rising five (three and four year olds)

Variable/ category		Significance	Direction of relationship
Age of child			
	Younger three	***	+
	Older three	***	+
	Rising four	***	+
	Younger four	***	+
	Older four	***	+
	Rising five	Reference	Reference
Household income (£)			
	Less than 10,000	***	+
	10,000-19,999	**	+
	20,000-29,999	NS	+
	30,000 or more	Reference	Reference
Social class			
	I and II	***	-
	III Non-manual	***	-
	III Manual	NS	-
	IV and V	Reference	Reference
Region			
	North	***	+
	Midlands and South West	**	-
	South East (excluding Greater London)	***	-
	Greater London	Reference	Reference
Urban/ rural			
	Urban	***	+
	Rural	Reference	Reference
Ethnic origin of parent			
	White	***	-
	Ethnic minority	Reference	Reference

*** Significant at 1% level (most significant)
** Significant at 5% level
* Significant at 10% level (least significant)
NS Not statistically significant
- indicates that children in that category are less likely than those in the Reference category to have attended a nursery class in the week before, while + indicates that they were more likely to

For full results of the regression analysis refer to Appendix C

Model 1.4 shows the factors related to participation in playgroups or pre-schools in the last week for those aged three or four. Apart from social class, which is not significant in this model the same factors are related to participation in playgroups as are related to participation in nursery classes, though usually in the opposite direction. As with participation in nursery classes, participation was higher among all younger children than among rising fives. However, unlike nursery classes, participation in playgroups was highest for those in the youngest age cohort (younger threes) and declined with age. Those from households in the lowest two income brackets were significantly less likely to have attended a playgroup or pre-school in the week before the survey than those in the highest income bracket. Children from households with incomes of £20,000-29,999 were the group most likely to have attended a playgroup in the week before the survey. Participation in playgroups was lower among those in the North than those in Greater London and was significantly higher among those in the Midlands, South West and South East. Those in urban areas and with ethnic minority parents were least likely to have attended playgroups in the last week. As for participation in nursery classes, parents' working status was found to be significantly related to participation in playgroups, with children from households where at least one parent worked being more likely than those where neither parent worked to have attended a playgroup. However, with working status in the model, income was not significant so Model 1.4 excludes working status.

As the cross-tabulations in the previous section suggested, even when controlling for the age of the child, playgroups and nursery classes appear, to some extent, to be alternatives for each other. Nursery classes are used more by those with lower household incomes while playgroups are used more by those with higher incomes. Nursery classes are used most by those in the North and Greater London and those in urban areas while playgroups are used most by those in the Midlands and South West and South East (outside London) and in rural areas. Ethnic minority parents were significantly more likely than white parents to use nursery classes for their children and less likely to use playgroups or pre-schools. Working parents were significantly more likely to use playgroups and less likely to use nursery classes than non-working parents. The range of factors related to participation in nursery classes and playgroups, usually in opposite directions, suggests that participation in a nursery class rather than a playgroup or vice versa is a result of both demand and supply factors. The regional and urban/ rural variations suggest that in some regions and areas nursery classes are more prevalent while in others, playgroups are more prevalent (a supply factor). The ethnic variation may be a result of demand factors but may also reflect the supply of different types of nursery education in the areas in which people of different ethnic origins live. The income, social class and working status variations suggest that demand factors are important although the importance of income also suggests that for some parents the choice of a nursery class rather than a playgroup may be forced by economic circumstances rather than preference.

Model 1.4 Multivariate logistic regression of participation in playgroups/ pre-schools in the last week for children aged younger three to rising five (three and four year olds)

Variable/ category		Significance	Direction of relationship
Age of child			
	Younger three	***	+
	Older three	***	+
	Rising four	***	+
	Younger four	***	+
	Older four	**	+
	Rising five	Reference	Reference
Household income (£)			
	Less than 10,000	***	-
	10,000-19,999	NS	-
	20,000-29,999	***	+
	30,000 or more	Reference	Reference
Region			
	North	**	-
	Midlands and South West	***	+
	South East (excluding Greater London)	***	+
	Greater London	Reference	Reference
Urban/ rural			
	Urban	***	-
	Rural	Reference	Reference
Ethnic origin of parent			
	White	***	+
	Ethnic minority	Reference	Reference

*** Significant at 1% level (most significant)
** Significant at 5% level
* Significant at 10% level (least significant)
NS Not statistically significant
- indicates that children in that category are less likely than those in the Reference category to have attended a playgroup in the week before, while + indicates that they were more likely to

For full results of the regression analysis refer to Appendix C

1.2.3 Childcare

Parents also classified the type of childcare providers they used for their children. These were not checked with the provider so the classification used is that given by the parent. The majority of parents used no childcare for their children (82% in the last week). Table 1.24 shows that the most commonly used type of childcare provider in the last week was other relatives (9%) followed by childminders (5%). All other types of providers were used by 3% or less of children.

Types of childcare provider used by age
As with nursery education providers the types of provider used varied with the age of the child. Use of mother and toddler groups decreased with age from 9% of younger threes in the last week to less than 1% of rising fives. Use of childminders and other relatives also declined with age. This reflects the movement of children into nursery education and out of childcare as they get older. Use of providers used by 1% or fewer children (nanny/ au pair, after school clubs, friends/ neighbours) did not vary by age.

Patterns of use over the last year were similar though the participation rates were higher and decreased less with age because over the last year children had been in younger cohorts and more likely to use the childcare providers.

Table 1.24 Types of childcare provider used last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	74	82	81	83	86	87			82
Mother & Toddler	9	4	2	1	*	-			3
After school/ breakfast club	-	*	-	1	2	2			1
Childminder	7	5	5	4	4	2			5
Nanny/au pair	1	1	1	1	1	2			1
Friends/neighbours	1	2	2	1	1	2			1
Other relatives	11	9	11	9	6	6			9
Other	1	1	*	*	*	*			1
Base	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Last year:									
None	64	72	74	77	77	81	77	85	76
Mother & Toddler	15	10	5	5	2	2	1	*	5
After school/ breakfast club	-	*	-	1	2	2	3	2	1
Childminder	9	7	7	6	8	5	6	5	7
Nanny/au pair	1	1	1	1	1	3	2	1	1
Friends/neighbours	2	2	2	2	2	3	2	1	2
Other relatives	14	10	13	11	10	8	11	7	11
Other	2	1	1	1	*	*	*	*	1
Base	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

Types of childcare provider used by region

Use of different types of childcare providers did vary by region but not with very consistent overall regional patterns. Childminders were attended most by children in the East Midlands and South West and least by children in the North West and Yorkshire and Humberside. Use of other relatives varied from 18% in the North to only 3% in Greater London.

Table 1.25 Types of childcare provider used last week, by region

	North	North West	Yorks & Humbs	East Mids	West Mids	South West	East Anglia	South East	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Last week:										
None	77	83	79	79	84	78	77	84	88	82
Mother & Toddler	2	2	3	4	1	6	5	3	1	3
After school/ breakfast club	-	1	1	1	1	1	-	*	1	1
Childminder	4	3	3	7	4	7	6	5	4	5
Nanny/au pair	-	1	1	1	1	1	1	1	2	1
Friends/ neighbours	1	1	2	2	1	2	2	2	1	1
Other relatives	18	11	13	10	8	8	11	6	3	9
Other	*	*	1	1	*	1	1	1	-	1
Base	*300*	*541*	*458*	*372*	*448*	*428*	*185*	*1171*	*423*	*4326*

Base: All except younger and older five year olds

Types of childcare provider used by social class and income

Overall use of childcare was highest among the non-manual social classes. This pattern is also found when looking at use of childminders and other relatives. 8% of those in Social Classes I and II had used a childminder in the last week compared with 3% in Social Classes IV and V. Similar patterns were found when looking at household income. 93% of those with a household income of less than £10,000 had attended no childcare provision in the last week compared with 73% of those from households with incomes of £30,000 or more. Less than 1% of those with incomes of £10,000 or less had attended a childminder compared with 9% of those with incomes of £30,000. Use of other relatives also increased with income. These patterns are in part related to the costs of childcare which those with higher incomes are more likely to be able to afford. However, since the use of other relatives is also higher among those with high incomes it may also reflect the greater need for childcare among parents who work.

Table 1.26 Types of childcare used last week, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Last week:					
None	77	81	87	88	82
Mother & Toddler	3	3	3	1	3
After school/ breakfast club	1	1	1	-	1
Childminder	8	4	2	3	5
Nanny/au pair	3	*	-	-	1
Friends/ neighbours	2	2	1	*	1
Other relatives	9	11	7	6	9
Other	1	*	*	1	1
Base	*1403*	*1771*	*685*	*216*	*4326*

Base: All except younger and older five year olds

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 1.27 Types of childcare provider used last week, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Last week:					
None	93	83	77	73	82
Mother & Toddler	2	4	3	4	3
After school/ breakfast club	*	1	1	1	1
Childminder	*	4	6	9	5
Nanny/au pair	*	*	*	3	1
Friends/ neighbours	*	2	2	2	1
Other relatives	4	8	14	10	9
Other	*	1	*	1	1
Base	*1025*	*1068*	*913*	*1047*	*4326*

Base: All except younger and older five year olds

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Types of childcare provider used by family type and parents' work status

Overall, use of childcare was highest in two parent households (only 81% had used no provision compared with 86% in one parent households). However, there were no clear differences in use of particular types of provider by family type. Unsurprisingly, for children in one and two parent households, use of childcare overall was much higher where the parents worked, particularly when full-time. 60% of those in two parent households where both parents worked full-time had attended no childcare compared with 96% where neither parent worked. In one parent households, 54% had attended no childcare compared with 94% where the parent did not work. Looking at the use of particular types of childcare it can be seen that use of childminders was highest where parents worked full-time (18% in one parent households and 15% in two parent households compared with 8% and 9% where parents worked part-time and less than 1% when the parent(s) were not working). Use of other relatives was high whether or not the parents worked full-time or part-time reflecting the fact that this type of provision may be particularly suitable where the need for childcare is part-time.

Table 1.28 Types of childcare provider used last week, by family type and whether parent(s) work(s)

	One-parent family				**Two-parent family**					
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both parents work full-time	Both work - one or both part-time	One parent works	Neither works	Total	Total
	%	%	%	%	%	%	%	%	%	%
Last week:										
None	54	63	94	86	60	68	90	96	81	82
Mother & Toddler	1	1	2	2	2	3	4	2	3	3
After school/ breakfast club	2	-	*	1	1	1	1	*	1	1
Childminder	18	9	*	4	15	8	1	-	5	5
Nanny/au pair	3	-	*	1	4	2	*	-	1	1
Friends/ neighbours	4	3	1	2	2	3	1	-	1	1
Other relatives	22	20	2	7	21	18	4	*	9	9
Other	-	-	*	4	1	1	1	1	1	1
Base	*116*	*128*	*688*	*932*	*503*	*770*	*1785*	*300*	*3358*	*4326*

Base: All except younger and older five year olds

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to the categories shown here because the respondent was not the child's parent

Type of childcare provider used by ethnic group

Use of childcare was higher among children with white parents than among children of ethnic minorities and this pattern is seen when looking at particular types of provider. Use of childminders was 5% among children of white parents compared with 2% among children of ethnic minorities and use of other relatives was 10% among children of white parents and 3% among ethnic minorities. Use of different types of childcare providers did not vary much among different ethnic minority groups.

Table 1.29 Types of childcare provider used last week, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Last week:					
None	80	92	94	94	82
Mother & Toddler	3	1	1	1	3
After school/ breakfast club	1	1	*	1	1
Childminder	5	3	2	2	5
Nanny/au pair	1	-	-	-	1
Friends/ neighbours	2	1	*	1	1
Other relatives	10	2	2	3	9
Other	1	-	1	*	1
Base	*3722*	*155*	*326*	*597*	*4326*

Base: All except younger and older five year olds

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

1.3 Routes through nursery education

The attendance history data allow analysis of children's routes through nursery education between the Summer term 1999 and the last week (in the Spring term 2000). Figures 1.1 and 1.2 show the routes that had been taken by children to their main or sole provider in the last week for three and four year olds respectively. The format of these figures is briefly explained below with reference to Figure 1.1.

Figure 1.1 shows five 'tree' diagrams, one for each of the five most common types of provision in the last week, that is nursery schools, nursery classes, day nurseries, playgroups and no provision. For each of these trees, the base for percentages is those three year olds who used the particular type of provision in the last week. For example, the base for the first tree indicates that it shows data for children who attended a nursery class in the last week, which group comprised 184 children which was 11% of three year olds. The branches of the tree show the percentage of these children who had attended particular types of nursery education in the Summer term. For example, the first branch of the tree shows that 42% of three year olds who attended a nursery school in the last week had also attended a nursery school in the previous Summer term. As some children attended more than one type of provider in the Summer term, the percentages total more than 100%.

1.3.1 Routes through nursery education for three year olds

Many three year olds (45%) had not attended any provision in the Summer term. This was most commonly the case for those who attended a nursery class in the last week, 56% of whom had followed a route from no provision two terms before (see Figure 1.1). Those who attended nursery schools or playgroups were slightly less likely to have come from no provision in the Summer term (41%). In contrast, most three year olds who attended a day nursery had generally had some provision in the Summer term – just 10% had not had any.

The substantial majority (88%) of three year olds who attended day nurseries in the last week had also attended the same type of provision in the Summer term. In contrast, many, if not most, of three year olds who attended other types of provision had started since the Summer term. Just 53% of those attending playgroups and 42% of those attending nursery schools in the last week had also attended a provider of that type in the Summer term. As may be expected, three year olds who attended a nursery class in the last week were less likely to have done so for two terms – just 11% of this group had attended the same type of provision in the Summer term.

Three year olds who attended a nursery class in the last week were most likely to have come into this type of provision from attending a playgroup in the Summer term (25% had done so), while smaller proportions had come from a nursery class (6%) or nursery school (2%). Playgroups were also a common type of earlier provision for three year olds who attended nursery schools or day nurseries in the last week (16% and 6% respectively), although these proportions were much smaller than the proportions who had been in the same type of provision in the Summer term (42% and 88% respectively). In contrast, very few (6%) three year olds whose main or sole provider in the last week was a playgroup had attended a different type of provider in the Summer term, indicating that playgroups were often the first type of nursery education provider that children attended. Day nurseries were the most common type of different earlier provision among those attending playgroups (6%).

Very few of the 9% of three year olds attending no nursery education in the last week had attended any in the Summer term (just 6% - see the fifth tree on Figure 1.1). This finding indicates that few children ceased to attended nursery education once they had started any type of provision.

1.3.2 Routes through nursery education for four year olds

Most children aged four in the last week had attended some form of nursery education two terms earlier, in the Summer term – just 13% had not done so. Those four year olds who attended a nursery class in the last week were least likely to have come from attending no provision in the Summer term (22%; see Figure 1.2). In contrast, only 11% of four year olds at nursery schools, 7% of those at day nurseries and 5% of those at playgroups had had no provision two terms previously.

Four year olds who attended a playgroup or day nursery in the last week were likely to have attended the same type of provider in the Summer term (92% and 93% respectively had done so). The second most common type of earlier provision for each of these categories was the other - 4% of playgroup attenders had previously attended a day nursery and 13% of day nursery attenders had previously attended a playgroup. In contrast, four year olds whose main or sole provider in the last week was a nursery school, nursery class or reception class had taken more varied routes to their present type of provision.

More than half (62%) of four year olds whose main or sole provider in the last week was a nursery school had also attended this type of provider in the Summer term. About a quarter (26%) had been at a playgroup two terms earlier while 5% had been at a day nursery.

Fewer than half (43%) of four year olds who attended a nursery class in the last week had attended the same type of provider in the Summer term. About a quarter (26%) had been at a playgroup two terms earlier while 7% had been at a day nursery.

As may be expected, most four year olds whose main or sole provider was a reception class had attended a different type of provider two terms previously - just 26% had also been at a reception class in the Summer term. Those who attended reception classes in the last week had more commonly followed a route from a playgroup (attended by 30% two terms previously) and others had previously attended a nursery school (12%), nursery class (17%) or day nursery (12%) in the Summer term.

Figure 1.1 Routes of provision for THREE year olds (at time of interview): Summer term 1999 to last week (Spring term 2000)

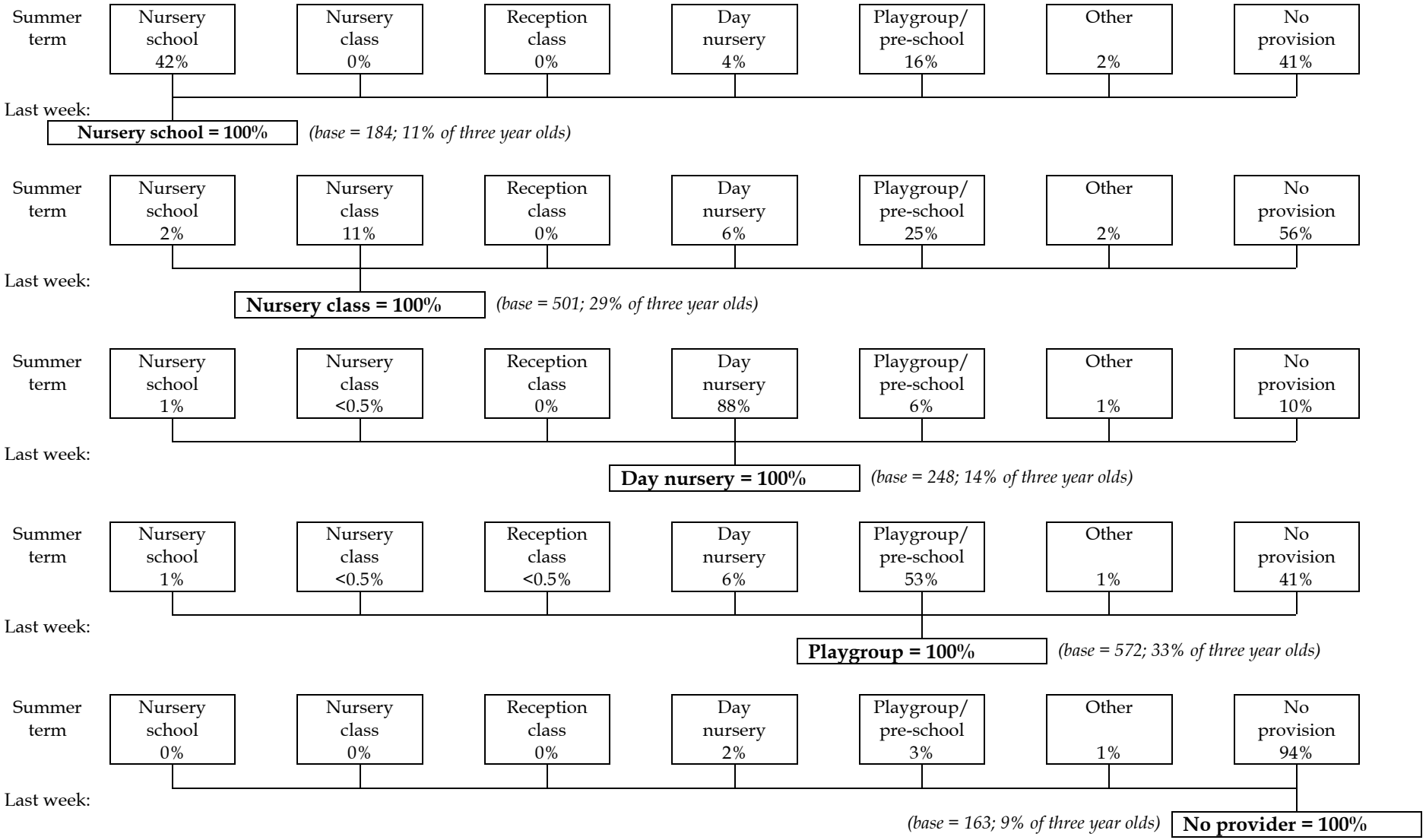
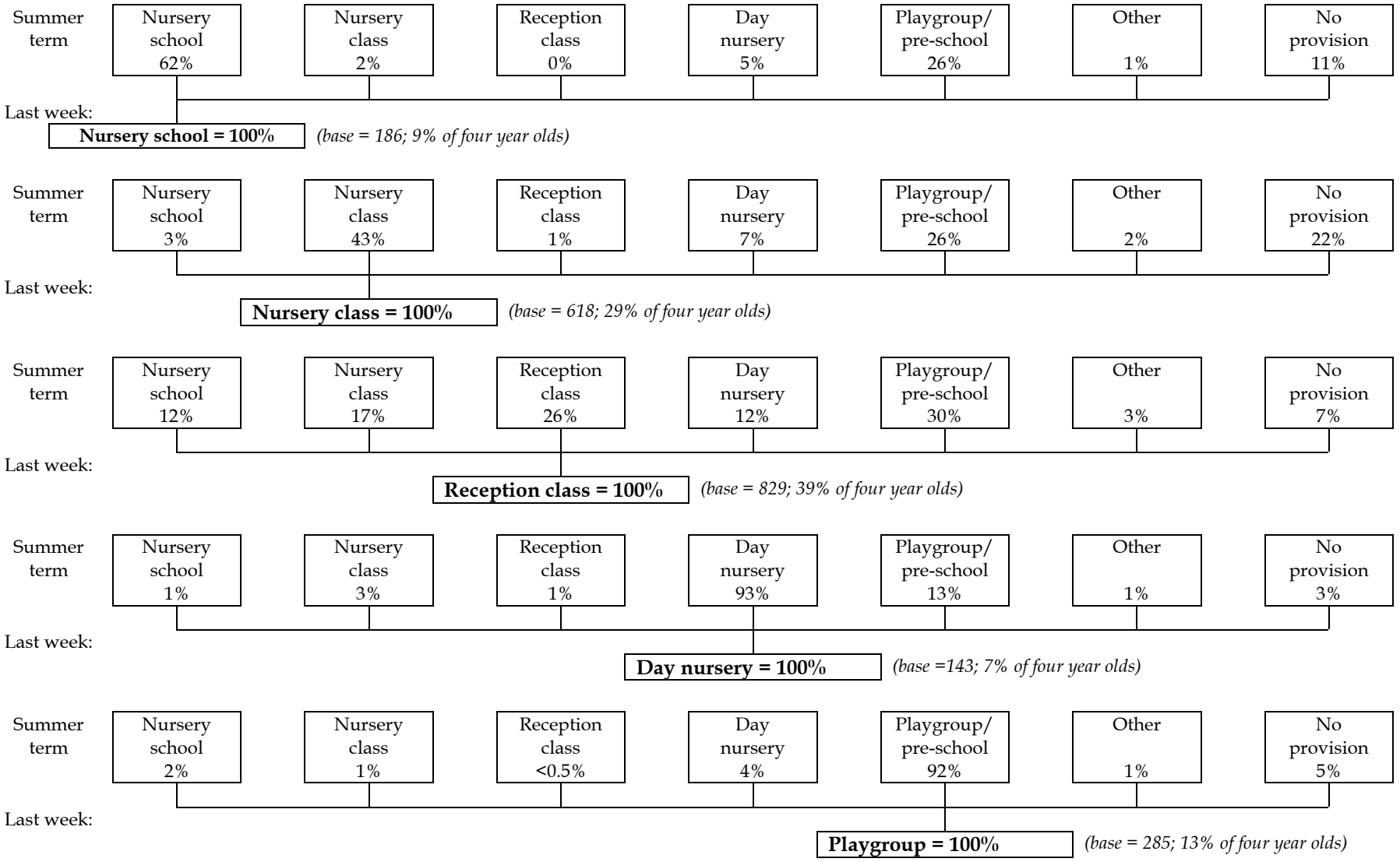


Figure 1.2 Routes of provision for FOUR year olds (at time of interview): Summer term 1999 to last week (Spring term 2000)



1.4 Number of sessions attended

1.4.1 Nursery education sessions

From the attendance history the number of sessions of nursery education attended by each child has been calculated for the last week before the survey as well as the mean per week for the year before the survey. About a third (34%) of children attended five sessions in the week before the survey while about another third (32%) attended nine or ten sessions (see Table 1.30). Seventy-two percent of children attended at least five sessions in the last week, while the mean number of sessions attended by those who attended any provider was 6.39.

Nursery education sessions attended by age

The number of nursery education sessions attended in the last week before the survey increased consistently with age from 3.34 among younger threes to 9.29 among rising fives (including those who used no sessions). Looking at the number of sessions attended grouped into categories it can be seen than the younger children were most likely to attend no sessions (19% of younger threes compared with 4% of rising fives). Only younger threes were more likely to attend fewer than five sessions (66%) than five sessions or more, while the middle age groups were most likely to attend five sessions (between 43% and 60%) and children aged older four and rising five were most likely to have attended 9-10 sessions (74% and 88% respectively). This reflects the movement of children from a few sessions of part-time nursery education and into full-time nursery education in a reception class.

The mean figures for the last year show a similar pattern, though less extreme, because over the last year most children would have attended fewer sessions per week than they are now, because the number of sessions attended increases with age.

Table 1.30 Mean number of nursery education sessions last week, and per week over the last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	19	6	4	4	3	4			7
1-2	21	12	6	3	*	*			7
3-4	26	23	19	11	1	-			14
5	22	43	53	60	19	6			34
6-8	5	6	6	9	2	1			5
9-10	6	9	11	13	74	88			32
11 or more	*	*	1	*	1	1			1
Fewer than 5	66	41	29	18	4	4			28
5 or more	34	59	71	82	96	96			72
Mean number of sessions[a]	3.34	4.53	5.04	5.39	8.75	9.29			5.96
Mean number of sessions[b]	4.12	4.84	5.23	5.60	8.98	9.70			6.39
Base[a]	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Base[b]	*605*	*851*	*533*	*688*	*873*	*483*			*4033*
Last year:									
Mean number of sessions per week[a]	2.35	3.49	4.16	4.54	6.66	7.26	7.05	8.94	5.60
Base	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

a Mean number of sessions based on all children

b Mean number of sessions based on those children who had any nursery education

Nursery education sessions by region

The mean number of sessions attended in the last week varied by region and was generally slightly lower in the southern regions (South West, South East, East Anglia) and highest in the northern regions and midlands and in Greater London (highest in North West: 7.31). These figures include only children who attended at least one session in that week.

The mean number of sessions attended in the last week was higher in urban than rural areas (6.59 in urban areas and 5.96 in rural areas). The regional patterns may reflect the urban rural differences with more urbanised regions such as Greater London having a higher mean number of sessions.

Table 1.31 Mean number of nursery education sessions last week, by region

	North	North West	Yorks & Humbs	East Mids	West Mids	South West	East Anglia	South East	Greater London	Total
Last week:										
Mean no. of sessions	6.58	7.31	6.54	6.15	6.94	5.86	5.82	5.80	7.03	6.39
Standard error of the mean	0.16	0.13	0.13	0.16	0.15	0.16	0.24	0.09	0.14	0.05
Base	*279*	*510*	*431*	*344*	*407*	*410*	*172*	*1101*	*379*	*4033*

Base: Children who participated in nursery education in the last week

Nursery education sessions by social class and income

The mean number of nursery education sessions attended did not vary systematically by income and social class. The mean number of sessions was highest for those in Social Class III Manual and those with household incomes of less than £10,000.

Family type and parents' work status

The mean number of nursery education sessions attended was higher for those from one parent families than those from two parent families (6.75 compared with 6.29) showing that although this group was slightly less likely to attend nursery education in the last week (Table 1.5) when they did attend it was for more sessions on average. For both types of family the number of sessions attended was highest where the parents worked full-time (8.01 in one parent families and 7.20 in two parent families). This reflects the demand for full time nursery education or childcare when parents work as well as the fact that these groups are most likely to attend day nurseries and providers which offer more sessions in the week.

Table 1.32 Mean number of nursery education sessions last week, by family type and whether parent(s) work(s)

	One-parent family				Two-parent family					
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both parents work full-time	Both work - one/both part-time	One parent works	Neither works	Total	Total
Last week:										
Mean no. of sessions	8.01	6.53	6.56	6.75	7.20	6.34	5.96	6.59	6.29	6.39
Standard error of the mean	0.29	0.26	0.11	0.10	0.14	0.11	0.07	0.17	0.05	0.05
Base	*114*	*121*	*612*	*847*	*481*	*732*	*1675*	*263*	*3151*	*4033*

Base: Children who participated in nursery education in the last week

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to the categories shown here because the respondent was not the child's parent

Number of nursery education sessions by ethnic group

Table 1.33 shows that the mean number of sessions attended by children with white parents was lowest (6.28) and the mean number attended by children of black parents was highest (7.78). Thus, although the participation in nursery education was higher for children of white parents, the number of sessions they attended was less on average.

Table 1.33 Mean number of nursery education sessions last week, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
Last week:					
Mean no. of sessions	6.28	7.78	6.99	7.15	6.39
Standard error of the mean	0.05	0.25	0.16	0.12	0.05
Base	*3497*	*139*	*286*	*529*	*4033*

Base: Children who participated in nursery education in the last week

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

1.4.2 Number of childcare sessions attended

The number of childcare sessions attended in the week before the interview and on average per week over the last year has also been calculated from the attendance history. The mean number of sessions attended in the last week, including those who attended no sessions was 0.84 but was 4.66 for those who attended at least one session. This reflects the high percentage (82%) who attended no nursery education sessions in the last week. Whichever measure is used the mean number of childcare sessions attended in the last week is lower than the mean number of nursery education sessions.

Number of childcare sessions by age

The number of sessions of childcare attended in the last week did not show a clear pattern with age. Looking at those who attended at least one session, the mean number was lowest for rising fives (4.27) and highest for younger fours (4.97), but considering all children the mean was highest for younger threes (1.20). This reflects the fact that younger threes were more likely to use childcare but they used fewer sessions than older children.

Looking at the mean number of sessions per week over the last year a similar age pattern is found.

Table 1.34 Mean number of childcare sessions last week, and per week over the last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	74	82	81	83	86	87			82
1-2	9	7	6	4	4	4			6
3-4	5	3	4	4	3	3			4
5	3	2	3	3	4	4			3
6-8	5	3	2	2	1	1			2
9-10	3	2	3	2	2	1			2
11 or more	1	1	1	1	*	-			1
Mean number of sessions[a]	1.20	0.84	0.91	0.84	0.66	0.54			0.84
Mean number of sessions[b]	4.58	4.54	4.72	4.97	4.79	4.27			4.66
Base[a]	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Base[b]	*196*	*168*	*107*	*121*	*124*	*64*			*780*
Last year:									
Mean number of sessions per week[a]	1.22	0.88	0.94	0.87	0.74	0.61	0.74	0.65	0.83
Base	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	*5951*

Base for last week: All except younger and older five year olds

Base for last year: All

a Mean number of sessions based on all children

b Mean number of sessions based on those children who had any childcare

Number of childcare sessions by region

There were no consistent overall regional patterns in the number of childcare sessions attended. The highest mean number of sessions were found in the North (5.38) and Greater London (5.39) and the lowest in the South West (3.61). The mean number of sessions was slightly higher in urban than rural areas (4.75 and 4.49 respectively).

Social class and income

Among those who attended at least one sessions the mean number of sessions attended was highest for those in Social Classes I and II (4.89) and lowest in Social Class III Manual (3.73). Therefore there is a pattern by social class but there is not a clear difference between manual and non-manual classes. Looking at income there was a consistent increase in the mean number of sessions attended with increasing income. Among those with incomes of less than £10,000 the mean number of sessions attended was 3.36 compared with 5.00 among those with household incomes of £30,000 or more. This may in part reflect the costs of childcare and the fact that those with higher incomes can afford more sessions.

Table 1.35 Mean number of childcare sessions last week, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
Last week:					
Mean number of sessions	4.89	4.72	3.73	[4.52]	4.66
Standard error of the mean	0.18	0.19	0.28	[0.64]	0.12
Base	*324*	*330*	*86*	*25*	*780*

Base: Children who used any childcare in the last week

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 1.36 Mean number of childcare sessions last week, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
Last week:					
Mean number of sessions	3.36	4.21	4.94	5.00	4.66
Standard error of the mean	0.30	0.22	0.23	0.19	0.12
Base	*74*	*184*	*211*	*285*	*780*

Base: Children who used any childcare in the last week

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Number of childcare sessions by working status of parents

As would be expected, the number of sessions of childcare attended in the last week was highest where both parents worked full-time (6.99) and lowest where only one parent worked (2.62). This reflects the need for childcare while parents are working. The figures for one parent families and where neither parent works are not shown owing to the small number of valid cases.

Table 1.37 Mean number of childcare sessions last week, by working status of parents in two-parent families

	Both parents work full-time	Both work - one or both part-time	One parent works	Total
Last week:				
Mean number of sessions	6.99	4.20	2.62	4.57
Standard error of the mean	0.24	0.15	0.17	0.13
Base	*200*	*245*	*187*	*643*

Base: Parents of children who used any childcare in the last week (in two parent families)

Note: There were 11 cases of childcare users in families where neither parent worked. Figures for this group are not shown separately, but are included in the total

1.4.3 Use of nursery education and childcare sessions in combination

Previous sections in this chapter have shown how use of childcare and nursery education are related and may in some cases be used as substitutes. Table 1.38 shows how the mean number of nursery education and childcare sessions used in the last week varied according to whether the child attended both types of provision or only one. The mean number of nursery education sessions was higher where the child attended only nursery education rather than both nursery education and childcare (6.59 and 5.47 respectively). The number of nursery education sessions attended was also higher where the child attended two or more nursery education providers rather than one, but lower when they attended two or more childcare providers rather than one.

Looking at the number of childcare sessions attended in the week before the interview, the mean number was higher where the child attended only childcare (5.15) rather than childcare and nursery education (4.62) and higher when the child attended two or more childcare providers. The number of childcare sessions attended was higher where only one nursery education provider was used (4.74) than when two or more were used (3.22).

Thus this table suggests that nursery education and childcare may be used as substitutes and so those who use more sessions of one type (nursery education or childcare), or more providers of one type are likely to use fewer sessions of the other type.

Table 1.38 Mean number of nursery education and childcare sessions last week, by type and number of providers used in the last week

	Type of provider used			**Number of nursery education providers used**		**Number of childcare providers used**		
	Nursery only	Nursery and childcare	Child-care only	One	Two or more	One	Two or more	**Total**
Last week:								
Nursery education								
Mean no. of sessions	6.59	5.47	-	6.38	6.52	5.67	4.25	6.39
Standard error of the mean	0.05	0.11	-	0.05	0.22	0.12	0.25	0.05
Childcare								
Mean no. of sessions	-	4.62	5.15	4.72	[3.22]	4.42	6.17	4.66
Standard error of the mean	-	0.12	0.47	0.12	[0.33]	0.12	0.35	0.12
Base – nursery education	*3313*	*720*	*-*	*232*	*720*	*620*	*100*	*4033*
Base – childcare	*-*	*720*	*60*	*671*	*49*	*672*	*108*	*780*

Base: Children who participated in nursery education and/or childcare in the last week

1.5 Number of providers used

1.5.1 Nursery education

The attendance history can also be used to derive the number of different providers used in the last week and last year by a child. Table 1.39 shows that in the week before the interview the majority had used only one provider (88%) and only 5% had used two or more. Looking at the number used over the last year, only 57% had used one provider, 34% had used two and 4% had used three or more. This indicates that over the course of a year even if a child attends only one provider at a time, they are likely to move between providers and so have attended more than one over the year.

Number of providers used by age

Looking at the number of providers used in the last week shows that older children were most likely to have attended one provider only (94% of rising fives compared with 76% of younger threes). The youngest children were most likely to have attended no providers and children in the middle age groups most likely to have attended two or more providers (8% of rising fours). Over the last year the pattern is slightly different. 94% of older fives had attended only one provider over the last year, reflecting the fact that their parents were asked only about one term in the last year (Summer term 1999). However, among younger fives whose parents were asked only about two terms (Summer and Autumn terms 1999), 58% had attended two providers over the last year and only 33% had attended one. This probably reflects their transition into a new type of provider (probably reception class) in the Autumn term 1999. Among younger and older fours the majority (59% and 57% respectively) had attended two providers in the last year while among younger children, the majority (between 59% and 66%) had attended only one provider in the last year. This confirms the fact that the transition between different provider types takes place mainly in the older four to younger five age cohorts (see Table 1.16).

Table 1.39 Number of nursery education providers used last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	19	6	4	4	3	4			7
One	76	87	88	89	95	94			88
Two	5	7	8	7	3	1			5
Three	*	*	*	-	-	-			*
Base	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Mean no. of providers used in the last week[a]	1.06	1.08	1.09	1.08	1.03	1.01			1.06
Standard error of the mean	0.01	0.01	0.01	0.01	0.01	0.01			0.00
Base for mean	*605*	*851*	*533*	*688*	*873*	*483*			*4033*
Last year:									
None	17	5	3	3	1	2	2	3	5
One	66	66	59	63	32	33	33	94	57
Two	16	27	34	32	59	57	58	3	34
Three	1	2	3	2	8	8	6	*	4
Four	*	*	*	-	*	*	*	-	*
Base	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	*5951*
Mean no. of providers used in the last year[a]	1.23	1.34	1.43	1.37	1.76	1.75	1.72	1.03	1.44
Standard error of the mean	0.02	0.02	0.02	0.02	0.02	0.03	0.02	0.01	0.01
Base for mean	*620*	*864*	*537*	*692*	*885*	*495*	*696*	*886*	*5675*

Base for last week: All except younger and older five year olds

Base for last year: All

a Mean based on those who used any nursery education

Number of providers used by region

There were no clear patterns in number of nursery education providers used by region.

Social class and income

The percentage of respondents using one provider for their child did not vary much by income or social class. However, those in non-manual social classes and with higher incomes were most likely to attend two or more providers and least likely to have attended no providers in the last week. For example, among those with household incomes of less than £10,000 11% had attended no provider and 3% had attended two or more providers in the last week compared with 3% and 9% respectively among those with household incomes of £30,000 or more

Number of nursery education providers by family type and parents' work status

In both one and two parent families, those working full-time were more likely to send their children to two or more providers and less likely to use no providers compared with those who were not working. For example, in two parent families where both parents worked full-time, 7% had used two or more providers in the last week compared with 3% of those who had neither parent working. This reflects the need for several providers in order to cover sufficient sessions for working parents.

1.5.2 Childcare

The number of childcare providers attended in the last week and last year was also derived from the attendance history. In contrast with nursery education, the majority had attended no provider in the last week (82%), 16% had attended one provider and only 2% had attended two or more providers. Looking at the results by age cohort shows that the percentage using one provider or two or more providers decreased with age. For example among younger three years olds, 21% attended one provider and 3% attended two providers in the last week compared with 12% and 1% respectively among rising fours. This same pattern can be seen when looking at the mean number attended (by those who attended at least one provider) which was 1.27 for younger threes and 1.11 for rising fives.

Looking at the number attended in the last year the pattern was similar but in each age group the mean number and the percentage attending two or more providers were higher than in the last week. This again reflects the fact that even if children attend only one provider at a time, over the course of a year they may use more than one.

Table 1.40 Number of childcare providers used last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	74	82	81	83	86	87			82
One	21	16	17	15	12	12			16
Two	3	2	2	2	1	1			2
Three	1	*	-	*	*	*			*
Four or more	*	*	*	-	-	-			*
Base	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Mean number of providers used in the last week[a]	1.27	1.18	1.14	1.14	1.12	1.11			1.17
Standard error of the mean	0.04	0.04	0.05	0.03	0.03	0.05			0.02
Base for mean	*196*	*168*	*107*	*121*	*124*	*64*			*780*
Last year:									
None	65	73	74	77	77	81	77	86	76
One	26	21	22	19	19	15	19	12	19
Two	6	5	3	4	4	3	3	3	4
Three	2	1	*	1	*	1	1	*	1
Four or more	1	*	*	-	*	*	-	-	*
Base	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	*5951*
Mean number of providers used in the last year[a]	1.37	1.31	1.25	1.22	1.22	1.27	1.21	1.20	1.27
Standard error of the mean	0.04	0.04	0.06	0.04	0.03	0.06	0.04	0.04	0.02
Base for mean	*265*	*248*	*146*	*166*	*205*	*98*	*165*	*132*	*1425*

Base for last week: All except younger and older five year olds

Base for last year: All

a Mean based on those who used any childcare

1.6 Types of session used

Table 1.41 has also been derived from attendance history data and shows that overall, morning sessions were used more than afternoon sessions in the last week (82% had attended a morning session and 66% an afternoon session). 40% had attended a morning session only compared with 20% who attended only an afternoon session. The difference in the use of morning and afternoon sessions was most marked among the younger age groups. Among younger threes, 72% had attended any morning session compared with 51% who had attended an afternoon session. This compares with the rising fives among whom 94% had attended a morning session and 92% an afternoon session.

The other key age difference is that younger children were more likely to attend either morning or afternoon sessions, while older children were more likely to attend continuous morning and afternoon sessions indicating the fact that they are more likely to be in full-time provision. Only a quarter of younger threes (25%) attended a continuous morning and afternoon session compared with 87% of rising fives.

Table 1.41 Type of nursery education and childcare sessions last week, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Any morning session	72	76	76	80	93	94	82
Any afternoon session	51	56	60	57	87	92	66
Continuous morning and afternoon session	25	23	23	28	76	87	43
Morning session only	51	55	53	56	14	5	40
Afternoon session only	23	30	31	26	6	2	20
Separate morning and afternoon session	11	10	15	11	6	4	9
Base	*748*	*909*	*554*	*715*	*896*	*504*	*4326*

Base: All except younger and older five year olds

Note: Columns sum to more than 100% because respondents could have used more than one type of session in the last week, for example a continuous morning and afternoon session and a morning sessions only

1.7 Days spent in nursery education

Table 1.42 shows that nursery education sessions were distributed evenly across the days of the week: 17% or 18% attended no session on any particular day of the week and 1% or less attended three or more sessions on any day.

Table 1.42 Number of nursery education sessions used last week, by day of the week

	Monday	Tuesday	Wednesday	Thursday	Friday	Last week in total
	%	%	%	%	%	%
None	17	18	18	18	18	7
1-2	83	81	82	82	82	7
3-4	*	*	*	1	*	14
5	-	-	-	-	-	34
6-8	-	-	-	-	-	5
9-10	-	-	-	-	-	32
11 or more	-	-	-	-	-	1
Base	*4326*	*4326*	*4326*	*4326*	*4326*	*4326*

Base: All except younger and older five year olds

2. PARENTAL EVALUATION OF PRE-SCHOOL PROVISION

2.1 Perception of number of places in local area

All the parents who participated in the survey (whether or not they used nursery education and whatever the age of their child) were asked about their perceptions of the amount of nursery education and childcare in their local area. The questions referred to all provision in the local area whatever the type of provider and whether or not they had used that provider or type of provider.

2.1.1 Nursery education

Respondents were asked whether they thought the number of nursery education places in their local area was too many, about right or not enough. The local area includes any providers close enough to be used on a regular basis. Table 2.1 shows that just over half (52%) of parents thought that there were not enough places providing nursery education in the local area, 47% thought there were about enough and only 1% thought there were too many places.

Age

A weak relationship between the age of the child and parents' perceptions of the amount of nursery education in the local area was observed. Parents of younger children were most likely to think that there were not enough places (53% of parents of younger threes to rising fours) and parents of older children were least likely to think there were not enough (50% of parents of younger and older fives).

Region

There were no clear overall regional patterns in opinions about the availability of nursery education. Parents living in Greater London were most likely to say there were not enough places providing nursery education (59%) while parents in the South West were least likely to say that there were not enough (46%). Only in the South West did a majority of parents think there were enough places available.

Table 2.1 Parents' opinion of the number of nursery education places available, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Too many	1	2	1	1	1	1	1	1	1	1
About right	43	47	48	44	49	53	47	49	40	47
Not enough	56	51	51	55	50	46	52	50	59	52
Base	*409*	*702*	*599*	*492*	*572*	*565*	*248*	*1521*	*521*	*5629*

Base: All who answered the question (the 5% of eligible parents who said they did not know or did not answer have been excluded from the table)

Social class and income

In general, those in non-manual social classes and with higher income were least likely to perceive that there were not enough places. Respondents in Social Classes I and II were least likely to think there were not enough nursery education places (50%) and most likely to think there were about the right number (49%). Those in the manual social classes (III Manual and IV and V) were most likely to think that there were not enough (54%). Table 2.3 shows that with increasing income parents were more likely to perceive that there were about the right number of places in the local area (44% of those with household incomes of less than £10,000 said there were about the right number compared with 50% of those with a household income of £30,000 or more). This finding is not surprising since parents with higher incomes are likely to have access to a wider range of providers than other parents.

Table 2.2 Parents' opinion of the number of nursery education places available, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Too many	1	2	*	-	1
About right	49	46	46	46	47
Not enough	50	52	54	54	52
Base	*1845*	*2294*	*903*	*276*	*5629*

Base: All who answered (the 5% of eligible parents who said they did not know or did not answer have been excluded from the table).

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 2.3 Parents' opinion of the number of nursery education places available, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Too many	1	1	1	1	1
About right	44	47	47	50	47
Not enough	54	52	52	49	52
Base	*1320*	*1395*	*1178*	*1355*	*5629*

Base: All who answered (the 5% of eligible parents who said they did not know have been excluded from the table).

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Ethnic group

Table 2.4 shows that there were clear differences in the perception of local availability of nursery education by ethnic group. Overall, ethnic minority parents were more likely than white parents to say that were not enough nursery education places in the local area (54% and 51% respectively). However this hides an important difference between black and Asian parents. Sixty-four percent of black parents thought there were not enough places and only 34% thought there were enough. In contrast, only 48% of Asian parents said that there were not enough nursery education places in the local area. Similar results were found in previous years suggesting that the results can be reliably interpreted.

Table 2.4 Parents' opinion of the number of nursery education places available by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Too many	1	2	2	2	1
About right	47	34	50	45	47
Not enough	51	64	48	54	52
Base	*4889*	*192*	*409*	*732*	*5629*

Base: All who answered (the 5% of eligible parents who said they did not know have been excluded from the table).

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

Family type and parents' work status

Table 2.5 shows that there were only slight differences in parental opinions of the number of places providing nursery education in the local area by type of family (54% of respondents in one parent families said there were not enough places compared with 51% from two parent families). Looking at parents' working status the patterns were different according to the type of family. In two parent families those where both parents worked part time or neither worked were most likely to say that there were not enough places (55%) while those from families where one parent worked were least likely to say there were not enough places (49%). Looking at one parent families, parents who worked full-time were most likely to say that there were not enough places (59%) while those who did not work were least likely to say that there were not enough places (53%).

Table 2.5 Parents' opinion of the number of places providing nursery education in the local area, by family type and whether parent(s) work(s)

Number of places	One parent family				Two parent family					Total
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both work FT	Both work FT/PT PT/PT	One works	Neither works	Total	
	%	%	%	%	%	%	%	%	%	%
Too many	1	1	1	1	1	2	1	1	1	1
About right	40	45	45	45	44	47	50	44	48	47
Not enough	59	54	53	54	55	52	49	55	51	52
Base	*155*	*177*	*892*	*1224*	*654*	*1009*	*2302*	*387*	*4352*	*5579*

Base: All parents (other guardians excluded)
5% who said they did not know have been excluded from the table

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to the categories shown here because the respondent was not the child's parent

Number of sessions and nursery education providers

There was a clear relationship between the number of nursery education providers used by the parent and their perceptions of the number available. Among parents of children who used two or more providers of nursery education in the last week, only 46% thought there were not enough nursery education providers in the local area compared with 52% of those who used one nursery education provider. There were no clear differences in parents' opinions of the number of nursery education places in the local area by the number of nursery education sessions attended in the last week. Regardless of the number of sessions used, between 50% and 52% thought that there were not enough nursery education places in the local area.

2.1.2 *Summary of the factors related to parents' perceptions of the number of places providing nursery education in the local area*

Respondents were asked about their opinion of the number of nursery education places in the local area. The results of multivariate analysis[1] are presented in Model 2.1 which shows that, looking at parents of three and four year olds, there was no significant difference in perceptions of the amount of nursery education by age of the child. Parents living outside Greater London were significantly less likely than those living in Greater London to say that there were not enough in the local area. Those who had used no nursery education for their child in the last week were significantly more likely than those who had, to say that there were not enough nursery education places in the local area. This suggests that some of those who had used no nursery education in the last week would have liked to but could not find a provider in their local area. Other variables were not significantly related to parent's perceptions of the amount of nursery education in the local area.

Model 2.1 Multivariate logistic regression of parental opinion of the number of nursery education places in the local area for those with children aged younger three to rising five (three and four year olds). Looking at the likelihood of thinking that there were not enough places.

Variable/ category		Significance	Direction of relationship
Age of child			
	Threes	NS	+
	Fours	Reference	Reference
Whether respondent lives in Greater London			
	No	***	-
	Yes	Reference	Reference
Participation in nursery education in last week			
	No	**	+
	Yes	Reference	Reference

***	Significant at 1% level (most significant)
**	Significant at 5% level
*	Significant at 10% level (least significant)
NS	Not statistically significant
-	indicates that parents in that category are less likely than those in the Reference category to say that there were not enough nursery education places in the local area, while + indicates that they were more likely to

For full results of the regression analysis refer to Appendix C

[1] For more details of the multivariate model please refer to Section 1.1.3 and to Appendix C where full results of the model are shown. The results of the logistic regression analysis show whether respondents in a particular category of each factor are more or less likely than those in a reference category to say that there were not enough nursery education places in the local area.

2.1.3 Childcare

All parents were asked their views about the availability of childcare providers in the local area (local area here means close enough to be used regularly). Half of parents (50%) thought there were not enough childcare places in the local area and about half (49%) thought there were enough. Only 1% said there were too many childcare places. Thirteen percent of parents did not know about the availability of childcare places in the local area, which is higher than the 8% who did not know about nursery education availability.

Region

As with perception of the availability of nursery education, there were no overall regional patterns. Parents in East Anglia and the North West were most likely to say that there were not enough providers (both 58%) while parents in the South West were least likely to say there were not enough places (43%).

Table 2.6 Parents' opinion of the number of childcare places available, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Too many	*	1	1	1	1	2	-	1	1	1
About right	53	42	49	48	50	56	42	52	42	49
Not enough	47	58	50	51	49	43	58	47	57	50
Base	*381*	*655*	*536*	*466*	*540*	*499*	*211*	*1396*	*486*	*5170*

Base: All who answered the question (the 13% of eligible parents who said they did not know have been excluded from the table)

Social class and income

Tables 2.7 shows that there was no clear relationship between social class and perceptions of the availability of childcare in the local area. About half of parents from all social classes (50% or 51%) thought that there were not enough childcare providers in the local area. Table 2.8 shows that there was a relationship between income and parents' opinions of the number of childcare places. Parents from lower income households were most likely to say that there were not enough places (56% of those with an annual income of less than £10,000 compared with 50% of parents overall). It is interesting that among parents with household incomes of £10,000 or more there were no clear differences in their opinion about local childcare availability.

Table 2.7 Parents' opinion of the number of childcare places available, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Too many	*	1	1	*	1
About right	50	48	49	50	49
Not enough	50	51	50	50	50
Base	*1695*	*2111*	*814*	*260*	*5170*

Base: All who answered the question (the 13% of eligible parents who said they did not know have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 2.8 Parents' opinion of the number of childcare places available, by income

	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
Too many	1	1	1	1	1
About right	43	51	51	50	49
Not enough	56	49	48	50	50
Base	*1255*	*1262*	*1099*	*1260*	*5170*

Base: All who answered the question (the 13% of eligible parents who said they did not know have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Ethnic group

Table 2.9 shows that there were clear differences in perceptions of the availability of childcare in the local area according to the ethnic origin of the parent. It also shows that the percentage of parents who did not know about the availability of childcare varied by ethnic origin. Twelve percent of white parents did not express an opinion about the number of childcare places in the local areas compared with 23% of Asian parents. Excluding the "don't knows", 49% of white parents thought there were not enough places in the local area compared with 71% of black parents and 48% of Asian parents. These differences may reflect differences in the level of need for childcare provision, availability of provision in the areas in which they live and differing expectations about childcare. Similar patterns were found in previous years although the precise details differ.

Table 2.9 Perceptions of childcare provision including 'don't knows'

	White		Black		Asian		All ethnic minorities		Total	
		%		%		%		%		%
Too many	(1)	1	(1)	1	(1)	1	(1)	1	(1)	1
The right number	(50)	44	(28)	25	(51)	40	(43)	34	(49)	43
Not enough	(49)	43	(71)	62	(48)	37	(56)	45	(50)	44
Don't know		**12**		**13**		**23**		**20**		**13**
Base		*5137*		*208*		*440*		*805*		*5950*
Base (excluding Don't know)		*4521*		*181*		*341*		*643*		*5170*

Base[1]: All (excluding one refusal)

Base[2]: All excluding the 13% who responded "don't know" and 1 refusal

Note: Figures excluding "don't knows" are shown in brackets

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

Special needs

Parents of children with special needs were more likely than parents overall to say that there were not enough places providing childcare in the local area (55% of parents of children with special needs compared with 50% overall). Among parents of children with special needs, those with statemented special needs were slightly more likely than those with special needs which were not statemented to say that there were not enough childcare places (57% and 55% respectively). The small number of cases with special needs means that the precise figures vary from year to year though there has been a general pattern of a higher percentage of parents with children with special needs saying there were not enough places in the local area than those with children without special needs.

Table 2.10 Parents' opinion of the number of childcare places available, by whether child has special needs

	Special needs-statemented	Special needs-not statemented	All with special needs	Total
	%	%	%	%
Too many	1	1	1	1
About right	43	44	44	49
Not enough	57	55	55	50
Base	*122*	*273*	*395*	*5170*

Base: All who answered the question (the 13% of eligible parents who said they did not know have been excluded from the table)

Note: All with statemented needs includes all those in the first two columns. The total column includes all whether or not they have special needs.

Type of provision used in last week

Table 2.11 shows that opinions about the number of childcare places in the local area varied according to the types of provision used. Those who used nursery education only were least likely to say that there were not enough (49%) while those who were using childcare only were most likely to say there were not enough (59%).

Table 2.11 Parents' opinion of the number of childcare places available, by type of provision used

	No provider	Nursery education only	Nursery education and childcare	Childcare only	Total
	%	%	%	%	%
Too many	1	1	*	-	1
About right	48	50	47	41	49
Not enough	51	49	53	59	50
Base	*392*	*3895*	*825*	*58*	*5170*

Base: All who answered the question (the 13% of eligible parents who said they did not know have been excluded from the table)

2.2 Perceived reasons for the lack of places

2.2.1 Nursery education

Parents were asked why they thought there were not enough nursery education places locally. Table 2.12 shows that nearly half of parents (48%) said that there were not enough schools or nursery education in general. Over a third (36%) said that providers were always full or that they had trouble in finding a place. Other reasons given by at least 25% of parents were that there was not enough local provision or there was not enough choice of provision. Less than 10% said that local providers don't offer suitable hours or provision for children of their child's age.

Table 2.12 Reasons for thinking there were not enough places locally providing nursery education

	%
Existing providers over-stretched:	
Providers always full/trouble finding place	36
Not enough providers:	
Not enough schools/nursery education in general	48
Not enough local provision / nearest too far away	28
Not enough choice of provision in general	25
No / not enough state provision	19
Existing providers inappropriate/unsuitable:	
Local providers don't offer enough hours/days/sessions	7
Local providers don't take children young enough	5
Other answer	4
Base	*2903*

Base: All who said there were not enough nursery education places locally (excluding the 0.2% of cases who answered don't know to this question)

Note: Percentages sum to more than 100 since parents could give more than one answer

2.3 First choice of provider and parents' opinions about amount of nursery education in the local area

In previous surveys of parents of three and four years olds a large group who stated that there were not enough places providing nursery education in their local area (see Table 2.1) also said that at least one of the providers they used was their first choice for their child (see section 3.1 for full results about parents' first choice of provider). In the fourth survey it was found that 42% fell into this category and so a small qualitative follow-up was carried out to interview 32 of those parents to investigate why they said that there was not enough local provision even though their child was able to attend their first choice.
The main responses given were:

- It was the only choice: some had other providers in the area but they were full, for others it was the only one close enough to home or in their price range.
- There are not enough nursery places close enough: parents had their first or only choice of the ones close enough to use but they did not consider there to have been enough to choose from.
- Cost reasons: parents had sent their child to the first or only choice of providers they could afford but considered that there was a lack of affordable provision.
- There are waiting lists: several mentioned that they had got their first choice but only by putting their child down on a waiting list very early, indicating a general lack of places.
- Several mentioned that they were working and there was a shortage of nursery education which their child could attend on enough days or for enough hours.
- A few refuted their previous answer and said either that there were enough in the local area or that they didn't have their first choice.
- A number of respondents took a broader view of provision in the local area, considering not only their needs but also the general needs of the area. For example they mentioned providers closing down, the need for more provision as more housing was built, and the need for provision in an area with a large number of young single mothers. Some also recognised that they were able use their first choice of provider because they did not have transport constraints or financial constraints. However, they recognised that others in the area did face these constraints.
- A few parents indicated that they had been thinking of one particular type of provision when they said that there wasn't enough but that for other types of provision they had been able to get their first choice.

To summarise, the two main reasons for the apparent paradox between parents obtaining their first choice even though they considered there not to be enough provision in the local area were:

- Where parents had had no choice or very limited choice they still said that they had achieved their first choice. Parents interpreted the question about first choice to mean their choice from among the options which were actually available, even if they did not consider the range of choice to be adequate.
- When considering provision in the local area parents were thinking more broadly, not just about their own needs but about provision overall, and about the need for greater choice of affordable and accessible provision.

2.4 Rating the quality of pre school provision in the local area

2.4.1 Nursery education

Parents were asked to rate the quality of nursery education in the local area on a five point scale from excellent to not at all good (looking at all provision in the local area whether or not they had used it or planned to). Ninety percent of parents rated the quality of nursery education positively (10% as excellent, 42% as very good and 38% as fairly good). 8% said the quality was not very good and only 2% rated the quality as not at all good.

Region

Table 2.13 shows a general regional pattern in parents' opinion of the quality of nursery education available. Parents in the northern regions and midlands were most likely to describe the quality of nursery education as excellent or very good, while those in the southern regions were least likely to describe the quality as excellent. For example among parents in Yorkshire and Humberside, 14% described the quality as excellent and 43% very good. This contrasts with the South East where 8% described the quality as excellent and 43% as very good. Parents in Greater London were much less likely than parents in any other region to describe the quality as excellent or very good (5% and 33% respectively) and were the most likely to describe it as not very good (14%). The mean scores ranged from 2.34 for the North (indicating the highest quality rating) to 2.74 for Greater London (indicating the poorest quality rating).

Table 2.13 Parents' opinion of the quality of nursery education places available, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
1. Excellent	14	13	14	11	12	9	7	8	5	10
2. Very good	46	41	43	40	44	40	46	43	33	42
3. Fairly good	33	31	34	41	34	42	37	40	46	38
4. Not very good	6	12	8	6	8	8	7	7	14	8
5. Not at all good	1	2	2	1	1	*	2	2	2	2
Mean score[2]	2.34	2.50	2.41	2.46	2.43	2.49	2.52	2.51	2.74	2.49
Standard error of the mean	0.04	0.04	0.04	0.04	0.04	0.03	0.05	0.02	0.04	0.01
Base	*399*	*667*	*575*	*478*	*557*	*553*	*242*	*1485*	*495*	*5451*

Base: All who answered the question (the 8% of eligible parents who said they did not know have been excluded from the table)

[2] The mean scores in this and other tables have been calculated by allocating a numeric score to each verbal rating, and assuming an equal distance between each item on the scale. Because the items have been scored with 'excellent' as 1, down to 'not at all good' as 5, the lower the mean score, the better the rating.

Social class and income

There were no clear patterns of quality ratings for nursery education by social class and income, although those from households with an income of less than £10,000 were most likely to rate the quality as not very good or not at all good (11% and 2% respectively) compared with 8% and 2% overall). Those with household incomes of £30,000 or more were most likely to rate the quality as very good (45%) but slightly less likely than the others to rate it as excellent (9%).

Ethnic group

Table 2.14 shows that white parents were more likely than ethnic minority parents to consider the quality of nursery education in their local area excellent or very good (11% and 43% respectively). Among ethnic minority parents, black parents were least likely to consider the quality of nursery education to be excellent or very good (7% and 27% compared with 6% and 37% of Asian parents) and most likely to consider the quality to be not very good or not at all good (18% and 4% compared with 9% and 1% of Asian parents). These patterns can also be seen using the mean scores. The highest score (indicating poorest quality rating) was found among black parents and the lowest score among white parents Similar patterns were also found in previous years indicating that it is a real pattern rather than variation owing to small numbers of cases in each categories.

Table 2.14 Parents' opinion of the quality of nursery education places available, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
1. Excellent	11	7	6	7	10
2. Very good	43	27	37	35	42
3. Fairly good	37	44	47	45	38
4. Not very good	8	18	9	11	8
5. Not at all good	1	4	1	2	2
Mean score	2.47	2.86	2.61	2.67	2.49
Standard error of the mean	0.01	0.07	0.04	0.03	0.01
Base	*4732*	*181*	*402*	*712*	*5451*

Base: All who answered the question (the 8% of eligible parents who said they did not know have been excluded from the table)

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

Type and number of providers

Table 2.15 shows that parental opinions of the quality of nursery education in the local area varied by the types of provision used. Those who used nursery education and childcare were most likely to class the quality as excellent or very good (55%) while those who used childcare only were least likely to (45%).

Table 2.16 shows that there was little difference in parental opinions of the quality of nursery education in the local area according to the number of nursery education providers they used for their child. Among those who used one provider, 10% classified the provision as excellent and 42% as very good compared with 9% and 45% respectively for those who used two or more nursery education providers. Looking at users of childcare, those who used two or more childcare providers were more likely than those who used one to consider the quality of nursery education as excellent or very good (12% and 52% compared with 10% and 42% of those who used one provider). There was no difference in the mean score according to whether the parent used one or two nursery education providers. Among users of childcare the score was lowest (2.28; indicating the highest quality rating for those who used two or more providers).

Table 2.15 Parents' opinion of the quality of nursery education places available, by type of providers used in the last week

	Type of provider used in last week				Total
	No provider	Nursery only	Nursery and childcare	Childcare only	
	%	%	%	%	%
1. Excellent	10	10	11	8	10
2. Very good	41	42	44	37	42
3. Fairly good	36	38	38	40	38
4. Not very good	10	9	7	12	8
5. Not at all good	4	2	*	4	2
Mean score	2.58	2.50	2.42	2.67	2.49
Standard error of the mean	0.05	0.01	0.03	0.13	0.01
Base	*417*	*4132*	*850*	*52*	*5451*

Base: All who answered the question (the 9% of eligible parents who said they did not know have been excluded from the table)

Table 2.16 Parents' opinion of the quality of nursery education places available, by number of providers used in the last week

	Number of nursery education providers used in the last week		Number of childcare providers used in the last week		Total
	One	Two or more	One	Two or more	
	%	%	%	%	%
1. Excellent	10	9	10	12	10
2. Very good	42	45	42	52	42
3. Fairly good	38	37	39	32	38
4. Not very good	8	9	8	4	8
5. Not at all good	1	*	1	-	2
Mean score	2.48	2.48	2.46	2.28	2.49
Standard error of the mean	0.01	0.05	0.03	0.06	0.01
Base	*4738*	*244*	*772*	*130*	*5451*

Base: All who answered the question (the 8% of eligible parents who said they did not know have been excluded from the table)

2.4.2 *Summary of factors related to parents' opinions of the quality of nursery education in the local area*

Multivariate analysis was carried out to investigate together all the factors which might be related to parental opinions of the quality of nursery education in the local area. Model 2.2 includes all the factors which were found to be significant and shows that among the parents of three and four year olds, there were no significant age differences in perceptions of quality. Those living outside Greater London were significantly more likely than those living in Greater London to say that the quality of nursery education in the local area was excellent or very good. White parents and those in two parent families were also significantly more likely than ethnic minority parents and those in one parent families to describe the quality as excellent or very good. Parents whose child attended a nursery class or reception class as their main or sole provider in the week before the survey were significantly more likely than those whose child attended no provider or another type of provider to describe the quality of nursery education in the local area as excellent or very good. This indicates that parents' experiences of the nursery education used by their children influences their perceptions of providers in the local area.

Model 2.2 Multivariate logistic regression of parental opinion of the quality of nursery education places in the local area for those with children aged younger three to rising five (three and four year olds). Looking at the likelihood of thinking that the quality was good or excellent

Variable/ category		Significance	Direction of relationship
Age of child			
	Three	NS	+
	Four	Reference	Reference
Whether respondent lives in Greater London			
	No	***	+
	Yes	Reference	Reference
Ethnic origin of parent			
	White	***	+
	Ethnic minority	Reference	Reference
Family type			
	Two parent	***	+
	One parent	Reference	Reference
Whether main or sole provider is a nursery or reception class			
	No	***	-
	Yes – nursery or reception class	Reference	Reference

***	Significant at 1% level (most significant)
**	Significant at 5% level
*	Significant at 10% level (least significant)
NS	Not statistically significant
-	indicates that parents in that category are less likely than those in the Reference category to rate the quality of nursery education in the local area as good or excellent, while + indicates that they were more likely to. For full results of the regression analysis refer to Appendix C

Looking at the models for parents' perception of the amount and quality of nursery education in the local area together, they show that the only variable significantly related to perceptions of both quantity and quality was whether or not parents lived in Greater London. Those living in Greater London were significantly more likely to say that there were not enough providers and significantly less likely to say the quality was good or excellent than parents living elsewhere. In other respects perceptions of quantity and quality were not related to the same factors.

2.4.3 Childcare

Parents were also asked their opinion of the quality of childcare in their local area. Overall 86% described the quality positively; 5% described it as excellent, 33% as very good and 48% as fairly good. Only 2% described the quality as not at all good. It is notable that 20% of parents responded that they did not know, compared with only 8% who said they did not know about the quality of nursery education in the local area.

Region

Table 2.17 shows that there were no clear overall regional patterns to parents' perceptions of the quality of childcare in their local area. The clearest finding (as in previous years) was that parents in Greater London were least likely to rate the quality as excellent or very good (3% and 24% respectively) and gave the highest overall score (2.98), indicating the poorest quality rating.

Table 2.17 Parents opinion of the quality of childcare places available, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
1. Excellent	5	4	8	5	5	4	3	4	3	5
2. Very good	38	32	34	35	42	35	32	31	24	33
3. Fairly good	46	44	46	48	40	52	46	53	49	48
4. Not very good	9	16	9	10	12	9	18	10	19	12
5. Not at all good	2	3	3	2	2	*	1	2	5	2
Mean score	2.65	2.82	2.65	2.69	2.64	2.66	2.81	2.74	2.98	2.74
Standard error of the mean	0.04	0.04	0.04	0.04	0.04	0.03	0.06	0.02	0.04	0.01
Base	*346*	*593*	*478*	*434*	*495*	*480*	*188*	*1319*	*447*	*4780*

Base: All who answered the question (the 20% of eligible parents who said they did not know or did not answer have been excluded from the table).

Social class and income

Table 2.18 shows that parents in Social Classes IV and V were least likely to rate the quality of childcare as excellent (2%) and were most likely to rate it as not very good or not at all good (13% and 3% respectively). The mean scores were highest among those in the manual social classes, indicating that they gave the poorest quality rating. A similar pattern was seen with household income with those from households with higher incomes giving better quality ratings than those from households with lower incomes. There was little variation in the percentage classifying the provision as excellent. However, only 29% of those with a household income of less than £10,000 compared with 35% of those with a household income of £30,000 or more considered the quality of childcare in the local area to be very good. Similarly, while 21% of those from households with incomes of £10,000 considered the quality to be not very good or not at all good, only 10% of those from households with an income of £30,000 or more did so. These income differences are reflected in the mean scores which decrease with increasing income. These income and social class differences may arise from the differing quality of the types of childcare that each group has access to.

Table 2.18 Parents opinion of the quality of childcare places available, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
1. Excellent	6	5	4	2	5
2. Very good	33	33	33	34	33
3. Fairly good	50	48	47	47	48
4. Not very good	10	12	13	13	12
5. Not at all good	1	2	3	3	2
Mean score	2.69	2.73	2.78	2.82	2.74
Standard error of the mean	0.02	0.02	0.03	0.05	0.01
Base	*1601*	*1930*	*750*	*238*	*4780*

Base: All who answered the question (the 20% of eligible parents who said they did not know have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 2.19 Parents' opinions of the quality of childcare places available, by income

	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
1. Excellent	4	4	5	5	5
2. Very good	29	33	35	35	33
3. Fairly good	47	50	47	50	48
4. Not very good	17	11	11	9	12
5. Not at all good	4	2	2	1	2
Mean score	2.87	2.74	2.68	2.65	2.74
Standard error of the mean	0.03	0.02	0.03	0.02	0.01
Base	*1131*	*1167*	*1017*	*1192*	*4780*

Base: All who answered the question (the 20% of eligible parents who said they did not know have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Ethnic group

As with nursery education there were clear differences in the rating of quality of childcare in the local area according to the ethnic origin of the parent. Parents from ethnic minorities gave a poorer overall quality assessment of childcare in their local area (2.88) than white parents (2.71) and this was particularly marked among black parents (3.12). White parents were more likely than ethnic minority parents to rate the quality as excellent or very good (5% and 34% respectively for white parents and 3% and 28% respectively for ethnic minority parents). The overall figures for ethnic minority parents masks differences among groups of different ethnic origin. While 1% and 20% of black parents classified the quality as excellent or very good, 4% and 30% of Asian parents did so. Similarly, 28% of black parents classified the quality as not very or not at all good compared with only 16% of Asian parents. All these findings are consistent with those in previous years and suggest that the results are reasonably reliable despite the small sample sizes in some categories.

Table 2.20 Parents opinion of the quality of childcare places available, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
1. Excellent	5	1	4	3	5
2. Very good	34	20	30	28	33
3. Fairly good	48	51	50	50	48
4. Not very good	11	22	13	15	12
5. Not at all good	2	6	3	4	2
Mean score	2.71	3.12	2.81	2.88	2.74
Standard error of the mean	0.01	0.06	0.05	0.03	0.01
Base	*4176*	*171*	*316*	*600*	*4780*

Base: All who answered the question (the 20% of eligible parents who said they did not know have been excluded from the table)

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

Special needs

Parents of children with special needs were less likely to consider the quality of childcare in the local area to be excellent or very good and more likely consider it to be not very or not at all good compared with all parents (as was found in previous years), suggesting that variation between the groups does not arise just from small sample sizes. This was particularly the case for the parents of children whose special needs had been statemented. For example, among the parents of children with statemented special needs, only 29% described the quality as excellent or very good compared with 34% of parents of children with special needs which were not statemented.

Table 2.21 Parents opinion of the quality of childcare places available, by whether child has special needs

	Special needs – statemented	Special needs- not statemented	All special needs	Total
	%	%	%	%
1. Excellent	4	3	3	5
2. Very good	25	31	29	33
3. Fairly good	49	46	47	48
4. Not very good	19	18	18	12
5. Not at all good	4	3	3	2
Mean score	2.96	2.87	2.90	2.74
Standard error of the mean	0.08	0.05	0.04	0.01
Base	*113*	*257*	*370*	*4780*

Base: All who answered the question (the 20% of eligible parents who said they did not know have been excluded from the table)

Note: All with statemented needs includes all those in the first two columns. The total column includes all whether or not they have special needs.

Type and number of providers

Table 2.22 shows variations in parents' opinions of the quality of childcare in their local area according to different types of provision used. Those who used both nursery education and childcare for their child were most likely to say the quality was excellent or very good (41%) while those who used childcare only were most likely to classify the quality as not very good or not at all good (22%). These differences may reflect the different types of childcare that parents have had experience of, which may vary according to whether childcare was combined with nursery education.

Table 2.23 shows that there are few differences in parental opinions of childcare according to the number of nursery education providers used. While there was no difference in the percentage rating the quality as excellent according to the number of childcare providers used, those who used two or more providers were more likely than those who used only one to rate the quality as very good (45% compared with 33%).

Table 2.22 Parents' opinion of the quality of childcare places available, by type of providers used in the last week

	Type of provider used in the last week				Total
	No provider	Nursery only	Nursery and childcare	Childcare only	
		%	%	%	%
1. Excellent	4	4	7	4	5
2. Very good	32	33	34	33	33
3. Fairly good	47	48	49	41	48
4. Not very good	13	12	8	16	12
5. Not at all good	4	2	1	6	2
Mean score	2.80	2.75	2.63	2.86	2.74
Standard error of the mean	0.05	0.01	0.03	0.13	0.01
Base	*353*	*3597*	*779*	*51*	*4780*

Base: All who answered the question (the 20% of eligible parents who said they did not know have been excluded from the table)

Table 2.23 Parents' opinion of the quality of childcare places available, by number of providers used in the last week

	Number of nursery education providers used in the last week		Number of childcare providers used in the last week		Total
	One	Two or more	One	Two or more	
	%	%	%	%	%
1. Excellent	5	4	7	7	5
2. Very good	33	31	33	45	33
3. Fairly good	48	52	50	39	48
4. Not very good	12	10	9	6	12
5. Not at all good	2	2	1	3	2
Mean score	2.73	2.75	2.66	2.52	2.74
Standard error of the mean	0.01	0.05	0.03	0.08	0.01
Base	*4165*	*211*	*713*	*117*	*4780*

Base: All who answered the question (the 20% of eligible parents who said they did not know have been excluded from the table)

2.5 The amount of information about nursery education available to parents

Parents were asked whether they thought the amount of information available to help them choose a nursery education place in the local area was too much, about right or too little. Only 1% of parents were unable to express an opinion about this. All parents were asked regardless of the age of their child or whether or not they used nursery education.

Only 1% thought there was too much information available and just over half (52%) though there was too little. Just under half (47%) thought there was about the right amount of information available.

Age

While patterns of response were not completely consistent by age cohort, there was a general pattern that parents of younger children were most likely to say that there was too little information available in helping them choose a nursery education place for their child (Table 2.24). Fifty-five percent of the parents of three year olds said there was too little information compared with 51% of parents of four year olds and 50% of parents of five year olds. One percent or less of all age groups considered that they had had too much information in deciding about nursery education for their child.

Table 2.24 Parents' evaluation of the amount of information available to help them choose a nursery education place, by age cohort

i) Grouped age cohort

	3s (Y3-R4)	4s (Y4-R5)	5s (Y5-O5)	Total
	%	%	%	%
Too much	1	*	1	1
About right	44	49	49	47
Too little	55	51	50	52
Base	*2173*	*2098*	*1608*	*5879*

Base: All who answered the question (the 1% of eligible parents who said they did not know have been excluded from the table)

ii) Child's age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Too much	1	1	*	*	1	1	1	1	1
About right	42	45	47	45	51	49	48	50	47
Too little	58	55	52	55	48	50	52	49	52
Base	*727*	*900*	*546*	*709*	*886*	*503*	*705*	*903*	*5879*

Base: All who answered the question (the 1% of eligible parents who said they did not know have been excluded from the table)

Region

There were no clear overall regional patterns, however Table 2.25 shows that there was variation by region. Parents in East Anglia were most likely to report having had too little information about nursery education (64%) and those in the North were least likely to report having too little information (43%). There was little difference between the responses of those in urban and rural areas.

Table 2.25 Parents' evaluation of the amount of information available to help them choose a nursery education place, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Too much	*	*	1	1	1	*	*	1	1	1
About right	56	47	49	48	47	43	36	46	50	47
Too little	43	53	51	51	52	57	64	53	49	52
Base	*419*	*732*	*620*	*512*	*597*	*594*	*253*	*1590*	*562*	*5879*

Base: All who answered the question (the 1% of eligible parents who said they did not know have been excluded from the table)

Social class and income

There was a relationship between social class and parents' opinion of the amount of information available although the differences were not very large or consistent. Those in Social Classes I and II, and IV and V were most likely to report having too little information (54% compared with 52% overall). Those with household incomes of £20,000 or more were the group most likely to report having too little information available.

Ethnic group

White parents and black parents were the two groups most likely to report having had too little information about nursery education (53% and 52% respectively). This contrasted with Asian parents of whom only 42% reported having too little information about nursery education.

2.6 Opinion of the amount of nursery education currently received

Parents who had a child in nursery education at the time of survey were asked about their opinion of the amount of nursery education their child currently received. Parents of younger and older fives were not asked this question since they were not asked about nursery education provision in the week before the survey (last week). Overall three quarters (76%) of parents thought their child was currently receiving about the right amount of nursery education and only 21% thought they were receiving too little. Three percent thought their child was receiving too much nursery education.

Age

Table 2.26 shows that with the increasing age of their child, parents were less likely to think that their child used too little nursery education. Over a quarter (28%) of parents of younger threes said their child received too little nursery education compared with only 10% of the parents of rising fives. Interestingly, 7% of parents of older fours and 4% of the parents of

rising fives thought their child was receiving too much nursery education whereas in the other age groups only 1 or 2% reported this.

Table 2.26 Parents' evaluation of the amount of nursery education currently received, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Too much	2	2	2	1	7	4	3
About right	69	73	73	75	81	86	76
Too little	28	25	25	24	12	10	21
Base	*603*	*844*	*527*	*681*	*866*	*481*	*4002*

Base: Current users of nursery education, excluding younger and older fives (the 1% of eligible parents who did not know or did not answer have been excluded from the table).

Region

There were no clear overall regional patterns but differences in parents' evaluation of the amount of nursery education received can be observed between individual regions. Parents in Greater London and the East Midlands were most likely to report that their child received too little nursery education (25%). In contrast, only 16% of parents in the South West reported that their child received too little and 5% thought their child was receiving too much nursery education

Table 2.27 Parents' evaluation of the amount of nursery education currently received, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Too much	3	4	1	4	2	5	2	3	3	3
About right	78	77	78	72	78	78	74	77	71	76
Too little	19	19	21	25	20	16	23	20	25	21
Base	*279*	*503*	*428*	*342*	*404*	*407*	*171*	*1093*	*375*	*4002*

Base: Current users of nursery education, excluding younger and older fives (the 1% of eligible parents did not know or did not answer have been excluded from the table).

Social class and income

Parents in manual social classes were most likely to report that their child received too little nursery education (22% of those in III Manual and 23% of those in IV and V, compared with 19% in Social Classes I and II). Looking at differences by income shows a direct relationship between income and satisfaction with the amount of nursery education currently received. Only 16% of those in the highest income group thought their child received too little nursery education compared with a quarter (26%) in the £10,000 to £19,999 income group.

Type and number of providers used

There was little difference in perceptions of the amount of nursery education received according to whether the child received nursery education only or childcare as well. Nor was there much difference according to whether the child attended one or two or more

nursery education providers (21% and 19% respectively thought their child received too little). A quarter of the parents of those children who attended two or more childcare providers considered that their child received too little nursery education. This compares with 22% of those whose child attended only one childcare provider and 21% of all parents.

Number of nursery education sessions

Parents whose children attended a greater number of nursery education and childcare sessions were more likely to think that their child received enough nursery education. 53% of those whose child attended one or two sessions thought their child received enough nursery education compared with 83% of those whose child attended nine to ten sessions in the last week. Among those whose child had attended 11 or more nursery education or childcare sessions in the last week, 79% thought their child had received the right amount. Thus, up to ten sessions it appears that there is a direct relationship between the number of sessions attended and the satisfaction with the amount of nursery education received.

Table 2.28 Parents' evaluation of the amount of nursery education currently received, by the number of sessions (of nursery education and childcare) in the last week

	1-2	3-4	5	6-8	9-10	11+	Total
Too much	1	*	1	3	7	4	3
About right	53	70	73	79	83	79	76
Too little	46	29	26	19	10	17	21
Base	*218*	*489*	*1273*	*347*	*1359*	*316*	4002

Base: Current users of nursery education, excluding younger and older fives (the 1% of eligible parents did not know or did not answer have been excluded from the table)

2.7 Preference for extra nursery provision

Parents who were using nursery education in the last week before the survey and who said that the amount their child currently received was too little were asked who they would obtain extra nursery education from in their local area. The choice was between: from a provider they had used before (particular provider) or from a new provider. If they said they would obtain it from a new provider they were asked what type of provision they would use.

2.7.1 Existing or different provision

When asked whether they would use an existing provider or a new provider for extra provision for their child, three quarters (75%) said they would use a provider they had used before and a quarter said they would choose a new provider.

Region

Parents in Greater London were the group most likely to say that they would choose a new provider (39%) and those in the North were most likely to say they would choose a provider that they had used before (87%). There was little variation among the other regions.

Table 2.29 Choice of extra nursery provision, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Provider used before	87	75	76	74	78	75	[82]	77	61	75
New provider	13	25	24	26	22	25	[18]	23	39	25
Base	*52*	*97*	*89*	*85*	*81*	*67*	*39*	*213*	*94*	*817*

Base: Parents who said current amount of nursery education is 'too little' (excluding parents of younger and older five year olds)

Age

Overall, parents of three year olds were slightly more likely than the parents of four year olds to say they would choose a new provider which had not been used before (26% and 23% respectively). However, these overall figures hide differences among the age cohorts. Parents of younger threes were most likely to say they would choose a new provider (31%) and parents of younger fours were least likely to say they would choose a new provider (20%). With the increasing age of their child above younger four parents were increasingly likely to say they would choose a new provider.

Social class and income

There was no clear pattern in preference for a new or previous provider by social class or income. Those from households with the highest and lowest incomes were more likely to say they would choose a new provider than those in the middle income groups.

Ethnic group

Parents from an ethnic minority were less likely than white parents to choose a provider used before (62% compared with 78%) and more likely to use a new provider. This was particularly the case for black parents (only 60% would use a provider which they had used before compared with 64% of Asian parents). This may be related their relatively low opinion of the quality of nursery education provision in the local area (See Table 2.14). However these are based on a small number of cases (117 ethnic minority and 40 black parents).

Special needs

Among those whose child had special needs (85 cases) 29% said they would use a new provider compared with 25% for all parents. The small number of cases means that these results should be treated with caution.

2.7.2 Type of new provision

Those parents who said they would use a new provider were asked what type of provider they would choose. Table 2.30 shows that the most popular choice was a nursery class (41%) followed by a reception class (22%). Preferences varied with age. Among parents of three year olds almost half would choose a nursery class (47%), 21% would choose a nursery school and 16% would choose a reception class. Among parents of four year olds, 31% would choose a nursery class and 32% would choose a reception class. A playgroup or pre-school was selected more often by parents of four year olds (7%) than by parents of three years olds (3%). Again, the small number of cases in each category means that the results should be treated with caution.

Table 2.30 Type of new nursery education parents would choose, by age (grouped age cohorts)

	3s (Y3-R4)	4s (Y4-R5)	Total
	%	%	%
Nursery school	21	4	15
Nursery class	47	31	41
Reception class	16	32	22
Special school	4	7	5
Day nursery	6	7	6
Playgroup/ pre-school	3	7	4
Other	1	11	4
Combined/ family centre	2	1	1
Base	*129*	*92*	*201*

Base: All parents who would choose new provider for extra nursery provision, excluding younger and old fives

2.7.3 Reasons for choice

Parents who said that their child did not currently receive enough nursery education were asked why they would make their particular choice for extra nursery education provision (a previous provider or a new provider); the results are shown in Table 2.31. The results show that the main reason for their choice was that the child enjoys it there (43%), followed by the fact that it was the most appropriate type of education for their child's age (38%). A third (32%) said that they liked it or it had a good reputation. Other reasons given were that it was attached to their chosen school, prepares children for school and is local or convenient.

Table 2.31 Reasons for choice of extra nursery provision

	%
Most appropriate type of education for my child's age	38
Child enjoys it there	43
I liked it/it was the best I looked at/ has a good reputation	32
Attached to school of choice/provides continuity of primary education	18
Prepares child for/gets used to school environment	22
It's local/ convenient	17
Offered suitable hours	5
Base	*820*

Base: Parents who thought their child received too little nursery education, excluding younger and older fives).

3. PARENTAL PREFERENCE FOR NURSERY EDUCATION PROVISION

3.1 First choice of providers

Parents were asked whether each individual provider they were using was their first choice. The majority of parents (91%) were using their first choice of provider for their child and this did not vary much by age or type of provider used. Those who were not using their first choice of provider were asked which type of provider best described their first choice for their child. Table 3.1 compares the results for those who were using their first choice with those who were not (ie: for those using their first choice of provider what type that provider was and for those not using their first choice what type their first choice of provider was). Among both groups the most popular first choice of provider was a nursery class (28% of those who achieved their first choice and 27% of those who did not). Among those who achieved their first choice of provider, reception class was more likely to be their first choice than among those who were not using their first choice (30% and 18% respectively). Overall 20% of parents expressed a preference for a playgroup; this varied from 20% of those who achieved their first choice to only 14% of those who did not.

Table 3.1 Parents' first choice of provider

	Parents who:		
	Achieved first choice provider	Did not achieve first choice provider	Total
First choice provider	%	%	%
Nursery school	9	16	10
Nursery class	28	27	28
Reception class	30	18	29
Special school	0	1	0
Day nursery	9	13	10
Playgroup/ pre-school	20	14	20
Combined/ family centre	0	1	0
Other	2	9	3
Base	*3665*	*371*	*4036*

Base: All parents who used a nursery education provider excluding younger and older fives (excluding the less than 1% who did not respond)

Table 3.2 shows that the type of first choice of provider for those who were not currently using their first choice, varied according to the age of the child. Among parents of three year olds who did not attend their first choice of provider, the most popular first choices were nursery class (24%), nursery school (23%), day nursery and playgroup (both 19%). In contrast, among parents of four year olds the most popular first choices were reception class (32%) and nursery class (30%). Ten percent or fewer of the parents of four year olds expressed a preference for each of the other types of provider.

Table 3.2 First choice provider by parents who did not get their first choice, by age (grouped cohort)

	Grouped age cohort		
	3s (Y3-R4)	4s (Y4-R5)	Total
First choice:	%	%	%
Nursery school	23	10	16
Nursery class	24	30	27
Reception class	2	32	18
Special school	1	1	1
Day nursery	19	7	13
Playgroup/ pre-school	19	9	14
Combined/ family centre	2	1	1
Other	11	8	9
Base	*180*	*191*	*371*

Base: All whose main/sole provider was not their first choice excluding younger and older fives (excluding the less than 1% who did not respond)

Table 3.3 shows the first choice of provider by the type of main or sole provider actually used, for those whose child did not attend their first choice of provider. It shows that those whose child attended a day nursery were most likely to show a preference for another provider of the same type as their first choice (55%). About half of those whose child attended a reception class or nursery class which was not their first choice said that another provider of that type would be their first choice (52% and 50% respectively). Just over a third of parents whose child attended playgroup or nursery said their first choice was a provider of the same type (37% and 35% respectively). About a quarter of those whose child attended a nursery school or reception class (27% and 23% respectively) said their first choice was a nursery class, while only 6% of those whose child attended a nursery class expressed a preference for a reception class.

Table 3.3 Parents who did not get first choice provider: their first choice, by type of main/sole provider in the last week before the interview

First Choice Provider:	Type of main or sole provider					
	Nursery school	Nursery class	Reception Class	Day nursery	Playgroup/ pre-school	Total
	%	%	%	%	%	%
Nursery school	[35]	17	7	[17]	18	16
Nursery class	[27]	50	23	[17]	18	27
Reception Class	[-]	6	52	[-]	2	18
Special school	[-]	-	-	[-]	-	1
Day nursery	[11]	8	3	[55]	13	13
Playgroup /pre-school	[14]	6	5	[7]	37	14
Combined Centres	[-]	-	1	[-]	3	1
Other	[14]	13	8	[5]	8	9
Base	*37*	*86*	*107*	*42*	*87*	*371*

Base: Parents who said their main/sole provider in the previous week was not their first choice (excluding younger and older fives).

Note: Providers used by fewer than ten parents are excluded from the table, but are included in the total column.

3.2 Choice of primary school

Parents whose children were aged under five at the time of the interview and who attended a nursery provider were asked whether their child would remain at that provider after the age of five. Table 3.4 shows that parents' responses to this question varied by the age of the child. Just over three-quarters (76-78%) of parents of younger three to younger four year olds said their child would stay in the same school. Over 90% of parents of older fours (94%) and rising fives (98%) said that their child would stay in the same school after the age of five.

The response also varied by the type of provider attended. Among those whose child attended a reception class as their main provider, 96% said their child would stay at the same provider after the age of five, compared with 80% of those attending a nursery class.

Table 3.4 Percentage of parents who said their child would stay in the same school when child reached age five

Child's age cohort:	%	*Base*
Younger three	76	*118*
Older three	78	*330*
Rising four	78	*235*
Younger four	78	*311*
Older four	94	*772*
Rising five	98	*463*
Total	88	*2229*

Base: Parents whose child attended a nursery class or reception class, excluding younger and older fives (the 2% of parents who did not know or did not answer the question are excluded)

When asked whether wanting to send the child to that school after the age of five was an important consideration in their decision to send the child to the provider, 84% agreed that it was. The responses to this question did not vary much by the age of the child or whether the child attended a nursery class or a reception class.

3.3 Frequency of, and reasons for, using more than one provider

Table 3.5 shows that the majority of parents who used nursery education used only one provider of nursery education or childcare in the last week before the interview (78%). About a fifth (19%) used two providers and only 4% used three or more. Table 3.6 shows that among those who used only one provider, 98% used a nursery education provider. This contrasts with those who used two providers, among whom a three-quarters (76%) used both nursery education and childcare and only a quarter (23%) used nursery education only. Among those using three or more providers, almost all (96%) had used both nursery education and childcare.

Table 3.5 Number of nursery education and childcare providers used in the last week

Number of providers used last week	
	%
One	78
Two	19
Three	3
Four +	1
Base	4093

Base: Parents who used any provision in the last week, excluding older and younger fives

Table 3.6 Type of providers used in the last week, by number used

	Providers				
	One	Two	Three	Four +	Total
	%	%	%	%	%
Nursery education only	98	23	3	-	81
Nursery education and childcare	-	76	96	[96]	18
Childcare only	2	1	1	[4]	1
Base	*3182*	*763*	*129*	*28*	*4093*

Base: Parents who used any provision in the last week, excluding older and younger fives.

Table 3.7 shows that regardless of the type of nursery education provider used in the last week, the majority had used only nursery education. However those who attended a playgroup were the group most likely to have attended a childcare provider as well (26%). The majority of those attending any of the nursery education types had used only one provider but this varied from 97% of those using reception classes, 94% of those using nursery classes, 76% of those using day nurseries to 74% of those using other providers. Nursery classes and reception classes are more likely than other types to be full-time, making it more likely than children attending them would only have attended one provider in the last week.

Table 3.7 Pattern of nursery education provision in the last week, by type of nursery education provider used last week

(Note: percentages read horizontally)

Type of nursery education provider used in last week		Used nursery education only	Used childcare as well		Used one nursery education provider only	Used two or more nursery education providers	*Base*
Nursery school	%	81	19	%	89	11	*383*
Nursery class	%	84	16	%	94	6	*1142*
Reception class	%	86	14	%	97	3	*1224*
Day nursery	%	81	19	%	76	24	*417*
Playgroup/ pre-school	%	74	26	%	83	17	*941*
Other providers	%	86	14	%	74	26	*111*

Base: Number using each type of provision in the last week.

Note: As there were only 13 users of Special schools and 7 users of Combined/Family centres in the last week, figures for these types of provider are not shown separately.

Table 3.8 shows the extent to which childcare providers were used in combination with nursery education or other childcare provision. Unlike nursery education provision, the majority of those using all types of childcare had used both nursery education and childcare in the week before the survey. This varied from 85% of those who attended a mother and toddler group to 100% of those who attended an after school or breakfast club. 35% of those who used friends and neighbours and 11% of those who used a nanny or au pair used more than one childcare provider in the last week.

Table 3.8 Pattern of childcare provision in the last week, by type of childcare provider used last week

(Note: percentages read horizontally)

Type of childcare provider used in last week		Used childcare only	Used nursery education as well		Used one childcare provider only	Used two or more childcare providers	*Base*
Mother and Toddler group	%	15	85	%	68	32	*123*
After schl/ breakfast club	%	[0]	[100]	%	[83]	[17]	*29*
Childminder	%	9	91	%	77	23	*199*
Nanny/au pair	%	[2]	[98]	%	[89]	[11]	*46*
Friends/neighbours	%	2	98	%	65	35	*62*
Other family members	%	5	95	%	82	18	*381*

Base: Number using each type of provision in the last week.

Note: As there were only 22 users of Other childcare providers in the last week, figures for these types of provider are not shown separately.

Table 3.9 shows that the main reason given for using more than one provider in the last week was that the parent worked or studied or was returning to work (65%). Just over a fifth (22%) mentioned giving their child a variety of people, environments and activities, 16% mentioned giving their child a balance of social and educational activities and 12% mentioned getting their child used to school or education. Fourteen percent said the provider did not offer enough hours and each of the other reasons were given by fewer than 10% of parents.

Table 3.9 Reasons why parents used more than one provider in the last week

	%
Work/study reasons	
Parent works/studies/Will be returning to work/study	65
Educational reasons	
To give child variety of people/environments/activities	22
To give child balance of social/play and educational skills	16
To get child used to school/education	12
Other reasons:	
One or more of the providers do not offer enough sessions/hours	14
Cost reasons	7
Child stayed on at old provider after starting at a new one	4
To meet/keep in touch with other local parents/children	7
Sibling goes to one of providers	3
Other answer	6
Base	*911*

Base: All who used more than one provider in the last week, except younger and older five year olds

Looking at the reasons for using more than one provider by the age of the child (Table 3.10) it can be seen that for all age groups the fact that the parent worked or studied was the main reason but that the importance of this reason increased with age from 53% of parents of younger threes to 65% of the parents of younger fours and 83% of the parents of rising fives. Parents of younger children were more likely to mention that using more than one provider gave their child a variety of activities and environments or a balance of social, play and educational skills (33% and 21% respectively of parents of younger threes compared with 8% and 6% of the parents of rising fives). Getting the child ready for school or education was most likely to be mentioned by the parents of three year olds.

Table 3.10 Main reasons why parents used more than one provider last week, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Parent worked/studied	53	58	58	65	86	83	65
Variety of people/ environments/ activities	33	26	30	19	3	8	22
To give child a balance of social/ play and educational skills	21	20	20	17	6	6	16
To get child used to school/ education	13	17	15	12	6	4	12
One or more providers do not offer enough sessions/hours	11	16	15	17	11	11	14
Base	*186*	*206*	*142*	*162*	*144*	*71*	*911*

Base: Parents who used more than one provider in the last week (excluding younger and older fives)

Note: Only reasons given by at least 10% are included on the table

The reasons for using more than one provider also varied by the type of main provider used (Table 3.11). Among parents of children in a reception class, the main reason was that they worked or studied (86%). Among those attending a nursery class, 71% mentioned that they worked or studied and 20% gave the reason that it gave the child a variety of people, environments and activities. Giving the child a balance of activities and skills and getting them ready for school were reasons mentioned more by parents of children attending nursery schools, day nurseries and playgroups.

Table 3.11 Main reasons why parents used more than one provider in the last week, by type of main provider

	Nursery school	Nursery class	Reception class	Day Nursery	Playgroup/ pre-school	Total
	%	%	%	%	%	%
Parent worked/ studied	52	71	86	48	58	65
Variety of people/ environments/ activities	29	20	3	37	25	22
To give child a balance of social/ play and educational skills	24	8	4	30	21	16
To get child used to school/ education	13	9	4	20	16	12
One or more providers do not offer enough sessions/hours	21	15	10	10	14	14
Base	*90*	*211*	*189*	*122*	*260*	*911*

Base: Parents who used more than one provider in the last week (excluding younger and older fives)

Note: There were too few users of Special schools (7), Combined/Family centres (0) or Other nursery providers (24) to show figures separately.

3.4 Problems arising from using more than one nursery provider

Table 3.12 shows that the majority of parents who used more than one provider for their child said there were no problems associated with doing so (86%) and this did not vary much by the age of the child. Where problems were mentioned the main ones were the high cost (4%) and transport problems (4%) which again, did not vary much by the age of the child.

Table 3.12 Problems experienced by parents who used more than one provider last week, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
No problems	88	85	88	85	87	83	86
Problems with:							
High cost	3	3	4	4	6	3	4
Transport	3	5	4	4	1	6	4
Different types of nursery education did not go well together	2	3	1	3	2	3	2
Other	5	5	4	6	5	8	5
Base	*186*	*206*	*142*	*162*	*144*	*71*	*911*

Base: Parents who used more than one provider in the last week (excluding younger and older fives)

Note: Respondents could give multiple responses to this question

The problems mentioned did vary more by the type of main provider. Among parents whose child attended a playgroup as the main provider, 90% said there were no problems with using more than one provider compared with only 81% of users of nursery schools. Among users of nursery schools, 7% mentioned high cost as a problem and 10% mentioned transport problems compared with only 3% or 4% of users of other types of providers.

Table 3.13 Problems experienced by parents who used more than one provider last week, by type of main or sole provider

	Nursery school	Nursery class	Reception class	Day Nursery	Playgroup / pre-school	Total
	%	%	%	%	%	%
No problems	81	84	87	86	90	90
Problems with:						
High cost	7	3	4	4	3	4
Transport	10	4	3	1	3	4
Different types of nursery education did not go well together	1	2	2	4	2	2
Other	3	8	5	5	3	5
Base	*90*	*211*	*189*	*122*	*260*	*911*

Base: Parents who used more than one provider in the last week (excluding younger and older fives)

Note: There were too few users of Special schools (7), Combined/Family centres (0) or Other nursery providers (24) to show figures separately.

3.5 The amount of nursery education provision used

Table 3.14 shows that nearly all parents of four year olds (92%) who used any, used nursery education for all five days of the last week and most of the remainder used it for three or four days (3% each). This contrasts with three year olds of whom 54% attended nursery education on five days in the week. Only 2% of three years olds only attended one day a week but 15% attended on two days and 20% on three days.

Table 3.14 Number of days in nursery education in the last week

	Grouped age cohorts		Total
	3s (Y3-R4)	4s (Y4-R5)	
	%	%	%
One	2	-	1
Two	15	1	8
Three	20	3	12
Four	9	3	6
Five	54	92	73
Base	*1989*	*2644*	*4033*

Base: Parents of three and four year olds who attended nursery education in the week before the survey (excluding younger and older fives)

Parents of children who attended nursery education on fewer than five days a week were asked why this was. Table 3.15 shows that the two main reasons were that the parent preferred to have the child at home some of the time (36%) and that they could not afford any more (31%). These two reasons are quite different since one represents a parental preference while the other indicates that the amount of nursery education used is to some extent forced by circumstances. Looking at grouped age cohorts it can be seen that among parents of three year olds, 36% said there were cost reasons compared with 28% of the parents of four year olds. At the same time, only 33% of parents of three year olds said they preferred to have the child at home compared with 42% of fours. Thus, among parents of older children using part-time nursery education is more likely to be a positive choice whereas among younger children there are more likely to be financial reasons. A quarter of parents of three year olds (24%) said their child was too young to go everyday compared with only 13% of the parents of four year olds.

Table 3.15 Main reasons why parents of three and four year olds used nursery education on fewer than five days a week

	Grouped age cohorts		Total
	3s (Y3-R4)	4s (Y4-R5)	
	%	%	%
Not able to:			
Cannot afford any more	36	28	31
Provider not flexible enough/ cannot take child every day	19	23	21
Could not get a state nursery place	10	11	10
Does not want to:			
Prefer to have child at home some of the time	33	42	36
Child is too young to go every day	24	13	17
Other answers	15	19	19
Base	*149*	*180*	*370*

Base: Parents of 3 and 4 year olds (at time of interview) who used nursery education on fewer than five days a week, excluding the two cases who did not respond

Note: Respondents could give multiple responses

3.6 Non-users of nursery education and childcare

The survey found that 3% of parents had not sent their child to any nursery education or childcare in the year before the survey and a further 1% had used childcare but had not sent their child to a nursery education provider. Those who had used no nursery education or childcare were asked whether they would have liked their child to have attended nursery education to which 76% responded that they would.

Parents whose child attended no nursery education in the last year were asked about the reasons for this. Table 3.16 shows the answers to this according to whether the child attended no nursery education or childcare or whether the child attended childcare but not nursery education. Among those who used neither nursery education or childcare the main

reason given was that the parent wanted to look after the child at home (34%) and a quarter (24%) mentioned that local providers were full or they could not get a place. Seventeen percent said that the child was too young for local providers and 12% that providers were too expensive. Other reasons were each mentioned by fewer than 10% of parents. Among the parents of children who had attended childcare but not nursery education, over a quarter (27%) mentioned that the child was too young, 20% mentioned cost factors and 15% that providers were full or they couldn't get a place. Only 12% mentioned that they preferred to look after their child at home.

Although the number of cases is small, it was found that among parents of children who attended no provision at all there was a difference in the reasons given by age. For parents of children who were aged three at the interview the main reasons were that they preferred to look after their child at home (32%), local providers were full (27%), and the child was too young (22%). Among parents of children aged four at the interview the main reasons were that they preferred to look after their child at home (41%), the child disliked or was unhappy in nursery education (21%) and it was too expensive (17%) and 24% gave other reasons. None of the parents of children aged four at the interview said their child was too young for local providers.

Among the other reasons for not using any provision at all were that the parent thought the child would be better educated at home, that the child was not potty trained and no nursery would take them, that they had not been able to get into a provider but did have plans for their child to start at a particular time.

Table 3.16 Reasons why no nursery education was used in the last year

	Used no NE or CC	Used no NE
	%	%
Reasons not able to use nursery education:		
Local providers full / could not get a place	24	15
Too expensive/cost factors	12	20
Child too young for local provider	17	27
No local providers	4	10
Child dislikes/unhappy in nursery education	8	5
Reasons did not want nursery education:		
Prefer to look after child at home	34	12
Child not yet developed enough to benefit	8	7
Parent prefers to teach child him/herself	8	5
Other answers	14	29
Base	*131*	*60*

Base: Non-users of nursery education in the last year

Parents of those who had attended no childcare or nursery education were asked why their child had no childcare. The main reason, given by 74% of respondents was that they wanted to look after their child themselves. This group was also asked whether they would have liked their child to have childcare; 38% said yes and 59% said no, while 3% were unsure.

4 CHARACTERISTICS OF MAIN OR SOLE PROVIDER

4.1 Organisation responsible for nursery education

A classification of the organisation responsible for providing the child's nursery education was obtained from parents and the information was checked by means of follow-up telephone calls to the providers themselves. The different organisations providing nursery education and the types of education they provided are shown in Table 4.1. This table covers main or sole providers which were used by children in the last week (excluding the older two cohorts).

The majority of the services (62%) were provided by a Local Education Authority (LEA), 22% were provided by a private or independent organisation and 10% by a community or voluntary organisation.

As may be expected, almost all nursery classes and reception classes used by respondents (93% and 91% respectively) were reported to have been provided by an LEA. The majority of nursery schools and special schools were also provided from this source (61% and 80% respectively).

Private and independent organisations were responsible for providing the majority (76%) of day nurseries and substantial proportions of playgroups or pre-schools (38%) and nursery schools (32%) used. They also were responsible for 3% of nursery classes and 5% of reception classes. Community or voluntary organisations were of most importance in the provision of playgroups and pre-schools, 43% of which were provided by this source. They also provided a small proportion of the nursery schools and day nurseries (3% and 5% respectively).

Employers provided 1% of provision overall. The most common form of provision that was provided by employers was day nurseries, 8% of which were provided by employers.

Table 4.1 Classification of main or sole providers (excludes provision for younger and older fives)

	Nurs-ery school	Nurs-ery class	Recep-tion class	Special school/ Nurs-ery	Day nurs-ery	Play-group/ Pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
A Local Education Authority	61	93	91	[80]	6	9	28	62
A private / independent (fee-paying)school or organisation	32	3	5	[-]	76	38	58	22
A community or voluntary org'n	3	1	*	[-]	5	43	6	10
A church or religious org'n	2	1	2	[7]	-	5	-	2
A Local Authority social services department	1	*	*	[-]	2	2	3	1
An employer	1	-	-	[-]	8	1	1	1
Other	*	1	2	[13]	4	2	3	2
Base	*370*	*1146*	*1226*	*15*	*393*	*856*	*96*	*4107*

Base: Parents who used a main or sole provider in last week, excluding older and younger fives (the 0.3% of eligible children whose parents said they did not know have been excluded from the table).

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

4.2 Number of children aged under five in the class or group

Parents were asked about the number of children aged under five in their child's class or group for each provider used in the last week. The range of class or group sizes and the average class size for each type of provider are shown in Table 4.2.

The average class size was 21. The largest class sizes were in reception classes and nursery classes (average sizes of 25 and 22 respectively) . The average playgroup size was 19, and nursery schools had an average size of 18. Day nurseries had the smallest class sizes, with an average size of 15 children. There were too few parents with children in special schools or combined/family centres to comment reliably.

Table 4.2 Number of children aged under five in the class or group, by type of main or sole provider

Number of children	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ Pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
1-5	1	*	*	[8]	4	*	4	1
6-10	20	6	3	[75]	32	8	25	10
11-15	23	15	7	[-]	26	25	29	17
16-20	22	22	16	[8]	23	37	21	23
21-25	16	22	22	[8]	8	19	14	20
26-30	15	29	43	[-]	6	10	7	26
31-35	2	7	8	[-]	1	1	-	5
Mean	18	22	25	[10]	15	19	15	21
Standard error	0.4	0.2	0.2	[1.5]	0.4	0.2	0.8	0.1
Base	*323*	*998*	*1148*	*12*	*324*	*748*	*84*	*3641*

Base: Parents who used a main or sole provider in last week, excluding older and younger fives (the 10% of eligible children whose parents said they did not know or gave no fixed number have been excluded from the table).

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

Class or group size increased with children's ages, reflecting the movement into the types of providers which had the largest class sizes, nursery classes and reception classes. As Table 4.3 shows, the average class size increased from 18 children for younger threes to 24 children for older fours and rising fives. However, these averages conceal considerable variation in class or group size within each of the cohorts. These patterns are the same as have been observed for earlier surveys in this series.

Table 4.3 Number of children in the class or group, by age cohort

No. of children	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
1-5	2	1	*	1	*	*	1
6-10	15	14	10	12	4	4	10
11-15	24	21	22	16	10	8	17
16-20	33	28	23	23	16	16	23
21-25	14	17	19	22	22	24	20
26-30	11	17	21	21	40	42	26
31-35	1	3	5	4	8	6	5
Mean	18	19	20	21	24	24	21
Standard error	0.3	0.3	0.3	0.3	0.2	0.3	0.1
Base	*535*	*755*	*469*	*602*	*813*	*467*	*3641*

Base: Parents who used a main or sole provider in last week, excluding older and younger fives (the 10% of eligible children whose parents said they did not know or gave no fixed number have been excluded from the table).

Note: Children in classes of more than 35 were counted as "don't knows" since the data may be unreliable

4.3 Number of teachers and/or carers in the class or group

Parents also reported the number of teachers or carers who were in their child's class or group, excluding parent helpers or other volunteer helpers (see Table 4.4).

The average number of teachers or carers was about three per class or group. This average varied little according to the type of provider. Reception classes had the lowest numbers of teachers or carers, an average of 2 compared with an average of 3 for most other types of providers.

Overall, 11% of children were in classes or groups which had a single teacher or carer, 40% had two teachers or carers, 26% had three and 23% had four or five. Nursery schools and reception classes were most likely to have a single teacher or carer (17% and 15% respectively did so). The distribution of class or group sizes for playgroups was somewhat different from that of other providers in that only 4% had a single carer and 50% had four or five carers.

Table 4.4 Number of teachers and/or carers for the class or group, by type of provider

No. of teachers	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ Pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
0	-	*	-	[-]	-	*	-	*
1	17	10	15	[-]	11	4	9	11
2	23	42	61	[8]	28	16	45	40
3	26	32	18	[25]	29	30	25	26
4	23	13	5	[58]	23	36	17	17
5	11	3	1	[8]	9	14	3	6
Mean	3	3	2	[4]	3	3	3	3
Base	*342*	*1090*	*1196*	*12*	*334*	*740*	*87*	*3805*

Base: Parents who used a main or sole provider in last week, excluding older and younger fives (the 6% of eligible children whose parents said they did not know have been excluded from the table).

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

Teacher: child ratios have been calculated by dividing the reported number of children in the class or group by the number of teachers or carers (see Table 4.5). It should be noted that these ratios are subject to an uncertain amount of reporting error since it may be assumed that some parents will have imperfect knowledge of the numbers of children or teachers or carers at their child's provider. Moreover, some parents may have had difficulty in deciding what constitutes a 'teacher or carer' as distinct from 'parent helpers or other volunteer helpers' whom they were asked to exclude.

There was an overall ratio of 8 children to every teacher or carer. As may be expected, there was substantial variation between types of provider. Reception classes had the lowest ratio with one teacher or carer for every 11 children. Nursery classes also had a relatively low ratio, with one teacher or carer for every nine children. At the other end of the scale, day nurseries had the highest ratio, with one carer for five children, as did nursery schools and playgroups, with one carer for six children. Special schools or nurseries had the highest ratio with one teacher or carer to every three children. Although the sample base was low for this group, it may be noted that this result was comparable with that found for these providers last year (also on a low base), a ratio of one to four.

Table 4.5 Mean teacher/child ratios: number of teachers/ number of children in the class or group, ratio based on means, by type of provider

	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ Pre-school	Other provider	Total
Mean no. of teachers	3	3	2	[4]	3	3	3	3
Mean no. of children	18	22	25	[10]	15	19	15	21
Teacher/ child ratio (means)	1:6	1:9	1:11	[1:3]	1:5	1:6	1:6	1:8

Base: Parents who used a main or sole provider in last week, excluding older and younger fives (the 10% of eligible children whose parents said they did not know or gave no fixed number have been excluded from the table).

Note: Teacher/ child ratio calculated by dividing mean number of children by mean number of teachers (ratios calculated using means to 2 decimal places).

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

The number of teachers or carers per class or group fell as the age of the child increased, reflecting children's movement into the types of providers which had the lowest teacher: child ratios, nursery classes and reception classes. As Table 4.6 shows, the average number of teachers or carers fell from 3 for younger threes to 2 for rising fives.

Table 4.6 Number of teachers and/or carers for the class or group, by age cohort

No. of teachers	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
0	*	*	-	-	-	-	*
1	8	9	10	8	14	16	11
2	22	32	29	34	58	61	40
3	32	29	30	31	20	17	26
4	28	21	23	20	7	5	17
5	10	9	8	7	1	1	6
Mean	3	3	3	3	2	2	3
Base	*547*	*795*	*497*	*632*	*850*	*484*	*3805*

Base: Parents who used a main or sole provider in last week, excluding older and younger fives (the 6% of eligible children whose parents said they did not know or gave no fixed number have been excluded from the table).

4.4 Age of youngest child at provider

Parents were asked the age of the youngest children who attended the same class or group as their child.

As may be expected, the age of the youngest child varied notably according to the type of provider (see Table 4.7). The great majority (85%) of parents with a child in a reception class reported that the youngest age of children in the class was four, while 12% reported that it was three. It should be noted that these results are based on parents' estimates of the age of the youngest child in the class or group and may be subject to some reporting error. For example, the small minority (3%) who reported, almost certainly erroneously, that the youngest age of children at a reception class was below three could be explained either by parents thinking of other services at the same site which their child had previously attended or by mis-classification of the provider.

The great majority (86%) of parents with a child in a nursery class reported that the youngest child in the class was aged three. Most parents (66%) whose child attended a nursery school also generally reported that the youngest age was three, although 27% reported a younger age. In contrast, most parents (62%) whose child attended a playgroup reported that the youngest age in the class or group was two. Day nurseries can be seen to differ from the other forms of provision in having a broader age focus as fairly equal proportions of parents of children attending this type of provider reported youngest ages of under two, two and three.

Table 4.7 Age of youngest child at provider, by type of provider

	Nurs-ery school	Nurs-ery class	Recep-tion class	Special school/ nursery	Day nursery	Play-group/ Pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
Age of youngest child at provider								
Under 2	5	1	2	[-]	32	3	5	5
2 but less than 3	22	2	1	[25]	31	62	41	20
3 but less than 4	66	86	12	[67]	34	32	38	45
4 but less than 5	7	11	85	[8]	3	3	16	30
Base	*365*	*1119*	*1188*	*12*	*380*	*836*	*93*	*3997*

Base: Parents who used a main or sole provider in last week, excluding older and younger fives (the 1% of eligible children whose parents gave no answer have been excluded from the table).

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

Table 4.8 shows the age of the youngest child at the provider by the grouped age cohort of the respondent's child. It can be seen that the majority of children attended a provider where the youngest child was about the same age or younger than them. For example, 90% of three year olds and 88% of four year olds were said to be in a class or group in which the youngest child was the same age or a year younger.

These findings for the age of the youngest child in the class or group are very consistent with those reported in previous surveys in this series.

Table 4.8 Age of youngest child at provider, by grouped age cohort

	Grouped age cohort		
	3s (Y3-R4)	4s (Y4-R5)	Total
	%	%	%
Age of youngest child at provider			
Under 2	7	3	5
2 but less than 3	32	8	20
3 but less than 4	58	31	45
4 but less than 5	3	57	30
Base	*1982*	*2015*	*3997*

Base: Parents who used a main or sole provider in last week, excluding older and younger fives (the 1% of eligible children whose parents said they did not know have been excluded from the table).

5. PAYMENTS FOR NURSERY EDUCATION PROVISION

5.1 Services and items paid for by parents

Questions about payments for nursery education were asked in a different way on the fourth survey compared with previous surveys in this series. The new sequence of questions, which was developed through two pilots, differed from the old in being focused on the payments made by parents and only subsequently asking about what these payments covered (in previous surveys parents were first asked what items or services they paid for and only then how much they paid). It is believed that the new sequence of questions makes it easier for parents to provide accurate information about the payments they make. However, the change of questions causes some discontinuity in the data and comparisons between the fourth survey's data on payments and those from previous surveys in the series should be made with caution, particularly when looking at the types of items paid for. The overall amount of money which parents reported paying did not differ substantially from previous years which may be explained by the fact that the items which were most affected by the question changes had relatively small amounts of money associated with them.

The payment questions presented in this chapter cover payments made to the child's main or sole provider[1] of nursery education in the last week for all parents except those whose children were younger or older fives and those who did not use a nursery education provider in the last week. The amounts which parents were asked about included both compulsory and voluntary payments.

The services and items covered by the payment questions were broadly the same as those used in previous surveys except for two changes. First, 'travel costs', which it was thought had been confused by parents with the costs of taking their child to a provider, were dropped. Second, the wording of the 'donation' category was altered by the removal of 'voluntary' since this had been found to confuse some parents. However, the key difference compared with the previous surveys was that this question was asked in the context of particular payments made rather than before payment details were collected.

Overall, 72% of parents paid something to their child's main or sole provider while 28% paid nothing. The most common items paid for were refreshments/ meals (35%), education fees (28%) and use of equipment (24%). 15% of parents reported paying for trips or outings, 13% for childcare fees and 7% for a donation to a school fund.

[1] The main or sole provider is the one which is used for the greatest amount of time in the last week.

There were variations in charging practice amongst the different types of provider (see Table 5.1). Reception classes were the least likely to make charges with only 59% of parents making any payments for that form of provision. Charges were most likely in day nurseries; 92% of parents who used that form of provision made payments.

The most common charge was for refreshments and meals (53% of parents paid for this) and this was commonly mentioned for all types of provider. In contrast, education fees, which were paid by 28% of parents overall, were mainly mentioned for day nurseries (76%), playgroups (65%) and nursery schools (32%). As may be expected, very few parents said that they paid education fees for nursery or reception classes (just 4% and 5% respectively)[2]. Similarly, payments for use of equipment and materials, which were reported by 24% of parents overall, were most common in day nurseries and playgroups and least common in nursery and reception classes. Childcare fees were mentioned for a majority of day nurseries (62%) and a smaller proportion of playgroups (25%). Payments for trips and outings and donations to a school fund were reported for small proportions of each type of provider.

Table 5.1 Services and items paid for, by type of provider

Services and items paid for	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
Education fees	32	4	5	[7]	76	65	59	28
Childcare fees	8	1	1	[7]	62	25	18	13
Refreshments/ meals	56	55	41	[40]	72	57	58	53
Use of equipment	22	13	7	[13]	60	46	35	24
Trips/ outings	11	12	21	[7]	18	11	13	15
Donation to school fund	6	8	10	[7]	3	4	2	7
Other fees	2	1	2	[-]	2	2	2	2
No payments	21	29	41	[60]	8	20	23	28
Base	*374*	*1146*	*1226*	*15*	*393*	*863*	*96*	*4118*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the 0.4% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: The column percentages can up to more than 100% since respondents could mention more than one item

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

[2] These figures include private sector providers

The likelihood of making some kind of payment was greater for those with younger children (see Table 5.2). The parents of 84% of younger threes and 82% of older threes made payments for at least one service or item, compared with only 59% of older fours and 58% of rising fives.

The older the child, the less likely were parents to pay education fees. Only 5% of parents of rising fives paid fees for education, compared to 55% of the parents of younger threes. This reflects the transition of older children into LEA-funded nursery and reception classes.

Similarly, childcare fees were more likely to be paid by the parents of younger children. Nearly a third (29%) of the parents of younger threes paid for childcare, compared with only 2% of the parents of rising fives.

Parents of younger children were more likely to pay for refreshments and meals, and use of equipment, than parents of older children. The parents of older children were more likely to pay for trips and outings and to make a donation to a school fund, than parents of younger children.

Table 5.2 Services and items paid for by parents, by child's age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Education fees	55	43	36	22	7	5	28
Childcare fees	29	20	14	10	2	2	13
Refreshments/ meals	65	63	61	46	41	42	53
Use of equipment	41	36	29	21	9	6	24
Trips/ outings	10	12	12	14	19	22	15
Donation to school fund	4	6	7	6	9	9	7
Other fees	2	1	1	3	3	2	2
No payments	16	18	20	30	41	42	28
Base	*622*	*871*	*541*	*697*	*886*	*501*	*4118*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the 0.4% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: The column percentages can up to more than 100% since respondents could mention more than one item

Parents in Social Classes I and II were slightly more likely to pay for items and services than other parents (see Table 5.3). Only 24% paid nothing compared with between 28% and 30% of other parents.

Parents in the non-manual social classes were more likely than others to pay education fees or childcare fees and to make payments for use of equipment or materials. These findings partly reflect the higher incomes of the non-manual social class groups. In contrast, the proportion who paid for refreshments and meals or trips and outings did not vary notably by social class.

Table 5.3 Services and items paid for by parents, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Education fees	42	24	14	18	28
Childcare fees	20	11	8	5	13
Refreshments/ meals	55	52	53	56	53
Use of equipment	33	23	14	15	24
Trips/ outings	15	14	16	13	15
Donation to school fund	7	6	8	8	7
Other fees	3	1	2	3	2
No payments	24	30	30	28	28
Base	*1363*	*1695*	*633*	*202*	*4118*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the 0.4% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: The column percentages can add to more than 100% since respondents could give more than one answer

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 5.4 shows that parents in the highest annual household income band (£30,000 or more) were more likely to make payments for items and services than those in the lowest income band of less than £10,000 per annum (77% and 67% respectively). Those in the highest band were also far more likely to pay education fees (46% compared with 14% for those in the lowest income group) and childcare fees (22% compared with 5%). They were also most likely to pay for use of equipment and materials (36% compared with 12% for the lowest income group). However, no differences were observed in the incidence of payments for refreshments/meals or trips/outing or of donations according to income levels.

Table 5.4 Services and items paid for by parents, by income

Services/ items paid for	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
Education fees	14	23	28	46	28
Childcare fees	5	11	14	22	13
Refreshments/ meals	49	54	54	56	53
Use of equipment	12	22	26	36	24
Trips/ outings	14	14	15	17	15
Donation to school fund	7	6	8	8	7
Other fees	1	2	2	3	2
No payments	33	28	27	23	28
Base	*955*	*1001*	*885*	*1022*	*4118*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the 0.4% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

5.2 Amount paid by parents for services and items

The amount that parents reported paying to their child's main or sole nursery education provider has been scaled to assume all children attended five sessions a week, thirteen weeks a term, in order to allow comparisons to be made on a standard basis. Parents paid an average of £233 per term for their child's provision. However, as Table 5.5 shows, the distribution of payment levels was very uneven with the majority of parents paying either quite small amounts (51% paid less than £50 per term) or very large amounts (32% paid £250 or more per term) with relatively few parents paying intermediate amounts.

Table 5.5 Total amount paid by parents per term

	%
Less than £25	42
£25-50	9
£50-100	4
£100-150	4
£150-199	4
£200-249	4
£250-499	15
£500-999	14
£1000-1999	2
£2000+	1
Mean	233
Standard error	6
Base	*2744*

Base: Parents who used a main or sole nursery education provider in the last week, and paid for provision (excluding the 8% who paid one-off costs)

Note: Actual amount paid is scaled to give the figure that would have been paid if the child had attended five sessions a week, 13 weeks a term

This uneven distribution of amounts paid is explained by the types of services and items that they covered. As Table 5.6 shows, the majority (84%) of parents who paid less than £50 per term paid for refreshments and meals but few of them paid for other items apart from trips or outings (17%) or use of equipment and materials (13%). In contrast, the majority of parents who paid larger amounts (73% of those paying between £50 and £249 and 90% of those paying £250 or more per term) paid education fees. In addition to paying education fees, most parents who paid larger amounts paid for other types of services and items. Among those who paid £250 or more per term, 74% paid for refreshments and meals, 64% paid for the use of equipment and materials and 45% paid childcare fees.

Table 5.6 Services and items paid for at provider by total amount spent

	Total amount parent paid per term		
	Less than £50	£50-£249	£250 or more
	%	%	%
Education fees	2	73	90
Childcare fees	1	28	45
Refreshments/ meals	84	73	74
Use of equipment	13	48	64
Trips/ outings	17	13	16
Base	*1421*	*445*	*878*

Base: Parents who used main or sole nursery education providers in the last week for which they paid any fees (excluding 8% who paid a one off cost) and excluding younger and older fives

Note: The column percentages can add to more than 100% since respondents could give more than one answer

The amounts paid per term by parents can be examined for each of the different provider types (Table 5.7). Parents with children in nursery or reception classes faced the lowest costs: 93% and 85% respectively paid less than £50 per term. Parents whose child attended a nursery school were predominantly divided into two groups with just over half (54%) paying under £50 per term while a third (33%) paid £250 or more; few paid intermediate amounts.

The most expensive providers of pre-school education were day nurseries for which 87% of parents who used them paid £250 or more per term. The average amount paid at day nurseries was £647 per term. Playgroups or pre-schools were the next most expensive providers, with just over half (51%) of parents paying over £250 per term. The average amount paid at playgroups was £310 per term.

Table 5.7 Amount paid by parents per term, by type of provider

Amount paid	Nurs-ery school	Nurs -ery class	Recep -tion class	Day nurs-ery	Play-group/ pre-school	Other provider	Total
	%	%	%	%	%	%	%
Less than £25	44	86	58	3	2	11	42
£25-49	10	7	27	2	1	1	9
£50-99	3	1	5	2	7	7	4
£100-149	3	*	1	1	13	10	4
£150-199	3	*	1	1	13	6	4
£200-249	3	*	1	4	12	1	4
£250-499	15	1	2	24	36	20	15
£500-999	14	3	5	51	13	34	14
£1000-1999	3	*	*	9	2	10	2
£2000+	1	1	*	3	-	-	1
Mean	236	44	68	647	310	447	224
Standard error	22	7	7	24	9	42	6
Base	*286*	*768*	*584*	*359*	*668*	*71*	*2744*

Base: Parents who used a main or sole provider in the last week for which they paid any fees (excluding the 8% who paid one off costs) and excluding younger and older fives.

Note: Data are not shown for Special day schools or nurseries or Combined/family centres due to the small number of cases (6 and 3 respectively)

Parents of younger children paid significantly more for pre-school education than parents of older children (Table 5.8). The average payment per term for three year olds was £298 while that for four year olds was £112. 42% of parents of three year olds paid £250 or more per term compared with just 16% of four year olds. This finding reflects the entry of older children into nursery and reception classes in maintained infant and junior schools.

Table 5.8 Amount paid by parents per term, by child's grouped age cohort

	Grouped age cohorts		
	3s (Y3-R4)	4s (Y4-R5)	Total
	%	%	%
Less than £25	33	57	42
£25-49	3	19	9
£50-99	4	4	4
£100-149	6	2	4
£150-199	6	1	4
£200-249	6	2	4
£250-499	20	7	15
£500-999	18	8	14
£1000-1999	3	1	2
£2000+	1	-	1
Mean	298	112	224
Standard error	9	7	6
Base	*1639*	*1105*	*2744*

Base: Parents who used a main or sole providers in the last week for which they paid any fees (excluding the 8% who paid one off costs) and excluding younger and older fives

Payments to pre-school education providers were greatest among parents in the non-manual classes and the highest income groups (see Tables 5.9 and 5.10). 51% of parents in Social Classes I and II and 55% of those in the highest income group (£30,000 or more per annum) paid over £250 per term. These figures compared with just 14% of parents in Social Classes IV and V and parents who earned less than £10,000 per year. The average amount paid per term by parents in the highest income group (£381) was almost double the average amount paid by the next highest income group (£20,000 to £29,999; £208) and more than four times the average amount paid by the lowest income group (less than £10,000; £93).

Table 5.9 Amount paid by parents per term. by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Less than £25	26	45	61	61	42
£25-49	8	10	12	8	9
£50-99	4	4	3	4	4
£100-149	5	5	2	4	4
£150-199	3	5	2	6	4
£200-249	4	5	3	3	4
£250-499	22	13	7	9	15
£500-999	24	10	8	4	14
£1000-1999	4	1	2	1	2
£2000+	1	*	*	-	1
Mean	339	176	143	107	224
Standard error	12	8	15	20	6
Base	*965*	*1095*	*407*	*137*	*2744*

Base: Parents who used a main or sole nursery provider in the last week, excluding older and younger fives and the 8% who paid a one off cost

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 5.10 Amount paid by parents per term, by income

	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
Less than £25	66	48	38	23	42
£25-49	9	10	12	8	9
£50-99	3	4	5	4	4
£100-149	2	5	6	5	4
£150-199	4	4	4	3	4
£200-249	3	5	5	3	4
£250-499	8	13	16	21	15
£500-999	5	10	11	29	14
£1000-1999	1	2	3	4	2
£2000+	-	-	-	1	1
Mean	93	175	208	381	224
Standard error	8	11	13	15	6
Base	*584*	*663*	*588*	*746*	*2744*

Base: Parents who used a main or sole nursery provider in the last week for which they paid any fees, excluding older and younger fives and the 8% who paid a one off cost

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

5.3 Who pays for education fees

New questions were added to the questionnaire for the fourth survey, designed to investigate who pays the costs of nursery education. Pilot work to develop the new questions showed that some parents were unsure whether part of the cost of their child's place at a nursery education provider was covered by an organisation such as an LEA. Others reported that part of the fees were paid for them but were unable to identify the organisation providing them. There was also a suggestion, which could not be verified, that some parents who received a subsidised place for their child were unaware that they were not paying the full costs of provision. Although it was decided to proceed with asking additional questions about who pays, it was accepted that these questions were likely to remain problematic and the resulting data might be subject to relatively high levels of measurement error. It is therefore recommended that the results presented in this sub-section of the report are treated with particular caution.

Table 5.11 presents a classification of parents according to whether they paid anything towards the education fees for their child's main or sole provider. The majority (72%) of parents reported paying no fees while 4% reported paying part of the fees and 24% reported paying all the fees.

The proportion of parents who reported paying education fees fell with increasing age from 56% of younger threes to just 5% of rising fives, reflecting children's movement into maintained nursery and reception classes as they got older. The proportion of parents who paid part of the cost fluctuated according to age cohort but was generally also higher among the younger age cohorts (5% for younger and older threes) than for the older age cohorts (2% of older fours and 1% of rising fives).

Table 5.11 Whether the parent pays education fees, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Pays no education fees	44	56	64	78	93	95	72
Pays some of education fees	5	5	2	6	2	1	4
Pays all of education fees	51	39	33	16	5	4	24
Base	*599*	*841*	*523*	*687*	*873*	*493*	*4016*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the 0.6% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Parents in the non-manual social classes and higher income groups were more likely to pay all of the education fees than those in the manual social classes and lower income groups (Tables 5.12 ands 5.13). Similarly, parents who were in Social Classes I or II or who earned £30,000 or more per annum were less likely to pay part of the fees than other parents (6% and 5% respectively of these groups did so compared with just 1% of parents in Social Classes IV or V and 2% of parents who earned less than £10,000 per annum).

Table 5.12 Whether the parent pays education fees, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Pays no education fees	58	76	86	82	72
Pays some of education fees	6	3	2	1	4
Pays all of education fees	37	21	13	17	24
Base	*1334*	*1656*	*616*	*197*	*4016*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the 0.6% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 5.13 Whether the parent pays education fees, by income

	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
Pays no education fees	86	77	72	54	72
Pays some of education fees	2	3	4	5	4
Pays all of education fees	12	20	24	41	24
Base	*912*	*977*	*871*	*1008*	*4016*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the 0.6% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Parents whose children attended day nurseries and playgroups were most likely to report that they paid all of the fees at their provider (see Table 5.14). Users of day nurseries and playgroups, and those whose children attended nursery schools, were most likely to report that they only paid some of the fees; 12% of those using day nurseries, 7% of those using playgroups and 5% of those using nursery schools reported this. As may be expected, nearly all of the parents whose children attended nursery classes or reception classes paid no fees (97% and 95% respectively)[3].

Table 5.14 Whether the parent pays education fees, by type of provider

	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
Pays no education fees	67	97	95	92	22	33	40	72
Pays some of education fees	5	*	1	-	12	7	5	4
Pays all of education fees	28	3	4	8	67	60	55	24
Base	*366*	*1118*	*1219*	*13*	*380*	*824*	*93*	*4016*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the 0.6% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

[3] Nursery classes and reception classes include private sector providers.

The parents who reported that some or all of their child's education fees were paid for them and who were not using an LEA or Social Services provider were asked who paid these fees. As Table 5.15 shows, Local Education Authorities were most often identified as paying the education fees (by 69% of parents overall). Parents' answers varied notably according to their child's age. The proportion of parents who said that the LEA paid their education fees rose from 35% for parents of younger threes to more than 80% of parents of younger and older fours and rising fives. Those who had younger children were more likely to say that the Social Services department or an employer paid part of the fees. They were also more likely to be unable to give an answer to this question.

Table 5.15 Who pays, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Local Education Authority	35	48	[65]	87	81	[82]	69
Social Services department	29	12	[6]	6	6	[-]	10
Employer	8	6	[-]	-	-	[-]	2
Other organisation or person	5	8	[9]	4	4	[9]	5
No other contributor given	23	26	[21]	3	9	[9]	13
Base	*62*	*66*	*34*	*146*	*53*	*22*	*383*

Base: Parents who used a main or sole nursery provider in last week who had part or all of their nursery education fees paid for them and who were not using an LEA or Social Services department provider, excluding older and younger fives

These differences in the identity of the organisation or person paying some of the fees according to the child's age are largely explained by the types of provider used. The clear majority of parents whose child attended a nursery or reception class identified the LEA as the source of the payments whereas substantial minorities of parents whose child attended a different type of provider mentioned other organisations or people (see Table 5.16).

Table 5.16 Who pays, by type of provider

	Nursery school	Nursery class	Reception class	Day nursery	Playgroup/ pre-school	Other provider	Total
	%	%	%	%	%	%	%
Local Education Authority	[63]	[76]	86	52	71	[86]	69
Social Services department	[9]	[18]	-	15	11	[7]	10
Employer	[-]	[-]	-	10	1	[-]	2
Other organisation or person	[9]	[-]	5	8	5	[7]	5
No other contributor given	[20]	[6]	8	15	14	[-]	13
Base	*35*	*17*	*59*	*79*	*177*	*14*	*383*

Base: Parents who used a main or sole nursery provider in last week who had part or all of their nursery education fees paid for them and who were not using an LEA or Social Services department provider, excluding older and younger fives

Note: Data are not shown for Special day school/nursery or Combined/family centres due to the small number of cases

5.4 Restrictions due to cost considerations

All parents surveyed were asked whether the amount of nursery education their child received was restricted by considerations of cost. A quarter of parents (25%) said that it was.

Parents of older children were less likely to report that cost considerations had restricted the amount of their child's nursery education (see Table 5.17). 20% of the parents of rising fives said that cost had been a restriction compared with 34% of the parents of younger threes. This probably reflects older children's entry into the state education system.

Table 5.17 Whether cost restricted the amount of nursery education received by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Yes	34	31	28	28	22	20	25
No	66	69	72	72	78	80	75
Base	*743*	*908*	*554*	*714*	*895*	*503*	*5938*

Base: Whole sample, excluding older and younger five year olds (the 0.2% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Parents in the non-manual social classes were slightly more likely to say that cost restricted the amount of nursery education available to them (see Table 5.18).

Table 5.18 Whether cost restricted the amount of nursery education received, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Yes	25	25	27	27	25
No	75	75	73	73	75
Base	*1968*	*2405*	*934*	*295*	*5938*

Base: Whole sample, excluding older and younger five year olds (the 0.2% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

The more affluent the household, the less likely was cost to be a restricting factor on the amount of a child's nursery education (see Table 5.19). Only 21% of those in the highest income band (£30,000 or more) said that their child's nursery education had been limited by cost, compared with 28% or 29% of parents in the lowest two income groups.

Table 5.19 Whether cost restricted the amount of nursery education received, by income

	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
Yes	28	29	26	21	25
No	72	71	74	79	75
Base	*1426*	*1455*	*1231*	*1449*	*5938*

Base: Whole sample, excluding older and younger five year olds (the 0.2% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

The impact of cost on the amount of nursery education a child received is evident from Table 5.20. Those parents whose children attended relatively few nursery education sessions a week were the most likely to say that cost had restricted the amount that their children received. 43% of parents whose children attended 1-2 sessions a week, and 40% whose children attended 3-4 sessions per week said that their child's nursery education had been restricted by cost considerations (in comparison to a sample average of 25%).

Table 5.20 Whether cost restricted the amount of nursery education received, by number of nursery education sessions in the last week

	Number of nursery education sessions in the latest week						Total
	1-2	3-4	5	6-8	9-10	11+	
	%	%	%	%	%	%	%
Yes	43	40	23	27	22	24	25
No	57	60	77	73	78	76	75
Base	*247*	*514*	*1435*	*387*	*2359*	*522*	*5938*

Base: Whole sample, excluding older and younger five year olds (the 0.2% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Those who used no session in the last week are not shown as a separate category but are included in the total.

Table 5.21 shows that parents who paid education or childcare fees (who were mainly those who used services in the private sector) were more likely to report that the amount of their children's nursery education was restricted by cost (36% and 38% respectively, compared to a sample average of 25%). This reflects the fact that these items of expenditure tended to involve greater amounts than some others, such as refreshments or meals.

Table 5.21 Whether cost restricted the amount of nursery education received, by main types of services and items paid for

	Services and Items paid for					
	Education fees	Childcare fees	Refresh-ments/ meals	Use of equipment	Trips/ outings	Total
	%	%	%	%	%	%
Yes	36	38	26	34	22	25
No	64	62	74	66	78	75
Base	*1236*	*566*	*2777*	*1104*	*983*	*5938*

Base: Whole sample, excluding older and younger five year olds (the 0.2% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Only some service and item payment categories are shown. Therefore the total is not the sum of all the categories shown

6. TRAVEL TO MAIN OR SOLE NURSERY EDUCATION PROVIDER

6.1 Distance travelled to provider

All parents were asked to estimate the distance that they travelled to their child's main or sole nursery education provider. Most journeys were short, with three-quarters (75%) travelling a mile or less and half (52%) travelling less than a mile. 5% of parents travelled five or more miles to the provider.

Region
Minor regional variations were observed between the distances travelled (see Table 6.2). Average distances were shortest in Greater London and the South East and North West (means of 2.1 or 2.2 miles) and longest in the East Midlands, South West, Yorkshire and Humberside and East Anglia (means of between 2.6 and 3.2 miles).

However, these average distances obscure more complicated patterns in the regional incidence of relatively short or long journeys. For example, Yorkshire and Humberside contained the highest proportion of parents who had very short journeys (less than one mile, 61%) but also had one of the longest average distances (2.8 miles), due to the region containing a small number of parents who travelled particularly large distances. Apart from Yorkshire and Humberside, the proportion of parents who reported particularly short distances (less than one mile) was highest in London (60%), West Midlands (58%) and the North (54%). The proportion of parents who reported particularly long distances (five miles or more) was highest in East Anglia (11%), East Midlands (8%) and the South West (8%).

Table 6.1 Distance travelled to provider, by region

Distance travelled	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Less than 1 mile	54	45	61	48	58	50	52	48	60	52
1 mile	22	28	21	21	21	20	26	24	22	23
2 miles	10	11	7	12	10	13	5	15	7	11
3-4 miles	9	10	7	12	6	10	7	9	7	9
5-10 miles	3	5	3	6	4	6	7	4	4	4
10+ miles	1	1	2	2	1	2	4	1	1	1
Mean	2.4	2.2	2.8	2.6	2.3	2.7	3.2	2.2	2.1	2.4
Standard error	0.2	0.1	0.3	0.2	0.2	0.2	0.2	0.5	0.2	0.1
Base	*278*	*510*	*424*	*342*	*402*	*410*	*174*	*1098*	*376*	*4014*

Base: All parents who used a main or sole provider, excluding younger and older fives (the 0.7% of eligible children whose parents said they did not know or gave no answer have been excluded from this table).

Distances travelled to nursery education providers were greater in rural areas than in urban areas, an average of 3.1 miles compared with 2.1 miles (see Table 6.2). Only a minority (43%) of parents in rural areas had to travel very short distances (less than one mile) to get to the provider, compared with the majority (55%) of parents in urban areas.

Table 6.2 Distance travelled to provider, by type of area

	Urban	Rural	Total
	%	%	%
Less than 1 mile	55	43	52
1 mile	23	23	23
2 miles	11	12	11
3-4 miles	7	12	9
5-10 miles	3	8	4
10+ miles	1	3	1
Mean	2.1	3.1	2.4
Standard error	0.1	0.1	0.1
Base	*2871*	*1143*	*4014*

Base: All parents who used a main or sole provider, excluding younger and older fives (the 0.7% of eligible children whose parents said they did not know or gave no answer have been excluded from this table).

Type of provider

The types of provider which were most commonly located very close to parents' homes were nursery classes (62% were less than one mile away), reception classes (56%) and playgroups (51%; see Table 6.3). The average distances travelled to these providers were also relatively short at between 2.0 and 2.2 miles.

Distances travelled to day nurseries were relatively long; 21% of children travelled five or more miles to this form of provision and the average distance was 3.6 miles. Although the number of children attending special day schools or nurseries is too small to provide an accurate estimate of average distances, the indication is that distances travelled to this type of provider were relatively long.

Table 6.3 Distance travelled to provider, by type of provider

Distance	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ Pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
Less than 1 mile	45	62	56	[8]	25	51	28	52
1 mile	21	21	23	[15]	21	27	29	23
2 miles	15	9	9	[15]	18	12	10	11
3-4 miles	14	5	7	[23]	18	7	20	9
5-10 miles	4	3	3	[15]	15	3	12	4
10+ miles	1	1	1	[31]	6	*	1	1
Mean	2.5	2.1	2.2	[6.8]	3.6	2.0	2.8	2.4
Standard error	0.2	0.1	0.1	[1.8]	0.2	0.1	0.3	0.1
Base	*362*	*1120*	*1211*	*13*	*376*	*835*	*93*	*4014*

Base: All parents who used a main or sole provider, excluding younger and older fives (the 0.7% of eligible children whose parents said they did not know or gave no answer have been excluded from this table).

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

6.2 Mode of transport to provider

The most common way for children to get to their nursery education provider was to walk (57%; see Table 6.4). Car travel was the second most common mode (48%). Only 3% of children travelled by bus. Other modes of transport which were used by less than 1% of the sample and so are not covered in detail in this chapter were bicycle (0.6%) and taxi (0.3%).

Type of provider
Some minor differences in mode of transport could be observed for provider type. Walking was the most common method for nursery classes, reception classes and playgroups whereas cars were more common for nursery schools and day nurseries. It is likely that these trends are largely explained by the age of children attending particular providers and the proximity of providers to children's homes.

Table 6.4 Usual mode of transport (main modes only) to provider, by type of provider

	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ Pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
Walk	45	68	65	[-]	18	58	30	57
Car	58	37	40	[23]	82	50	71	48
Bus	2	3	3	[62]	4	1	9	3
Base	*365*	*1124*	*1218*	*13*	*381*	*836*	*94*	*4035*

Base: All parents who used a main or sole provider, excluding younger and older fives (the 0.1% of eligible children whose parents said they did not know have been excluded from this table).
Note: The table excludes modes of transport used by 1% or fewer.
Note: Parents could mention more than one type of transport so columns may sum to more than 100%
Note: Data are not shown for Combined/family centres due to the small number of cases (4)

Region
Some minor regional variations were observed in mode of transport. Walking was most common in Yorkshire and Humberside (63%) and London (62%) and least common in the remainder of the South East (52%) and the East Midlands (54%), which had the highest use of cars (55% and 52% respectively). Use of buses was greatest in London (6% compared with the sample average of 3%).

There was greater reliance on cars in rural areas (58% compared with 44% in urban areas), which reflects the greater distances travelled in rural areas.

6.3 Time taken to travel to provider

The time taken to travel to nursery education providers corresponded with the distance travelled (see section 6.1). Over three-quarters (76%) reached their providers within 10 minutes, a fifth (19%) travelled for between 11 and 20 minutes and 5% travelled for longer than this (see Table 6.5). The mean time was 9.6 minutes.

Type of provider
The mean time was slightly longer for day nurseries (11.6 minutes), which reflected the fact that these tended to be further away (see Table 6.3). Time taken to travel to playgroups was the lowest (at 8.7 minutes).

Table 6.5 Time (in minutes) usually taken to travel to provider, by type of provider

Time in minutes	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ Pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
10 or less	75	75	78	[25]	69	82	65	76
11-20	22	20	19	[25]	20	15	26	19
21-30	3	3	2	[25]	7	2	6	3
31-40	*	1	*	[-]	2	*	1	1
41-50	*	*	*	[8]	1	*	1	*
51-60	*	*	-	[8]	1	*	1	*
61+	-	-	-	[8]	-	*	-	*
Mean	9.7	9.6	9.2	[30.8]	11.6	8. 7	12.0	9.6
Standard error	0.4	0.2	0.2	[7.1]	0.5	0.2	1.0	0.1
Base	*367*	*1125*	*1219*	*12*	*380*	*836*	*94*	*4037*

Base: All parents who used a main or sole provider, excluding younger and older fives (the 0.1% of eligible children whose parents said they did not know have been excluded from this table).
Note: Data are not shown for Combined/family centres due to the small number of cases (4)

Three-quarters (75%) of children who walked to their nursery education provider took less than 10 minutes to get there and the average time was 9.5 minutes (see Table 6.6). Where parents used a car the travel times were very similar (although the distances were, of course, longer) with 79% of journeys requiring less than 10 minutes and the average time taken being 9.3 minutes. Bus journeys were much slower, an average of 22.2 minutes, although the majority (62%) of these journeys were still completed within 20 minutes.

Table 6.6 Time (in minutes) usually taken to travel to provider, by mode of transport used

	Walk	Car	Bus	Total
	%	%	%	%
10 or less	75	79	35	76
11-20	22	16	27	19
21-30	3	3	22	3
31-40	1	1	7	1
41-50	*	1	3	*
51-60	*	*	6	*
61+	-	*	1	*
Mean	9.5	9.3	22.2	9.6
Standard error	0.1	0.2	1.5	0.1
Base	*2300*	*1927*	*115*	*4037*

Base: All parents who used a main or sole provider, excluding younger and older fives (the 0.1% of eligible children whose parents said they did not know have been excluded from this table)

Note: The table excludes other modes of transport used by 1% or fewer

6.4 Restrictions due to transport available

All parents were asked whether their choice of nursery education places was limited by the means of transport available to them. Overall, 21% reported that this was the case (see Table 6.7).

As may be expected, those parents who travelled to their child's main or sole provider by car were least likely to say that transport restricted their choice – just 10% did so. Parents who travelled to the main or sole provider on foot or by bus were almost equally likely to say that transport was a problem (28% and 30% respectively). Among the minority of parents whose children did not attend a nursery education provider, the proportion who reported a restriction of their choice due to the availability of transport was 31%.

Table 6.7 Whether choice of places was restricted by means of transport available, by means of transport used to main or sole nursery provider

	Walk	Car	Bus	No nursery provider	Total
	%	%	%	%	%
Yes	28	10	30	31	21
No	72	80	70	69	79
Base	*3292*	*2595*	*167*	*235*	*5940*

Base: All parents, excluding the 0.2% who did not know
Note: Other forms of transport used by less than 1% of children are not shown separately.

Region
Only minor regional variations were observed in the proportion of parents who said that availability of transport was a problem (see Table 6.8). It can be seen that the proportion of parents who said that transport was a problem was highest in Yorkshire and Humberside and Greater London and lowest in the South East and the North.

Table 6.8 Whether choice of places was restricted by the means of transport available, by region

	North	NW	Yorks & Humber	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Yes	16	22	24	23	22	20	22	18	24	21
No	84	78	76	77	78	80	78	82	76	79
Base	*419*	*747*	*630*	*518*	*597*	*595*	*256*	*1609*	*569*	*5940*

Base: All parents, excluding the 0.2% who did not know
Note: Other forms of transport used by less than 1% of children are not shown separately

6.5 How far parents are prepared to travel for nursery education

Some new questions were added to the fourth survey to investigate how far parents would be prepared to take their child for nursery education on a regular basis (see Tables 6.9 and 6.10) and how much time they would be prepared to spend travelling (see Tables 6.11 and 6.12) .

The average distance that parents said that they would be prepared to travel to a nursery education provider was 3.6 miles, which compares with an average distance of 2.4 miles that the parents currently travelled (see Table 6.1). About half of parents (52%) were willing to travel more than a mile and a quarter (24%) were willing to travel more than four miles. As may be expected, parents who currently used cars or buses to travel to their child's nursery education provider were willing to travel much further than those who currently travelled on foot (averages of 5.9 and 4.4 miles respectively compared with 0.8 miles).

Table 6.9 Distance parent is willing to take child for nursery education, by means of transport used

Distance	Walk	Car	Bus	Total
	%	%	%	%
Less than ½ mile	18	1	6	11
1 mile	56	8	10	37
2 miles	17	15	17	16
3-4 miles	5	21	30	12
5-9 miles	3	34	26	15
10 or more miles	1	21	12	9
Mean	0.8	5.9	4.4	3.6
Standard error	0.1	0.1	0.3	0.1
Base	*3272*	*2095*	*109*	*5505*

Base: All parents, excluding the 1% who did not know

Note: Other forms of transport used by less than 1% of children are not shown separately.

The distances that parents were willing to travel for nursery education was related to the type of provider they currently used for their child (see Table 6.10) and the distance that they currently travelled to the provider. Parents who currently used day nurseries, nursery schools and special day schools or nurseries, who currently travelled further on average than parents who used other forms of provision (see Table 6.3), said that they would be willing to travel further than other parents.

Table 6.10 Distance parent is willing to take child for nursery education, by type of main or sole provider

Distance	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
Less than ½ mile	10	13	11	[7]	3	12	10	11
1 mile	30	40	39	[7]	18	38	24	37
2 miles	14	19	16	[20]	12	16	11	16
3-4 miles	14	10	11	[7]	19	12	13	12
5-9 miles	20	11	14	[40]	28	15	30	15
10 or more miles	11	7	9	[20]	19	7	13	9
Mean	4.2	3.1	3.4	[6.1]	5.3	3.4	4.5	3.6
Standard error	0.3	0.1	0.1	[1.2]	0.2	0.2	0.4	0.1
Base	*402*	*1171*	*2581*	*15*	*376*	*853*	*102*	*5505*

Base: All parents who used a main or sole provider, excluding younger and older fives (the 0.1% of eligible children whose parents said they did not know have been excluded from this table)

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

The conclusions that can be drawn from the amount of time that parents said they would be willing to spend travelling to a nursery education provider (see Tables 6.11 and 6.12) are similar to those reported for the distance questions. Overall, the average amount of time that parents were willing to travel was roughly twice the amount of time that they currently travelled, an average of 19.3 minutes compared with 9.6 minutes. Parents who currently travelled by bus were willing to spend longer travelling than parents who currently travelled on foot or by car (an average of 26.7 minutes compared with 19.5 and 18.6 minutes respectively). However, these parents already spent an average of 22.2 minutes travelling to their child's provider (see Table 6.6) and so these answers indicated that the amount of time that they currently spent was close to the maximum that they would be prepared to spend travelling. About half of parents (51%) said that they would be prepared to travel for more than 15 minutes and a quarter (26%) said that they would be prepared to travel for more than 20 minutes.

Table 6.11 Time parent is willing to spend travelling to nursery education, by means of transport used

Time in minutes	Walk	Car	Bus	Total
	%	%	%	%
5 or less	4	7	5	5
6-10	16	23	12	18
11-15	27	25	18	26
16-20	27	22	15	25
21-30	22	19	30	21
31 or more	4	5	19	5
Mean	19.5	18.6	26.7	19.3
Standard error	0.2	0.3	1.6	0.1
Base	*3286*	*2103*	*110*	*5530*

Base: All parents, excluding the 1% who did not know

Note: Other forms of transport used by less than 1% of children are not shown separately.

There was a strong relationship between the amount of time that parents would be willing to spend travelling to a nursery education provider and the amount of time that they currently spent travelling to their child's main or sole provider (see Tables 6.12 and 6.5). For each type of main or sole provider, the amount of time that parents would be willing to spend travelling was roughly twice the amount of time they currently spent doing this.

Table 6.12 Time parent is willing to spend travelling to nursery education, by type of main or sole provider

Time in minutes	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Playgroup/ Pre-school	Other provider	Total
	%	%	%	%	%	%	%	%
5 or less	6	6	5	[-]	5	4	3	5
6-10	19	18	17	[20]	18	22	18	18
11-15	26	27	25	[13]	26	28	23	26
16-20	26	23	26	[20]	22	25	20	25
21-30	19	21	22	[40]	22	17	28	21
31 or more	5	5	5	[7]	7	3	7	5
Mean	19.0	19.2	19.6	[23.3]	20.1	18.1	21.3	19.3
Standard error	0.1	0.3	0.2	[3.3]	0.5	0.3	1.1	0.1
Base	*403*	*1174*	*2596*	*15*	*379*	*855*	*103*	*5530*

Base: All parents who used a main or sole provider, excluding younger and older fives (the 0.1% of eligible children whose parents said they did not know have been excluded from this table).

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

7. PARENTAL EVALUATION OF NURSERY EDUCATION PROVIDERS

7.1 Reasons for choosing provider

All parents who had used nursery education were asked why they chose to send their child to a particular provider. The interviewers classified parents' open responses to match a list of 16 possible answers or to an 'other' category. Table 7.1 shows that about half (49%) of parents chose their main or sole provider because it was local and a third (30%) said that it was easy to get to. 41% of parents reported that they had chosen the provider because it had a good reputation and 18% had had the provider recommended to them. On the educational side, 13% mentioned that the provider was attached to their chosen school and so would provide a continuity of education for their child. Other educational reasons each mentioned by at least 10% of parents were that the staff were well-qualified, children learn a lot there and the facilities are good.

About a third (30%) sent their child to the main or sole provider because the child's siblings had been there and 13% mentioned that they knew other local children there.

Table 7.1 Reasons for choosing main or sole provider

	Total
Social & Environmental	
It's local	49
Easy to get to	30
Offered suitable hours	4
To get to know other local children	8
Only one available	8
Provides care for the whole day	3
Educational	
Good reputation	41
Recommended to me	18
Attached to school of choice/ continuity of primary education	13
Well qualified staff	10
Children learn a lot there	12
Good facilities	12
Most appropriate for my child's age	6
High staff: child ratio	6
Personal	
Siblings went there	30
Know other children there	13
Base	*4117*

Base: All parents who used a main or sole provider in the last week, excluding younger and older fives (excluding the less than 1% of parents who did not respond)

Note: Responses given by 1% or less of respondents have been excluded

Type of provider

Table 7.2 shows that parents' reasons for choosing their main or sole provider varied according to the type of provider. Parents using nursery classes or reception classes were most likely to say that they chose the main or sole provider because it was local (55% and 56%) and a third mentioned that it was easy to get to (34% and 33%). Another important reason for users of nursery and reception classes was their good reputation (39% and 48%). Over a third of nursery class and reception class users mentioned that the child's siblings went to the same provider (37% and 35% respectively).

Those using day nurseries were less likely to mention that the provider was local (31%) or easy to get to (26%). They were also less likely to mention the good reputation of the provider (34%). However, these were still the most important reasons. For day nurseries the fact that the provider offered suitable hours (18%) and offered provision for the whole day (20%) were more important than for any other types of provider. A quarter of users of day nurseries had had the provider recommended to them. Factors such as well-qualified staff, good facilities and the fact that children learn a lot there were mentioned most by users of day nurseries.

The main reasons for choosing a nursery school were similar to the reasons given for both nursery classes and day nurseries. The fact that the provider was local, easy to get to and had a good reputation were all important (as for nursery classes) but recommendations were mentioned by a quarter of parents (as for day nurseries) and the fact that siblings went there was not as important as it was for nursery classes.

As with other types of provider the fact that it was local, easy to get to, had a good reputation and siblings went to were the most important reasons for choosing a playgroup. Looking at other reasons, users of playgroups were the group most likely to mention that they chose it for their child to get to know other local children (16%) and were relatively likely to say that they knew other children there (14%). As with day nurseries, recommendations were important (25% mentioned this).

Although the base is small, so caution should be taken in drawing conclusions, it can be seen that the reasons for choosing special schools were quite different from the reasons for choosing other types of provider. A third mentioned that it was the only one available and 20% mentioned each of the following: well-qualified staff, good facilities and the high staff: child ratio.

Table 7.2 Reasons for choosing main or sole provider, by type of provider

	Nursery school	Nursery class	Reception class	Special school/ nursery	Day nursery	Play group / pre-school	Other
	%	%	%	%	%	%	%
Social & Environmental							
It's local	41	55	56	[7]	31	47	32
Easy to get to	23	34	33	[-]	26	28	24
Offered suitable hours	5	2	1	[-]	18	4	4
To get to know other local children	9	7	4	[-]	10	16	11
Only one available	10	9	5	[33]	7	9	7
Provides care for the whole day	3	1	1	[-]	20	*	3
Educational							
Good reputation	43	39	48	[13]	34	34	45
Recommended to me	26	13	13	[13]	25	25	17
Attached to school of choice	6	19	15	[7]	2	11	13
Well qualified staff	12	8	9	[20]	19	12	15
Children learn a lot there	16	8	10	[-]	17	12	25
Good facilities	17	7	10	[20]	21	12	19
Most appropriate for my child's age	7	4	4	[7]	10	7	16
High staff: child ratio	8	3	5	[20]	13	7	19
Personal							
Siblings went there	25	37	35	[-]	12	24	24
Know other children there	11	12	15	[-]	8	14	16
Base	*374*	*1146*	*1226*	*15*	*393*	*862*	*96*

Base: All parents who used a main or sole nursery provider in the last week, excluding younger and older five year olds (excluding the less than 1% of parents who did not respond)
Note: Reasons mentioned by 1% of parents or less are not shown here
Combined centre users not shown because of a small base (5)

Age

Looking at the reasons for choosing the main or sole provider by age it can be seen that age is closely related to the types of provider chosen. Among four year olds the fact that the provider was local or easy to get to was more important than among three year olds (53% and 32% compared with 45% and 28% of three year olds (grouped age cohorts)) as was the good reputation of the provider and the fact that siblings went there. Parents of four year olds were also more likely to mention that the provider was attached to their chosen school (15% compared with 10% of parents of three year olds). Parents of three year olds were more likely to mention that the provider was recommended them (21% compared with 17%) and that they chose it to get to know local children (12% compared with 7% of four year olds). In other reasons there were no clear differences between the age groups.

Region

There are no clear regional patterns in the reasons for choosing providers although a few points can be noted. In Yorkshire and Humberside the fact that the provider was local and easy to get to was more important than for other regions (56% and 41% respectively), while in East Anglia getting to know local children was more important than in other regions (15%). It is striking that in Greater London only 29% mentioned the good reputation of the provider as a factor compared with 51% in the North. Parents in the North were also most likely to mention that it was the only provider available (15%) compared with only 5% in the South West. Care should be taken in interpreting these results owing to the small number of cases in each category.

Social Class and Income

Those in the non-manual social classes and with higher incomes were less likely than the lower income and manual social classes to mention access reasons for choosing providers, reflecting their greater access to private transport. For example, 41% of those in Social Classes I and II mentioned that the provider was local compared with 58% in Social Classes IV and V. Instead they were more likely to say that the provider was recommended to them (21%) or that it had a good reputation (43%). Offering suitable hours and care for the whole day was also more important for the non-manual social classes and those with higher incomes than other groups. This probably reflects the working status of parents in such households.

Ethnic group

The patterns of response in reasons for choosing a provider were very different for different ethnic groups. While 48% of both black and white parents mentioned that the provider was local, 66% of Asian parents mentioned this. White parents were the group most likely to mention that the provider had a good reputation (42%) compared with 27% of black parents and 32% of Asian parents, but black parents and white parents were almost equally likely to choose provider because it had been recommended (a fifth). Black parents and white parents were also equally likely and more likely than Asian parents to mention factors such as well-qualified staff, high staff: child ratios and the good facilities. Again, care should be taken in interpreting the results owing to the small sample sizes.

Number of providers/ sessions

There were no clear differences in the reasons for choosing a provider by the number of nursery education and childcare sessions attended in the week before the survey. Looking at the number of providers used in the week before the survey, those who had used a greater number were least likely to mention ease of access, most likely to mention that the provider was recommended to them and least likely to mention that siblings had been there as reasons for choosing the provider. For example, among those who used three providers, 40% mentioned that the main or sole provider was local and 23% that it was easy to get to compared with 51% and 31% respectively among those who used only one provider for their child in the last week. Over a quarter (27%) of those who used three providers mentioned that the main or sole provider had been recommended to them compared with 17% of those who used only one provider in the last week.

Family type/ Whether parents work
The fact that the provider was local and easy to get to was mentioned most by parents in households where neither parent worked or where a single parent did not work or worked part-time. In families where both parents worked or a single parent worked the fact that a provider offered care for the whole day and offered suitable hours was more important than for some other groups of respondents.

Association between provider choice and 'work reasons'
Respondents were also asked whether their choice of provider was related to work. Table 7.3 shows that only 4% mentioned that it was. This varied from 1% of those using a reception class to 19% of those using a day nursery. For all other providers 7% or less mentioned work reasons. These findings reflect the fact day nurseries provide full-time care suitable for the children of those who are working.

Table 7.3 Whether decision to send child to provider was due to work reasons, by type of provider

	Nurs-ery school	Nurs-ery class	Recep-tion class	Day nursery	Play group/ pre-school	Other	Total
	%	%	%	%	%	%	%
Yes	2	2	1	19	2	7	3
No	98	98	99	81	98	93	97
Base	*367*	*1125*	*1218*	*381*	*836*	*94*	*4038*

Base: All parents who used a main or sole nursery provider in the last week before the survey (excluding the less than 1% of parents who did not respond)
Note: Special schools (13) and combined centres (4) are not shown as a category on the table owing to small bases. Therefore the sum of categories does not equal the total column

7.2 Parental agreement about what was learnt at provider

Parents were asked to say how strongly they agreed or disagreed with five statements about basic skills their child learned at their nursery education provider(s). Table 7.4 presents the levels of agreement with each statement among parents of three and four year olds for the main or sole provider used by the child in the week before the survey. The following percentages strongly agreed or agreed with the statements.

Provider has helped the child to:

learn to work and play with other children	94%
understand the world around him/her	86%
improve co-ordination or movement skills	82%
learn to count, use numbers or do sums	84%
learn to read or write	73%

Parents were most likely to agree that the provider had helped their child to learn to work and play with other children (94%) and least likely to mention that it had helped their child to learn to read or write (73%). This probably reflects the fact that nursery education for three and four year olds is more about learning social skills and learning through play than about formal structured education. Table 7.4 shows that very few parents disagreed strongly with any of the statements. While these figures show what parents thought their child learnt at the provider, they do not indicate how important parents thought learning these skills was.

Table 7.4 Levels of parental agreement with each statement

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	*Base*
Learn to work and play with other children	%	53	41	4	1	*	*4038*
Understand the world around him/her	%	33	52	11	3	*	*4031*
Learn to count, use numbers or do sums	%	37	47	10	6	1	*4027*
Learn to read or write	%	34	39	15	10	1	*4030*
Improve co-ordination or movement skills	%	30	53	13	4	*	*4031*

Base: All parents who used a main or sole nursery provider in the last week before the survey, excluding younger and older fives (excluding the 1% or fewer who did not provide an answer to a particular item)

Note: Read percentages horizontally

Parental agreement by type of provider

Table 7.5 shows that parents' agreement with the different statements varied according to the type of provider used, reflecting the different types of service they offer. The parents of children attending day nurseries and special schools were most likely to agree strongly that the provider had helped their child to learn to work and play with other children (70% and 77% respectively, although special schools involves a small number of cases) while users of reception classes were least likely to agree strongly (47%). Those using day nurseries were also the group most likely to strongly agree that the provider had helped the child to understand the world around him or her compared with 27% of those using playgroups and 30% of those using nursery classes.

Parents of children in day nurseries and reception classes were equally likely to agree strongly that the provider had helped their child to count and do sums (48% and 47%) compared with only 22% of users of playgroups and pre-schools. However users of reception classes were much more likely than others to agree strongly that their child had learned to read and write (52%) and only 4% disagreed. Those using playgroups were least likely to agree that the provider had helped their child to read and write (19% agreed strongly and 34% agreed), reflecting the differences in the services offered by reception classes and playgroups and the different age profiles of children attending them.

Interestingly, 43% of users of day nurseries agreed strongly that the provider had helped improve their child's co-ordination and movement skills while only 25% of users of playgroups agreed strongly with this.

Table 7.5 Parental agreement about what was learned at the provider, by type of main or sole provider

	Nursery school	Nursery class	Reception class	Day Nursery	Playgroup/ pre-school	Other	Total
	%	%	%	%	%	%	%
Learn to work and play with other children							
Agree strongly	56	50	47	70	56	57	53
Agree	39	43	45	27	39	40	41
Neither agree nor disagree	3	4	6	2	4	2	4
Disagree	1	2	2	*	1	-	1
Disagree strongly	1	*	*	-	*	-	*
Base	*367*	*1125*	*1218*	*382*	*835*	*94*	*4038*
Understand the world around him/ her							
Agree strongly	39	30	35	46	27	34	33
Agree	49	53	52	45	56	53	52
Neither agree nor disagree	10	12	10	8	12	11	11
Disagree	2	4	2	2	5	2	3
Disagree strongly	-	*	*	-	*	-	*
Base	*366*	*1121*	*1218*	*380*	*835*	*94*	*4031*
Learn to count, use numbers, or do sums							
Agree strongly	36	34	47	48	22	34	37
Agree	52	47	45	42	52	47	47
Neither agree nor disagree	9	11	6	8	16	11	10
Disagree	2	8	3	2	9	9	6
Disagree strongly	1	1	*	*	1	-	1
Base	*365*	*1121*	*1216*	*380*	*834*	*94*	*4027*
Learn to read or write							
Agree strongly	30	29	52	37	19	34	34
Agree	40	42	39	41	34	41	39
Neither agree nor disagree	18	17	5	15	27	12	15
Disagree	11	11	4	7	21	11	10
Disagree strongly	1	1	-	*	2	2	1
Base	*366*	*1122*	*1218*	*379*	*834*	*94*	*4030*
Improve co-ordination or movement skills							
Agree strongly	34	29	29	43	25	29	30
Agree	53	52	52	47	56	52	53
Neither agree nor disagree	10	15	14	9	14	17	13
Disagree	3	4	4	1	5	2	4
Disagree strongly	*	*	*	-	*	-	*
Base	*367*	*1120*	*1217*	*382*	*834*	*94*	*4031*

Note: Owing to the small number of cases, results for special schools (13 cases) and combined or family centres (4 cases) are not shown separately

The following sections look at the relationship between responses to these statements and characteristics such as age of the child, income, social class and ethnicity. For learning to read and write and count and do sums, parental levels of agreement were strongly related to age while for the other statements the age patterns were less clear. While regional differences were found there were no clear overall regional differences except in responses to the statement about co-ordination and movement skills. Ethnic differences were found, mainly for responses to the statements about learning to read and write and count and do sums. It should be noted that the bases for ethnic minority groups are small and so the results should be interpreted with caution. Variation in patterns of response by ethnic group from year to year can result from differences in the age distribution of children in different ethnic groups from year to year.

Learn to work and play with other children

Looking at differences by age it can be seen that parents of younger children were more likely to agree strongly that the provider had helped their child to learn to work and play with other children (56% for three year olds and 50% for five year olds) although overall levels of agreement differed less from 95% of parents of three year olds to 91% of parents of five year olds. Looking at the individual age cohorts shows a less consistent pattern with the level of strong agreement being highest for younger fours (59%) and lowest for older fours (46%).

There were no clear overall regional patterns but it was notable that parents in Greater London were least likely to strongly agree with the statement (42%) while parents in the North were most likely to (59%) and overall agreement (agree or strongly agree) was 90% and 97% respectively for these two groups.

There were no clear patterns in response to this statement by social class. Overall agreement did not vary with household income although parents from households with higher incomes were more likely to say that they agreed strongly while those from households with lower incomes were more likely to say that they agreed.

Overall levels of agreement with the statement that the provider helped the child to work and play with others did not vary with the ethnicity of the parents, however it is striking that while 56% of white parents agreed strongly with the statement, only 43% of black parents and 29% of Asian parents did so.

Overall levels of agreement with this statement did not vary much by the family type or parents working status. The main variation was that in two parent families where neither parent worked the respondent was least likely to agree strongly that the provider had helped their child to learn to work and play with other children. In one parent families 62% of those who worked full-time agreed strongly with the statement compared with 49% of those who did not work and 46% of those who worked part-time.

Understand the world around him/her

Parents of younger fours and older fours were most likely to agree strongly that the provider had helped their child to understand the world around him or her (35% to 37%). Below the age of younger four levels of strong agreement decreased with decreasing age to 27% among parents of younger threes. About half of parents of children in all age groups agreed (but not strongly) with the statement.

There was very little regional variation in the percentage of parents agreeing that the provider had helped their child understand the world around him or her. While level of agreement did not vary much by social class or income, there was a clear pattern of parents from households with higher incomes being much more likely to agree strongly that the provider had helped their child to understand the world around him or her (40% of those with incomes of £30,000 or more compared with 27% of those with incomes of £10,000 or less).

Overall levels of agreement were slightly higher for white parents than ethnic minority parents mainly because of lower levels of agreement among Asian parents.

Overall levels of agreement with the statement that the provider had helped the child to understand the world around him or her did not vary much by family type though respondents in two parent families were more likely to agree strongly (34% compared with 29% in one parent families). Within each family type the percentage agreeing strongly was highest among those who worked full-time (36% in two parent families and 41% in one parent families).

Learn to count, use numbers or do sums

For the statement that the provider helped the child to count, use numbers or do sums there was a clear and consistent relationship between strong agreement and age of the child (26% of parents of younger threes and 46% of parents of rising fives strongly agreed with the statement). However there was a less clear pattern for agreement which varied between 51% among parents of older threes and 43% of parents of older fours but with no consistent age pattern.

Regional variations did not fit an overall pattern but there was some variation with parents in East Anglia being least likely to agree that the provider had helped their child to count, use numbers or do sums (72%). There were also no clear pattern by social class or income.

Ethnic minority parents were less likely than white parents to agree strongly that the provider had helped their child to learn to count (28% compared with 38%) but were more likely to agree (53% compared with 46% of white parents). Asian parents were most likely to disagree with the statement (11% compared with 6% or less of the other groups).

Where both parents worked full-time in two parent families or the one parent worked full-time the percentage agreeing strongly that the provider had helped their child to learn to count was highest (41% and 44% respectively).

Improve co-ordination or movement skills

Levels of agreement with the statement that the provider had helped their child to improve co-ordination or movement skills were similar for parents of children in all age groups, except that parents of younger fours were more likely than others to agree strongly (36%).

Parents in the northern regions and midlands were most likely to agree that the child had helped their child improve co-ordination or movement skills while parents in the southern regions were least likely to. There were no consistent patterns in response to this question by social class or level of household income. Nor were there are clear differences by the ethnic origin of the parent.

The percentage of respondents agreeing strongly that the provider had helped their child to improve co-ordination was the same in one parent as two parent families. In two parent families there was no clear pattern by the working status of the parents whereas in one parent families the percentage agreeing strongly was higher where the parent worked full-time though there was little difference in overall levels of agreement.

Learn to read and write

For agreement with the statement that the provider had helped the child to learn to read and write there was a very strong and consistent pattern with age. Among parents of younger threes 19% agreed strongly and 29% agreed, compared with 53% and 38% respectively of parents of rising fives. Interestingly, parents of the younger children were more likely to say that they neither agreed nor disagreed than they were to say that they disagreed with the statement.

Again there were no clear regional patterns though, as with counting and doing sums, parents in East Anglia were least likely to agree strongly or agree that the provider had helped their child to read or write (64%) compared with 80% of parents in the West Midlands.

The social class patterns in the responses to this question were not consistent. Those in Social Class III Manual were most likely to agree strongly (38%) and those in Social Classes IV and V were least likely to agree strongly (29%). Overall levels of agreement did not vary by household income though those with higher incomes were most likely to agree strongly.

Overall levels of agreement did not vary much by the ethnicity of the parent, although again, ethnic minority parents were less likely than white parents to agree strongly (27% and 35% respectively). Asian parents were the group most likely to disagree that the provider had helped their child to learn to read and write (16% compared with 8% of black parents and 11% of white parents). It is interesting that parents of children for whom English was not their first language were most likely to disagree that the provider had helped their child to learn to read and right (17% compared with 11% of those with English as a first language). A similar result was found for learning to count and do sums but little difference according to the first language of the child was found in response to the other statements.

There was no clear pattern of agreement by family type with the statement that the provider had helped their child to learn to read and write. Within two parent families there was little difference by work status, whereas in one parent families where the parent worked full-time they were most likely to say that the provider had helped their child to read and write. This and the differences in the other statements mentioned above may be related to the amount of time the child spends in nursery education and the types of provider attended. Parents working full-time are likely to have their children spending longer in nursery education and attending providers such as day nurseries which, as Table 7.5 shows, are associated with a higher percentage of parents agreeing with the statements.

7.3 Particularly good and bad things about the provider

Parents were asked to say what, if anything, was particularly *good* about their nursery education provider and then what, if anything, was particularly *bad*. The interviewers coded parents' responses to this open question into pre-coded responses based on responses to previous rounds of the survey. When making comparisons with previous rounds of the survey it should be noted that in 1997 and 1998 responses to these questions were recorded verbatim by parents and then coded in the office.

Good things about the provider

Table 7.6 shows that only 6% of respondents said there was nothing particularly good about the provider. The two main good things mentioned were that the teachers relate well to the children (43%) and that the teaching is good (41%). A third (31%) said that their child liked going there and 28% that it was a small friendly school. Other good things mentioned by at least a quarter of respondents were that teachers communicate well with parents and the school offers a good standard of care. The full range of reasons in order of importance are shown in Table 7.6.

Table 7.6 Good things about the provider

	Total
	%
Teachers relate well to children	43
Teaching/ teaching methods/ education standards good	41
Child likes going there	31
Small, friendly school	28
Teachers communicate well with parents	27
Good standard of care	25
Child learns a lot there	22
Children get a lot of individual attention	20
Good discipline	19
Variety of activities available	18
Good facilities/ equipment	18
Close to home/ convenient	15
Child learns useful life/ social skills	14
Nothing particularly good	6
Base	*4029*

Base: Parents who used a main/ sole nursery provider in the last week, excluding parents of younger/ older fives and the 1% or fewer who did not provide an answer.

Looking at the good things mentioned by type of provider (Table 7.7) it can be seen that overall the factors which were most important are the same for most types of provider although there is some variation. The variations mostly reflect the different nature of provision offered at the different types of provider. Good teaching methods were mentioned by 48% of reception class users compared with only 32% of playgroup users. The percentage mentioning that the teachers related well to children did not vary much by provider type. The fact that the child liked going there and it was a small friendly school was much more important for users of day nurseries and playgroups (over a third mentioned these reasons) than for users of reception classes among whom just over a quarter mentioned these. The fact that teachers communicate well with parents was mentioned most by those using a reception class (33% compared with 21% of playgroup users). Conversely reception class users were least likely to mention the variety of activities available (9%) while users of playgroups were most likely to mention this (28%). Other differences also reflect the nature of the provision offered and its purpose, such as the difference in the percentage mentioning good discipline and the fact that their child learns useful life skills.

Table 7.8 shows differences in the good things mentioned by respondents by the age of their child. It shows that the percentage mentioning that the teaching methods were good increased with the age of the child from 33% of parents of younger threes to 47% of parents of rising fives. The percentage mentioning that teachers communicate well with parents also increased with the age of the child, as did the percentage mentioning good discipline. In contrast the percentage mentioning the variety of activities available and good standard of care was highest among parents with younger children. These differences reflect the types of provider children attend at different ages as well as in parents' differing expectations of what nursery education should provide at different ages.

Table 7.7 Good things about provider, by type of main or sole provider

	Nursery school	Nursery class	Reception class	Day nursery	Playgroup/ pre-school	Other provider	Total
	%	%	%	%	%	%	%
Teachers relate well to children	47	41	42	43	44	44	43
Teaching/ teaching methods/ education standards good	44	40	48	40	32	46	41
Child likes going there	31	30	26	38	36	30	31
Small, friendly school	29	21	27	34	35	38	28
Teachers communicate well with parents	24	27	33	23	21	23	27
Good standard of care	27	22	22	35	27	34	25
Child learns a lot there	30	21	21	23	20	31	22
Children get a lot of individual attention	25	15	15	31	24	34	20
Good discipline	16	18	24	15	17	23	19
Variety of activities available	25	16	9	25	28	22	18
Good facilities/ equipment	25	16	14	26	18	20	18
Close to home/ convenient	13	17	17	13	13	15	15
Child learns useful life/ social skills	19	13	10	20	18	20	14
Nothing particularly good	5	7	7	4	4	3	6
Base	*367*	*1121*	*1215*	*381*	*834*	*94*	*4029*

Base: All parents who used a main or sole nursery provider in the last week, excluding the parents of younger and older fives and the less than 1% who did not answer

Note: Due to the small size of bases, data for special schools (13) and combined centres (4), are not shown separately so the sum of categories does not equal the total base.

Table 7.8 Good things about provider, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Teachers relate well to children	38	43	46	45	42	42	43
Teaching/ teaching methods/ education standards good	33	39	36	43	46	47	41
Child likes going there	35	31	34	33	25	28	31
Small, friendly school	33	28	27	28	27	26	28
Teachers communicate well with parents	19	25	23	26	31	35	27
Good standard of care	28	27	26	26	21	23	25
Child learns a lot there	19	22	21	26	24	18	22
Children get a lot of individual attention	25	22	20	23	15	16	20
Good discipline	17	15	17	20	21	25	19
Variety of activities available	27	21	24	18	9	9	18
Good facilities/ equipment	18	20	20	19	14	15	18
Close to home/ convenient	12	16	17	15	15	18	15
Child learns useful life/ social skills	17	16	16	15	10	13	14
Nothing particularly good	4	5	6	5	7	7	6
Base	*604*	*848*	*530*	*686*	*870*	*491*	*4029*

Base: All parents who used a main or sole nursery provider in the last week, excluding the less than 1% who did not answer.

Bad things about the provider

When asked whether anything was particularly bad about their main or sole provider, most respondents said they could not think of anything (65%). The only bad thing mentioned by more than 5% of parents was parking problems, traffic safety problems and access problems (6%). 4% of parents said that the classes were too big. Other issues mentioned (by 3% or less of parents) were that it is too expensive, a lack of communication with parents, inadequate facilities and lack of space. The percentage mentioning that class sizes were too big increased with the age of the child from 1% among parents of younger threes to 6% among parents of older fours and rising fives. Parents of older children were also more likely to mention parking and traffic safety problems (8% of parents of five year olds compared with 4% of parents of three year olds). Parents of younger children were more likely to mention that the provider was too expensive (5% of parents of younger threes and 1% of parents of rising fives).

Looking at the bad things mentioned by the type of main or sole provider, 68% of users of nursery classes and playgroups could think of nothing particularly bad compared with 59% of day nursery users and 58% of those using reception classes. 7% of reception class users mentioned that classes were too big compared with less than 1% of day nursery users. Those in reception classes were also most likely to mention parking and traffic problems (9%) followed by those using nursery classes (6%).

7.4 Quality rating of education provided

Parents were asked to rate the quality of education at the main or sole nursery education provider they used for their child. Table 7.9 shows that the majority of parents rated the quality as excellent (39%) or very good (43%) and only 2% rated it as not very good or not at all good.

Type of provider
The rating of the quality of education provided did not vary much by the type of main or sole provider. The main finding was that parents using playgroups and pre-schools for their child were least likely to rate the quality as excellent (32%) though they were as likely as other groups to rate the quality as very good. Users of nursery schools and other providers were most likely to rate the quality as excellent (43%). Users of playgroups were most likely to rate the quality as fairly good (23%) compared with 14% of users of reception classes and 12% of users of nursery schools.

Table 7.9 Parental rating of quality of education, by type of main or sole provider

	Nursery school	Nursery class	Reception class	Day nursery	Playgroup / pre-school	Other provider	Total
	%	%	%	%	%	%	%
Excellent	43	38	41	42	32	43	39
Very good	43	42	44	41	43	44	43
Fairly good	12	17	14	16	23	13	17
Not very good	1	2	1	1	2	1	2
Not at all good	-	*	*	1	1	-	*
Base	*371*	*1143*	*1222*	*391*	*853*	*96*	*4096*

Base: All parents who used a main or sole nursery provider in the last week, excluding the less than 1% who did not answer

Note: Due to the small size of bases, data for special schools (15) and combined centres (5), are not shown separately and so the sum of categories does not equal the total base

Age of child

Looking at parental ratings of educational quality by the age of the child, parents of older children were more likely to classify the quality of provision as excellent or very good. Parents of younger and older fours were most likely to rate it as excellent (43% and 41% respectively) while parents of younger threes were least likely to rate it as excellent (33%). There was very little age difference in the percentage rating the quality as very good, while parents of younger children were most likely to rate it as fairly good.

Table 7.10 Parental rating of quality of education, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Excellent	33	37	38	43	41	39	39
Very good	42	43	42	42	42	45	43
Fairly good	22	18	18	14	15	14	17
Not very good	2	2	2	1	1	1	2
Not at all good	1	1	-	*	*	-	*
Base	*615*	*866*	*536*	*696*	*885*	*96*	*4096*

Base: All parents who used a main or sole nursery provider in the last week, excluding the less than 1% who did not answer

Region

There were no clear or consistent regional patterns in parental evaluation of quality of education. Parents in Greater London were the least likely to rate the quality as excellent or very good (73%) compared with 87% in the North. It is notable that in East Anglia parents were least likely to rate the quality as excellent (27% compared with 44% in the West Midlands) but they were the most likely to rate the quality as very good (53% compared with 40% in the West Midlands).

Social Class and Income

Looking at parental evaluations of the educational quality of the main or sole provider by social class it can be seen that the percentage describing the quality positively did not vary much (98% among those from Social Classes I and II and 99% among those from Social Classes IV and V). However, those in Social Classes I and II were most likely to describe the quality as excellent (41%) and those in Social Classes IV and V were least likely to (34%). Similarly by income there was little difference in the percentage giving a positive evaluation but there were differences in the percentages describing the quality as excellent. 97% of those with household incomes of less than £10,000 described the quality as excellent or good compared with 99% of those with incomes of £30,000 or more. There were differences in the percentage describing the quality as excellent from 34% of those with household incomes of less than £10,000 to 42% of those with household incomes of £30,000 or more. Thus, although there was overall satisfaction with the quality of the education received those with higher household incomes were more likely to perceive that their child was receiving excellent education.

Ethnic group/ Language

White parents were more likely than those from ethnic minorities to describe the quality of education as excellent (41% and 24% respectively). Four percent of ethnic minority parents described the quality as not very or not at all good compared with 1% of white parents. The results for different ethnic minorities were quite different with only 19% of Asian parents describing the quality as excellent compared with 31% of black parents.

While there were no differences in the percentage describing the quality of education positively according to the first language of the child, those whose child had English as their first language were twice as likely as those who did not to describe the quality as excellent (40% and 20% respectively). This may reflect the types of providers available to each group as well as the extent to which providers cater to the needs of children with English as a second language.

Number of sessions in the last week

While there were no differences in the percentage of parents describing the quality of education that their child received positively according to the number of sessions used in the last week, the percentage describing the quality as excellent did vary. Those whose child attended one or two sessions were least likely to describe the quality as excellent (30%) while those who used six to eight sessions were most likely to describe the quality as excellent (43%). Among those whose child attended nine or more sessions in the last week, 41% described the quality as excellent.

7.5 Reasons for ending attendance

If a parent had stopped using a provider for their child during the last year they were asked why. Table 7.11 shows that the overwhelming reason given was that the child had started school (63%). 12% of respondents said their child had switched to a different type of provider and 9% said that the type of education was no longer suitable for their child's age. All other reasons were given by 6% or less of respondents; the full list of responses is shown in Table 7.11.

Table 7.11 Why parent stopped sending child to provider

	Total
	%
Child started school	63
Switched to different type of provider	12
Type of education no longer appropriate for child's age	9
Change in family circumstances (new job/ moved home etc.)	6
Switched to better provider	3
Care was unsatisfactory	3
Education was unsatisfactory	2
Provision too expensive	2
Switched to cheaper/ free provider	2
Other reason	6
Base	*2283*

Base: Parents who had stopped using a nursery education provider that they had used during the previous year, excluding older and younger fives

8. HOLIDAYS

All respondents were asked about their nursery education and childcare arrangements during the Summer holiday. Information was not collected at the day-to-day level as for the term-time data as this would have made the interview too long. However, the child's overall use of different types of provider was established and information was collected about costs and parental satisfaction with the arrangements.

8.1 Participation

Parents identified the types of providers they had used during the holidays from a list identical to the term-time list except with the addition of 'holiday club'. Holiday clubs have been described as childcare in the analysis although in the interview, holiday club users were asked the more detailed questions asked about nursery education providers.

8.1.1 Overall participation rates in nursery education and childcare in the Summer holiday

A third of parents reported using some childcare or nursery education for their child over the Summer holidays. Childcare providers were more commonly used than nursery education providers. Overall, 24% of parents used a childcare provider and 12% used a nursery education provider (2% of parents used both types of provider for their selected child).

Tables 8.1a and 8.1b relate the type of provider used to the age of the child, with three age groupings shown. Table 8.1a shows the age of the child at interview and 8.1b shows the age group the child was in at the time of the Summer holiday 1999.

Table 8.1a Participation in nursery education and childcare during the Summer holiday, by child's age (in years)

	Age at interview			
	3 years	4 years	5 years	Total
	%	%	%	%
Summer holiday				
Any childcare or nursery education	35	34	32	33
No childcare or nursery education	65	66	68	67
Childcare providers only	17	21	26	21
Nursery education providers only	14	11	4	10
Childcare and nursery education	4	2	2	2
Any childcare	21	23	28	24
Any nursery education	18	13	6	12
Summer term				
Any childcare	25	19	16	20
Any nursery education	54	87	96	81
Base	*1730*	*2151*	*2062*	*5943*

Base: All (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Table 8.1b Participation in nursery education and childcare during the Summer holiday, by child's age cohort during the Summer holiday

	Age cohort during Summer holiday						
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Summer holiday							
Any childcare or nursery education	37	36	31	33	30	33	33
No childcare or nursery education	63	64	69	67	70	67	67
Childcare providers only	20	20	20	24	22	30	23
Nursery education providers only	14	14	8	7	5	2	8
Childcare and nursery education	3	2	2	2	3	1	2
Any childcare	23	22	22	26	25	31	25
Any nursery education	17	16	10	9	8	3	10
Summer term							
Any childcare	21	20	18	16	18	15	18
Any nursery education	79	84	94	94	95	98	91
Base	*553*	*715*	*895*	*504*	*708*	*912*	*4287*

Base: All in younger three to rising five cohorts in Summer holiday (the 1 parent who said they did not know or did not answer is excluded from the table)

Note: Those described as 'younger threes' in this table are described elsewhere as 'rising fours' which was their age cohort at the time of the interview. Likewise, those described as 'rising fives' above, were 'older fives' at the time of the interview. The youngest two groups of children (younger and older threes at the interview), are excluded from this table as they would have been aged 2 in the Summer holidays.

The use of any childcare or nursery education in the Summer holidays was a little higher among the younger and older threes compared with their older counterparts. Looking at nursery education and childcare provision separately, it can be seen that as the age of the children increased, the use of nursery education providers declined and the use of childcare providers increased. Seventeen per cent of parents of younger threes used some nursery education for their child in the Summer holidays compared with just three per cent of parents of rising fives. This contrasts with patterns of use during the term-time when nursery education was used more by older children and childcare more by younger children.

The use of childcare in the Summer holidays differed significantly from that in term-time. During the Summer term 18% used childcare compared with 25% during the Summer holidays. The main difference was in the way childcare and nursery education were combined. In the Summer term, childcare was used almost entirely as a supplement to nursery education with just 1% of parents using childcare only, while in the holidays, almost a quarter of parents of those aged younger three to rising fives in the holidays (23%) used childcare only. This proportion increased with age from a fifth of parents of younger threes to almost a third (30%) of parents of rising fives. Use of nursery education also differed between the term-time and holiday with use of nursery education being much higher during the term-time, especially for the older children. Among those aged five at the interview, 96% had attended a nursery education provider during the Summer term compared with

only 6% during the Summer holidays. Among those aged three at the interview 54% had attended a nursery education provider during the Summer term compared with 18% in the holidays. These differences reflect the types of provider which are attended by children of different ages which are examined in Tables 8.7 and 8.8.

Holiday participation in nursery education and childcare by region and whether urban or rural
Some variations in levels of nursery education and childcare were identified by region. Overall, use of any provision was most common in the South West (39%), East Midlands and North West (37%). Use was lowest in Greater London (28%) and Yorkshire and Humberside (29%). Thirty-six per cent of parents living in rural areas used nursery education or childcare for their child during the holidays compared with 32% of those in urban areas.

Holiday participation in nursery education and childcare by social class and income
Use of nursery education and childcare during the holidays was strongly related to parents' social class and household income with those in non-manual social classes and with highest earnings more likely to use holiday provision (see Tables 8.2 and 8.3).

About a fifth of parents in the manual social class groups used a provider of childcare or nursery education for their child in the Summer holidays compared with a third of those in Social Class III non-manual and 42% of those in Social Classes I and II. The social class differences were particularly marked for nursery education where there was almost a three-fold difference in levels of use between the lowest and highest groups (nursery education was used by 5% of those in Social Classes IV and V compared with 14% of those in Social Classes I and II).

Table 8.2 Participation in nursery education and childcare during the Summer holiday, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Any childcare or nursery education	42	34	23	22	33
Childcare providers only	25	23	16	16	21
Nursery education providers only	14	9	6	5	10
Childcare and nursery education	4	2	2	1	2
Base	*1968*	*2407*	*935*	*295*	*5943*

Base: All (the less than 1% of parents who said they did not know or did not answer are excluded from the table)
Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Only a fifth of parents in the lowest income group (less than £10,000) used any childcare or nursery education for their children during the Summer holidays compared with almost half (49%) of parents in the highest income group. Usage of both nursery education and childcare increased with increasing income although the differential was again greater for nursery education than for childcare.

Table 8.3 Participation in nursery education and childcare during the Summer holiday, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Any childcare or nursery education	20	27	40	49	33
Childcare providers only	13	19	28	28	21
Nursery education providers only	6	7	9	16	10
Childcare and nursery education	1	2	3	5	2
Base	*1431*	*1456*	*1230*	*1448*	*5943*

Base: All (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Holiday participation by family type and whether parents(s) work(s)

Parents' family and working situations were strongly related to their use of nursery education and childcare during the Summer holidays (see Table 8.4). Unsurprisingly, households where the only parent, or both parents worked full time, used most nursery education and childcare during the Summer holiday (68% and 62%). Where one parent worked part-time (whether in one or two parent families), just under half used holiday provision (46%). Fewer than a fifth of families where no parent worked, used some provision.

For families of all types the use of childcare was greater than the use of nursery education in the Summer holiday. Nursery education was used more by two-parent families (13%) than by one-parent families (10% of all provision). The lowest levels of nursery education relative to childcare were found for one-parent and two-parent families with part-time workers. In these households 13% or 14% used nursery education while 34% or 36% used childcare. Although the overall levels of provision were very different for households with full-time working parents or only non-working parents, the proportion of nursery education relative to childcare was similar (37-40%).

Table 8.4 Participation in nursery education and childcare during the Summer holiday, by family type and whether parents(s) work(s)

	One-parent family				Two-parent family				
	Parent works full time	Parent works part time	Parent does not work	Total	Both work full time	Both work, one or both part time	One parent works	Neither works	Total
	%	%	%	%	%	%	%	%	%
Any provision	68	46	19	29	62	46	25	15	35
Childcare only	42	32	13	19	36	32	16	10	22
Nursery only	16	11	6	8	19	10	8	6	10
Both	9	2	1	2	6	4	1	*	3
Base	*171*	*182*	*948*	*1301*	*702*	*1051*	*2420*	*414*	*4587*

Base: All (excluding fewer than 1% of parents for whom information on family type was not available and the less than 1% who did not respond)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to the categories shown here because the respondent was not the child's parent

Holiday participation by ethnic group

The percentage using any provision varied by ethnic group with parents who were white or black more likely to use a provider during the Summer holidays than Asian parents (Table 8.5). At least a third of white parents (35%) and black parents (33%) used any provider for their child compared with just 16% of Asian parents. In all ethnic groups, use of childcare during the Summer holidays was more common than use of nursery education.

Table 8.5 Participation in nursery education and childcare during the Summer holiday, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Any childcare or nursery education	35	33	16	22	33
Childcare providers only	23	17	9	12	21
Nursery education providers only	10	13	6	8	10
Childcare and nursery education	3	2	1	1	2
Base	*5133*	*207*	*440*	*802*	*5943*

Base: All (the less than 1% of parents who said they did not know or did not answer are excluded from the table

Note: Base total does not equal the sum of bases for each category since Asian and Black are subgroups of all ethnic minorities

8.1.2 Types of providers used during the Summer holidays

Parents who used some type of nursery education or childcare for their child during the Summer holiday were given a show-card and asked which type(s) of provider(s) they used. Unlike the data collected on term-time provision, this information was not verified with the providers.

Types of provider used by those using a provider

Table 8.6 shows that family members other than the parents in the household played the greatest role in caring for children during the Summer holidays; 41% of parents using a provider used this type of childcare. The next most common type of provider used was a form of nursery education: a day nursery. These were used for a fifth (21%) of all children, however use of this type of provider declined with age. Almost a third of the youngest children used a day nursery compared with only three percent of older fives. Holiday clubs or play schemes were the next most popular type of provider used by 14% of all parents. Among those using any provision, over a third of parents of children in the oldest age groups used a holiday club compared with only three percent of parents of the youngest children. Thirteen percent of parents used a childminder and other providers were each used by fewer than 10% of parents. Use of childminders was most common among younger threes (18%) but it did not vary much among the other age groups.

Table 8.6 Types of providers used during the Summer holiday, by child's age cohort

	Age cohort								
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Nursery education									
Nursery school	10	9	8	10	7	7	5	3	7
Nursery class	-	1	-	*	-	1	1	-	*
Reception class	-	-	-	-	*	-	*	-	*
Special school	1	1	*	*	*	1	-	1	1
Day nursery	31	32	28	24	21	13	17	3	21
Playgroup/ pre-school	8	9	6	9	4	5	2	1	5
Combined/ family centre	-	2	2	1	1	1	*	1	1
Childcare									
Mother and toddler group	5	7	4	3	4	4	4	1	4
Before/ after school club	-	*	-	1	1	-	1	1	1
Holiday club/play-scheme	3	5	4	13	13	11	22	37	14
Childminder	18	12	12	10	14	13	9	13	13
Nanny/ au pair	2	2	2	2	3	7	6	3	3
Friends/ neighbours	6	6	11	8	10	13	8	12	9
Other family members/ relatives	37	34	41	34	43	53	47	45	41
Other provider	*	1	-	2	1	2	1	1	1
Base	*252*	*319*	*203*	*259*	*274*	*165*	*212*	*299*	*1983*

Base: All parents who had used some provision during the Summer holidays

Note: Column percentages may total more than 100% as respondents could use more than one type of provider

The age cohorts in this table show age at the time of interview, rather than age during the Summer holiday – during the holidays, children were two age cohorts younger, i.e. those labelled 'rising fours' above, were 'younger threes' in the holidays

Provider used in the Summer holiday compared with the Summer term

Tables 8.7 and 8.8 show the types of provider used by all parents, including those using none, in the Summer holidays and in the Summer term. The findings are presented in relation to the age of the child and only include children aged younger three to rising five during the Summer term and holidays.

Overall, it can be seen that only 10% of parents used nursery education for their children during the Summer holidays, compared with 91% during term-time. While day nurseries were used by 6% of parents during the Summer holidays compared with 10% in term-time, the use of all other forms of nursery education either stopped almost entirely (nursery classes and reception classes) or was considerably lower during the Summer holidays (playgroups/ pre-schools).

The use of childcare was higher in the Summer holidays compared with the term-time, although it did not reach the level of nursery education in term-time. Childcare was used by 18% of parents in the term-time and 25% in the Summer holidays. The use of family members other than parents for looking after children rose from 9% in the term-time to 14% in the Summer holidays.

Interesting patterns in the use of childcare and nursery education by age can be observed. During the Summer term participation in nursery education increased with age (from 79% among younger threes to 98% among rising fives) and use of childcare decreased with age from 21% among younger threes to 15% among rising fives. During the Summer holidays the age pattern was reversed. Participation in nursery education was highest for younger children (17% for younger threes compared with 3% for rising fives), while participation in childcare was lowest for the younger children (23% for younger threes compared with 31% for rising fives). For the younger children the percentage using childcare was only slightly higher in the holidays than the term (23% compared with 21% for younger threes), whereas for the oldest children the use of childcare was almost three times as great during the Summer holiday as during the Summer term (31% compared with 15% among rising fives).

These age patterns arise from the different types of nursery education and childcare attended by children of different ages. During the term-time younger children were more likely than older children to attend day nurseries (16% of younger and older threes compared with 1% of rising fives). Day nurseries are more likely than other types of nursery provider to stay open during the holidays (10% and 9% of younger and older threes attended a day nursery in the Summer holiday). Older children and those in the middle age groups were more likely to attend nursery schools, nursery classes and reception classes which are often closed during the holidays.

Table 8.7 Types of providers used during the Summer holiday, by child's age cohort during the Summer term/ holiday (includes those using no providers)

SUMMER HOLIDAY	Age cohort during Summer term/holidays						
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
No provider	63	64	69	67	70	67	67
Nursery education	17	16	10	9	8	3	10
Nursery school	3	3	2	2	2	1	2
Nursery class	-	*	-	*	*	-	*
Reception class	-	-	*	-	*	-	*
Special school	*	*	*	*	-	*	*
Day nursery	10	9	6	4	5	1	6
Playgroup/ pre-school	2	3	1	2	1	*	1
Combined/ family centre	1	*	*	*	*	*	*
Childcare	23	22	22	26	25	31	25
Mother and toddler group	2	1	1	1	1	*	1
Before/ after school club	-	*	*	-	*	*	*
Holiday club/play-scheme	2	5	4	4	7	12	6
Childminder	5	4	4	4	3	4	4
Nanny/ au pair	1	1	1	2	2	1	1
Friends/ neighbours	4	3	3	4	2	4	3
Other family members/ relatives	15	12	13	17	14	15	14
Other provider	-	1	*	1	*	*	*
Base	*553*	*715*	*895*	*504*	*708*	*912*	*4287*

Table 8.8 Types of providers used during the Summer term, by child's age cohort during the Summer term/ holiday (includes those using no providers)

SUMMER TERM	Age cohort during Summer term/holidays						
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
No provider	18	13	5	5	4	2	7
Nursery education	79	84	94	94	95	98	91
Nursery school	10	10	13	10	12	2	9
Nursery class	14	20	23	21	13	3	15
Reception class	1	1	21	34	39	90	34
Special school	*	1	*	1	*	*	*
Day nursery	16	16	12	9	11	1	10
Playgroup/ pre-school	40	40	29	25	23	3	25
Combined/ family centre	1	1	*	*	*	*	*
Other nursery education provider	4	3	3	1	2	1	2
Childcare	21	20	18	16	18	15	18
Mother and toddler group	5	4	2	2	1	*	2
Before/ after school club	-	*	-	-	1	2	1
Holiday club/play-scheme	-	-	-	-	-	-	-
Childminder	5	5	6	4	4	5	5
Nanny/ au pair	1	1	1	2	2	1	1
Friends/ neighbours	1	1	1	1	1	1	1
Other family members/ relatives	11	9	8	7	10	7	9
Other childcare provider	1	1	*	*	*	*	*
Base	*554*	*715*	*896*	*504*	*712*	*913*	*4294*

Base: All excluding those in the youngest two age cohorts at the time of interview. The total figure presented is the total for all those included in the table. Note: Column figures sum to more than 100% since parents could be using more than one provider type.

8.1.3 Numbers of different types of providers used during the Summer holidays

Most parents who used any kind of provision used only one type of provider in the Summer holiday (see Table 8.9). Two-thirds did not use a provider, 27% used one and only 6% of parents used two or more providers with no notable variation by the age of the child.

Table 8.9 Number of different types of providers used by parents during the Summer holiday, by age at interview

	Age at interview			
	3 years	4 years	5 years	Total
Number of different types of providers used	%	%	%	%
0	65	66	68	67
1	28	28	25	27
2	6	5	6	5
3	1	1	1	1
4+	*	*	*	*
Base	*1731*	*2153*	*2067*	*5951*

Base: All

8.1.4 Main types of provider used in the Summer holidays

For parents who used more than one type of provider, the main provider was classified as the one used for the greatest number of weeks. (For those using only one provider, that provider was the main provider.) Tables 8.10 and 8.11 show the main provider used by the age of the child at the time of the interview among those who used any provision. Since only a small proportion of parents used more than one provider, the picture does not vary greatly from that shown when all providers were considered (Table 8.6).

Family members/ relatives were the main provider for almost a third of parents who used a provider (31%). Day nurseries were the most common main type of nursery education provider and second most common provider overall, used by almost a fifth of parents (19%). Holiday clubs and childminders were each used as the main source of provision for the child during the holidays by just over 10% of parents and all other providers were used by fewer than 10% of parents.

Main type of provider used in the Summer holidays, by age of child

Variation in the main type of provision was found by age. For the youngest children, day nurseries and family members had similar levels of importance (29% of parents of three year olds used day nurseries as their main provider and 27% used family members as their main provider). Day nurseries were used less by older children, who used family members and holiday clubs more than younger children. This latter type of provision was particularly popular among older fives among whom it was the main source of provision for 30% of parents. In total, over half of three and four year olds used family members and day nurseries as their main or sole provider whereas among five year olds over half used family members and holiday clubs/ play-schemes as their main provider. Childminders were the main providers for around 10% of children of all ages, although use of childminders was slightly higher among the youngest children (15% of younger threes).

Table 8.10 Main provider used in the Summer holidays, by age cohort

	Age cohort								
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Nursery education									
Nursery school	10	8	8	10	7	7	5	3	7
Nursery class	-	1	-	*	-	1	1	-	*
Reception class	-	-	-	-	*	-	-	-	*
Special school	1	1	*	*	*	1	-	1	1
Day nursery	26	30	25	22	19	12	16	2	19
Playgroup/ pre-school	7	8	6	8	3	5	1	1	5
Combined/ family centre	-	1	1	1	1	1	*	1	1
Childcare									
Mother and toddler group	4	4	3	3	3	4	3	1	3
Before/ after school club	-	*	-	*	1	-	*	1	*
Holiday club/ holiday play-scheme	2	5	4	11	11	7	18	30	12
Childminder	15	10	10	9	11	12	8	10	11
Nanny/ au pair	2	2	2	2	3	7	5	3	3
Friends/ neighbours	5	4	7	7	7	8	6	8	6
Other family members/ relatives	28	25	33	27	34	37	33	37	31
Other provider	*	1	-	1	1	1	1	1	1
Base	*252*	*319*	*203*	*259*	*274*	*165*	*212*	*299*	*1983*

Base: All parents who had used some provision during the Summer holidays

Table 8.11 Main provider used in the Summer holidays, by age at interview

	Age at interview			
	3 years	4 years	5 years	Total
	%	%	%	%
Nursery education				
Nursery school	9	8	4	7
Nursery class	1	*	1	*
Reception class	-	*	-	*
Special school	1	*	1	1
Day nursery	29	21	8	19
Playgroup/ pre-school	7	5	2	5
Combined/ family centre	1	1	*	1
Childcare				
Mother and toddler group	4	3	2	3
Before/ after school club (including breakfast clubs)	*	*	1	*
Holiday club/ play scheme	4	9	21	12
Childminder	12	10	10	11
Nanny/ au pair	2	2	5	3
Friends/ neighbours	4	7	7	6
Other family members/ relatives	27	31	36	31
Other provider	1	1	1	1
Base	*598*	*728*	*657*	*1983*

Base: All parents who had used some provision during the Summer holidays

Main type of provider used in the Summer holiday by region

A few variations in the main type of provision were found by region. This may reflect differences in provision in different areas or differences in socio-economic composition. Table 8.12 shows the main type of provider used in the different regions. It can be seen that the role of family members was far higher in the North than elsewhere (62% compared with no more than 40% elsewhere and a minimum of 19% in Greater London.) Those in the South East were also less likely than others to use family members as their main source of holiday provision (21%). The role of day nurseries as the main provider was far lower in East Anglia and the North (both 8%) than in all other areas (17% or more). Those in Greater London made more use of holiday clubs, mother and toddler groups and nannies than those in other areas. Most use was made of childminders and playgroups/ pre-school in East Anglia.

Table 8.12 Main provider used in the Summer holidays, by region

	North	North West	Yorks& Humbs	East Mids	West Mids	South West	East Anglia	South East	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Nursery education										
Nursery school	3	6	4	4	11	7	4	10	5	7
Nursery class	-	*	-	-	-	*	-	1	2	*
Reception class	-	-	-	-	-	-	-	*	-	*
Special school	1	*	1	-	1	1	-	1	1	1
Day nursery	8	25	22	19	22	20	8	19	17	19
Playgroup/ pre-school	2	5	2	6	2	5	9	5	8	5
Combined/ family centre	-	1	1	-	1	1	4	1	-	1
Childcare										
Mother and toddler group	2	5	2	3	1	2	-	3	9	3
Before/ after school club	-	1	-	-	1	-	-	*	2	*
Holiday club/ play scheme	8	10	8	12	12	8	12	14	17	12
Childminder	7	9	11	12	7	12	16	12	9	11
Nanny/ au pair	1	1	1	2	2	3	4	4	6	3
Friends/ neighbours	7	6	8	5	3	7	8	7	4	6
Other family members/ relatives	62	31	40	38	35	31	34	21	19	31
Other provider	-	-	2	-	2	1	1	1	1	1
Base	*129*	*278*	*185*	*193*	*179*	*232*	*76*	*549*	*162*	*1983*

Base: All parents who had used some provision during the Summer holidays

Main type of provider by social class and annual household income

Parents from different social class backgrounds and with different levels of income used different types of main provider. Tables 8.13 and 8.14 display the findings and show generally similar patterns of participation for those in non-manual social classes and with higher incomes compared with those in manual social classes and with lower incomes.

The use of 'other family members' as the main provider was notably lower among those in Social Classes I and II (23%), compared with those in manual social class groups (36% or more). Instead of family members, those in the non-manual social class groups were more likely to use day nurseries (25% compared with a maximum of 17% of those in any other social class group), nannies (6% compared with 1% or fewer among those in other groups) and childminders (13%).

Looking at the findings in relation to income reveals that among those in the highest income bracket (£30,000 or more) a quarter (26%) used day nurseries which was the most popular main provider for this group. In contrast, among all other groups, family members were more important and only 14-16% of parents used day nurseries for their children. The highest income group also had 6% of parents who used a nanny as their main provider while this provider was used by very few in any of the other groups. Only 3% of the lowest income group (those with incomes of less than £10,000), used a childminder compared with between 10% and 13% of those in all other groups. Holiday clubs (16%) and playgroups/ pre-school (9%) were more common among this group than any of the higher earning groups.

Table 8.13 Main provider used in the Summer holiday, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Nursery education					
Nursery school	9	7	3	6	7
Nursery class	1	*	*	-	*
Reception class	*	-	-	-	*
Special school	1	*	1	-	1
Day nursery	25	14	17	15	19
Playgroup/ pre-school	3	6	6	6	5
Combined/ family centre	*	1	1	-	1
Childcare					
Mother and toddler group	2	4	3	3	3
Before/ after school club	*	*	*	-	*
Holiday club/ play scheme	12	11	12	15	12
Childminder	13	10	8	8	11
Nanny/ au pair	6	1	*	-	3
Friends/ neighbours	5	7	6	11	6
Other family members/ relatives	23	38	40	36	31
Base	*832*	*817*	*216*	*66*	*1983*

Base: All parents who had used some provision during the Summer holidays

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 8.14 Main provider used in the Summer holiday, by income

	Less than £10,000	£10,000 to 19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Nursery education					
Nursery school	6	5	7	9	7
Nursery class	1	-	*	1	*
Reception class	-	-	-	*	*
Special school	*	1	*	*	1
Day nursery	14	16	15	26	19
Playgroup/ pre-school	9	5	5	3	5
Combined/ family centre	3	*	*	*	1
Childcare					
Mother and toddler group	7	3	3	1	3
Before/ after school club	*	1	1	*	*
Holiday club/ play scheme	16	11	9	11	12
Childminder	3	10	13	13	11
Nanny/ au pair	*	*	*	6	3
Friends/ neighbours	7	8	8	5	6
Other family members/ relatives	32	40	38	23	31
Other	2	1	*	1	1
Base	*287*	*396*	*490*	*715*	*1983*

Base: All parents who had used some provision during the Summer holidays

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

8.2 Amount of nursery education and childcare during the Summer holiday

Tables 8.15 and 8.16 show the number of sessions[1] of nursery education and childcare used during the Summer holiday by age cohort and by the main type of provider used[2]. Overall, the mean number of sessions used per child was 27.3. More than four in ten parents (42%) used 30 sessions or more over the six-week period of the holidays - equivalent to at least one session per day. Forty or more sessions were used by just over a quarter of parents (27%) – equivalent to morning and afternoon provision for four weeks out of the six-week holiday period. The number of sessions used was not strongly related to the age of the child: looking just at the extremes, it appears that younger threes had notably more sessions than older fives, but there was no clear trend between these two groups. Younger threes and younger fives had the greatest mean number of sessions (30.8 and 29.3 respectively) and older fives had fewest sessions (24.5 on average).

The mean number of sessions attended varied greatly by the main type of provision used for the child (Table 8.16). Those who mainly used nannies/ au pairs used the most sessions during the Summer holiday (36.5 on average). Those who used childminders as their main provision used next most sessions (34.9 on average), followed by day nurseries (32.5). In contrast, those who used mother and toddler groups as their main provider used the fewest sessions (only 11.5 sessions on average) and those mainly using holiday clubs/ play-schemes or playgroups/ pre-schools had 17.5 and 17.7 sessions on average respectively.

Table 8.15 Total number of sessions of holiday provision during the Summer holiday, by age cohort

	Age Cohort								
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
<10	11	15	17	16	13	18	18	20	16
10-19	22	23	27	22	20	25	14	26	22
20-29	16	18	19	22	24	19	21	17	20
30-39	18	16	14	13	15	15	16	14	15
40-49	12	10	11	13	12	9	14	12	12
50 or more	21	17	12	14	17	15	17	12	15
Mean	30.8	27.9	25.4	26.1	28.2	25.5	29.2	24.5	27.3
Standard error	1.2	1.06	1.29	1.06	1.04	1.36	1.42	1.04	0.41
Base	*249*	*315*	*202*	*258*	*272*	*163*	*210*	*295*	*1964*

Base: All parents who used some provision during the Summer holiday (the 1% of parents who said they did not know or did not answer are excluded from the table)

[1] A session represents a period of 2-3 hours, for example, a morning or an afternoon, so a child who attended a provider for a whole day would have had two sessions in that day.

[2] It should be noted that for those who had sessions with more than one provider, sessions with all providers are included in their total number of sessions, not just those with the main provider.

Table 8.16 Number of sessions of nursery education/ childcare, by type of main holiday provider

	Nursery School	Day nursery	Play-group /pre-school	Mother and toddler	Holiday club/ play scheme	Child-minder	Nanny /au pair	Friends / neigh-bours	Other family members	Total
	%	%	%	%	%	%	%	%	%	%
<10	11	7	36	53	33	4	-	19	13	16
10-19	20	19	28	32	27	16	18	28	23	22
20-29	24	20	18	10	22	17	12	18	21	20
30-39	13	19	11	2	6	21	32	9	17	15
40-49	19	15	2	3	5	19	19	8	10	12
50 or more	14	21	5	-	7	23	19	18	16	15
Mean	29.6	32.5	17.7	11.5	17.5	34.9	36.5	25.6	27.3	27.3
Standard error	1.48	0.95	1.66	1.21	0.94	1.21	2.31	1.8	0.7	0.41
Base	*140*	*378*	*95*	*60*	*226*	*213*	*57*	*125*	*613*	*1964*

Base: All parents who used some provision during the Summer holiday (the 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Only provider types used by at least 50 parents are shown on this table but the total includes all parents who used a provider during the Summer holiday

If parents used the same type of provider during the Summer holiday as they had used during the Summer term, they were asked whether they used the provider for the same amount of time during the Summer holidays as during the term-time. Table 8.17 shows that this was most commonly the case (76%). Only 3% had used the provider more in the holidays than in the term and 21% had used them less. Differences between term-time and holiday participation were more common for older children than for younger.

Table 8.17 Whether used provider for more or less time in Summer holiday, by age at interview

	Age at interview			
	3 years	4 years	5 years	Total
	%	%	%	%
More time during Summer holiday	2	3	5	3
Less time during the Summer holiday	16	24	24	21
Same amount of time	82	73	70	76
Base	*257*	*238*	*74*	*569*

Base: All parents who had used same type of provision during the Summer holidays as during Summer term (the less than 1% of parents who did not know or did not respond to this question are excluded)

8.3 Organisation responsible for Summer holiday provision

Parents were asked which organisation was responsible for the formal providers they had used during the holiday. This information was not verified with the providers. Formal providers included all the nursery education providers, before and after school clubs and holiday clubs or play-schemes. Where a respondent considered that more than one organisation was responsible for the provider, they were asked to select the one nearest the top of the list provided; findings in Table 8.18 are reported in this order.

The majority (66%) of formal holiday provision used by respondents as the main provider was supplied by a private or independent organisation. Local Education Authorities and Local Authority social services provided 13% and 5% respectively. Community/ voluntary organisations and church/ religious organisations were together responsible for 13% of main providers used. The organisations responsible for provision varied by the age of the child. Three quarters of main providers used by three year olds were private sector providers compared with only half of those used by five year olds. Main providers used by five year olds were more likely than those used by younger children to be LEA organised (19%), community/ voluntarily organised (9%), or organised by a church or other religious organisation (10%).

Table 8.18 Organisation responsible for main formal holiday provider, by age at interview

	Age at interview			
	3 years	4 years	5 years	Total
	%	%	%	%
Local Education Authority	11	11	19	13
Local Authority Social Services	3	5	8	5
Private/ independent organisation	75	70	50	66
Church/ religious organisation	3	4	10	6
Community/ voluntary organisation	5	7	9	7
Employer	1	2	2	1
Childminder	*	1	*	*
Other	2	-	1	1
Base	*303*	*334*	*253*	*890*

Base: All parents who had used some FORMAL provision during the Summer holidays (the 1% parents who said they did not know or did not answer are excluded from the table)

Organisation responsible for provision by main provider type

Table 8.19 shows the organisations responsible for different types of provider. According to parents, a private organisation was most commonly responsible for each type of provider shown in the table. Over 80% of day nurseries and nursery schools, a little over half of the Playgroup/ pre-schools (56%) and just over a third of holiday clubs (35%) used as the main provider were reported as being run privately. A further third of the holiday clubs used during the Summer holiday as main providers were state-run (LEA or social services), and the remaining third were split almost equally between the community/ voluntary sector and church/ religious organisations. Nursery schools and day nurseries that were not private were most likely to be reported as being run by the Local Education Authority. About one in six playgroups/ pre-schools used as main provider were reported by parents as being run by the Local Education Authority while a quarter of this type of provider were provided by the voluntary sector (including religious organisations (there may be some confusion about the provision of playgroups and pre-schools on school sites). Holiday clubs (22%) and playgroups (16%) were more likely to be reported as being provided by Local Education Authorities than were nursery schools and day nurseries.

Table 8.19 Organisation responsible for main holiday provider, by provider type

	Nursery school	Day nursery	Playgroup/ pre-school	Holiday club/ play scheme	Total
	%	%	%	%	%
Local Education Authority	10	7	16	22	13
Local Authority Social Services	3	2	2	10	5
Private/ independent organisation	83	86	56	35	66
Church/ religious organisation	1	-	9	17	6
Community/ voluntary organisation	1	2	16	15	7
Employer	1	2	-	1	1
Childminder	1	1	-	-	*
Other	1	1	1	*	1
Base	*140*	*377*	*93*	*229*	*890*

Base: All parents who had used some FORMAL provision during the Summer holidays (the 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Only provider types used by at least 50 parents are shown on this table but the total includes all parents who used a formal provider during the Summer holiday

8.4 Cost of Summer holiday provision

Parents were asked, in relation to each education provider and holiday club used during the holidays, what they had paid money for and how much they had paid.

8.4.1 Services and items paid for at educational providers during the Summer holidays

Table 8.20 shows the aspects of nursery education for which parents paid during the Summer holidays by the main education provider type used (payments for providers other than the main provider are included in the totals given). 58% of parents had paid some childcare fees and half (51%) had paid education fees. Refreshments or meals had also been paid for by half the parents (52%). Payments for use of equipment were made by almost 39%. 9% who used a formal provider as their main provider, had not paid anything.

Items paid for varied according to the main provider used. 15% of those mainly using holiday clubs paid nothing as did 11% of those mainly using playgroups or pre-schools and 6% or fewer of those mainly using nursery schools or day nurseries. The percentage of parents paying education fees ranged from 70% of those using nursery schools and 66% using day nurseries as their main provider to 43% of those using playgroups and pre-schools and 22% of those using holiday clubs. Childcare fees were reported by around half of those who mainly used each type of provider other than day nurseries, among whom two thirds reported this type of payment. It should be noted that this payment may not actually relate solely to the nursery provision, but to other secondary providers used in the holidays.

Table 8.20 Services and items paid for, with regard to main nursery education providers during Summer holiday, by provider type

	Nursery school	Day nursery	Playgroup/ pre-school	Holiday club/ play Scheme	Total
	%	%	%	%	%
Education fees	70	66	43	22	51
Childcare fees	52	68	52	51	58
Refreshments/meals	59	62	45	33	52
Use of equipment	47	47	29	29	39
Trips / outings	23	15	6	18	16
Voluntary donation to school fund/building fund	1	2	4	3	2
Other	1	1	1	2	1
Nothing	6	5	11	15	9
Base	*141*	*380*	*95*	*227*	*877*

Base: Parents whose main form of Summer holiday provision was formal nursery education (including holiday clubs) (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Column figures may exceed 100% as parents could pay for more than one item.
Only provider types used by at least 50 parents are shown on this table but the total includes the few providers who used nursery classes and special schools.

8.4.2 Amount paid for services of childcare and nursery education during the Summer holiday

The total amounts paid for all nursery education and childcare in the Summer holiday were separately calculated and findings are shown in Table 8.21. These figures are not comparable with those in Table 8.20 as that table includes only those whose main provider was formal nursery education while our current analysis includes all parents who used some holiday provision. As might be expected, parents were less likely to pay for childcare than for nursery education: 61% of parents using childcare paid nothing for it compared with just 10% of parents using nursery education. Obviously the high proportion of childcare that was free to parents reflects the high proportion of childcare provided by family members and friends as well as other forms of free provision.

Mean costs of holiday provision, including those who paid nothing, were £273 for nursery education and £82 for childcare. This difference is largely accounted for by the large number of childcare users who paid nothing. When we consider only those who paid something for their provision the figures come closer together, although there remains a substantial difference. Nursery education cost on average £302 per child for the Summer holidays and childcare cost £211.

Parents of older children were a little less likely to pay for childcare than those with younger children and when money was paid, the average costs were also lower for the older children. For example, average childcare costs were £242 for three year olds and £184 for five year olds. This reflects the higher use of more formal and costly types of provision such as day nurseries for younger children.

Table 8.21 Amount paid for nursery education and childcare during Summer holidays, by age at interview

Nursery education Amount paid	Age at interview 3 years	4 years	5 years	Total	Childcare Amount paid	Age at interview 3 years	4 years	5 years	Total
	%	%	%	%		%	%	%	%
Nothing	10	9	11	10	Nothing	65	63	57	61
Less than £25	6	5	12	7	Less than £25	6	6	8	7
£25, less than £50	5	7	4	5	£25, less than £50	3	5	5	4
£50, less than £150	21	22	21	21	£50, less than £150	7	9	12	10
£150, less than £250	21	15	18	18	£150, less than £250	7	8	8	7
£250, less than £500	26	28	24	26	£250, less than £500	10	6	7	7
£500 or more	13	14	10	13	£500 or more	4	4	3	4
Mean (£)[a]	271	292	232	273	Mean (£)	85	83	79	82
Mean (£)[b]	300	320	260	302	Mean (£)	242	224	184	211
Standard error[a]	20.9	23.0	32.0	13.9	Standard error[a]	10.5	10.6	7.6	5.4
Standard error[b]	22.4	24.5	34.9	15.0	Standard error[b]	28.7	32.2	14.8	14.2
Base[a]	*307*	*286*	*119*	*712*	*Base[a]*	*357*	*486*	*572*	*1415*
Base[b]	*277*	*261*	*106*	*644*	*Base[b]*	*126*	*180*	*246*	*552*

Base[a]: All parents who had used some nursery education or childcare provision during the Summer holidays

Base[b]: Parents who had paid anything for nursery education or childcare provision during the Summer holidays

Total paid during Summer holidays by main provider used

Table 8.22 shows the total amount paid for provision by the main provider type. 86% of parents who mainly used family members and friends paid nothing for their provision, while the majority of those with other types of main provider, paid for nursery education or childcare in the holidays. It is interesting to note that 35% of those who mainly used a childminder did not pay for their child's care compared with no more than 10% of those using nurseries or nannies. About a fifth (21%) of those using holiday clubs paid nothing; this is a provider type which was used most by children from low income households (Table 8.14).

The largest payments were made by those using nannies or au pairs with almost 37% of parents for whom this was their main holiday provision paying more than £500 in total. Nursery schools and day nurseries were next most expensive with 16%-17% incurring costs of this magnitude. Mother and toddler groups were least expensive and holiday clubs and playgroups were also far cheaper than other forms of care.

The mean amount paid was £156 for all users of a main holiday provider and £267 among those who paid anything. The amount paid by those who paid anything shows the same pattern described above with the mean amount being £40 for mother and toddler groups, £383 for nursery schools and £588 for nannies/ au pairs.

Table 8.22 Total paid during the Summer holidays, by main provider

	Nursery school	Day nursery	Playgroup / pre-school	Mother and toddler	Holiday club/ play scheme	Child-minder	Nanny/ au pair	Friends	Other family members	Total
	%	%	%	%	%	%	%	%	%	%
Nothing	10	6	13	27	21	35	9	86	89	41
Less than £25	4	2	19	35	25	1	-	3	2	7
£25, less than £50	2	2	21	20	13	4	4	2	1	5
£50, less than £150	21	16	26	15	26	19	4	4	5	13
£150, less than £2250	13	22	10	3	10	29	11	2	2	11
£250, less than £500	35	34	6	-	4	33	37	2	*	15
£500 or more	16	17	4	-	2	9	37	-	*	7
Mean (£)	345	336	105	29	76	260	536	15	15	156
Mean (£)	383	359	121	40	96	273	588	[111]	142	267
Standard error[a]	38.0	20.4	16.8	5.2	8.4	17.3	60.6	5.22	3.4	6.7
Standard error[b]	40.8	21.2	18.7	6.4	10.2	17.7	61.8	[29.9]	27.5	10.2
Base[a]	*141*	*380*	*96*	*60*	*231*	*213*	*57*	*125*	*622*	*1983*
Base[b]	*127*	*356*	*84*	*44*	*182*	*203*	*52*	*17*	*66*	*1162*

Base[a]: All parents who had used some provision during the Summer holidays

Base[b]: All parents who had paid anything for nursery education or childcare provision during the Summer holidays

Note: Only provider types used by at least 30 parents are shown on this table but the total includes all parents who used a provider during the Summer holiday

8.5 Whether another child in the family attended the same provider

Respondents who used a provider other than friends or family for the selected child during the Summer holiday, were asked whether any of their other children also used the same provider (if they had no other children, their response was automatically classified as 'no'). Table 8.23 shows that a high proportion of parents (43%) did use the same provider for another child. The percentage who did so increased with the child's age. 35% per cent of parents of three year olds used the same provider for another child compared with 57% of parents whose selected child was aged five.

Table 8.23 Whether parents' other children attended provider, by age at interview of selected child

	Age at interview			
	3 years	4 years	5 years	Total
Whether another child also attended provider	%	%	%	%
Yes	35	37	57	43
No	65	63	43	57
Base	*468*	*509*	*435*	*1412*

Base: All parents who had used a provider other than friends or family during the Summer holidays (the 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Parents who had no other children are included in those responding "no".

Table 8.24 shows the relationship between the type of main provider and the use of the provider for more than one child. It can be seen that parents using childcare providers as their main source of provision for the selected child were much more likely than those using nursery provision to have other children also attending the provider. This is not surprising given that nursery education is only appropriate for children in a fairly limited age range. It may also reflect the fact that childcare providers may be more economical if used for more than one child. Nannies were most likely to be used for more than one child, this was the case for 87% of parents using nannies.

Table 8.24 Whether parents' other children attended provider, by type of main nursery education or childcare provider

Type of main provider		Whether any other child attended		*Base*
		Yes	No	
Nursery education				
Nursery school	%	24	76	*153*
Day nursery	%	26	74	*398*
Playgroup/ pre-school	%	28	72	*98*
Childcare				
Mother and toddler group	%	68	32	*65*
Holiday club/ holiday play scheme	%	56	44	*236*
Childminder	%	53	47	*235*
Nanny/ au pair	%	87	13	68

Base: All parents who used the providers listed as their main nursery education and childcare providers during the Summer holidays (the 1% of parents who said they did not know or did not answer are excluded from the table)

Note: The table excludes provider types that were the main provider for fewer than 50 parents.
Percentages read horizontally
Parents who had no other children are included in those responding "no"

Table 8.25 shows the age of the other children who attended the main provider with the selected child by the age at interview of the selected child. Given that the selected children were mainly aged three or four years, they were most likely to be attending a provider with a sibling aged 0-2 years or 5-8 years. This is because they were less likely to have a sibling of the same age as themselves and less likely to attend provision that also catered for 9-14 year olds. Attending provision with a child in the oldest age range was more likely for older than for younger children. A quarter of children aged five (24%) attended a provider with a sibling aged 9-14 years compared with only 6% of three year olds.

Table 8.26 shows that among those who attended a provider with a sibling, he age of the sibling(s) attending varied by the type of provider used. Those attending mother and toddler groups were most likely to attend with a sibling aged two or younger (66% compared with only 32% of those attending a childminder and 33% of those attending a playgroup or pre-school. Those attending a holiday club were most likely to attend with a sibling aged 5-8 years (72%) compared with 58% of the users of nannies and au pairs, 48% of users of childminders and only 19% of users of nursery schools.

Table 8.25 Age of other children who attended main provider with selected child, by age at interview of selected child

	Age at interview of selected child			
	3 years	4 years	5 years	Total
	%	%	%	%
Age of other child attending				
0-2 years	33	43	24	32
3-4 years	23	14	17	18
5-8 years	47	43	53	48
9-14 years	6	14	24	16
Base	*166*	*189*	*249*	*604*

Base: Parents who had children other than the selected child who attended a provider with the selected child.

Note: Columns may total more than 100% as parents could have more than one child attending the provider with the selected child

Table 8.26 Age of other children who attended main provider with selected child, by type of main nursery education or childcare provider

Type of main provider		Age of other child attending (years)				*Base*
		0-2	3-4	5-8	9-14	
Nursery education						
Nursery school	%	[57]	[27]	[19]	[-]	*37*
Day nursery	%	45	19	31	6	*104*
Playgroup/ pre-school	%	[33]	[30]	[37]	[15]	*27*
Childcare						
Mother and toddler group	%	[66]	[20]	[32]	[7]	*44*
Holiday club/ holiday play scheme	%	11	11	72	28	*133*
Childminder	%	32	15	48	14	*124*
Nanny/ au pair	%	36	19	58	25	59

Base: Parents who had children other than the selected child that attended a provider with the selected child.

Note: Percentages read horizontally and may sum to more than 100% because each child could attend with more than one sibling of different ages

Providers used by fewer than 25 parents are excluded from the table

8.6 Satisfaction with Summer holiday provision

8.6.1 Satisfaction with number of places in local area

All parents, who had used some provision for their child were asked to assess the overall number of places providing nursery education and childcare in their area during the holidays. Those who had not used a provider in the holidays were not asked these questions, although in previous years of the survey they have been. Findings from this section are thus not comparable with those in previous years, although where necessary, comparable figures for the third survey which have been re-calculated to include only the comparable group of parents are quoted.

Tables 8.27a and 8.27b show parental assessment of the number of holiday places in the area by the age of their child during the Summer holiday and at the interview. Overall, just over a quarter of those using holiday provision considered that there were about the right number of places in the local area and almost three quarters (73%) thought there were not. This compares with a figure of 78% in 1999 (using a comparable base). A negligible number thought there were too many (see totals on Table 8.27b). There were no significant differences in parents' perceptions of the number of places available by the age of their child. For all age groups, but particularly the four youngest, the percentage saying there was not enough provision in the local area has gone down since 1999.

Table 8.27a Parental assessment of number of holiday provision places in their area, by the age of child during Summer holiday

	Age during Summer holiday						
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Too many	1	*	*	-	-	-	*
About the right number	25	28	28	26	25	26	26
Not enough	75	72	72	74	75	74	73
Base	*186*	*225*	*256*	*156*	*198*	*283*	*1304*

Base: All parents who used some holiday provision (the 8% who did not know or did not answer the question have been excluded)

Note: Excludes those who were in the youngest two age cohorts at the time of interview and would have been aged only two during the Summer holidays. The total figure is for all age groups presented in the table.

Table 8.27b Parental assessment of number of holiday provision places in their area, by the age of child at interview

	Age at interview			
	3 years	4 years	5 years	Total
	%	%	%	%
Too many	*	*	-	*
About the right number	29	26	25	27
Not enough	71	73	75	73
Base	*538*	*661*	*619*	*1818*

Base: All parents who used some holiday provision (the 8% of parents who said they did not know or did not answer are excluded from the table)

Table 8.28 shows regional variations in parental assessment of the number of places providing nursery education in the local area during the Summer holiday. Very few parents in any region considered there were too many places providing nursery education and childcare in the local area. As in 1999, parents in Yorkshire and Humberside were least likely to consider that there were about the right number of places in the local area (14% in 2000 and 18% in 1999). Parents in the North West and South West were least likely to consider there were not enough providers in their local area (68% and 66% respectively).

Table 8.28 Assessment of number of holiday places in local area, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Too many	-	-	1	-	-	1	-	-	1	*
About the right number	25	32	14	26	22	33	25	28	27	27
Not enough	75	68	85	74	78	66	75	72	72	73
Base	*116*	*252*	*162*	*178*	*174*	*211*	*75*	*509*	*141*	*1818*

Base: All parents who used some provision during the Summer holidays (the 8% of parents who said they did not know or did not answer are excluded from the table)

8.6.2 Whether parents would like to use other Summer holiday provision

Just under half of all parents who used a holiday provider (45%) said they would have liked to use other providers for their children during the Summer holidays. This view was more likely to be held by parents of older children, for example 49% of parents of five year olds would have liked to use other providers compared with 41% of parents of three year olds. (Table 8.29b). The figures for 2000 are similar to those for 1999 when adjusted to the comparable bases.

Table 8.29a Whether parents would like to use other providers which they did not use, by the age cohort of child in the Summer holidays

	Age cohort of child in Summer holiday						
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Yes	46	45	42	50	45	49	46
No	54	55	58	50	55	51	54
Base	*203*	*259*	*274*	*165*	*212*	*299*	*1412*

Base: All parents who used some provision during the Summer holidays, excluding those who were in the youngest two age cohorts at the time of interview and would have been aged only two during the Summer holidays (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: The total figure presented is the total for all those presented in the table.

Table 8.29b Whether parents would like to use other providers which they did not use, by the age at interview

	Age at interview			
	3 years	4 years	5 years	Total
	%	%	%	%
Yes	41	44	49	45
No	59	56	51	55
Base	*596*	*728*	*657*	*1981*

Base: All parents who used some provision during the Summer holidays

Note: The 2 parents who said they did not know or did not answer are excluded from the table.

The percentage who would have liked to use different providers varied considerably in relation to household income. Only 36% of parents in the highest income group (over £30,000) would have liked to use a different provider, compared with around half (48%-52%) of those in each lower income bracket. With higher incomes parents are more likely to be able to use their first choice provider.

Table 8.30 shows the percentages of parents who would have liked to use another type of provider, by the main provider they used in the Summer holidays. Parents were most likely to want to use a different provider if they were currently using friends or neighbours as their main provider (65%). High proportions of those using relatives, childminders and mother and toddler groups also wanted to use another form of provision (57%-58%) while just over a third of those using holiday clubs or nannies took this view (36%). Those who used nursery schools and day nurseries were least likely to want to use another provider (18%-27%). This is related to findings for income above, since people using providers which are less costly were most likely to want to use another type of provider.

The trend since the third survey varies by age group. As in the third survey, parents of younger threes, younger fours and rising fives were the groups most likely to want to use another provider. However, in the third survey only 38% of parents of younger threes wanted to use another type of provider. Looking at the results by type of provider, similar patterns were found in the third survey. The main differences were that in the third survey users of nursery schools (31%) and mother and toddler groups (64%) were more likely to say they wanted to use another provider while users of holiday clubs were less likely to say they wanted to use another provider (31%) compared with the 2000 figures.

Table 8.30 Whether parents would like to use other providers which they did not use, by the main provider used in the Summer holidays

		Whether wanted different provider		*Base*
Main holiday provider		Yes	No	
Nursery education				
Nursery school	%	18	82	*141*
Day nursery	%	27	73	*380*
Playgroup/ pre-school	%	39	61	*96*
Childcare				
Mother and toddler group	%	58	42	*60*
Holiday club/ holiday play scheme	%	36	64	*231*
Childminder	%	58	42	*212*
Nanny/ au pair	%	36	64	*57*
Friends/ neighbours	%	65	35	*125*
Other family members/ relatives	%	57	43	*621*

Base: All using specified main provider (excluding the less than 1% who did not know or did not answer)
Note: Percentages read horizontally

Those who would like to use different providers, were asked which providers they would like to use. Table 8.31 shows that holiday clubs or holiday play-schemes were the most popular option for parents of children in each of the age ranges but the relative importance of different types of providers varied. 44% of parents of three year olds who would have liked to use a different provider selected a holiday club as their ideal and almost four in ten (37%) picked a playgroup or pre-school. Almost two thirds (65%) of parents of four and five year olds who would have liked to use a different provider would have liked to use a holiday club. Day nurseries were mentioned most by parents of younger children (12% of parents of three year olds compared with 6% of parents of five year olds).

A comparison of the results with the corresponding ones from the third survey shows that patterns are broadly similar. The main differences are that the percentage saying they would like to use a day nursery has increased from 7% to 9% and the age pattern has reversed. In the third survey, 7% of parents of three year olds and 8% of parents of five year olds said they would like to have used a day nursery compared with 12% and 6% respectively in this survey. The percentage of parents saying they would have liked to use a breakfast club has increased from 3% in the third survey to 5% and the main change is seen among the parents of five year olds for whom the figure has increased from 5% to 7% (though this difference is small). A slightly lower percentage of parents mentioned that they would like to have used a holiday club in this survey than in the third survey (59% compared with 62%). Among the parents of three year olds and parents of five year olds the percentage fall was larger (50% of parents of three year olds in third survey said they would have liked to use a holiday club compared with 44% in this survey).

Table 8.31 Providers parents would like to use in the Summer holidays, by age at interview

	Age at interview			
	3 years	4 years	5 years	Total
	%	%	%	%
Nursery education				
Nursery school	12	11	9	11
Nursery class	9	9	10	9
Reception class	1	4	8	5
Special school	1	1	2	1
Day nursery	12	9	6	9
Playgroup/ pre-school	37	22	12	22
Combined/ family centre	3	3	4	3
Childcare				
Mother and toddler group	11	3	2	5
Before/ after school club	2	5	7	5
Holiday club/holiday play scheme	44	65	65	59
Childminder	1	2	2	2
Nanny/ au pair	1	1	*	1
Friends/ neighbours	-	2	2	1
Other family members/ relatives	4	4	4	4
Base	*243*	*319*	*321*	*883*

Base: All parents who would like to have used a provider which they did not use during the Summer holidays (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Figures in columns may total more than 100% as respondents could say they would like to use more than one provider they were not already using.

8.6.3 Why parents did not use the provider they would have liked

Parents who would have liked to use a provider which they did not use, were asked why they did not use that provider. Answers were coded by the interviewers from parents' verbatim responses. Table 8.32 relates the types of providers parents would have liked to use, to the reasons they were not used. Lack of availability was the most important factor. This was mentioned most by those who wanted to use a breakfast club or after school club (81%), other family members (77%) and least by those who wanted to use day nurseries (43%) and childminders (44%). The next most common, and closely associated, reason was that the provider was closed for the school holiday. The percentage mentioning this varied from 44% of those who wanted to use nursery or reception classes to 9% who wanted to use day nurseries, 5% for after school and breakfast clubs and 3% of those who wanted to use holiday clubs. This variation reflects the different patterns of term and holiday provision offered by different types of provider as well as the costs of different types.

Looking at those who said they would have liked to use a nursery school, in the third survey 57% said they did not use one because there were none available compared with only 49% in the fourth survey. The result for nursery classes was similar with 69% in the third survey saying there was not one available compared with 50% in the fourth survey. There were no clear differences in the results for those who wanted to use a reception class, except that as for nursery schools, nursery classes and day nurseries the percentage saying they did not use that type of provider because it was too expensive was higher in the fourth survey. The difference was particularly marked for those who wanted to use a day nursery; in the third survey 20% said they had not used one for cost reasons compared with 34% of the equivalent group in the fourth survey. Among those who wanted to use a playgroup or pre-school, in the third survey respondents were more likely to say there were none available (54%) and less likely to say they were closed for the school holidays (35%) than in the fourth survey. The opposite was found for those who wanted to use a mother and toddler group (in the third survey, 52% said there were none available and 41% said they were closed for the school holidays). Comparisons cannot be made for those who wanted to use the other types of provider owing to the small number of cases.

Table 8.32 Reasons given for not using providers which wanted to use, by type of provider parent would have liked to use during Summer holiday

Nursery education providers

	Nursery school	Nursery class	Reception class	Day nursery	Playgroup/ pre-school	Total
	%	%	%	%	%	
None available	49	50	[60]	43	48	49
None for child's age	7	6	[2]	4	7	7
Places full	3	-	[2]	8	3	3
Closed for school holidays	33	44	[44]	9	40	33
Cost reasons	13	7	[2]	34	7	13
Other reason	6	6	[2]	14	6	6
Base	*95*	*82*	*43*	*77*	*197*	494

Base: Parents who would have liked to use a provider which they did not use during the Summer holiday

Childcare providers

	Mother and toddler	Holiday club/ play scheme	After school/ b'fast club	Child-minder	Other family members	Total
	%	%	%	%	%	%
None available	[61]	57	[81]	[44]	[77]	60
None for child's age	[5]	25	[19]	[-]	[3]	21
Places full	[-]	1	[-]	[17]	[-]	1
Closed for school holidays	[27]	3	[5]	[-]	[3]	5
Cost reasons	[5]	12	[9]	[44]	[-]	12
Other reason	[7]	14	[-]	[17]	[26]	13
Base	*44*	*525*	*43*	*18*	*35*	665

Base: Parents who would have liked to use a provider which they did not use during the Summer holiday.

Note: Providers which fewer than 18 parents said they wanted to use are excluded from the table

Table 8.33a Satisfaction with Summer holiday arrangements, by the age cohort of the child during the Summer holiday

	Age cohort during Summer holiday						
Level of satisfaction	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Very satisfied	47	53	57	48	57	47	52
Fairly satisfied	27	26	23	26	24	27	25
Neither satisfied nor dissatisfied	12	10	7	7	10	11	10
Fairly dissatisfied	10	7	7	12	7	10	9
Very dissatisfied	4	4	5	7	2	5	4
Base	*203*	*259*	*274*	*165*	*212*	*299*	*1412*

Base: All parents who used a holiday provider, excluding those who were in the youngest two age cohorts at the time of interview and would have been aged only two during the Summer holidays (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: The total figure presented is the total for all those cohorts presented in the table

Table 8.33b Satisfaction with Summer holiday arrangements, by the age of child at interview

Level of satisfaction	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
Very satisfied	54	53	51	53
Fairly satisfied	27	26	26	26
Neither satisfied nor dissatisfied	8	9	10	9
Fairly dissatisfied	7	8	10	8
Very dissatisfied	3	5	4	4
Base	*597*	*728*	*657*	*1982*

Base: All parents who used a holiday provider (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Levels of satisfaction were generally consistent across the regions – ranging from 61% to 75% of parents being satisfied. There was a much greater range in the percentage saying they were very satisfied, from 43% in Greater London to 62% in East Anglia. In 1999 a similar pattern was found; between 73% and 84% said they were satisfied with the arrangements.

Unsurprisingly, the main factor affecting levels of satisfaction was the type of provision parents used (see Table 8.34). Those using nursery education only were more satisfied (87%) than those using childcare provision only (74%) and those using both types of provision were almost as satisfied (85%) as those using nursery provision only. This analysis excludes those who did not use any provision at all, who were found last year to be the least satisfied group of all (60% were satisfied). Among the groups for whom data are available, the findings are very similar to those from the third survey.

Table 8.34 Satisfaction with Summer holiday arrangements, by the type of provision used

	Childcare providers only	Nursery education providers only	Childcare and nursery education providers	Total
	%	%	%	%
Very satisfied	49	60	56	53
Fairly satisfied	25	27	29	26
Neither satisfied nor dissatisfied	11	7	7	9
Fairly dissatisfied	10	4	6	8
Very dissatisfied	5	2	1	4
Base	*1271*	*568*	*143*	*1982*

Base: All parents who used some holiday provision (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Table 8.35 shows that users of nannies/ au pairs were most likely to be very satisfied (67%) with the provision received while users of mother and toddler groups were least likely to be very satisfied (23%). A quarter of those using friends or neighbours were fairly or very dissatisfied while no more than 5% of those using a day nursery, nanny or nursery school were dissatisfied. These results are comparable to those in the 1999 report because only those who used a provider are included and they show a very similar pattern in both years.

Table 8.35 Satisfaction with Summer holiday arrangements, by main type of holiday provider

	Nurs-ery school	Day nurs-ery	Play-group/ pre-school	Mother and toddler	Holiday club/ play-scheme	Child-minder	Nanny / au pair	Friends /neigh-bours	Other family/ relative	Total
	%	%	%	%	%	%	%	%	%	%
Very satisfied	60	64	42	23	49	54	68	36	51	53
Fairly satisfied	30	26	31	38	29	31	25	24	21	26
Neither satisfied nor dissatisfied	7	5	10	15	10	7	4	14	11	9
Fairly dissatisfied	1	4	11	18	8	5	2	14	11	8
Very dissatisfied	1	1	5	5	4	3	2	11	5	4
Base	*141*	*380*	*96*	*60*	*231*	*212*	*57*	*125*	*622*	*1982*

Base: All parents who had used some holiday provision (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Only providers used by more than 50 parents are shown. The total includes all users of nursery education and childcare

Reasons for satisfaction or dissatisfaction with Summer holiday arrangements

Parents were asked to explain their satisfaction or dissatisfaction with their Summer holiday arrangements for their child. Given that only those who had used a holiday provider were asked these questions, it is not surprising that the most popular reason given for being satisfied was that the parents were happy with their current provider (48%). The table includes all reasons parents gave to explain their satisfaction or dissatisfaction and the responses thus reflect the fact that parents may have cared for their children themselves, as well as used external providers. A fifth of parents (21%) said they were happy for their child to be at home and 16% said they were happy with the activities they did with their child. An identical proportion reported dissatisfaction on account of their being not enough organised provision. Other reasons for dissatisfaction were reported by fewer than one in ten parents (Table 8.35).

Parents of children aged three were more likely than parents of older children to report satisfaction because they were happy for their child to be looked after by their current carer. Fifty-six percent of those with a three year old said this compared with 42% of those with a five year old. Dissatisfaction due to a lack of organised provision was reported by a higher proportion of parents of older children. Twenty percent of parents of five year olds who had used some provision expressed this view compared with 13% of parents of three year olds.

The unadjusted figures found in the third survey differ noticeably because the responses given at this question are closely related to the arrangements made. For example those who use no nursery education or childcare provision were most likely to say they are happy for the child to be at home. When considering the adjusted figures which include only the corresponding group (only those used any provision during the Summer holiday) the results are similar in the third survey. For example, 22% (compared with 21% this year) said they were happy for their child to be at home. The main differences are that in the third

survey only 46% said they were happy for the child to be looked after by the current carer compared with 56% in the fourth survey. However, in both surveys the parents of younger children were more likely to say that they were happy for their child to be looked after by the current carer (51% of parents of three year olds compared with 45% of parents of four and five year olds in the third survey). In contrast, in the third survey the parents of older children were more likely to say they were happy with the activities they did with their child (19% of parents four and five year olds compared with 13% of parents of three year olds) while in the fourth survey the reverse was true.

Table 8.36 Reasons for satisfaction or dissatisfaction, by age at interview

	Age at interview			
	3 years	4 years	5 years	Total
	%	%	%	%
Satisfied				
Happy for the child to be at home	20	22	21	21
Happy with the activities I did with my child	17	16	15	16
Happy for child to be looked after by current carer	56	46	42	48
Wasn't working so no need for provision	5	7	6	6
Child was too young to need other provision	5	4	2	4
Other reason for being happy about situation	5	7	9	7
Dissatisfied				
There was not enough organised provision	13	15	20	16
Child did not have enough stimulation/ education	7	8	9	8
Wanted more provision but couldn't afford it	3	6	8	6
Parent doesn't want to do all the childcare	1	1	2	1
Other reason for being unhappy about situation	3	4	5	4
Didn't know about what was available	4	5	5	5
Base	*590*	*715*	*650*	*1955*

Base: All parents who used a holiday provider (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Figures in columns total more than 100% as respondents could give more than one reason for being satisfied or dissatisfied

Table 8.37 shows that the reasons for satisfaction and dissatisfaction varied according to the type of provision used. Attributing satisfaction to being happy for the child to be looked after by the current carer was mentioned more by users of nursery education than users of childcare (56% of those using nursery education only and 58% of those using nursery education and childcare said this, compared with 43% of those using childcare only). Dissatisfaction related to a lack of organised provision was more common among those using childcare only - 20% said this compared with 8% of those using only nursery education provision for their child during the Summer holidays. Being happy for the child to be at home was mentioned most by those who used childcare only (23%) and least by those who used both nursery education and childcare (12%) reflecting their different patterns of use.

The results in 1999 report are comparable except that this year there is no column for those using no provider and so the total column cannot be compared. The results are similar except that in 2000 for all groups the percentage saying that they wanted more provision but couldn't afford it is higher (for example 9% in 2000 and 2% in 1999 of those using both childcare and nursery education).

Table 8.37 Satisfaction with Summer holiday arrangements, by types of provision used

	Childcare only	Nursery education only	Childcare and nursery	Total
	%	%	%	%
Satisfied				
Happy for the child to be at home	23	20	12	21
Happy with the activities I did with my child	15	17	15	16
Happy for child to be looked after by current carer	43	56	58	48
Wasn't working so no need for provision	6	6	4	6
Child was too young to need other provision	3	6	3	4
Other reason for being happy about situation	7	7	9	7
Dissatisfied				
There was not enough organised provision	20	8	13	16
Child did not have enough stimulation/ education	10	5	6	8
Wanted more provision but couldn't afford it	6	5	9	6
Parent doesn't want to do all the childcare	2	1	2	1
Didn't know about what was available	5	3	2	5
Other reason for dissatisfaction	4	3	8	4
Base	*1260*	*556*	*139*	*1955*

Base: All using holiday provision (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Only categories of provider for which there were more than 50 cases are shown. Total includes all users of nursery education and childcare

Tables 8.38a and 8.38b show the reasons for satisfaction and dissatisfaction with provision by the main type of provider used during the Summer holidays. For all types of nursery education provision, the most common reason parents gave for satisfaction was that they were happy for their child to be looked after by the current carer, however the proportions saying this ranged from 65% of those using day nurseries to 37% of those using playgroups/ pre-schools. This reason was also associated with satisfaction with the childcare providers, it was cited by 68% of those using childminders and 62% of those using

nannies, but only 17% of those using holiday clubs. Among those whose main provider was a holiday club, parents' happiness with the activities they themselves did with their child was a more important source of satisfaction with their holiday provision (24%). Even among those who used childcare during the Summer holiday, for most types of provider about a quarter or more of parents said they were happy for their child to be at home. This was 30% for users of nannies indicating that the childcare provision was happening in the home but it was also 23% for users of holiday clubs indicating that children must have been looked after at home by the parents some of the time. The exception was among users of childminders among whom only 9% said they were happy for their child to be at home reflecting the fact that most childminding happens in the childminder's home.

Among those whose main form of holiday provision was a nursery education provider, only small proportions gave each reason for dissatisfaction. Those who mainly used nursery schools were more likely to say that they would have liked more provision but could not afford it (8%), than to give any other reason for dissatisfaction. Those who used day nurseries were more likely to be dissatisfied by a lack of organised holiday provision (7%) than by other factors. Twenty-one percent of those using playgroups and pre-schools also cited a lack of organised provision as a cause of dissatisfaction and 13% of this group said that they were dissatisfied due to a lack of stimulation/ education provided for their child. A lack of organised provision was the most common cause for dissatisfaction among childcare users, this was cited by 29% of those using friends as their main source of holiday provision, 19% of those using family members and 17% of those using holiday clubs which are less formal types of provision. Dissatisfaction due to a lack of stimulation or educational activities available for their children was reported by at least 10% of those using friends and family members as their main source of holiday provision.

The figures in Table 8.38 are comparable with those in the corresponding table in the 1999 report.

Table 8.38a Satisfaction with Summer holiday arrangements, by main type of holiday nursery education provider

	Nursery school	Day nursery	Playgroup / pre-school	Total (NE)
	%	%	%	%
Satisfied				
Happy with the child to be at home	21	15	24	18
Happy with the activities I did with my child	15	14	24	16
Happy for child to be looked after by current carer	56	65	37	57
Wasn't working so no need for provision	6	5	9	5
Child was too young to need other provision	7	5	4	5
Other reason for being happy about situation	6	7	6	7
Dissatisfied				
There was not enough organised provision	4	7	21	9
Child did not have enough stimulation/ education	3	4	13	5
Wanted more provision but couldn't afford it	8	4	7	6
Parent doesn't want to do all the childcare	-	*	3	1
Didn't know about what was available	1	2	7	3
Other reason for dissatisfaction	3	5	3	4
Base	*144*	*409*	*101*	*695*

Base: All parents who used nursery education providers during the Summer holidays (the 2% of parents who said they did not know or did not answer are excluded from the table).

Note: Only categories of provider for which there were more than 50 cases are shown. Total includes all users of nursery education

Table 8.38b Satisfaction with Summer holiday arrangements, by main type of holiday childcare provider

	Holiday club/ play-scheme	Child-minder	Nanny / au pair	Friends /neigh-bours	Other family/ relative	Total (CC)
	%	%	%	%	%	%
Satisfied						
Happy with the child to be at home	23	9	30	28	23	22
Happy with the activities I did with my child	24	8	15	16	12	15
Happy for child to be looked after by current carer	17	68	62	30	50	44
Wasn't working so no need for provision	12	3	-	5	5	6
Child was too young to need other provision	3	2	5	1	3	3
Other reason for being happy about situation	15	4	8	6	6	7
Dissatisfied						
There was not enough organised provision	17	15	5	29	19	19
Child did not have enough stimulation/ education	8	7	8	13	10	10
Wanted more provision but couldn't afford it	5	5	5	14	5	6
Parent doesn't want to do all the childcare	2	1	-	5	1	2
Didn't know about what was available	3	2	2	5	7	5
Other reason for dissatisfaction	4	6	-	2	5	4
Base	*229*	*226*	*61*	*129*	*670*	*1399*

Base: All parents who used childcare providers during the Summer holidays (excluding the 1% of parents who said they did not know or did not answer)

Note: Only categories of provider for which there were more than 50 cases are shown. Total includes all users of nursery education and childcare

9. COMPARISON OF DATA WITH RESULTS FROM PREVIOUS SURVEYS

This chapter compares the results from the four surveys of parents of three and four year old children (1997, 1998, 1999, 2000). The tests of significance used in the tables test the null hypothesis that there was no significant difference in results between 1998 and 1997, between 1999 and 1997 and between 2000 and 1997[1]. It is important to note that from year to year there may be small fluctuations which do not necessarily mean there is a trend. However, wherever the patterns are consistent from year to year this usually indicates a real trend rather than random fluctuations. In general, only changes from 1997 to 2000 are reported in the text, for changes which occurred in between and to see the fluctuations from year to year refer to the results in the tables.

Results have been presented in the same way in the reports for all four years. Therefore, for more detailed comparisons with the 1997, 1998 and 1999 surveys, which are not included in this section the reader should refer to the previous three reports[2].

9.1 Participation in nursery education in the last week and last year

Participation rates are shown for the last week and the last year (the last three terms: Summer, Autumn and Spring). Children in the younger five and older five age cohorts have been excluded from analysis of the last week because in the week before the survey they were no longer of nursery education age.

Table 9.1 shows that overall participation in nursery education in the last week and last year has increased significantly since 1997 but there has been no increase between 1999 and 2000. For example, 92% of children had attended a provider in the week before the 1997 survey compared with 95% in the week before the 1999 and 2000 surveys. This increase is seen across all age groups, though not all increases are statistically significant. The very large increase in participation in the oldest age group (older fives from 88% in the last year in 1997 to 98% in 2000) reflects the fact that there was under-reporting in this age group in 1997 which has been overcome in subsequent surveys.

In all surveys there was some under-reporting of participation in nursery education by parents whose children had started school. The figures in Table 9.1 have been adjusted so as to count those who were recorded as having no nursery education in the last week but who had left a previous provider because they started school, as being in nursery education. The figures for all four surveys have been adjusted and so are comparable. For more details about the adjustments refer to the technical report.

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[1] No tests of significance were carried out to compare 2000, 1999 and 1998. Small crosses ($^{+}$ or $^{++}$) are used to indicate where the null hypothesis was rejected and there was a significant difference between the years. The two crosses ($^{++}$) indicate a more significant result.

[2] *Survey of parents of three and four year old children and their use of early years services*, by N. Stratford, S. Finch and J. Pethick, DfEE Research Report RR31, 1997. *Second survey of parents of three and four year old children and their use of early years services*, by G. Prior, G. Courtenay and E.Charkin, DfEE Research Report RR120, 1999. *Third survey of parents of three and four year old children and their use of early years services (Summer 1998 to Spring 1999),* by M. Blake, S. Finch, M. Gloyer, K. Hinds, M. Bajekal, DfEE Research Report RR189, 2000

Table 9.1 Participation rates in nursery education last week and last year, 1997, 1998, 1999 and 2000, by age cohort (adjusted figures)

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week - 2000 survey	83+	94	98++	97++	98	99+			95++
Last week - 1999 survey	83	94	95	97++	99	100++			95++
Last week - 1998 survey	83	95++	95	98++	99	98			94
Last week - 1997 survey	79	92	94	94	98	97			92
Base for 2000	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Base for 1999	*567*	*668*	*378*	*536*	*680*	*428*			*3257*
Base for 1998	*470*	*673*	*378*	*484*	*650*	*376*			*3031*
Base for 1997	*768*	*1097*	*594*	*859*	*1117*	*648*			*5083*
Last year – 2000 survey	84	96+	98	98	99	99	99	98++	96++
Last year - 1999 survey	85	95	97	99++	99	100++	99	97++	96++
Last year - 1998 survey	87+	97++	96	99++	99	99	99	92++	96++
Last year - 1997 survey	82	94	97	97	99	99	98	88	94
Base for 2000	748	909	554	715	896	504	712	913	5951
Base for 1999	*567*	*668*	*378*	*536*	*680*	*428*	*555*	*761*	*4573*
Base for 1998	*470*	*673*	*378*	*484*	*650*	*376*	*524*	*717*	*4272*
Base for 1997	*768*	*1097*	*594*	*859*	*1117*	*648*	*837*	*1089*	*7009*

Base for last week: All except younger and older five year olds
Base for last year: All
Note: Bases shown are unweighted.
+ = significantly different from 1997 at the 95% confidence interval
++ = significantly different from 1997 at the 99% confidence interval

9.2 Participation in childcare in the last week and last year

Table 9.2 shows trends in participation in childcare in the last week and last year over the four surveys. As with nursery education there has been a significant increase in participation since 1997 (from 15% in the last week in 1997 to 18% in 2000) although there have been fluctuations from year to year. These increases can be observed in most age groups, although many of the increases are not statistically significant. Most of the statistically significant increases in the last week and last year can be seen in the older age groups. For example, participation in childcare in the last year among older fives has increased from 8% in 1997 to 15% in 2000. Unlike nursery education for which there has been very little change between 1999 and 2000, for childcare there has been a noticeable increase in participation between 1999 and 2000.

The significant increase between 1997 and 1998 may in part be owing to the fact that in 1997 the survey only recorded attendance from 8.00 am to 4.30 pm, whereas in 1998, 1999 and 2000 attendance was recorded from 8.00 am to 6.00 pm.

Table 9.2 Participation rates in childcare last week and last year, 1997, 1998, 1999 and 2000, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week – 2000 survey	26	18	19	17	14+	13++			18++
Last week – 1999 survey	23	21++	18	16	11	9			16
Last week - 1998 survey	22	21++	22	17	12	14++			18++
Last week - 1997 survey	23	16	19	14	11	7			15
Base for 2000	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Base for 1999	*567*	*668*	*378*	*536*	*680*	*428*			*3257*
Base for 1998	*470*	*673*	*378*	*484*	*650*	*376*			*3031*
Base for 1997	*768*	*1097*	*594*	*859*	*1117*	*648*			*5083*
Last year – 2000 survey	36	28+	26	23	23++	19	23++	15++	24++
Last year – 1999 survey	32	28	26	22	19	18	17+	11+	21++
Last year – 1998 survey	35	28	28	24	19	22	15	9	22++
Last year – 1997 survey	33	24	24	20	17	15	13	8	19
Base for 2000	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	5951
Base for 1999	*567*	*668*	*378*	*536*	*680*	*428*	*555*	*761*	*4573*
Base for 1998	*470*	*673*	*378*	*484*	*650*	*376*	*524*	*717*	*4272*
Base for 1997	*768*	*1097*	*594*	*859*	*1117*	*648*	*837*	*1089*	*7009*

Base for last week: All except younger and older five year olds
Base for last year: All
Note: Bases shown are unweighted.
+ = significantly different from 1997 at the 95% confidence interval
++ = significantly different from 1997 at the 99% confidence interval

9.3 Type of nursery education used in the last week

Information was collected in all four surveys about the particular types of provider used. Table 9.3 shows that between 1997 and 2000 the percentage of children attending reception classes and day nurseries in the last week has increased significantly while the percentage attending nursery schools has gone down. The upward trend in reception class and day nursery participation has been observed across several surveys. However in 1998 and 1999 participation in nursery schools increased before the decrease observed in 2000. This may indicate real changes in the use of different types of provider but it may also reflect refinements in the methodology used for determining provider type (see Chapter 1 and technical report) which means that some cases where nursery school was used as a generic term have now been classified correctly. The rise in reception class participation, while clearly forming part of a trend may also partly be a reflection of the improvement in the classification of this type of provider.

Playgroup participation has stayed at roughly the same level across the four years although with small fluctuations.

Looking at the trends by age cohort it can be seen that over the four years there has been a trend of rising nursery class participation among the younger cohorts and declining participation among the older ones. Meanwhile nursery school participation in the younger cohorts has fallen and reception class participation in the older cohorts has risen. It seems that there has been a movement between nursery schools and nursery classes among younger children and movement between nursery classes and reception classes among the older children. It should be noted that in 1999 and 2000 some classifications of provider types were checked against DfEE Annual Schools' census and Early Years census data and so some of the changes may be related in part to this change in methodology. However, the fact that some of these trends have been observed since 1998 suggests that they also show real changes.

The increase in participation in playgroups for the oldest two age groups observed in 1999 was reversed and by 2000 participation in playgroups among these age groups was lower than in 1997.

Table 9.3 Types of nursery education provider used last week, 1997, 1998, 1999 and 2000, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
Last week:	%	%	%	%	%	%	%
None							
- 2000 survey	19	6	4	4	3++	4++	7++
- 1999 survey	16+	5++	4	2++	1++	1++	5++
- 1998 survey	17	5++	5	2	6	9++	7++
- 1997 survey	21	8	6	6	9	20	11
Nursery school							
- 2000 survey	7++	14	14	13++	4	1+	9++
- 1999 survey	11	14	16	17	9++	7++	13++
- 1998 survey	12	18+	19	18	7	3	13++
- 1997 survey	11	14	16	18	5	3	11
Nursery class							
- 2000 survey	17++	38++	45++	45++	9++	5++	26
- 1999 survey	17++	36++	40	41	15++	9++	26
- 1998 survey	16	34	39	44+	20	15	28++
- 1997 survey	12	30	34	38	21	15	25
Reception class							
- 2000 survey	*	1++	3	3++	82++	89++	28++
- 1999 survey	-++	*++	*++	6	64++	75++	24++
- 1998 survey	1	2	3	6	62++	71++	24++
- 1997 survey	1	4	5	6	54	55	21
Day nursery							
- 2000 survey	15	15++	11	12++	2	1	10++
- 1999 survey	15	10	13	11++	4+	2	9++
- 1998 survey	12	10	10	8	2	2	7
- 1997 survey	14	10	10	8	2	*	7
Playgroup/ pre-school							
- 2000 survey	41	30	27	26	2++	1	22
- 1999 survey	43	37	30	27	9++	5++	25++
- 1998 survey	47+	38	31	26	3+	2	25++
- 1997 survey	41	34	30	25	5	1	22
Base for 2000	*748*	*909*	*554*	*715*	*896*	*504*	*4326*
Base for 1999	*567*	*668*	*378*	*536*	*680*	*428*	*3257*
Base for 1998	*470*	*673*	*378*	*484*	*650*	*376*	*3031*
Base for 1997	*769*	*1096*	*598*	*859*	*1124*	*646*	*5092*

Base for last week: All except younger and older five year olds
Base for last year: All
Note: Bases shown are unweighted.
+ = significantly different from 1997 at the 95% confidence interval
++ = significantly different from 1997 at the 99% confidence interval

9.4 Type of childcare provider used in the last week

Information about different childcare providers was also collected in the surveys. Between 1997 and 2000 there was a small but significant decrease in the percentage attending no childcare provider (from 85% to 82%). Looking at particular types of provider there was a significant increase in use of other relatives (from 5% in 1997 to 9% in 2000 with small increases observed every year). This increase in the use of other relatives was observed in all age cohorts, but particularly among the younger ones. For example, in 1997 6% of younger threes had used a relative for childcare in the week before the survey compared with 11% in 2000. No significant changes can be seen in the use of childminders and mother and toddler groups.

Table 9.4 Types of childcare provider used last week, 1997, 1998, 1999 and 2000, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
Last week:	%	%	%	%	%	%	%
None							
- 2000 survey	74	82	81	83	86+	87++	82++
- 1999 survey	77	79++	82	84	89	91	84
- 1998 survey	78	79++	78	83	88	86++	82++
- 1997 survey	77	84	81	86	89	93	85
Mother & Toddler							
- 2000 survey	9	4	2+	1	*	-	3
- 1999 survey	6	4	3	1	1	-	3
- 1998 survey	8	5	3	3	*	*	3
- 1997 survey	8	5	4	2	*	*	3
Childminder							
- 2000 survey	7	5	5+	4	4	2	5
- 1999 survey	5++	6	6	6	4	3	5
- 1998 survey	6+	5	7	5	5	5+	5
- 1997 survey	9	5	8	5	4	2	5
Other relatives							
- 2000 survey	11++	9++	11++	9++	6+	6+	9++
- 1999 survey	10++	9++	8	7+	5	5	8++
- 1998 survey	7	9++	9	8++	4	5	7
- 1997 survey	6	5	6	4	4	3	5
Base for 2000	*748*	*909*	*54*	*715*	*896*	*504*	*4326*
Base for 1999	*567*	*668*	*378*	*536*	*680*	*428*	*3257*
Base for 1998	*470*	*673*	*378*	*484*	*650*	*376*	*3031*
Base for 1997	*769*	*1096*	*598*	*859*	*1124*	*646*	*5092*

Base for last week: All except younger and older five year olds
Base for last year: All
Note: Bases shown are unweighted.
+ = significantly different from 1997 at the 95% confidence interval
++ = significantly different from 1997 at the 99% confidence interval

9.5 Number of nursery education sessions attended last week

Table 9.5 shows that between 1997 and 2000 there has been a clear and significant increase in the number of sessions of nursery education used in the last week. In 1997, 38% attended fewer than five sessions compared with 28% in 2000. This significant increase has been observed in all age groups. The main change in the number of sessions came between 1997 and 1998 but there has been a small increase between 1998 and 2000. It is possible that one reason for the increase in sessions between 1997 and 1998 is the fact that the period for recording attendance increased by one and a half hours to 8.00 am to 6.00 pm in 1998.

Table 9.5 Number of nursery education sessions attended last week, 1997, 1998, 1999 and 2000, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Last week:							
Fewer than 5							
- 2000 survey	66^{++}	41^{++}	29^{++}	18^{++}	4^{++}	4^{++}	28^{++}
- 1999 survey	68^{+}	45	33^{++}	18^{++}	4^{++}	1^{++}	29^{++}
- 1998 survey	71	41^{++}	31^{++}	17^{++}	7^{++}	10^{++}	29^{++}
- 1997 survey	74	48	41	28	15	21	38
5 or more							
- 2000 survey	34^{++}	59^{++}	71^{++}	82^{++}	96^{++}	96^{++}	72^{++}
- 1999 survey	32^{+}	55	67^{+}	82^{++}	96^{++}	99^{++}	71^{++}
- 1998 survey	29	59^{++}	69^{++}	83^{++}	93^{++}	90^{++}	71^{++}
- 1997 survey	26	52	59	72	85	79	62
Base for 2000	*748*	*909*	*554*	*715*	*896*	*504*	*4326*
Base for 1999	*567*	*668*	*378*	*536*	*680*	*428*	*3257*
Base for 1998	*470*	*673*	*378*	*484*	*650*	*376*	*3031*
Base for 1997	*769*	*1096*	*598*	*859*	*1124*	*646*	*5092*

Base for last week: All except younger and older five year olds (including those who used no sessions in the last week

Base for last year: All

Note: Bases shown are unweighted.

The fewer than five category includes no sessions

$^{+}$ = significantly different from 1997 at the 95% confidence interval

$^{++}$ = significantly different from 1997 at the 99% confidence interval

Looking at the number of sessions attended in the last week by the types of provider used (Table 9.6) shows that the increase in the number of sessions of nursery education attended is observed whether nursery education is used on its own or with childcare. The main change has been a slight increase in the percentage attending five or more sessions among those using nursery education only (from 73% to 80%).

Between 1997 and 2000 there has been a small but significant increase in the number of childcare sessions attended (6% attended five or more in 1997 compared with 8% in 2000).

Table 9.6 Number of nursery education and childcare sessions attended last week, 1997, 1998, 1999 and 2000, by type of providers used in last week

	Type of provider			
	Nursery education only	Nursery education and childcare	Childcare only	Total
Last week:				
	%	%	%	%
Nursery Education				
Fewer than 5				
- 2000 survey	20++	37++	100	28++
- 1999 survey	23++	37+	[100]	29++
- 1998 survey	22++	34++	[100]	30++
- 1997 survey	27	44	100	38
5 or more				
- 2000 survey	80++	63+	-	72++
- 1999 survey	77++	73++	[100]	71++
- 1998 survey	78++	66++	[100]	70++
- 1997 survey	73	57	-	62
Childcare				
Fewer than 5				
- 2000 survey	100	54	50	92++
- 1999 survey	100	57	[47]	93
- 1998 survey	100	53+	[48]	92++
- 1997 survey	100	59	43	94
5 or more				
- 2000 survey	-	46	50	8++
- 1999 survey	-	42	[53]	7
- 1998 survey	-	47+	[52]	8++
- 1997 survey	-	41	57	6
Base for 2000	*3313*	*720*	*60*	*4326*
Base for 1999	*2606*	*485*	*49*	*3257*
Base for 1998	*2315*	*499*	*40*	*3031*
Base for 1997	*3846*	*658*	*75*	*5083*

Base for last week: All except younger and older five year olds
Base for last year: All
Note: Bases shown are unweighted.
The fewer than five category includes no sessions

+ = significantly different from 1997 at the 95% confidence interval
++ = significantly different from 1997 at the 99% confidence interval

Looking at particular types of nursery education providers, the mean number of sessions attended has increased significantly between 1997 and 2000 for those attending reception classes and playgroups or pre-schools as their main or sole provider (Table 9.7). There have been non-significant increases in the number of sessions used by those attending nursery schools or day nurseries as their main or sole provider. The mean number of sessions used by those attending nursery classes as their main or sole provider has decreased from 6.10 in 1997 to 5.75 in 2000, although in 1999 the figure was 6.29. This decrease in 2000 may reflect the increasing participation in nursery classes among younger pupils who may attend fewer sessions. The trends since 1997 over the four years of the survey have not been consistent; increases in one year have been followed by decreases in the next.

Table 9.7 Number of nursery education sessions attended last week, 1997, 1998, 1999 and 2000, by type of main or sole provider

	Nursery school	Nursery class	Reception class	Day nursery	Playgroup/ pre-school	Total
	%	%	%	%	%	%
Last week:						
Mean no. of sessions						
- 2000 survey	5.39	5.75++	9.34++	6.36	3.51++	6.39++
- 1999 survey	5.70++	6.29	9.34++	6.16	3.75++	6.23++
- 1998 survey	5.41	6.02	9.19+	6.48	3.55++	6.23++
- 1997 survey	5.14	6.10	8.97	6.22	3.28	6.05
Standard error of the mean						
- 2000 survey	0.11	0.06	0.05	0.15	0.06	0.05
- 1999 survey	0.13	0.07	0.07	0.17	0.08	0.05
- 1998 survey	0.11	0.07	0.07	0.23	0.07	0.05
- 1997 survey	0.10	0.06	0.07	0.16	0.05	0.04
Base for 2000	*367*	*1122*	*1216*	*381*	*836*	*4033*
Base for 1999	*383*	*831*	*769*	*263*	*732*	*3111*
Base for 1998	*379*	*828*	*728*	*192*	*639*	*2814*
Base for 1997	*541*	*1273*	*1064*	*327*	*1006*	*4505*

Base for last week: All who attended any nursery education provider in the last week except younger and older five year olds

Note: Bases shown are unweighted.

Special schools and combined/family centres omitted owing to small bases

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

9.6 Parental evaluation of pre-school provision

Table 9.8 shows that between 1997 and 2000 there has been a significant decrease in the percentage of respondents saying that there are too few places providing nursery education in the local area (eg: from 56% in 1997 to 53% in 2000 among parents of three year olds). This is a trend observed in 1998 and 1999. The table also shows that there has been no significant change in the percentage of parents saying that there are too few places providing childcare in the local area. Although the change is non-significant it is interesting to note that across the four surveys the percentage of parents of three year olds saying there are too few childcare places has decreased slightly while the percentage of parents of four year olds saying there are too few has increased.

Table 9.8 Parents' perception of the number of places providing nursery education and childcare in the local area, 1997, 1998, 1999 and 2000, by grouped age cohort

	1997	1998	1999	2000
Nursery Education	%	%	%	%
Grouped age cohort 3s (Y3-R4)				
-Too many	1	1	2+	1
-About right	43	45	46	45
-Too few	56	55	52+	53+
Grouped age cohort 4s (Y4-R5)				
-Too many	1	1	1	1
-About right	45	46	46	48+
-Too few	54	53	53	51+
Base 3s	*2323*	*1423*	*1497*	*2071*
Base 4s	*2482*	*1429*	*1554*	*2012*
Childcare				
Grouped age cohort 3s (Y3-R4)				
-Too many	1	1	1	1
-About right	48	49	52	50
-Too few	51	50	47	49
Grouped age cohort 4s (Y4-R5)				
-Too many	2	*++	1+	1+
-About right	52	51	51	50
-Too few	47	48	49	50
Base 3s	*534*	*1272*	*1403*	*1906*
Base 4s	*1770*	*1270*	*1422*	*1845*

Bases: All parents who answered the question (excluding those who didn't know)
Note: Bases shown are unweighted.
+ = significantly different from 1997 at the 95% confidence interval
++ = significantly different from 1997 at the 99% confidence interval

Parents were also asked about the amount of nursery education they actually used for their child. Table 9.9 shows that between 1997 and 2000 there has been a small but significant decrease in the percentage saying their child received too little (from 23% to 21%) and a small increase in the percentage saying their child received too much. However, there has been almost no change in this between 1999 and 2000.

Table 9.9 Parents' opinion of the amount of nursery education currently received, 1997, 1998, 1999 and 2000

	1997	1998	1999	2000
	%	%	%	%
-Too much	2	2	3++	3++
-About right	75	75	77+	76
-Too little	23	23	20++	21+
Base	*4487*	*2793*	*3036*	*4002*

Base: Current users of nursery education, excluding younger and older fives and those who didn't know

Note: Bases shown are unweighted.

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

Table 9.10 shows parents' perception of the quality of nursery education and childcare places available in their local area. There have been no significant changes in the perceptions of quality of nursery education between 1997 and 2000. However, in 1999 there had been a significant increase in the percentage saying the quality was excellent or very good followed by a small decline in this between 1999 and 2000.

Looking at childcare there has been a significant decrease in the percentage classifying the quality as very good and the mean score[3] for quality has gone up significantly (from 2.66 to 2.74) indicating a decline in perceptions of quality.

Table 9.10 Parents opinion of the quality of nursery education and childcare places available, 1997, 1998, 1999 and 2000

	1997	1998	1999	2000
Nursery Education	%	%	%	%
1. Excellent	9	10	11++	10
2. Very good	41	42	44++	41
3. Fairly good	39	37	36++	38
4. Not very good	9	9	8	9
5. Not at all good	2	2	1++	2
Mean score	2.55	2.52	2.46	2.52
Standard error of the mean	0.01	0.02	0.02	0.02
Base	*4517*	*2678*	*2939*	*3949*
Childcare				
1. Excellent	6	4++	6	5
2. Very good	36	33+	34	33+
3. Fairly good	46	48	48	48
4. Not very good	11	13+	11	12
5. Not at all good	2	2	1++	2
Mean score	2.66	2.77	2.68	2.74++
Standard error of the mean	0.02	0.02	0.02	0.02
Base	*2194*	*2279*	*2601*	*3466*

Bases: All except younger and older fives (excluding those who didn't know)
Note: Bases shown are unweighted.
+ = significantly different from 1997 at the 95% confidence interval
++ = significantly different from 1997 at the 99% confidence interval

[3] The mean scores in this table have been calculated by allocating a numeric score to each verbal rating, and assuming an equal distance between each point on the scale. Because the items have been scored with "excellent" as 1, down to "not at all good" as 5, the lower the mean score the better the rating.

Parents were asked whether they thought they had enough information to help them choose a nursery education place. Table 9.11 shows the percentage saying they had too little information. Between 1997 and 2000 there has been an overall significant decrease in the percentage saying they did not have enough information which is a continuation of the trend observed in 1998 and 1999. Looking at the results by age cohort shows that in all age groups there has been a significant decrease in the percentage of parents considering that they had too little information (eg: from 62% among threes in 1997 to 55% in 2000).

Table 9.11 Parents' who thought there was too little information available to help them choose a nursery education place, 1997, 1998, 1999 and 2000, by grouped age cohort

	1997	1998	1999	2000
Grouped Age Cohorts	%	%	%	%
3s (Y3-R4)	62	60	60	55^{++}
4s (Y4-R5)	55	53	53	51^{++}
5s (Y5-O5)	55	51^{+}	50^{++}	50^{++}
Total	**57**	**55**$^{+}$	**54**$^{++}$	**52**$^{++}$
Bases: Age Cohorts				
3s	*2435*	*1506*	*1585*	*2173*
4s	*2598*	*1497*	*1623*	*2098*
5s	*1911*	*1224*	*1305*	*1608*
Total	*6944*	*4227*	*4513*	*5879*

Base: All parents who answered the question (excluding those who didn't know)
Note: Bases shown are unweighted.
$^{+}$ = significantly different from 1997 at the 95% confidence interval
$^{++}$ = significantly different from 1997 at the 99% confidence interval

Parents were asked whether the main or sole provider they were currently using for their child was their first choice for the times when they used it. Table 9.12 shows that between 1997 and 2000 there was small but significant increase in the percentage reporting that the main or sole provider they were using was their first choice (from 89% to 91%). The increase varied across age groups and was found to be significant among parents of older threes, rising fours and rising fives.

Table 9.12 Whether main/sole provider was first choice of nursery education last week, 1997, 1998, 1999 and 2000, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
Last week:	%	%	%	%	%	%	%
- 2000 survey	89	91++	93++	90	90	93++	91++
- 1999 survey	88	92++	90	89	92	92+	91++
- 1998 survey	92+	91++	93++	91	93+	92+	92++
- 1997 survey	88	87	87	91	90	88	89
Base for 2000	*604*	*850*	*531*	*686*	*873*	*493*	*4037*
Base for 1999	*470*	*627*	*357*	*521*	*656*	*420*	*3051*
Base for 1998	*387*	*638*	*360*	*470*	*605*	*362*	*2822*
Base for 1997	*603*	*1007*	*557*	*805*	*1010*	*569*	*4551*

Base for last week: All except younger and older five year olds (excluding those who didn't know)
Note: Bases shown are unweighted.
+ = significantly different from 1997 at the 95% confidence interval
++ = significantly different from 1997 at the 99% confidence interval

9.7 Characteristics of main or sole nursery education provider in the last week

9.7.1 Organisation responsible for provision

As well as collecting information about the type of nursery education service used as main or sole provider, the survey also collected information about the organisation providing the service (this information was given by parents and then checked with the provider). Overall, since 1997 there has been a significant increase in the percentage of main or sole providers (used by respondents) run by Local Education Authorities (from 56% to 62%) and very small but significant decreases in the percentage being provided by LEA social services departments, church or religious organisations and other types of organisation.

Looking at changes in the percentage of each type of main or sole provider being provided by each type of organisation the most notable changes are an increase in the percentage of nursery schools (used as main or sole provider) being provided by LEAs (from 50% in 1997 to 61% in 2000), and of playgroups (used as main or sole provider) being provided by LEAs (from 5% in 1997 to 9% in 2000). The percentage of main or sole provider nursery schools being run by private organisations has decreased from 46% to 32% (a trend observed in 1998 and 1999 which has now slowed or reversed). There has also been a significant increase over the four years in the percentage of other types of main or sole provider being provided privately (from 19% in 1997 to 58% in 2000).

The percentage of playgroups and pre-schools (used as main or sole providers) which were provided by community or voluntary organisations has returned to its 1997 level of 43% after significant decreases to 30% in 1999.

Table 9.13 Organisation responsible for provision of nursery education, 1997 and 2000, by main or sole providers (excludes provision for younger and older fives)

	Nursery School	Nursery Class	Reception Class	Special School	Day Nursery	Playgroup / pre-school	Other Provider	Total
	%	%	%	%	%	%	%	%
Local Education Authority (LEA)								
2000	61^{++}	93	91	[80^{++}]	6	9^{++}	28	62^{++}
1997	50	91	89	[41]	6	5	28	56
Private/ independent organisation								
2000	32^{++}	3	5	[-$^{++}$]	76	38	58^{++}	22
1997	46	4	5	[34]	74	38	19	23
Community or voluntary organisation								
2000	3^{+}	1	*	[-]	5	43	6	10
1997	1	-	-	[-]	4	43	9	11
Church or religious organisation								
2000	2	1^{+}	2	[7]	-	5	-$^{++}$	2^{++}
1997	1	2	3	[-]	1	7	4	3
LEA social services department								
2000	1	*	*	[-$^{+}$]	2^{+}	2^{++}	3	1^{++}
1997	1	*	*	[20]	5	4	3	2
Employer								
2000	1	-	-	[-]	8	1	1	1
1997	-	-	-	[5]	4	1	1	1
Other organisation								
2000	*	1^{+}	*	[13]	4	2	3	2^{++}
1997	*	1	-	[-]	5	2	36	3
Bases								
2000	*370*	*1146*	*1226*	*15*	*393*	*856*	*96*	*4107*
1997	*579*	*1389*	*1096*	*32*	*357*	*1058*	*277*	*4787*

Base: Parents who used a nursery provider in the last week (excluding younger and older fives).
Note: Figures are not shown for 1998 and 1999, refer to third survey report for these

$^{+}$ = significantly different from 1997 at the 95% confidence interval
$^{++}$ = significantly different from 1997 at the 99% confidence interval

9.7.2 Number of teachers and children in a class

Parents were asked how many children and teachers there were in their child's class or group. Therefore the figures in Table 9.14 and 9.15 are based on parental estimates. Between 1997 and 2000 there have been small but significant increases in the mean number of children and mean number of teachers in the classes and groups attended, which leaves the teacher/ child ratio unchanged at 1:8. The increases in the number of pupils and teachers have been observed for the first time in 2000. Looking at the pattern for different types of provider there have been significant increases in the mean number of teachers in nursery classes and reception classes. A significant increase has been observed in the mean number of children in reception classes and decreases observed in the number of pupils at other types of provider and combined family centres.

Table 9.14 Teacher/child ratio, by provider type, 1997 and 2000 (ratio based on mean number of teachers/ mean number of children)

	Nursery School	Nursery class	Reception class	Special school/ nursery	Day Nursery	Playgroup / pre-school	Other	Total
Mean number of teachers								
2000	2.9	2.6^{++}	2.2^{++}	[3.7^{+}]	2.9	3.4	2.6	2.7^{++}
1997	2.8	2.5	2.1	[2.9]	2.8	3.3	2.6	2.6
Mean number of children								
2000	18.5^{+}	22.5	24.6^{++}	[9.5]	14.9	18.9	15.5^{++}	21.5^{++}
1997	17.4	22.8	23.3	[12.7]	13.9	18.4	19.0	20.3
Teacher/ child ratio (means)								
2000	**1:6**	**1:9**	**1:11**	**[1:3]**	**1:5**	**1:6**	**1:6**	**1:8**
1997	**1:6**	**1:9**	**1:11**	**[1:4]**	**1:5**	**1:6**	**1:7**	**1:8**
Bases (number of teachers)								
2000	*342*	*1090*	*1196*	*12*	*334*	*738*	*87*	*3802*
1997	*466*	*1149*	*991*	*29*	*273*	*906*	*231*	*4045*
Bases (number of children								
2000	*323*	*998*	*1148*	*12*	*324*	*748*	*84*	*3641*
1997	*425*	*1044*	*874*	*25*	*250*	*843*	*208*	*3369*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the eligible children whose parents said they did not know, said the number varied or gave a figure over 35 for the number of teachers have been excluded from the table).

Note: Bases are unweighted

Note: Teacher/ child ratios were calculated by dividing the mean number of children by the mean number of teachers (ratios calculated using means to 2 dp)

Note: Figures are not shown for 1998 and 1999, refer to third survey report for these

$^{+}$ = significantly different from 1997 at the 95% confidence interval

$^{++}$ = significantly different from 1997 at the 99% confidence interval

Looking at the number of teachers and children and the teacher/ child ratios by age it can be seen that there have been no significant changes between 1997 and 2000 among the three year olds. Among the four year olds there has been a significant increase in the mean number of children in a class, no change in the mean number of teachers and so an increase in the teacher/ child ratio as a result. This trend has been observed in previous years.

Table 9.15 Teacher/child ratio, 1997, 1998, 1999 and 2000, by age cohort (ratio based on mean number of teachers/ mean number of children)

	1997	1998	1999	2000
Grouped age cohort 3s (Y3-R4)				
Mean number of teachers	3.0	2.8+	2.9	3.0
Mean number of children	19.0	18.5	18.5+	19.4
Teacher/child ratio (means)	1:6	1:7	1:6	1:6
Grouped age cohort 4s (Y4-R5)				
Mean number of teachers	2.4	2.3	2.4	2.4
Mean number of children	21.6	22.2+	22.4++	23.0++
Teacher/child ratio (means)	1:9	1:10	1:9	1:10
Bases (Grouped age cohort 3s)				
Teachers	*1904*	*1185*	*1329*	*1839*
Children	*1756*	*1209*	*1264*	*1759*
Bases (Grouped age cohort 4s)				
Teachers	*2149*	*1348*	*1554*	*1996*
Children	*1931*	*1282*	*1443*	*1882*

Base: Main or sole nursery provider used in last week, excluding older and younger fives (the eligible children whose parents said they did not know or said the number varied have been excluded from the table)

Note: Bases are unweighted

Note: Teacher/ child ratios were calculated by dividing the mean number of children by the mean number of teachers (ratios calculated using means to 2 dp)

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

9.7.3 Amount paid to nursery education providers

Parents were asked about payments made to their main or sole nursery education provider. The were asked about the amounts paid and what this covered. The items parents paid for were education and childcare fees, refreshments and meals, use of equipment, trips and outings and donations to the provider. Since 1997 the percentage of parents of three year olds paying less than £25 per term for the main or sole provider has increased from 27% in 1997 to 33% in 2000, at the same time the percentage paying £500 or more has also increased (this latter effect may be a result of inflation). For three year olds there has been no significant change over the four years in the mean amount paid, because of the increase in the percentages paying both the minimum and maximum amounts. Looking at four year olds the percentage paying less than £25 per term has increased significantly from 49% to 57% (the main increase came in 1998; since then there has been a decline) and there has been no increase in the percentage paying large sums. Thus there has been a significant decrease in the mean amount paid from £141 in 1997 to £112 in 2000 among four years olds. However this table does not show that in 1998 the mean amount paid for four year olds was £90 and it has since been increasing.

Table 9.16 Amount paid by parents per term, 1997, 1998, 1999 and 2000, by age cohort

	1997	1998	1999	2000
	%	%	%	%
Grouped age cohort 3s (Y3-R4)				
Less than £25	27	31^{+}	29	33^{++}
£25-149	14	11^{+}	11^{+}	13
£150-249	14	16	14	11^{++}
£250-£499	28	24^{+}	26	20^{++}
£500-£999	14	16	17^{+}	18^{++}
£1000+	3	3	4	4
Mean £s	286	280	300	298
Grouped age cohort 4s (Y4-R5)				
Less than £25	49	59^{++}	55^{++}	57^{++}
£25-149	23	24	27^{+}	25
£150-249	7	4^{++}	4^{++}	3^{++}
£250-£499	13	8^{++}	7^{++}	7^{++}
£500-£999	7	5^{+}	8	8
£1000+	1	-$^{++}$	1	1
Mean £s	141	90	109	112^{++}
Base Grouped age cohort 3s	*1869*	*1174*	*1278*	*1639*
Base Grouped age cohort 4s	*1642*	*912*	*1071*	*1105*

Base: Main or sole providers used in the last week (excluding younger and older fives and the parents who made a once off payment).

Note: Bases are unweighted

Note: Amount paid per term is adjusted to the amount that would have been paid had the child attended 5 sessions a week, 13 weeks a term.

$^{+}$ = significantly different from 1997 at the 95% confidence interval

$^{++}$ = significantly different from 1997 at the 99% confidence interval

Looking at the amount paid by type of provider shows that for nursery schools the percentage paying less than £25 per term has increased significantly from 32% to 44% which may well be related to the increase in the percentage main or sole providers nursery schools being provided Local Education Authorities (as seen in Table 9.13). However the percentage paying less than £25 for nursery schools has decreased to 44% since 1999 (when it was 50%). There has also been an increase in the percentage paying less than £25 per term for nursery classes (from 81% to 86%) which reverses a trend observed in 1999. There have been no significant changes in the amount paid for other types of provider between 1997 and 2000.

Table 9.17 Amount paid by parents per term, 1997, 1998, 1999 and 2000, by type of provider

Main or sole provider	1997	1998	1999	2000
	%	%	%	%
Nursery School				
Less than £25	32	49^{++}	50^{++}	44^{++}
£25-249	14	13	19^{++}	23^{++}
£250+	54	29^{++}	31^{++}	33^{++}
Nursery Class				
Less than £25	81	82	77	86^{++}
£25-249	13	10	12	9^{++}
£250+	7	8	11^{++}	5
Reception Class				
Less than £25	57	58	54	58
£25-249	35	36	40	34
£250+	8	6	6	8
Day Nursery				
Less than £25	2	1	4	3
£25-249	8	15^{+}	13	10
£250+	90	85	83^{+}	87
Playgroup/ pre-school				
Less than £25	1	3^{+}	4^{++}	2
£25-249	50	50	43^{++}	47
£250+	49	47	53	51
Bases				
Nursery School	*456*	*296*	*314*	*286*
Nursery Class	*907*	*583*	*629*	*768*
Reception Class	*639*	*424*	*456*	*584*
Day Nursery	*316*	*168*	*238*	*359*
Playgroup/ pre-school	*968*	*557*	*623*	*668*

Base: Main or sole providers used in the last week (excluding younger and older fives).
Note: Bases are unweighted
Note: Amount paid per term is adjusted to the amount that would have been paid had the child attended 5 sessions a week, 13 weeks a term.
$^{+}$ = significantly different from 1997 at the 95% confidence interval
$^{++}$ = significantly different from 1997 at the 99% confidence interval

9.7.4 Parental rating of the quality of nursery education received

Parents were asked to assess the quality of the nursery education at the providers they used for their child. Table 9.18 shows that overall between 1997 and 2000 there was a significant increase in the percentage of parents who rated the quality of nursery education their child received as excellent, from 35% to 39%. There has been no change in the percentage saying the quality was very good. Looking at perceptions of quality by type of provider, there has been a significant increase in the percentage of playgroup users describing them as excellent (from 22% in 1997 to 31% in 1999 and 32% in 2000). There have been no significant changes in ratings of quality for the other types of provider.

Table 9.18 Parental rating of quality of education provided, 1997, 1998, 1999 and 2000, by type of provider

	Nursery School	Nursery class	Reception class	Day Nursery	Playgroup / pre-school	Total
	%	%	%	%	%	%
Excellent						
2000	43	38	41	42	32++	39++
1999	45	35	42	48	31++	39++
1998	44	37	41	38	26	37
1997	43	36	38	42	22	35
Very good						
2000	43	42	44	41	43	43
1999	44	43	43	37	46+	43
1998	39	43	44	41	41	42
1997	42	42	46	41	41	43
Base for 2000	*371*	*1143*	*1222*	*391*	*853*	*4096*
Base for 1999	*385*	*826*	*768*	*264*	*734*	*3090*
Base for 1998	*383*	*849*	*725*	*189*	*656*	*2894*
Base for 1997	*576*	*1368*	*1085*	*355*	*1057*	*4748*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the eligible children whose parents said they did not know have been excluded from the table)

Note: Special schools, combined family centres and other providers are not shown owing to small bases

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

Looking at parental ratings of the quality of the providers used by the age of their child (Table 9.19) shows a small change among the parents of four year olds but a significant increase in the percentage of parents of three year olds classifying the quality as excellent (from 31% in 1997 to 36% in 2000). This may well be related to the fact that this age group are most likely to attend playgroups for which the ratings of quality have also increased.

Table 9.19 Parental rating of quality of education provided, 1997, 1998, 1999 and 2000, by grouped age cohort

	Grouped age cohort		
	3s (Y3-R4)	4s (Y4-R5)	Total
	%	%	
Excellent			
2000	36++	41	39++
1999	37++	40	39++
1998	34	39	37
1997	31	39	35
Very good			
2000	42	43	42
1999	41	45	43
1998	41	42	42
1997	43	43	43
Base for 2000	*1556*	*2105*	*4096*
Base for 1999	*1467*	*1623*	*3090*
Base for 1998	*1404*	*1490*	*2894*
Base for 1997	*2195*	*2553*	*4748*

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the eligible children whose parents said they did not know have been excluded from the table).

Note: Special schools, combined family centres and other providers are not shown owing to small bases

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

TECHNICAL REPORT

Sample design

The sample was designed to be representative of children in England who were aged either three or four at any time during the Summer 1999, Autumn 1999 or Spring 2000 school terms. This group of children was defined as those born between 1 April 1994 and 31 December 1996. Within this group, eight age cohorts were identified (age descriptions of the cohorts are based on their age at the time of the survey in Spring 2000):

- Younger three year olds - those whose fifth birthday would be in the autumn of 2001 (born between 1 September and 31 December 1996)
- Older three year olds - those whose fifth birthday would be in the summer of 2001 (born between 1 April and 31 August 1996)
- Rising four year olds - those whose fifth birthday would be in the spring of 2001 (born between 1 January and 31 March 1996)
- Younger four year olds - those whose fifth birthday would be in the autumn of 2000 (born between 1 September and 31 December 1995)
- Older four year olds - those whose fifth birthday would be in the summer of 2000 (born between 1 April and 31 August 1995)
- Rising five year olds - those whose fifth birthday was in the spring of 2000 (born between 1 January and 31 March 1995)
- Younger five year olds - those whose fifth birthday was in the autumn of 1999 (born between 1 September and 31 December 1994)
- Older five year olds - those whose fifth birthday was in the summer of 1999 (born between 1 April and 31 August 1994).

The sample was drawn from the records of recipients of Child Benefit (CB), maintained by the Department of Social Security (DSS). This provided very high coverage of the target group of children (as the take-up of CB is close to 100%). The records listed all children in England for whom CB was received, providing the name and address of the recipient, and the name and date of birth of the child. All children of eligible age were treated as eligible for selection except those for whom the claim was 'in action', that is, where special arrangements were being made by the Benefit Office. Since it was not possible to identify the nature of the action being taken it was necessary to exclude all these cases in order to avoid selecting those where it would be inappropriate (or not possible) to contact the parent. It was also decided to exclude those records which lacked a postcode, as they were a very small proportion of the total and it would have been too time consuming and costly to classify these so that they could be allocated to sample points in the same way as the postcoded sample.

DSS provided the *National Centre* with a file containing all CB recipients with children of eligible age, a total of 1,680,641 records. Of these 35,389 (2%) were excluded as 'cases in action'.

The sample was selected via a three-stage process, with postcode districts being selected at the first stage, postcode sectors being selected at the second stage, and individual children selected at the third stage. The target number of achieved interviews was set at 6,600, and it was decided that in order to achieve this number, 168 postcode districts should be selected, with 2 postcode sectors being selected in each of these, and 26 addresses issued per sector.

Nine of the postcode districts contained only a single sector and in these cases two sample points were selected per sector.

Postcode sectors were stratified before selection by Standard Region and by Participation rate of children under 5 years in maintained nursery or primary schools within each Local Education Authority. Districts and sectors were then selected with probability proportional to the number of relevant children on the CB files.

Fieldwork and response

A total of 8732 cases were selected from the CB records. A letter from the National Centre was mailed to parents on 31st January 2000 to inform them about the study and invite them to participate (see Appendix). An 'opt-out' period of two weeks was observed before the sampled addresses were issued to interviewers, so that those who wished to withdraw from the survey were able to do so by contacting the *National Centre* by telephone or in writing. A total of 609 parents (7% of those sampled) withdrew in this period. Another four cases were found to be out of scope because of the child's age. This left a sample of 8119 to be issued to interviewers.

Interviewing was carried out at the homes of the sampled children by members of the *National Centre's* interviewer panel, using computer-assisted personal interviewing (CAPI). Interviewers were personally briefed by project researchers in a series of 15 half-day briefings. Thirteen of these were held between 14th and 22nd February 1999 with further briefings on 28th February and 14th March. A total of 202 interviewers worked on the project.

Fieldwork was carried out between 21st February and 20th April 2000 (5 interviews were completed after this date). A total of 5955 full interviews were completed, representing a response rate of 73.3% of the sample issued to interviewers, and 80.8% of those for whom an address could be located (excluding those who had moved away from the sample point, moved away and a follow-up address could not be identified, and those for whom the address in the CB file proved to be untraceable). A full summary of response is given in Table A. Four cases which were productive could later not be used for analysis. The final number of cases for analysis was 5951.

Response was slightly lower than that achieved in previous years of this survey for a variety of possible reasons. The level of opt-outs was higher than in previous years (7% of the eligible sample compared with 6.5% in 1999). Lower levels of co-operation can also be seen in the refusal rates to the interviewers which were also higher than in 1999 (6.4% compared with 5.0% in 1999). A higher percentage of the sample had moved and could not be traced than in previous years (9.2% compared with 6.5% in 1999). In addition there were higher rates of non-contact (4.3% compared with 2.5% in 1999) and a higher rate of broken appointments after which the interviewer was unable to make further contact (2.4% compared with 1.7% in 1999).

Table A Response summary

	No.	%	%	%
SAMPLE DRAWN	8732			
Child's age out of scope	4			
ASSUMED ELIGIBLE SAMPLE	8728	100.0		
		0.0		
Opt-outs during opt-out period	609	7.0		
		0.0		
SAMPLE ISSUED TO INTERVIEWERS	8119	93.0	100.0	
Address not traced/ insufficient address	33		0.4	
Other address problem	43		0.5	
Moved out of area	13		0.2	
Moved and no follow-up address	553		6.8	
Opt-out letter returned by Post Office	101		1.2	
Reissue not covered	5		0.1	
ISSUED SAMPLE EXCLUDING MOVERS	7371		90.8	100.0
No contact with anyone at address	198		2.4	
No contact with eligible parent after 4+	153		1.9	
TOTAL NON-CONTACT	351		4.3	4.8
Personal refusal by eligible parent	483		5.9	
Proxy refusal on behalf of parent	35		0.4	
TOTAL REFUSALS TO INTERVIEWER	518		6.4	7.0
Refusals to office (after opt-out period)	60		0.7	
Parent too ill to be interviewed	17		0.2	
Parent in hospital/away on holiday	47		0.6	
Inadequate English	44		0.5	
Broken appointment - no recontact	195		2.4	
Other reason for no interview	162		2.0	
TOTAL OTHER UNPRODUCTIVES	525		6.5	
Corrupt questionnaire	19		0.2	
Partial interview (not used in analysis)	3		0.0	
FULL INTERVIEW	5955		73.3	80.8
Interview cannot be used for analysis	4			
FULL INTERVIEW FOR ANALYSIS	5951			

The interview

An outline of the CAPI questionnaire is included in Appendix A. For the fourth survey the CAPI program was updated to Blaise 4 and some new questions on funding were added. The CAPI interview consisted of the following modules:

1. An attendance history which recorded details of all the nursery education and childcare providers used in the Summer 1999, Autumn 1999 and Spring 2000 terms, up until the week before the interview (see description below).

2. A ('long') provider module of questions about nursery education providers which had been used in the last week (or last week in which any provision was used). Details were collected of the organisation responsible for providing the service, the numbers of children and teachers/carers for the child's class or group, parents' reasons for sending their children there, and their evaluation of the nursery education provided. Information was also collected about fees paid and the items they covered, and who paid for education fees. The questions on payment of education fees were introduced for the first time in 2000.

3. A shorter provider module for those nursery education providers which were used at an earlier point in the year but not in the last week, including the reason why the parent had stopped using the provider.

4. Questions to identify the reasons why parents chose particular levels and patterns of provision: those using no provision of any kind, no nursery education provision, nursery education provision for fewer than five days a week, or more than one nursery education provider in the last week.

5. Questions to identify parents' view of the overall level and quality of nursery education in their local area.

6. Questions about any nursery education or childcare provision used during the Summer holiday 1999.

7. Classification questions, including working status of parents, household composition, ethnicity, and any special needs the child had.

The attendance history module took the form of a diary of attendance in nursery education and childcare on weekdays between 8.00am and 6.00pm in each of the terms. No record was taken of any sessions of provision which were wholly outside these hours, that is, ending before 8.00am or starting after 6.00pm. As term dates were known to vary across the country the Local Education Authority for each sample point was contacted prior to fieldwork to determine term dates. The term dates for each area were incorporated into the CAPI program so that the attendance history was customised to the local term dates, and these dates read out to parents, to aid their recall. A calendar showing the 'week commencing' dates for the whole period covered by the attendance history was also provided as an aid to parents' recall (see Appendix A).

The recording of provision started with the first week in which any provider was used. Details were entered of the name of the provider and the start and end time of each session.

Where the details of provision were unchanged in subsequent weeks, the first week's details were copied. Where details of provision changed, a new entry was made for the first week following the change. In order to aid parents' classification of providers, showcards were provided listing the different types of nursery education and childcare to be included in the sample. See Appendix A for four of the showcards used: a list of providers (A1), descriptions of providers (B1), list of providers for the summer holidays (D3), descriptions of providers for summer holidays (D4).

The parents of younger and older fives were only asked about their attendance in the terms up to and including that in which they turned five. Children are required to attend school from the school term *after* the term in which they turn five years old (when they reach 'statutory school age'). This meant excluding questions for Spring term 2000 in the case of younger five year olds, and for the Autumn term 1999 and Spring term 2000 for older five year olds. For rising five year olds no questions were excluded, even if the child had turned five by the time of the interview, as statutory school attendance for these children would not commence until the Summer term 2000 (after the interview).

Questionnaire piloting

Cognitive pilot

This year a cognitive pilot was carried out at an early stage in the questionnaire development. The purposes of the cognitive pilot were to check that the definitions of nursery education and different types of provider are understood and to identify ways of improving them; to explore parents' understandings of how nursery education is paid for in order to develop the new questions on funding; and to gain a better understanding of parents' awareness of nursery education in the local area. The cognitive pilot was carried out between 10th and 21st November 1999 with twelve respondents in three locations who had taken part in the third survey. They were selected to cover a range of ages of child, social class, types of provider used and understanding of the types of provider, and to include both fee payers and those who paid nothing for nursery education.

The cognitive pilot highlighted some important confusions surrounding the terminology used to describe nursery education and this information was used to improve the descriptions of different types of provider given to parents. The work on parents' understanding of nursery education funding helped in the development of new questions on that topic.

Pilot

Before the main fieldwork started a pilot was carried out using the complete CAPI questionnaire to check that the routing and new questions worked. The pilot involved interviews with 49 respondents between 19th and 30th of January 2000. The results of the pilot were used to make final corrections and changes to the questionnaire before the main survey started.

Under-reporting of participation in nursery education for older children

It is important to note that in many cases the distinction between 'nursery' and 'statutory' schooling is not known to parents, and may make little or no difference to the child's actual attendance at school. Depending on practices in different Local Education Authorities, many children begin in full-time reception class one or two terms before they reach statutory school age. The previous three surveys of parents of three and four year old children have

identified *under-* reporting of nursery education by parents of older children; once children enter a reception class at a primary school many parents do not consider their children to be in nursery education. Some parents reported that their older children were not in nursery education, perhaps because they had started school, even though, following the survey definition, this attendance should have been counted.

A check question was included in the CAPI program if older children were not reported to be attending *any* nursery education, to check whether the child was 'at school'. These check questions were asked for each term for any child aged four or five in that term who was not attending any nursery education. If the check questions identified that the child was in fact attending education, interviewers took the respondent back to the attendance history for the term in question and amended it, adding new providers where necessary.

In addition to the check questions, as in the third survey, a note was added after the initial question about attendance to the effect that nursery education includes education at a primary, infants' or nursery school. The importance of capturing these types of provision was also emphasised to the interviewers at briefings. However, as in previous surveys, a few parents of older children who reported no provision for their child in the last week also said that their child had left a previous provider in order to start school. Therefore the tables showing overall participation (Table 1.1 to 1.6 and Table 1.13 in Chapter 1) have been adjusted to take account of this; these children were imputed to have been participating in nursery education in the week before the survey. These adjustments do not have any effect on participation rates for the last year, and nor was the child imputed to be in any particular type of nursery education so tables showing type of provider are unaffected. Table B shows the effects of the adjustments on participation in the last week.

Table B **Participation rates in nursery education last week, by age cohort (showing adjusted and unadjusted figures)**

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week adjusted	**83**	**94**	**98**	**97**	**98**	**99**			**95**
Last week unadjusted	81	94	96	96	97	96			93
Base	*748*	*909*	*554*	*715*	*896*	*504*			*4326*

	Age at date of interview			Grouped age cohorts			Total
	3 years	4 years	5 years	3s (Y3-R4)	4s (Y4-R5)		
	%	%	%	%	%	%	%
Last week adjusted	**90**	**98**	**98**	**91**	**98**		**95**
Last week unadjusted	88	97	96	90	97		93
Base	*1731*	*2153*	*442*	*2211*	*2115*		*4326*

Data processing

Interviews were edited and open questions were coded at the *National Centre's* data processing department in Brentwood.

19 completed interviews were lost due to corruption of CAPI data. There were three partial interviews which were not used in analysis and a further four which were excluded at the analysis stage, leaving a total of 5951 interviews for analysis.

As the sample was drawn directly from the Child Benefit records with probability proportional to the number of eligible children in each postcode sector, each child had an equal chance of selection and no weighting was required.

Table C shows the age distribution of the sample in column A. It shows that the age distribution of the sample was very similar to that of the eligible children in the CB file.

Table C **Comparison of the age profile of the achieved sample with the age profile of children listed in the Child Benefit files[a]**

Sample age cohort	A: Percentage of achieved sample	B: Percentage of eligible children in CB file	Ratio of A:B
	%	%	
Younger three year olds	12.6	12.2	0.97
Older three year olds	15.3	15.1	0.99
Rising four year olds	9.3	8.8	0.95
Younger four year olds	12.0	11.8	0.98
Older four year olds	15.1	15.4	1.02
Rising five year olds	8.5	8.8	1.04
Younger five year olds	12.0	12.1	1.01
Older five year olds	15.3	15.8	1.03

a CB figures exclude cases 'in action'.

Coding of provider and organisation types

Initial telephone checks

At the end of the interview interviewers asked parents to provide contact details for the nursery education providers they used, explaining that we wished to check their classification of provider type with the providers used. Interviewers recorded this information in the CAPI program during the interview.

Using this information, telephone calls were made by the telephone unit in Brentwood to check the classifications of the type of provider and the type of organisation responsible for providing nursery education. This year before the main calls started a pilot was carried out to find the best way of collecting this information and to check whether it was practical to collect information about provider type with reference to the ages of children who attended that provider. This was a change from previous years and would enable more precise information about the type provision to be collected. As a result of this pilot, calls were made using record forms with labels printed directly from information typed in by interviewers and when being asked about the type of provision offered, providers were asked this with reference to the ages of the children when they attended that provision. A copy of the questionnaire and record form used is included in the appendix. Each provider was only contacted once (even if more than one child attended that provider).

Telephone check calls were completed for 84% of nursery education providers. This figure was higher than last year (80%) which may be related to the fact that more detailed contact information was collected during the interview. Some providers could not be contacted owing to insufficient information or incorrect telephone numbers being provided by respondents.

Details of provider type given by parents and providers were together used to determine the provider type for analysis. In most cases the provider's classification matched that of the parent and in these cases that classification was taken. Where the two contradicted, the provider classification was taken except where the conflict was between nursery class and reception class and on the basis of age the parent's classification was more plausible. If the child was younger three to younger fours they were classified as being in nursery class and

if rising five to older five they were classified as being in a reception class. This is a change from previous years when the provider classification was taken as being correct regardless of the age of the child. As in previous years, where the provider gave two classifications (nursery class and reception class) which did not agree with what the parent said then age was used to determine whether it was a nursery class or reception class (using the same age rules as described above).

In some cases where the provider and parental classifications contradicted, the case was looked up on either the Annual Schools' or Early Years Census for verification. These cases and the process are described below.

Census checks

Cases were given an Annual Schools' Census check in the following circumstances:

- where the parent gave a classification of nursery class or reception class and the provider said it was neither of those
- where the parent gave nursery school or special school and no provider classification was obtained
- where the provider could not be contacted and the parent gave nursery class as the classification for a child aged older four or older at the time they used it, or gave reception class as the classification for a child aged younger four or younger at the time they used it.

Cases were given an Early Years Census check in the following circumstances:

- when the parent gave a classification of day nursery or playgroup/ pre-school and no provider classification was obtained or the provider gave a classification different from that given by the parent
- when the provider gave a classification of day nursery or playgroup/ pre-school and the parent gave a classification different from that given by the provider

Using provider name, address and telephone number these providers were matched with the information from either the Annual Schools' or Early Years Censuses. The Annual Schools' Census had been combined with information with the Register of Educational Establishments and these together provided an indication of whether the provider was a nursery school or special school or whether it had a nursery class and or reception class for children in the age groups covered by the survey. The Early Years Census provided information about whether the provider was a day nursery, playgroup or independent school. Additional information given by some providers enabled the identification of nursery schools and special schools.

A new classification for the provider was derived using logical checks, which were implemented by a computer, based on information from the parents, providers, census and the age of the child. The rules used for determining the modified provider type used for analysis are included in the Appendix. A minority of cases which could not be resolved by the logical checks received a manual check. For these cases, a judgement was made as to what was the most likely classification based on all the information available. Where the provider was not found in one of the census files, the final classification was based on either parental or provider classification using the same rules as for those which were not checked against the census data.

Table D shows the percentage of final provider classifications based on the provider, parental and census data. In 57% of cases the provider classification confirmed the parental classification of provider type. In 14% of cases the provider classification replaced the parental, in 16% the parental classification was used in the absence of any useful information from the provider or census, and in the remainder of cases (13%) a classification derived using the Annual Schools' or Early Years Census data was used. These classifications sometimes confirmed the parental classification and sometimes the provider classification.

Table D Classification of final provider type for nursery education providers

Type of classification	Number	%
Provider classification confirmed parental	4796	57
Provider classification replaced parental	1172	14
Parental classification used (no other information available)	1326	16
Annual Schools' Census classification (logical)	280	3
Annual Schools' Census classification (manual)	172	2
Early Years Census classification (logical)	437	5
Early Years Census classification (manual)	181	2
Total	8364	100

Table E shows the percentage of parental classifications of provider type confirmed by the telephone provider and census checks for each type of provider. Overall, 83% of parental classifications were confirmed by provider or census checks or were used in the absence of better information from the provider or census. This percentage varied greatly by provider type from 98% of provider classified by parents as reception classes to 50% of those classified by parents as nursery schools. This lower level of verification for nursery schools has been found in previous rounds of this survey and reflects the fact that nursery school is often used as a generic term for nursery education and so checks with the provider and census are sometimes needed to identify what specific type of provider it is.

Table F shows the percentage of different types of organisational classifications verified by information from the provider. For type of organisation, where the parental and provider classifications contradicted, the provider classification was taken for analysis. It should be noted that as a result of the cognitive pilot, this year the category of organisation, grant maintained or opted-out school, has been removed and these types of provider are now included with LEA. Overall, 83% of classifications were verified or no information was available from the provider. The percentage verified again varied by type of organisation. The table shows that 92% of parental classifications of the organisation as an LEA were confirmed compared with 78% of classification of an independent fee-paying organisation and 75% of classifications of a community or voluntary organisation. However there was much more confusion surrounding the less common types of organisation, that is Local Authority social services departments, church or religious organisations and employers.

Table E **Percentage of parental provider classifications which were amended as a result of telephone call to the provider, and Annual Schools' and Early Years Census checks (including all nursery education providers as defined by the parents whether or not the provider was contacted)**

	Base		Percentage verified	Percentage changed
Provider type (as reported by parent):				
Nursery school	*1182*	%	50	50
Nursery class in a primary or infants' school	*2016*	%	69	31
Reception class in a primary or infants' school	*2354*	%	98	2
Special day school or nursery	*59*	%	53	47
Day nursery	*759*	%	91	9
Playgroup/ pre-school	*1936*	%	95	5
Combined centre	*33*	%	[64]	[36]
Other type of nursery education provider	*25*	%	[52]	[48]
All parental classifications of provider type	*8364*	%	83	17

Base: All nursery education providers
Note: Percentages read horizontally

Table F **Percentage of parental organisation classifications which were amended as a result of telephone call to the provider, and Annual Schools' and Early Years Census checks (all nursery education providers)**

	Base		Percentage verified	Percentage changed
Organisation type (as reported by parent):				
A Local Education Authority	*5036*	%	92	8
A Local Authority social services department	*170*	%	48	52
A private or independent (fee-paying) school	*2057*	%	78	22
A church or religious organisation	*336*	%	38	62
A community or voluntary organisation	*581*	%	75	25
An employer	*27*	%	[59]	[41]
Childminder (registered or not)	*19*	%	[37]	[63]
Other type of organisation	*32*	%	[47]	[53]
Organisation type not known	*86*	%	30	70
All parental classifications of organisation type	*8354*	%	83	17

Base: All nursery education providers (excluding 10 for which the information was refused)
Note: Percentages read horizontally

The implications of the provider and census checks

Since the third survey a few changes were made to the way in which provider telephone classifications are used to determine the final provider type used for analysis.

i. the age cut off for determining whether a provider was a nursery class or reception class where provider gave both these classifications has been changed with the result that younger fours are classified as being in nursery class under the new rules whereas they were classified as being in a reception class under the old rules
ii. the treatment of cases where the parent gave nursery class and the provider gave reception class or vice versa has been changed from taking the provider classification under the old rules to basing the classification on the child's age (as at point i) under the new rules.

In addition, census checks were used much more extensively than in previous years. These changes have been made because it is believed that they lead to a more robust and accurate final classification of provider type. In order to gauge the impact of these changes on the comparability of results of the fourth survey with those for previous surveys in the series, the data have also been analysed under the old classification rules and without the census checks. This analysis showed that the general patterns of use of different types of provider across age groups and trends in the use of providers from year to year are similar whichever precise methods are used. Table G shows the results of this analysis for nursery schools, nursery classes and reception classes (the provider types affected most by the provider check changes and census checks). When comparing use of reception classes among the older age groups between 1997 and 2000 it should be noted that while participation in this type of provider is increasing, their use was probably under-reported before 2000 and so the increase may be slightly exaggerated.

Table G Types of nursery education provider used last week and last year by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
New rules with census check									
Nursery school	7	14	14	13	4	1			9
Nursery class	17	38	45	45	9	5			26
Reception class	*	1	3	3	82	89			28
New rules									
Nursery school	10	17	16	15	6	1			11
Nursery class	14	34	41	43	8	3			24
Reception class	*	1	4	3	76	84			27
Old rules									
Nursery school	10	17	16	15	6	1			11
Nursery class	14	34	35	37	14	4			23
Reception class	*	1	9	10	70	83			27
Third survey									
Nursery school	11	14	16	17	9	7			12
Nursery class	17	36	40	41	15	9			26
Reception class	-	*	*	6	64	75			24
Base (4th survey)	*748*	*909*	*554*	*715*	*896*	*504*			*4326*
Base (3rd survey)	567	*668*	*378*	*536*	*680*	*428*			*3257*
Last year:									
New rules with census check									
Nursery school	8	15	17	14	14	10	13	2	11
Nursery class	18	39	45	46	25	22	14	3	26
Reception class	*	1	3	3	82	91	87	90	45
New rules									
Nursery school	12	18	19	17	17	11	14	3	14
Nursery class	15	35	42	44	23	19	12	2	23
Reception class	*	1	4	3	76	87	84	84	43
Old rules									
Nursery school	12	18	19	17	17	11	14	3	14
Nursery class	15	34	36	38	27	20	13	5	23
Reception class	*	1	9	10	70	86	82	81	42
Third survey									
Nursery school	13	16	19	19	21	21	21	6	16
Nursery class	17	37	41	42	31	26	41	27	32
Reception class	-	*	*	6	64	76	58	58	34
Base (4th survey)	*748*	*909*	*554*	*715*	*896*	*504*	*712*	*913*	*5951*
Base (3rd survey)	567	*668*	*378*	*536*	*680*	*428*	*555*	*761*	*4573*

Base for last week: All except younger and older five year olds
Base for last year: All

Follow-up interviews about the availability of nursery education in the local area

It was found in previous surveys in this series that a large percentage of parents (41% in the third survey) reported that there were not enough providers in their local area and yet they said that they had sent their child to their first choice of provider. After the main fieldwork for the fourth survey a random sample of 40 parents who said that there were not enough places providing nursery education in the local area but said their child was using their first choice in the week before the survey were selected to be re-contacted by telephone. They were asked about why they thought there were not enough even though they had obtained their first choice for their child. Thirty-two parents were successfully interviewed using the short questionnaire included in Appendix A. The results of this follow-up interview are presented in Chapter 3 of the report.

Multivariate analysis

While most of the results in the report are presented as cross-tabulations, for the first time in this series of surveys, multivariate analysis using logistic regression has been carried out. The purpose of this was to examine which of the factors related to participation in nursery education and use of specific types of provider are most important and which overlap and become non-significant when all factors are considered together. The key results of this analysis are presented in the relevant place in the report. The detailed results and coefficients in the models are presented in the Appendix.

Classifications used in analysis

Classification of sample points according to population density

The postcode sectors in which interviewing was conducted were classified according to their population density, from the 1991 Census data. Those sectors with a population density of 900/ Sq. km or more were defined as urban and those with density of less than 900/ Sq. km were defined as rural.

Ethnicity

Respondents were asked to classify themselves as one of the following ethnic groups (derived from the 1991 Census):

1. White
2. Black-Caribbean
3. Black-African
4. Black-Other
5. Indian
6. Pakistani
7. Bangladeshi
8. Chinese
9. Other

In analysis, groups 2 to 4 were treated as 'Black', groups 5 to 7 as 'Asian', and groups 2 to 9 inclusive as 'ethnic minorities'. Thus the base for the 'all ethnic minorities' group is greater than that for Black and Asian combined.

Income

Parents were asked to specify their household's annual income from all sources including benefits, before tax and other deductions, by reference to a show card which listed 12 levels of annual income together with the equivalent amounts of weekly pay.

Social class

Parents were classified into four social class groups using the Registrar General's Standard Occupation Classification (1991), based on the occupation of the main income earner in the household, as follows:

Description	**Social Class**
Non-manual	
Professional and intermediate	I and II
Skilled occupations, non-manual	III non-manual
Manual	
Skilled occupations, manual	III manual
Partly-skilled and unskilled occupations	IV and V

Appendix A

- Advance letter
- CAPI question list
- Example show cards
- Calendar
- Local area telephone unit follow-up questionnaire

LABEL

28th January, 2000

Dear Madam or Sir

Study of Parents with Young Children

I am writing to ask for your help. The Department for Education and Employment (DfEE) has asked *the National Centre for Social Research* to carry out a research study of parents with young children. The aim of the study is to find out which types of nursery education or pre-school care, if any, are chosen by parents for their children. This is an important piece of research which will help shape the future provision of early years services.

As someone with a young child or children, you have been chosen entirely at random, from Social Security records, to take part in this study. Participation is voluntary but we very much hope that you will be able to take part. It is important that we talk to as many of those selected as possible so that we can get an accurate picture of what parents think about the nursery education and pre-school care available to them. Some further information about the study is provided overleaf.

One of our interviewers will call during the next few weeks. The interview should not take longer than 40 minutes and most people find it interesting and enjoyable. **Everything you tell the interviewer is entirely confidential and no information about you will be given to anyone outside the *National Centre*.**

I very much hope that you will be able to help us. We rely on people's voluntary co-operation to collect this important information. Should you have any queries or decide that you do not wish to take part, please contact our offices on *freephone* **0800 6520501**, or write to me at the above address.

Thank you in advance for your help.

Yours sincerely,

Anthony Mckernan
Senior Researcher

Additional information

Who are the National Centre for Social Research?

The *National Centre for Social Research* was founded in 1969 (as SCPR) and is now Britain's largest independent non-profit social research institute. We carry out many important national research studies, for government departments, research councils and charitable foundations.

What is the survey about?

This survey is the fourth in a series which enables the DfEE to monitor trends in the use of nursery education and childcare. Questions will ask about parents' attitudes towards nursery education and childcare such as their views of the quality of provision and the reasons for choosing a nursery education provider. The survey will also collect information about the characteristics of the providers they use.

Why was I chosen?

Your name has been chosen entirely at random from Department of Social Security Benefit records because you have a young child or children. Your entitlement to any benefits you receive will **not** be affected whether or not you participate in the study. It is important for us to interview those who do not use nursery education and childcare for their child as well as those who do, so that we may get a complete picture of parents' views.

Who can I talk to about the survey?

If you **do not** wish to take part in the research please contact our office on freephone 0800 6520501.

If you have any queries about the study in general please contact the Public Enquiry Unit at the Department for Education and Employment on 0171 925 5555.

If you have any queries about the use of Department of Social Security records in this survey, please contact the Public Enquiry Office at the Department of Social Security on 0171 712 2171.

BLOCK VERSION1:

Area
Sample point
Range : 1..505

Address
Address number
Range : 1..68

First
INTERVIEWER: You are in the questionnaire for

Area No.: *Area number*
Address No: *Address number*

- TO UPDATE ADMIN DETAILS, PRESS <Ctrl + Enter>
- OTHERWISE PRESS '1' AND <Enter> TO CONTINUE

1 Continue

IntDate
PLEASE ENTER DATE OF INTERVIEW
Enter Date

BLOCK COLLECT:

SampChk1
From the Child Benefit records I understand that you are the parent, guardian or foster parent of a child called *child name* **who was born on** *date of birth*. **Can I just check that this is correct?**
1 All details correct
2 Name incorrect
3 Date of birth incorrect
4 Not parent/guardian/foster parent
Multicoded, number of allowed choices : 3

{If codes 1 to 3 at SampChk1}
ChildNam
ENTER (CORRECT) **FIRST NAME OF SELECTED CHILD**
Text : Maximum 15 characters

{If code 3 at SampChk1}
ChildAge
ENTER CORRECT DATE OF BIRTH
(DAY-MONTH-YEAR)
Date

{If codes 1 to 3 at SampChk1}
ChildSex
ENTER SEX OF *child name* **(ASK IF NECESSARY)**
1 Male
2 Female

{If child not aged 3, 4 or 5 at interview date}

CloseAge

INTERVIEWER: THIS CHILD WAS NOT BORN BETWEEN THE DATES 1ST APRIL 1994 AND 31ST DECEMBER 1996 INCLUSIVE

EXPLAIN TO THE RESPONDENT THAT WE ARE ONLY INTERVIEWING PARENTS OF CHILDREN BORN WITHIN THIS RANGE, THEN CLOSE INTERVIEW

USE OUTCOME CODE 10 - 'Child's age out of scope' IN THE ADMIN BLOCK

1 Close interview

{If child is aged 3, 4 or 5 at interview date}

SampChk2

Can I just check that you are the parent, guardian or foster parent who has the main or shared responsibility for making decisions about any nursery education or child care that *child name* **may receive?**

1 Yes, sole /main/shared responsibility
2 No, someone else (e.g. spouse/ partner) has sole/main responsibility

{If someone else has main responsibility or respondent not parent/guardian (if (Code 4 at SampChk1) or (Code 2 at SampChk2))}

CloseRes

INTERVIEWER: SOMEONE ELSE HAS MAIN RESPONSIBILITY FOR THIS CHILD

ASK WHO IS THE APPROPRIATE PARENT/GUARDIAN/FOSTER PARENT TO BE INTERVIEWED AND ENTER DETAILS ON ARF, THEN CLOSE THIS INTERVIEW

GO BACK TO THE START OF THIS INTERVIEW WITH THE NEW RESPONDENT, WHEN FOUND

1 Close interview

{If respondent has main/shared responsibility (if code 1 at SampChk2 then)}

Intro1a

CARD A1

I would like to ask you about any nursery education or child care that *child name* **may receive. We are interested in all the different types of nursery education or child care shown on this card.**

By child care I mean care carried out by people other than children's parents and members of their household.

1 Continue

Intro1b

CARD A1 again

We are <u>only</u> talking about nursery education or child care in the <u>daytime (up to 6pm)</u> and <u>during the week</u>. We will not be talking about arrangements for evenings (after 6pm) or weekends.

We are equally interested in people who do not make such arrangements as well as those who do, as not everybody wants or needs to use nursery education or child care for their children.

1 Continue

EdSummer

CARD A1 again

Thinking back to the period between *Summer term start date* **and** *Summer term end date*, **that is the Summer term of 1999. Did** *child name* **receive any of these types of nursery education or child care during that term?**

NOTE: We are only talking about arrangements in the daytime and during the week. Nursery education includes education at primary, infants' or nursery school.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

IF RESPONDENT SAYS THAT TERM DATES OF THEIR PROVIDER(S) ARE DIFFERENT OR THEIR PROVIDER(S) DOES NOT HAVE TERMS, EXPLAIN: We only have time to ask about the periods covered by the Local Authority terms.

1 Yes
2 No

{If *Child name's* DOB after 31/8/94}

EdAutumn

CARD A1 again

And thinking now about the period between *Autumn term start date* **and** *Autumn term end date*, **that is the Autumn term of 1999. Did** *child name* **receive any of these types of nursery education or child care during that term?**

NOTE: We are only talking about arrangements in the daytime and during the week. Nursery education includes education at primary, infants' or nursery school.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

IF RESPONDENT SAYS THAT TERM DATES OF THEIR PROVIDER(S) ARE DIFFERENT OR THEIR PROVIDER(S) DOES NOT HAVE TERMS, EXPLAIN: We only have time to ask about the periods covered by the Local Authority terms.

1 Yes
2 No

{If *Child name's* DOB after 31/12/94

EdSpring

CARD A1 again

And finally, did *child name* **receive any of these types of nursery education or child care between** *Spring term start date* **and now, that is during the Spring term of 2000?**

NOTE: We are only talking about arrangements in the daytime and during the week. Nursery education includes education at primary, infants' or nursery school.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

IF RESPONDENT SAYS THAT TERM DATES OF THEIR PROVIDER(S) ARE DIFFERENT OR THEIR PROVIDER(S) DOES NOT HAVE TERMS, EXPLAIN: We only have time to ask about the periods covered by the Local Authority terms.

1 Yes
2 No

{If used nursery education or child care during any of the three terms

(if (edsummer=yes) or (edautumn=yes) or (edspring=yes)}

Prov
Could you tell me the names of all the places or people who have provided this nursery education or child care for *child name* **during** *the Summer, Autumn and Spring terms***?**

PROMPT: What others?

NOTE: We are only talking about arrangements in the daytime (up to 6pm) and during the week
Text : Maximum 40 characters

another
SELECT 'Yes' TO TYPE IN THE NAME OF ANOTHER PROVIDER, OR
SELECT 'Finished' WHEN ALL PROVIDERS HAVE BEEN ENTERED
1 Yes - Enter another provider
2 Finished - No more providers to be entered

EDUCATION/CHILD CARE DIARY

{All who have used any education or child care in any of the three terms}

BLOCK TERMS:

IF ANY EDUCATION/CHILD CARE USED IN SUMMER TERM

C **Monday of the first week of Summer term 1999**
I would now like to ask about the *Summer* **term of** *1999*. **Starting with the first full week of that term, that is** *date of start of Summer term***, did** *child name* **receive any nursery education or child care on the** *Monday* **of that week?**

ADD IF NECESSARY: That is just after the school *Easter* **holidays last year**

NOTE: ENTER DETAILS FOR THE FIRST FULL WEEK OF TERM
IGNORE ANY BAKER DAYS OR INSET DAYS (TRAINING DAYS)

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

1 Yes
2 No

IF YES AT C THEN
Start **Monday of the first week of Summer term 1999**
What time did it start on that *Monday***?**

ENTER 24 HOUR CLOCK
Range : 0..23.59

End_ **Monday of the first week of Summer term 1999**
And when did it end?

ENTER 24 HOUR CLOCK
Range : 0..23.59

IF SESSION LENGTH >4 HOURS THEN:

H **Monday of the first week of Summer term 1999**

Did *child name* **spend all that time with the provider?**

1 Spent all the time there - continue
2 Did not spend all time there
ASK: When did *child name* leave the provider during that session?
IF THE CHILD DID LEAVE THE PROVIDER DURING THE SESSION, RECORD AS SEPARATE SESSIONS BEFORE AND AFTER THE BREAK

P **Monday of the first week of Summer term 1999**

Was this at/with ...

READ OUT LIST OF PROVIDERS...

1-10 *Names of providers from Prov*
11 None of these- ENTER DETAILS OF THIS PROVIDER

IF SESSION ENDS BEFORE 6pm THEN

O **Monday of the first week of Summer term 1999**

Did *she/he* **receive any other nursery education or child care on that** *Monday***?**

1 Yes
2 No

(IF YES AT O THEN REPEAT START TO O FOR NEXT SESSION)

TUESDAY OF FIRST WEEK OF TERM:

C **Tuesday of the first week of Summer term 1999**

Did *she/he* **receive any nursery education or child care on the** *Tuesday* **of that week?**

1 Yes
2 No

IF YES AT C THEN:

S **Tuesday of the first week of Summer term 1999**

Were the arrangements the same on the *Tuesday* **of that week?**

NOTE: We mean the same as on the *Monday* **they have just told us about**

1 Yes - same as Monday
2 Yes - same as Tuesday
3 Yes - same as Wednesday
4 Yes - same as Thursday
5 No - not the same

Tuesday of the first week of Summer term 1999

IF SAME AS MONDAY:

INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT DAY

IF NOT SAME AS MONDAY THEN:
(Repeat START to O for Tuesday)

WEDNESDAY OF FIRST WEEK OF TERM:

C **Wednesday of the first week of Summer term 1999**

Did *she/he* **receive any nursery education or child care on the** *Wednesday* **of that week?**

1 Yes
2 No

IF YES AT C THEN:

S **Wednesday of the first week of Summer term 1999**

Were the arrangements the same on the *Wednesday as on the Monday or Tuesday* **of that week?**

INTERVIEWER: If necessary, summarise the arrangements made on the *Monday and Tuesday.*

1 Yes - same as Monday
2 Yes - same as Tuesday
3 Yes - same as Wednesday
4 Yes - same as Thursday
5 No - not the same

Wednesday of the first week of Summer term 1999

IF SAME AS MONDAY OR TUESDAY:
INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT DAY

IF NOT SAME AS MONDAY OR TUESDAY THEN:
(Repeat START to O for Wednesday)

THURSDAY OF FIRST WEEK OF TERM:

C **Thursday of the first week of Summer term 1999**

Did *she/he* **receive any nursery education or child care on the** *Thursday* **of that week?**

1 Yes
2 No

IF YES AT C THEN:

S **Thursday of the first week of Summer term 1999**

Were the arrangements the same on the *Thursday as on the Monday, Tuesday or Wednesday* **of that week?**

INTERVIEWER: If necessary, summarise the arrangements made on the *Monday, Tuesday and Wednesday.*

1 Yes - same as Monday
2 Yes - same as Tuesday
3 Yes - same as Wednesday
4 Yes - same as Thursday
5 No - not the same

IF SAME AS MONDAY, TUESDAY OR WEDNESDAY:
INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT DAY

IF NOT SAME AS MONDAY, TUESDAY OR WEDNESDAY THEN:
(Repeat START to O for Thursday)

FRIDAY OF FIRST WEEK OF TERM:

C

Did *she/he* **receive any nursery education or child care on the** *Friday* **of that week?**

1 Yes
2 No

IF YES AT C THEN:

S

Were the arrangements the same on the *Friday as on the Monday, Tuesday, Wednesday or Thursday* **of that week?**

INTERVIEWER: If necessary, summarise the arrangements made on the *Monday, Tuesday, Wednesday and Thursday.*

1 Yes - same as Monday
2 Yes - same as Tuesday
3 Yes - same as Wednesday
4 Yes - same as Thursday
5 No - not the same

IF SAME AS MONDAY, TUESDAY, WEDNESDAY OR THURSDAY:
INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT DAY
IF NOT SAME AS MONDAY, TUESDAY, WEDNESDAY OR THURSDAY THEN:
(Repeat START to O for Friday)

SArr

Did the arrangements for Monday to Friday in that week stay the same for the rest of the *Summer* **term, up until** *date of end of Summer term***, or did they change at all?**
Please do not include any changes due to school half term holidays.

NOTE: Do not count short absences of up to two weeks due to illness/holiday

1 Stayed the same
2 Changed

IF STAYED THE SAME:
INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT WEEK

IF CHANGED THEN:

ChDt

When did they change? Which Monday was the start of the first full week of the new arrangements?
PROBE: If you are not sure of the exact date, please give your best guess.
USE CALENDAR TO ENTER DATE OF MONDAY OF FIRST FULL WEEK AFTER ARRANGEMENTS CHANGED

2 Week2 *Date*
3 Week3 *Date*
4 Week4 *Date*
5 Week5 *Date*
6 Week6 *Date*
7 Week7 *Date*
8 Week8 *Date*
9 Week9 *Date*
10 Week10 *Date*
11 Week11 *Date*
12 Week12 *Date*
13 Week13 *Date*
14 Week14 *Date*
15 Week15 *Date*

IF CHANGED THEN:

INTERVIEWER: PRESS <END> TO SKIP TO THE WEEK WHEN ARRANGEMENTS CHANGED

(REPEAT C TO SArr FOR FIRST FULL WEEK AFTER ARRANGEMENTS CHANGED)

IF *child name's* DOB AFTER 31/8/94 AND ANY EDUCATION OR CHILD CARE USED IN AUTUMN TERM:

CpTerm

I would now like to ask about the *Autumn* **term of** *1999*.
Starting with the <u>first full week</u> of that term, that is *start date of Autumn term*, **were the arrangements for that week the same as the week you have just told me about?**

ADD IF NECESSARY: That is just after the school *Summer holidays last year*.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

1 Yes
2 No

(IF NO AT CpTerm THEN REPEAT C TO O FOR MONDAY TO FRIDAY OF THE FIRST FULL WEEK OF AUTUMN TERM)

SArr

Did the arrangements for Monday to Friday in that week stay the same for the rest of the *Autumn* **term, up until** *date of end of Autumn term*, **or did they change at all?**
Please do not include any changes due to school half term holidays.

NOTE: Do not count short absences of up to two weeks due to illness/holiday

1 Stayed the same
2 Changed

IF STAYED THE SAME:
INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT SECTION

IF CHANGED THEN REPEAT ChDt, AND REPEAT C TO SArr FOR FIRST FULL WEEK AFTER ARRANGEMENTS CHANGED

IF *child name's* DOB AFTER 31/12/94 AND ANY EDUCATION OR CHILD CARE USED IN SPRING TERM:

CpTerm

I would now like to ask about the *Spring* **term of** *2000*.
Starting with the <u>first full week</u> of that term, that is *start date of Spring term*, **were the arrangements for that week the same as the week you have just told me about?**

ADD IF NECESSARY: That is just after the school *Christmas holidays*.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

1 Yes
2 No

(IF NO AT CpTerm THEN REPEAT C TO O FOR MONDAY TO FRIDAY OF THE FIRST FULL WEEK OF SPRING TERM)

SArr
Did the arrangements for Monday to Friday in that week stay the same for the rest of the *Spring* **term, up until** *last Friday***, or did they change at all?**
Please do not include any changes due to school half term holidays.

NOTE: Do not count short absences of up to two weeks due to illness/holiday
1 Stayed Stayed the same
2 Change Changed

IF STAYED THE SAME:
INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT SECTION

IF CHANGED THEN REPEAT ChDt, AND REPEAT C TO SArr FOR FIRST FULL WEEK AFTER ARRANGEMENTS CHANGED

BLOCK INDIV:

{If any education / child care providers used}

PRIntro
INTRODUCTION
We would like to know more about the places and people that you have used to provide nursery education or childcare for *child name*
1 Continue

TypePro
CARD B1
Which of the types of nursery education or childcare on this card does *Provider name* **belong to?**
IF OTHER, ASK: Would you say that this place/ person is providing nursery education or childcare? CODE ONE 'OTHER' CATEGORY
ENTER ONE CODE ONLY
1 Nursery school
2 Nursery class in a primary or infants' school
3 Reception class in a primary or infants' school
4 Special day school or nursery or unit for children with special educational needs
5 Day nursery
6 Pre-school / playgroup
7 Mother and Toddler group
8 Before/After school club (inc. breakfast clubs)
10 Childminder
11 Nanny/au pair
12 Friends/neighbours
13 Other family members/relatives
14 Combined /Family Centre
16 Other nursery education provider
17 Other childcare provider

if Other nursery education provider or Other childcare provider at TypePr then
XTypePr
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

{If child born between 1/4/94 and 31/8/95 AND no nursery education used in Summer Term}

Sch1Chk

Can I just check, was *child name* **at a primary, infants' or nursery school in the Summer Term?**

NOTE: If absent for less than two weeks due to illness/holiday code as 'Yes'

1 Yes
2 No

IF SCH1CHK=YES AND EDSUMMER=1

INTERVIEWER: GO BACK TO THE BEGINNING OF THE SUMMER TERM AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER. PRESS <END> WHEN COMPLETE TO CONTINUE WITH THE REST OF THE QUESTIONNAIRE

INTERVIEWER IS TAKEN BACK TO CPTERM AND COMPLETES DETAILS IN PROV AND SUMMER TERM GRID}

IF SCH1CHK=YES AND EDSUMMER=2

INTERVIEWER: JUMP BACK TO COLLECT. EdSummer AND ENTER 'Yes'. THEN PRESS <END> TO TAKE YOU TO THE START OF THE SUMMER TERM GRID, AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER.
PRESS END AGAIN WHEN COMPLETE

INTERVIEWER IS TAKEN BACK TO EDSUMMER AND COMPLETES DETAILS IN PROV AND SUMMER TERM GRID

{If child born between 1/9/94 and 31/12/95 AND no nursery education used in Autumn Term}

Sch2Chk

Can I just check, was *child name* **at a primary, infants' or nursery school in the Autumn Term?**

NOTE: If absent for less than two weeks due to illness/holiday code as 'Yes'

1 Yes
2 No

IF SCH2CHK=YES AND EDAUTUMN=1

INTERVIEWER: GO BACK TO THE BEGINNING OF THE AUTUMN TERM AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER. PRESS <END> WHEN COMPLETE TO CONTINUE WITH THE REST OF THE QUESTIONNAIRE

INTERVIEWER IS TAKEN BACK TO CPTERM AND COMPLETES DETAILS IN PROV AND AUTUMN TERM GRID

IF SCH2CHK=YES AND EDAUTUMN=2

INTERVIEWER: JUMP BACK TO COLLECT. EdAutumn AND ENTER 'Yes'. THEN PRESS <END> TO TAKE YOU TO THE START OF THE AUTUMN TERM GRID, AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER.
PRESS END AGAIN WHEN COMPLETE

INTERVIEWER IS TAKEN BACK TO EDAUTUMN AND COMPLETES DETAILS IN PROV AND AUTUMN TERM GRID

{If child born between 1/1/95 and 31/3/96 AND no nursery education used in last term}

Sch3Chk

Can I just check, was *child name* **at a primary, infants' or nursery school in the last term (Spring Term)?**

NOTE: If absent for less than two weeks due to illness/holiday code as 'Yes'

1 Yes
2 No

IF SCH3CHK=YES AND EDSPRING=1

INTERVIEWER: GO BACK TO THE BEGINNING OF THE SPRING TERM AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER. PRESS <END> WHEN COMPLETE TO CONTINUE WITH THE REST OF THE QUESTIONNAIRE

INTERVIEWER IS TAKEN BACK TO CPTERM AND COMPLETES DETAILS IN PROV AND SPRING TERM GRID

IF SCH3CHK=YES AND EDSPRING=2

INTERVIEWER: JUMP BACK TO COLLECT. EdSpring AND ENTER 'Yes'. THEN PRESS <END> TO TAKE YOU TO THE START OF THE SPRING TERM GRID, AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER.
PRESS END AGAIN WHEN COMPLETE

INTERVIEWER IS TAKEN BACK TO EDSPRING AND COMPLETES DETAILS IN PROV AND SPRING TERM GRID

Intro

Now I would like to ask you more about *Provider name*

1 Continue

{Calculate latest week and term of last nursery provision}

{If nursery education provider (if typepro[nid] in [nursc..playgr,asclub,comb,othnur])}

Orgs

CARD B2

Which of the organisations on this list best describes who is responsible for providing the education or childcare at *Provider name***?**

NOTE: ENTER ONE CODE ONLY - PRIORITY CODE

1 a Local Education Authority (including grant maintained and Foundation schools)
2 a Local Authority social services department
3 a private/independent (fee-paying) school or organisation
4 a church or religious organisation
5 a community or voluntary organisation or charity
6 an employer
7 a childminder (registered or not registered)
17 Other

if Orgs='other' then

XOrgs

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

{For each Nursery Education provider used in the last week or in last week in which nursery education was used ask SomeCC to Help5}

SomeCC
Does/did *child name* **only go to** *Provider name* **for sessions of nursery education or does/did** *she/he* **have separate childcare sessions at the same place?**
1 Nursery education sessions only
2 Childcare sessions as well

{If SomeCC='Childcare sessions as well'}
NurAns
INTERVIEWER READ OUT: Please answer the following questions for the nursery education sessions only
1 Continue

NoPupil
Including *child name***, how many children are/were in** *his/her* **class or group?**

ENTER NUMBER OF CHILDREN (IF ONLY THIS CHILD ENTER 1) OR CODE: 97 = varies/no fixed number
Range : 1..97 (Soft check for 35-96)

NoTeach
Not counting parent helpers, or other volunteer helpers, how many teachers or carers are/were there for the children in *his/her* **class or group at** *Provider name* **?**

ENTER NUMBER OF CARERS/TEACHERS OR CODE 97 = varies/no fixed number
Range : 0..97 (Soft check for 5-96)

{If (NoPupil > 1) or (NoPupil=dontknow)}
AgeRgT
What is the age of the youngest children who are/were at/with *Provider name* **at the same time as** *child name***?**

INTERVIEWER: IS YOUR ANSWER IN
1 Years only
2 Months only
3 Years and months

{If AgeRgT = 'Years only' OR 'Years and months'}
AgeRgY
ENTER NUMBER OF YEARS
Range : 1..5

{If AgeRgT = 'Months only' OR 'Years and months'}
AgeRgM
ENTER NUMBER OF MONTHS
Range : 0..11

IF CHILD CARE PROVIDER (TypePro= 7-13, 17):
ChildPay
Do/did you pay any money for childcare with/at *Provider name***?**
1 Yes
2 No

IF NURSERY EDUCATION PROVIDER (TypePro= 1-6, 14, 16) and used in the last week:

Doupay

We are going to ask you some questions about money paid for nursery education for *child name* **at** *Provider name.* **We are interested only in what is paid for at the moment, not what has been paid for in previous terms. Please think only about amounts paid during the Spring Term 2000.**

SHOW CARD B3.

Do you pay any money for any of these at/with *Provider name***?**

1 Yes
2 No

{IF (Doupay = Yes) or (Childpay = yes)}

Payway

SHOW CARD B4.

In which of these ways do you pay? Choose more than one if you pay for different things in different ways.

1 Per hour
2 Per session (half day / 2 ½ hours)
3 Per day
4 Per week
5 Per month
6 Per term
7 Per year
8 As a one-off cost

Multicoded, number of allowed choices : 6

{If Payway = response}

Payamt

How much do you pay *Payway (eg 'per hour')* **with/at** *Provider name***?**

ENTER AMOUNT IN POUNDS AND PENCE

INTERVIEWER: WE ARE ONLY INTERESTED IN THE AMOUNT PAID FOR THAT PERIOD – NOT THE TOTAL AMOUNT PAID.

(Repeat for each response at Payway)

IF NURSERY EDUCATION PROVIDER (TypePro= 1-6, 14, 16)

Paycov

INTERVIEWER: This amount is *Payamt (e.g. £5) Payway (eg 'per hour')***.**

Looking at CARD B3, what does that amount cover?

1 Education fees
2 Childcare fees
3 Refreshments / meals
4 Use of equipment and materials (incl. cooking ingredients)
5 Trips / outings
6 A donation to school fund / building fund
7 Other

Multicoded, number of allowed choices : 6

{If (Paycover = Education fees AND something else)}

Combi

Do you know how much of the *Payamt (eg: £5) Payway (eg 'per hour')* **you pay is for education fees or is that amount not itemised separately?**

1 Yes – amount known
2 No – amount not known / itemised separately

{If (Combi = yes)}

Edfee

How much of the *Payamt* **is for education fees?**

ENTER AMOUNT IN POUNDS AND PENCE

{If (Paycover = Education fees)}

Whlcos

Thinking about the *Payamt Payway (eg 'per hour') you pay for/which includes* **education fees. Does this amount cover the whole cost of the education fees for** *Child name* **at** *Provider name***?**
1 Yes
2 No

{If (Whlcos = no)}
Othorg
Is some other organisation or person also contributing to the fees received by *Provider name* **for** *Child name***, such as a Local Education Authority, social services or employer?**
1 Yes
2 No

{If (Othorg = yes)}
WhOrg
Who is also contributing to the fees at *Provider name* **for** *Child name***?**
1 Local Education Authority
2 Social Services
3 An employer
4 Other person (e.g. ex-partner)
5 Some other organisation (specify)

{If (WhOrg = other)}
XWhOrg
Who is that other organisation/person?
INTERVIEWER ENTER DETAILS
Text: Maximum 120 characters

OrgAmt
How much does the *WhOrg (e.g. LEA, Social Services)* **pay towards the fees at** *Provider name***?**
ENTER AMOUNT IN POUNDS AND PENCE
INTERVIEWER: PARENTS MAY NOT KNOW THE AMOUNT IN POUNDS, THEY MAY KNOW THE PROPORTION. WITH THE INFORMATION GIVEN BY THE RESPONDENT, PLEASE CALCULATE THE AMOUNT AND CHECK WITH THE RESPONDENT.

Orgper
What period does that cover?
1 Per hour
2 Per session (half day / 2 ½ hours)
3 Per day
4 Per week
5 Per month
6 Per term
7 Per year
8 As a one-off cost

{If parent does not pay anything for nursery education OR towards education fees AND Provider is not LEA or Local Authority Social Services department}
Nopay
CARD B5.
Although you do not pay anything towards education fees, *Provider name* **may receive payments for** *Child name's* **education fees from another organisation or person such as the ones shown on this card. As far as you are aware, do any of the following organisations or people pay the education fees for** *Child name* **at** *Provider name***?**
1 Local Education Authority
2 Social Services Department
3 Employer
4 Other organisation or person (e.g. ex-partner)

(If (Nopay = other)}

XNoPay
Who is that other organisation/person?
INTERVIEWER ENTER DETAILS
Text: Maximum 120 characters

IF EDUCATION PROVIDER USED IN LAST WEEK:

TrTo
How does/did *child name* **usually travel to and from** *Provider name***?**
CODE ALL THAT APPLY
1 Walk
2 Car
3 Bus
4 Train
5 Underground, tube, metro
6 Taxi
7 Bicycle
17 Other
Multicoded, number of allowed choices : 4

if TrTo='other' then

XTrTo
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

TimeTo
How long does/did it usually take to travel to *Provider name***?**
RECORD LENGTH IN MINUTES
Range : 0..997 (Soft check for 61-996)

Dist
About how many miles would you say it is/was from your home to *Provider name***?**
RECORD NUMBER OF MILES

NOTE: IF LESS THAN HALF A MILE, CODE 0
Range : 0..97 (Soft check for 31-96)

Help1_
CARD B6
Please give a number from the card to say whether you agree or disagree that *Provider name* **has <u>helped</u>** *child name* **...**
READ OUT...
... to learn to work and play with other children?
1 Agree strongly
2 Agree
3 Neither agree nor disagree
4 Disagree
5 Disagree strongly

Help2_
CARD B6
(Please give a number from the card to say whether you agree or disagree that *Provider name* **has <u>helped</u>** *child name* **...)**
... to learn to read or write?
1 Agree strongly
2 Agree
3 Neither agree nor disagree
4 Disagree
5 Disagree strongly

Help3_
CARD B6
(Please give a number from the card to say whether you agree or disagree that *Provider name* **has helped** *child name* **...)**
... to learn to count, use numbers or do sums?
1 Agree strongly
2 Agree
3 Neither agree nor disagree
4 Disagree
5 Disagree strongly

Help4_
CARD B6
(Please give a number from the card to say whether you agree or disagree that *Provider name* **has helped** *child name* **...)**
... to understand the world around *him/her***?**

EXPLAIN IF NECESSARY: For example, why things happen or how they work?
1 Agree strongly
2 Agree
3 Neither agree nor disagree
4 Disagree
5 Disagree strongly

Help5_
CARD B6
(Please give a number from the card to say whether you agree or disagree that *Provider name* **has helped** *child name* **...)**
... to improve co-ordination or movement skills?
1 Agree strongly
2 Agree
3 Neither agree nor disagree
4 Disagree
5 Disagree strongly

IF NURSERY EDUCATION PROVIDER:

WhySen
Why did you decide to send *child name* **to** *Provider name***?**
PROBE: What other reasons?
CODE ALL THAT APPLY
<CTRL+END> FOR MORE CODES
1 It's local
2 It's easy to get to
3 Know other child(ren) who go there
4 To get to know other local children
5 It's the only one available
6 Good reputation
7 Recommended to me
8 Attached to school of our choice
9 Children learn a lot there
10 Well qualified staff
11 High staff: child ratio
12 Most appropriate for my child's age
13 Good facilities
14 Siblings went there
15 Provides care for whole day
16 Offers suitable hours
17 Other
Multicoded, number of allowed choices : 8

if WhySend ='other' then

XWhySen
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

{If nursery education provider used in the last week}

WorkRe
Can I just check, did you send *him/her* **to** *Provider name* **for any reasons to do with a change in your occupation, or that of anyone else in your household?**
1 Yes
2 No

{If WorkRe='Yes'}
WhatWor
What reasons were those?
PROBE: What other reasons?
1 Respondent started new job/changed jobs
2 Respondent increased hours in same job
3 Respondent wanted to look for work
4 Partner started new job/changed jobs
5 Partner increased hours in same job
6 Partner wanted to look for work
17 Other
Multicoded, number of allowed choices : 4

if WhatWor='other' then
XWhatWo
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

ALL EDUCATION PROVIDERS USED IN LAST WEEK:

Good
And in your experience, what, if anything, is/was particularly good about *Provider name***?**
PROBE: What else?
1 Nothing particularly good
2 Children get a lot of individual attention
3 Good standard of care
4 Good discipline
5 Teaching/ teaching methods/ education standards are good
6 Small friendly school
7 Good facilities/ equipment
8 Teachers relate well to children
9 There are a variety of activities available
10 My child learns a lot there
11 Teachers communicate well with parents
12 My child likes going there
13 My child learns useful life/ social skills
14 It's close to home/ convenient
15 Other
Multicoded, number of allowed choices : 10

if Good='other' then
XGood
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

Bad
And in your experience, what, if anything, is/was particularly bad about *Provider name***?**
PROBE: What else?
1 Nothing particularly bad
2 Not enough staff
3 Classes too big
4 Too much mixing of age groups in class
5 Inadequate facilities
6 Run down buildings
7 Lack of space
8 Lack of security
9 Poor educational standards
10 Not stimulating enough
11 Too much play
12 Lack of discipline
13 Rough and disruptive children
14 Bullying
15 Parking problems/ traffic safety problems/ access problems
16 Too expensive
17 Too many requests for money
18 Lack of communication with parents/ lack of feedback
19 Other
Multicoded, number of allowed choices : 10

if Bad='other' then
XBad
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

ALL NURSERY EDUCATION PROVIDERS:

EdQual
And would you describe the quality of the education provided by *Provider name* **as ...READ OUT...**
ONE CODE ONLY
1 ...excellent
2 ...very good
3 ...fairly good
4 ...not very good
5 ...or not at all good?

{If Nursery Education provider no longer used}
StopUse
You mentioned earlier that you stopped sending *child name* **to** *Provider name*.
Why was that? CODE ALL THAT APPLY
1 *Child name* started school
2 Change in family circumstances (new job/ moved house etc.)
3 Education was unsatisfactory
4 Care was unsatisfactory
5 Provision too expensive
6 Type of education no longer suitable for my child's age
7 Switched to different type of provider
8 Switched to better provider
9 Switched to cheaper/ free provider
10 Other reason
Multicoded, number of allowed choices : 4

if StopUse='other' then
XStopUs
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

IF NURSERY EDUCATION PROVIDER USED IN THE LAST WEEK:

IfFirst
Was *Provider name* **your <u>first</u> choice of nursery education for** *child name* **for the times when you use(d) it?**
1 Yes
2 No

if IfFirst='No' then
First
CARD B7
Please look at this card and say which best describes the place or person which <u>was</u> your first choice of nursery education for *child name*.

1 Nursery school,
2 Nursery class in a primary or infants' school,
3 Reception class in a primary or infants' school,
4 Special day school or nursery or unit for children with special educational needs,
5 Day nursery,
6 Pre-school/ playgroup,
14 Combined/Family centre
16 Other nursery education provider

{If nursery class or reception (if typepro[nid] in [nurcl,recep])}
StayOn
Will/Did child name **stay at** *Provider name* **after reaching the age of five?**
1 Yes
2 No

{If StayOn='Yes'}
InfDec
Was wanting to send *child name* **to this infants' school <u>from</u> the age of five an important consideration in your decision to send** *him/her* **to this school for nursery education <u>before</u> the age of five?**
1 Yes
2 No

{If child care provider (if typepro[nid] in [mother,childm,nanny,friend,othfam,othcc])}

Would you say that *Provider* **only provides childcare for** *child name*
or would you say that it/she/he provides some nursery education as well?
1 Only provides childcare
2 Provides nursery education as well

<u>BLOCK MULTI:</u>

IF NO PROVIDERS USED:

TypWant
CARD C1

This card lists different types of nursery education and childcare. Types of <u>nursery education</u> are shown <u>above</u> the dotted line and types of <u>childcare</u> are shown <u>below</u> the dotted line. I would like to ask you whether you would like *child name* **to have each of these types.**

1 Continue

NEWant
CARD C1 again
Would you like *child name* **to have any of the types of <u>nursery education</u>, that is those shown <u>above</u> the dotted line?**
1 Yes
2 No
3 Not sure

{If NEWant ='No' or 'Not sure'}
NoWantNE
Why is that?
PROBE FULLY AND RECORD VERBATIM
Text : Maximum 140 characters

CCWant
CARD C1 again
And would you like *child name* **to have any of the types of <u>childcare</u>, that is those shown <u>below</u> the dotted line?**
1 Yes
2 No
3 Not sure

{If CcWant='No' or 'Not sure'}
NoWantCC
Why is that?
PROBE FULLY AND RECORD VERBATIM
Text : Maximum 140 characters

NoNE
Why doesn't *child name* **have any <u>nursery education</u> outside the home at the moment?**
PROBE: What other reasons?
1 Local providers full/ could not get a place
2 Too expensive/ can't afford it/ other cost factors
3 Child too young for local providers
4 No local providers
5 Child dislikes/ is unhappy in nursery education
6 Prefer to look after child at home
7 Child not yet developed enough to benefit
8 Prefer to teach child myself
17 Other
Multicoded, number of allowed choices : 9

if NoNE='other' then
XNoNE
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

NoCC
And why doesn't *child name* **have any <u>childcare</u> outside the home at the moment?**

1 I want to look after my child myself
17 Other
Multicoded, number of allowed choices : 2

If NoCC='other' then
XNoCC
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

{Multiple providers}
IF MORE THAN ONE PROVIDER USED IN THE LAST WEEK:

Intromul
I would now like to ask you about the overall amount of nursery education or child care that you used *(last week / in the last week that you used any).*
You mentioned that you used …. READ OUT *Providers used*
1 Continue

WhyMult
Why did you use more than one place or person for nursery education or childcare for *child name* **in that week?**
PROBE: What other reasons?
1 Need more than one provider because I work/ study
2 To give child a variety of people/ environments/ activities
3 To give child a balance of social/ play and educational skills
4 To get child used to school/ education
5 The provider(s) do not offer enough sessions/ hours
6 Cost/ financial reasons
7 Child stayed on at old provider after starting new one
8 To meet/ keep in touch with other local parents/ children
9 Sibling goes to one of the providers
10 Other
Multicoded, number of allowed choices : 10

If WhyMult='other' then
XWhyMult
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

Multprob
Did you experience any problems because you used more than one place or person?
1 High cost
2 Transport problems
3 The different types of nursery education did not complement each other / did not go well together
4 No/None
7 Other
Multicoded, number of allowed choices : 3

If Multprob ='other' then
XMultPrb
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

{No Nursery Education providers but some child care}

WhyNoNE
CARD C1
This card lists different types of nursery education and childcare.
(Last week / In the last week that you used any) **you used one or more of the types of childcare shown below the dotted line.**
Why did you not use any of the types of nursery education shown above the dotted line?
PROBE: What other reasons?
<CTRL+END> FOR CODES

1 Local providers full/ could not get a place
2 Too expensive/ can't afford it/ other cost factors
3 Child too young for local providers
4 No local providers
5 Child dislikes/ is unhappy in nursery education
6 Prefer to look after child at home
7 Child not yet developed enough to benefit
8 Prefer to teach child myself
17 Other

Multicoded, number of allowed choices : 9

If WhyNoNE ='other' then
XWhyNo
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

{Partial Nursery Providers}

IF EDUCATION PROVIDER USED, BUT NOT EVERY DAY:

IntrPart
CARD C1

This card lists different types of nursery education and childcare. I would like you to think for a moment just about the types of nursery education which appear above the dotted line.

You mentioned that *child name (currently goes to / used to go to)...*
List of providers **on** *Mon/Tue/Wed/Thu/Fri*

1 Continue

WhyPart
Why did you not send *child name* **to one of the types of places above the dotted line on every day of the week?**
PROBE: What other reasons?

1 Cannot afford any more
2 Provider not flexible enough/ cannot accept child everyday
3 Could not get a state nursery place
4 Prefer to have child at home some of the time
5 Child is too young to go everyday
17 Other reasons

Multicoded, number of allowed choices : 6

If WhyPart ='other' then
XWhyPart
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

{Overall provision}

{Ask all}

IntrOver
CARD C2
The next few questions are about all the places that provide nursery education in your local area, that is the type of places shown on this card.
Please include as being in your local area any places that are near enough for you to be able to use them on a regular basis, regardless of whether or not you have used them.
1 Continue

HowFar
CARD .
Travelling by *TrTo (e.g. car, but if TrTo = walk then 'foot')* **how far would you be willing to take/ send** *Child name* **for nursery education on a regular basis?**
INTERVIEWER: IS YOUR ANSWER IN
1 Distance (miles)
2 Time (minutes)

{If (Howfar = distance)}
HowFaD
ENTER NUMBER OF MILES
Range: 0..997

{If (HowFar = time)}
HowFaT
ENTER NUMBER OF MINUTES
Range: 0..997

{If (HowFar = distance)}
LTime
How long would that journey take?
ENTER NUMBER OF MINUTES
Range: 0..997

{If (HowFar = time)}
LDist
How far would that be in miles?
ENTER NUMBER OF Mlles
Range: 0..997

(Repeat HowFar to LDist for each different response to TrTo. If walk given twice (for different questions) only ask this set of questions once for TrTo.)

NumPlace
CARD C2 again
Thinking about the overall <u>number of places</u> in your local area that provide <u>nursery education</u>, would you say that there are too many, about the right number or not enough?
1 Too many
2 About the right number
3 Not enough

If NumPlace='Not enough' then

WhyNotN

Why do you say that?
PROBE: What other reasons?

1 Providers always full/ trouble finding place
2 Not enough schools/ nursery education in general
3 Not enough local provision/ nearest too far away
4 Not enough choice of provision in general
5 No/ not enough state provision
6 Local providers don't offer enough hours/ days
7 Local providers don't take children young enough
8 Other
Multicoded, number of allowed choices : 8

If WhyNotN ='other' then
***X*WhyNotN**
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

QualNE
CARD C3
And thinking about the overall <u>quality</u> of <u>nursery education</u> provided in your local area, how good would you say this is?
IF RESPONDENT HAS NOT USED NURSERY EDUCATION SAY: We are interested in your opinion even if you have not used nursery education
1 Excellent
2 Very good
3 Fairly good
4 Not very good
5 Not at all good

{If Nursery Education used in the last week}
AmountNE
I would like to ask you about the overall amount of <u>nursery education</u> that you currently use for *child name*.
Would you say that this amount of nursery education is about right, too much or too little for *child name***?**
1 Too much
2 About the right amount
3 Too little

{If AmountNE='Too little'}
ExtraNE
If you were able to obtain <u>extra</u> nursery education from any place or person in your local area, would you choose one that you have used for *child name* **before or would you choose a new one?**
1 Choose one used before
2 Choose new place or person

{If ExtraNE='One used before'}
WhichBef
Which place or person that you have used for *child name* **before would you choose?**
1-10 *List of providers already mentioned*
17 Other

If WhichBef='other' then
XWhichBf
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

{If ExtraNE='New place or person'}

NewType
CARD C4
Which of the types of nursery education on this card best describes the type of new place you would choose for *child name***?**

1 Nursery school
2 Nursery class in a primary or infants' school
3 Reception class in a primary or infants' school
4 Special Day School or Nursery or Unit for children with special educational needs
5 Day nursery
6 Pre-school/ playgroup
14 Combined/ Family Centre
17 Other

If NewType='other' then

XNewType
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

{If AmountNE='Too little'}

Whychoos
Why would you choose this type of place?

1 Most appropriate type of education for child's age
2 Child enjoys it there
3 I like it/ it's good/ it has a good reputation
4 Attached to our school of choice
5 Prepares child for school environment
6 It's local/ convenient
7 Offers suitable hours
9 Other

Multicoded, number of allowed choices : 4

If WhyChoos='other' then

XWhychoo
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

{Ask all}

TraRes
(Can I just check), overall, was your choice of places to send *child name* **for nursery education restricted by the means of transport available to you?**

1 Yes
2 No

CostCon
And, overall, was the amount of nursery education you arranged for *child name* **restricted in any way by cost considerations?**

1 Yes
2 No

InfoDec
Would you say that the amount of information you had available to help you to choose a place to send *child name* **for nursery education was about right, too much or too little?**

1 Too much
2 About the right amount
3 Too little

Enough
CARD D1
Now, thinking about the overall number of places or people in your local area that provide childcare, that is the types of places or people shown on this card, would you say that there are too many, about the right number or not enough?
1 Too many
2 About the right number
3 Not enough

QualCC
CARD D2
And thinking about the overall quality of childcare provided in your local area, how good would you say this is?
IF RESPONDENT HAS NOT USED CHILDCARE SAY: We are interested in your opinion even if you have not used childcare.
1 Excellent
2 Very good
3 Fairly good
4 Not very good
5 Not at all good

BLOCK HOLIDAY:

{Ask all}

Holprov
CARD D3
Now we are interested in finding out about the nursery education or childcare *child name* **received during the Summer holiday of 1999.**
Thinking back to the school Summer holiday of 1999, that is the period between *holiday start date* **and** *holiday end date*, **did** *child name* **receive any of these types of childcare or nursery education during the Summer holiday?**

Please include any childcare or nursery education that you have already told me about which you continued to use in the Summer holiday.

(We are only talking about nursery education or child care in the daytime and during the week. We are not talking about arrangements for evenings or weekends)

USE CALENDAR TO HELP RESPONDENT LOCATE HOLIDAY DATES

IF REPONDENT SAYS THAT HOLIDAY DATES ARE DIFFERENT - EXPLAIN
'We only have time to think about the periods covered by the Local Authority holidays'

1 Yes
2 No

{If HolProv=Yes then}

HolTyp

CARD D4

Which of these types of child care or nursery education did *child name* **receive during the Summer holiday of 1999, that is the period between** *holiday start date* **and** *holiday end date***? Please include any child care or nursery education that you have already told me about which you continued to use in the Summer holiday?**

PROBE What others? CODE ALL THAT APPLY

(enter at most 15 codes)

1 Nursery school
2 Nursery class in a primary or infants' school
3 Reception class in a primary or infants' school
4 Special day school or nursery or unit for children with special educational needs
5 Day nursery
6 Pre-school/ playgroup
7 Mother and Toddler group
8 Before/After School Club (including breakfast clubs)
9 Holiday club/ holiday play scheme
10 Childminder
11 Nanny/au pair
12 Friends/neighbours
13 Other family members/relatives
14 Combined/Family Centre
17 Other provider SPECIFY UP TO 3 OTHERS

Multicoded, number of allowed choices : 15

If HolTyp ='other' then

XHolTy1

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

Oth2

INTERVIEWER: ANY MORE OTHER ANSWERS TO ENTER?

1 Yes
2 No

If Oth2='Yes' then

XHolTy2

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

Oth3

INTERVIEWER: ANY MORE OTHER ANSWERS TO ENTER?

1 Yes
2 No

If Oth3='Yes' then

XHolTy3

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

{Ask OrgsH to SamProv for each Provider used during Summer holiday}

IF EDUCATION PROVIDER THEN
OrgsH
CARD D5
Which of the organisations on this list best describes who is/was responsible for providing the childcare or education at *Provider type***?**
NOTE: ENTER ONE CODE ONLY - PRIORITY CODE

1	a Local Education Authority
2	a Local Authority social services department
3	a private/independent (fee-paying) school/organisation
4	a church or religious organisation
5	a community or voluntary organisation or charity
6	an employer
7	a childminder (registered or not registered)
17	Other

If OrgsH='other' then
XOrgsH
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

{If HolProv=1 and HolType is not friends/neighbours, other family members/ relatives (not 12 or 13)} For each provider ask:
OthChi
Did any of your other children attend a *provider type* **with** *child name* **during the summer holiday?**

1	Yes
2	No

{If OthChi=1}
OthAge
Please tell me the ages of your other children who attended that *provider type* **with** *child name.*
CODE ALL THAT APPLY. BUT CODE EACH AGE GROUP ONLY ONCE.

1	Any child aged 0-2
2	Any child aged 3-4
3	Any child aged 5-8
4	Any child aged 9-14

Multicoded, number of allowed choices : 4

ALL SUMMER HOLIDAY PROVIDERS:

Numwk
For how many weeks during the Summer holiday, that is between *Holiday start date* **and** *Holiday end date***, did** *child name* **receive any childcare or nursery education from** *Provider type***?**

USE CALENDAR AGAIN IF DATES STILL NOT CLEAR

ENTER NUMBER OF WEEKS
Range : 1..12

Numday
For how many days in each of these weeks did *child name* **receive childcare or nursery education from** *Provider type***?**

ENTER NUMBER OF DAYS (1-5)

INTERVIEWER NOTE: if used for different number of days in different weeks, take what they did in most weeks
Range : 1..5

Numhr
For how many hours in each of these days did *child name* **receive childcare or nursery education from** *Provider type***?**
(Remember we are not talking about arrangements for the evening or weekends)

ENTER NUMBER OF HOURS - ROUND UP TO THE NEAREST HOUR

INTERVIEWER NOTE: if used for different number of hours on different days, take what they did on most days

IF LESS THAN HALF AN HOUR CODE AS 0
Range : 0..20

IF CHILDCARE PROVIDER THEN:

ChildPH
Did you pay any money for child care with/at *Provider type***?**
1 Yes
2 No

IF EDUCATION PROVIDER THEN:

WhatPH
CARD D6
Did you pay any money for any of these at/with *Provider type*
during the Summer holiday 1999? CODE ALL THAT APPLY
1 Education fees
2 Childcare fees
3 Refreshments/meals
4 Use of equipment and materials (including cooking ingredients)
5 Trips/outings
6 A donation to school fund/ building fund
7 Other
8 No, does not pay for anything
Multicoded, number of allowed choices : 8

If WhatPH='other' then

XWhtPH
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

{If Yes at ChildPyH or Codes 1-11 at WhatPyH}

AmPayH
Overall, how much did you pay for these things?
ENTER AMOUNT IN POUNDS AND PENCE
Range : 0.01..9999.70

PeriodH
What period of time did that cover?

1	Hour
2	half day (session)
3	Day
4	Week
5	Month
6	Term
7	Year
8	One-off cost

{If Summer holiday provider also used in Summer term and HolTyp= 1-6, 14}
SamPro
You said earlier that *child name* **also received childcare or nursery education from** *Provider type* **during the Summer term in 1999. Did** *he/she* **spend more time with/at** *Provider type* **during the Summer holiday than during the Summer term, or less time during the Summer holiday, or was the amount of time** *child name* **spent with/at** *Provider type* **about the same during the Summer holiday as during the Summer term?**

1	more time during Summer holiday
2	less time during Summer holiday
3	same amount of time

{If not all Summer holiday providers have been used} (IN FOURTH SURVEY THIS WAS ACTUALLY ONLY ASKED TO THOSE WHO HAD USED A PROVIDER DURING THE SUMMER HOLIDAYS)
LikeProv
CARD D3 AGAIN
During the Summer holiday 1999, would you have liked *child name* **to receive child care or nursery education from any of the (other) organisations or people on this list, if they had been available?**

1	Yes
2	No

{If LikeProv=YES then}
WhichLk
CARD D4 AGAIN
Which of these (other) organisations or people would you have liked *child name* **to receive childcare or nursery education from, if they had been available? CODE ALL THAT APPLY**

1	Nursery school
2	Nursery class in a primary or infants' school
3	Reception class in a primary or infants' school
4	Special day school or nursery or unit for children with special educational needs
5	Day nursery
6	Pre-school / playgroup
7	Mother and Toddler group
8	Before/After school club (inc. breakfast clubs
9	Holiday club/ Holiday Play scheme
10	Childminder
11	Nanny/au pair
12	Friends/neighbours
13	Other family members/relatives
14	Combined /Family Centre

Multicoded, number of allowed choices : 14

{Ask for each Summer holiday provider would have liked to use (coded at WhchLk)}

WhyNot
Why did *child name* **not receive childcare or nursery education from** *Provider type* **during the Summer holiday 1999?**
PROBE FULLY

1 None available
2 None for my child's age
3 They were closed for the school holidays
4 They were full
5 Too expensive/ could not afford them
17 Other reason

Multicoded, number of allowed choices : 6

If WhyNot='other' then

XWhyNot
INTERVIEWER: TYPE OTHER ANSWER
Text : Maximum 120 characters

{Ask all} (IN FOURTH SURVEY THIS WAS ACTUALLY ONLY ASKED TO THOSE WHO HAD USED A PROVIDER DURING THE SUMMER HOLIDAYS)

NumplH
CARD D3 again
Now, thinking about the overall number of places or people in your local area that provide childcare or nursery education during the Summer holiday, that is the types of people or places shown on this card, would you say that there are too many, about the right number, or not enough?

1 Too many
2 About the right number
3 Not enough

HolSatf
Overall how satisfied would you say you were with the childcare/education arrangements for *child name* **during the Summer holiday in 1999?**
Were you...READ OUT
IF RESPONDENT HAS NOT USED CHILDCARE/ EDUCATION ARRANGEMENTS SAY: We are interested in your opinion even if you have not used any arrangements

1 ...very satisfied
2 fairly satisfied
3 neither satisfied nor dissatisfied
4 fairly dissatisfied
5 very dissatisfied

HSWhy
Why do you say that?
PROBE: What other reasons?

1 Happy for child to be at home
2 Wasn't working so didn't need provision
3 I was happy with the activities I did with my child
4 Happy for child to be looked after by the current carer
5 Child was too young to need other provision
6 Other reason for being happy about the situation
7 There wasn't enough organised provision
8 I would have preferred not to look after my child all the time
9 Child didn't have enough stimulation / education
10 Wanted more provision but couldn't afford it
11 Didn't know what was available
12 Other reasons for dissatisfaction

If HSatWhy='6' or '12' then

XHSWhy
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 120 characters

BLOCK HHOLD:

HHIntro

I would now like to ask for some details about yourself and your household.

1 Continue

RespSex
ENTER SEX OF RESPONDENT
1 Male
2 Female

RespAge
First, how old were you on your last birthday?
Range : 0..97 (Soft check for 1-17 and 61-97)

RespAct
CARD E1
Which of these things are you doing at present?
PRIORITY CODE

EXPLAIN IF NECESSARY: By Government Training Programme I mean Training For Work (if aged 16-20), Youth Training or a Work Trial
1 Working (30 or more hours per week)
2 Working (16-29 hours per week)
3 Working (less than 16 hours per week)
4 On a Government Training Programme
5 Unemployed and looking for work
6 Looking after the home and family
7 Retired
8 Student
17 Other

RespMain
Are you the main income earner in your household? By that I mean the person with the highest income from all sources?

NOTE: Count Benefits as income
1 Yes
2 No
3 Jointly with another household member

HHCheck1
Can I just check whether *child name* **lives in the same household as you?**
1 Yes
2 No

ChildRel
CARD E2
And what is *child name's* **relationship to you? Just tell me the number from this card.**
1 Natural or adopted son/daughter**,**
2 Step-son/daughter**,**
3 Foster son/daughter)
7 Other

If childrel='other' then
XChilRel
TYPE IN OTHER ANSWER

Text : Maximum 60 characters

{If child lives in same household as respondent (if hhcheck1='yes')}

NPeople

Including yourself, how many people are there in your household? By your household I mean people who use the same living room as you or share at least one meal a day with you.

NOTE: Include all children/babies (including the selected child)

Range : 1..12 (Soft check for 11-12)

TABLE grid:

BLOCK Person:

{If the number of people in the household is greater than 2}

HName

(I have already asked about yourself and *Child name*.**)**
Can I have the first name of the (third/fourth….) **person in your household?**

Text : Maximum 15 characters

{All except respondent}

RelRsp

What is the relationship of *Person name* **to you?**

1 Husband/wife/ partner
2 Son/daughter (include adoptive)
3 Step-son/step-daughter
4 Foster son/daughter
5 Son/daughter in-law
6 Mother/father (inc. in-law)
7 Brother/sister
8 Other relative
9 Other non-relative

{All household members}

Sex

ENTER SEX OF *Person name* **(ASK IF NECESSARY)**

1 Male
2 Female

Age

How old was *Person name* **on** *his/her* **last birthday?**

Range : 0..97 (If RelRsp=1 soft check if Age1-15)
(If RelRsp=2-4 soft check if Age <15 years less than Respage)
(If RelRsp=6 soft check if Age = or less than Respage)

{If age in [16..97]}

Act
CARD E1 again
Which of these things is *Person name* **doing at present?**
PRIORITY CODE

EXPLAIN IF NECESSARY: By Government Training Scheme I mean Training For Work (if aged 16-20), Youth Training or a Work Trial

1 Working (30 or more hours per week)
2 Working (16-29 hours per week)
3 Working (less than 16 hours per week)
4 On a Government Training Programme
5 Unemployed and looking for work
6 Looking after the home and family
7 Retired
8 Student
17 Other

{If respondent is not sole or main income earner}

Main
Is *Person name* **the main income earner in your household? By main income earner I mean the person with the highest income from all sources.**

1 Yes
2 No
3 Joint

BLOCK DEMO:

Marital
CARD F1
Which of these best describes your current position?

1 Married
2 Living with partner
3 Single
4 Divorced
5 Separated
6 Widowed
7 Other

If marital='other' then

Xmarital
INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

{If child lives in same household as respondent (if hhold.hhcheck1=yes then)}

HHInc

CARD F2

Could you please give me the letter from this card for the group in which you would place all your annual household income from all sources, including benefits, before tax and other deductions?

1	D
2	E
3	G
4	H
5	J
6	K
7	L
8	M
9	P
10	Q
11	S

{If respondent is working (if hhold.respact in [ftwork,ptwork])}

RespJob1

What is the name or title of your job?

Text : Maximum 140 characters

RespJob2

What kind of work do you do most of the time?

IF RELEVANT, PROBE: What materials or equipment do you use?

Text : Maximum 140 characters

RespEmp

In that job, are you an employee or self-employed?

1	Employee
2	Self-employed

WorkHome

Do you work from home at all?

IF 'YES', PROBE: Is that all of the time, or just some of the time?

1	All of the time
2	Some of the time
3	No

{If RespEmp='Employee' then}

RespMan

Do you have managerial duties or are you supervising other employees at all?

1	Yes, managerial duties
2	Yes, supervisory
3	No, neither

NumWork

Including yourself, how many people work at the place where you work?

1	1 or 2
2	3-24
3	25-499
4	500+

{If RespEmp='Self-employed'}

NumEmp

Do you have others working for you?

IF YES: How many are paid employees?

1	No, none
2	Yes, 1-24
3	Yes, 25 or more

{If Not currently working}

RespEver
Have you ever had a paid job?
1 Yes
2 No

{If RespEver='Yes'}

respjb1a
What was the name or title of the last paid job you had?
Text : Maximum 140 characters

respjb2a
What kind of work did you do most of the time?
IF RELEVANT, PROBE: What materials or equipment did you use?
Text : Maximum 140 characters

RespEmpa
In that job, were you an employee or self-employed?
1 Employee
2 Self-employed

{If RespEmpa='Employee'}

RespMana
Did you have managerial duties or were you supervising other employees at all?
1 Yes, managerial duties
2 Yes, supervisory
3 No

NumWorka
Including yourself, how many people were working at the place where you worked?
1 1 or 2
2 3-24
3 25-499
4 500+

{If RespEmpa='Self-employed'}

NumEmpa
Did you have others working for you?
IF YES: How many were paid employees?
1 No, none
2 Yes, 1-24
3 Yes, 25 or more

{Collect job details of main income earner if not respondent}
{If main income earner is in work}

MainJob1
What is the name or title of *Main income earner***'s job?**
Text : Maximum 140 characters

MainJob2
What kind of work does *Main income earner* **do most of the time?**
IF RELEVANT, PROBE: What materials or equipment does *he/she* **use?**

Text : Maximum 140 characters

MainEmp

In that job, is *Main income earner* **an employee or self-employed?**

1 Employee
2 Self-employed

MainHome

Does *Main income earner* **work from home at all?**
IF 'YES', PROBE: Is that all of the time, or just some of the time?

1 All of the time
2 Some of the time
3 No

{If MainEmp='Employee'}

MainMan

Does *Main income earner* **have managerial duties or does** *he/she* **supervise other employees at all?**

1 Yes, managerial duties
2 Yes, supervisory
3 No

MainWork

Including *Main income earner*, **how many people work at the place where** *he/she* **works?**

1 1 or 2
2 3-24
3 25-499
4 500+

{If MainEmp='Self-employed'}

MainNEmp

Does *Main income earner* **have others working for** *him/her*?
IF YES: How many are paid employees?

1 No, none
2 Yes, 1-24
3 Yes, 25 or more

{If main income earner is not in work}

MainEver

Has *Main income earner* **ever had a paid job?**

1 Yes
2 No

{If mainever=yes}

mainjb1a

What was the name or title of the last paid job *Main income earner* **had?**
Text : Maximum 140 characters

mainjb2a

What kind of work did *Main income earner* **do most of the time?**
IF RELEVANT, PROBE: What materials or equipment did *he/she* **use?**
Text : Maximum 140 characters

MainEmpa

In that job, was *Main income earner* **an employee or self-employed?**

1 Employee
2 Self-employed

{If MainEmpa='Employee'}

MainMana

Did *Main income earner* **have managerial duties or was** *he/she* **supervising other employees at all?**

1 Yes, managerial duties
2 Yes, supervisory
3 No

MainWrka

Including *Main income earner*, **how many people were working at the place where** *he/she* **worked?**

1 1 or 2
2 3-24
3 25-499
4 500+

{If MainEmpa='Self-employed'}

MainNEma

Did *Main income earner* **have others working for** *him/her*?
IF YES: How many were paid employees?

1 No, none
2 Yes, 1-24
3 Yes, 25 or more

{Ask all}

Tenure

Do you own or rent this property or do you live here under some other arrangement?

1 Own/have mortgage
2 Rent from Council
3 Rent privately
4 Rent from Housing Association
5 Bed and Breakfast
6 Living or staying with family or friends/ property belongs to family or friends
7 Associated with employment/comes with job
17 Other

If tenure='other' then

XTenure

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

AnyQual

CARD F3

Do you have any of the qualifications shown on this card?

1 Yes
2 No

{If AnyQual='Yes' then}

WhatQual

CARD F3 again

What is the number next to the highest one that you have passed?

Range : 1..7

{If spouse of respondent lives in household}

AnyQual2

CARD F3 AGAIN

Does *Name of spouse* **have any of the qualifications shown on this card?**

1 Yes
2 No

If AnyQual2='Yes' then

WhatQua2
CARD F3 AGAIN
What is the number next to the highest one that *Name of spouse* **has passed?**
Range : 1..7

{Ask all}

Ethnicity
CARD F4
Could you please tell me which of the groups on this card best describes *child name*__**?**__
1 White
2 Black-Caribbean
3 Black-African
4 Black-Other
5 Indian
6 Pakistani
7 Bangladeshi
8 Chinese
17 Other

Ethnicity
CARD F4 AGAIN
Could you please tell me which of the groups on this card best describes you?
1 White
2 Black-Caribbean
3 Black-African
4 Black-Other
5 Indian
6 Pakistani
7 Bangladeshi
8 Chinese
17 Other

{If spouse of respondent lives in household}

Ethnicity
CARD F4 AGAIN
Could you please tell me which of the groups on this card best describes *name of spouse*__**?**__
1 White
2 Black-Caribbean
3 Black-African
4 Black-Other
5 Indian
6 Pakistani
7 Bangladeshi
8 Chinese
17 Other

EngFirst
(**Can I check), is English** *child name*__**'s**__ **first or main language?**
1 Yes
2 No

EngFirst
(**Can I check), is English your first or main language?**
1 Yes
2 No

{If respondent's spouse lives in household}

EngFirst
(**Can I check), is English** *name of spouse*__**'s**__ **first or main language?**
1 Yes
2 No

{Ask all}

SpNeeds

Does *child name* **have any special educational needs or other specialneeds?**
IF YES PROBE: Does *he/she* **have a 'statement of needs'?**

1 No special needs
2 Yes, statemented
3 Yes, but not statemented

{If SpNeeds=Yes, statemented or Yes, but not statemented}

SpCause

CARD F5 Are these special educational needs or learning difficulties caused by any of the things shown on this card?
IF 'YES', PROMPT: Please say what
CODE ALL THAT APPLY

1 a physical disability
2 a problem with sight, hearing or speech
3 a mental disability
4 emotional or behavioural problems
5 a medical or health problem
6 difficulties with reading, writing, spelling or mathematics
17 Other

Multicoded, number of allowed choices : 6

If SpCause ='other' then

XSpCause

INTERVIEWER: TYPE IN OTHER ANSWER
Text : Maximum 80 characters

SpDiff

Did you have any difficulty getting a suitable nursery education or childcare place for *child name***, due to** *his/her* **special needs?**

1 Yes
2 No

SpInfo

Have you received any information or advice about *child name***'s special educational needs?**
IF 'YES', PROMPT: From where did you obtain this information?
CODE ALL THAT APPLY

1 No - has not received any information or advice
2 a nursery education provider
3 a childcare provider
4 Local Education Authority
5 a family doctor
6 friends or relatives
17 Other

Multicoded, number of allowed choices : 6

{If education provider used during Summer, Autumn or Spring term}

ProvDet

We would like to contact the places you mentioned earlier as providing nursery education for *childname***, just to check what type of service they provide.**

This will help us to build up a better picture of the types of nursery education that people use.

We will not ask the place any questions about you or your child, just about the type of nursery education they offer.

Could you please give me the telephone number and address of these places as I read them out. If you need to go and look up the details please do so.

1 Agreed to give details
2 Refused to give details

{If provdet=agree}

{Collect details of each education provider}

PrTel

Could I have the telephone number of *Provider name***?**

Text : Maximum 15 characters

INTERVIEWER: IF NECESSARY, ASK RESPONDENT IF THE PHONE BOOK CAN BE CONSULTED

ProvAd

PLEASE ENTER THE ADDRESS INFORMATION FOR THIS PROVIDER IN ALL THE FOLLOWING FIELDS IF POSSIBLE.
INDICATE ANY ITEM WHICH IS NOT APPLICABLE BY ENTERING 'REFUSE'
IF THE POSTCODE IS NOT KNOWN YOU CAN LEAVE THAT OUT

1 Continue

PrAddA
ENTER HOUSE/ BUILDING NAME OR NUMBER

PrAddB
ENTER STREET NAME

PrAddC
ENTER LOCAL AREA/ VILLAGE NAME

PrAddD
ENTER TOWN/ CITY

PrAddE
ENTER COUNTY

PrPCA
ENTER FIRST PART OF POSTCODE
EG: FOR THE POSTCOCE ECIV OAX YOU WOULD ENTER ECIV AT THIS QUESTION

PrPCB
ENTER SECOND PART OF POSTCODE
EG: FOR THE POSTCOCE ECIV OAX YOU WOULD ENTER OAX AT THIS QUESTION

{Ask all}

Tel

Is there a telephone in your accommodation that can be used to receive and to make calls?

1 Yes
2 No

{If Tel=yes}

TelNum

A certain number of interviews on any survey are checked by a supervisor to make sure that people were satisfied with the way the interview was carried out. In case my supervisor needs to contact you it would be very helpful if we could have your telephone number.

INTERVIEWER: RECORD NUMBER ON ARF

1 Number given
2 Number refused

{Ask all}

Contact

We may want to talk to you again at some time in the future. Would you be willing to have another interview? Again, your replies would be treated in the strictest confidence.

1 Yes
2 Conditional yes
3 No

DoAdmin

PRESS <CTRL+ENTER> TO CONTINUE VIA ADMIN

0: Press <Ctrl+Enter> to continue

Thank

INTERVIEWER: THE INTERVIEW IS FINISHED
THANK THE RESPONDENT FOR THEIR CO-OPERATION
THEN ENTER '1' TO CONTINUE VIA ADMIN

1 Finish

AdmNote

Reminder/Note for opening menu. OPTIONAL.

IF NOTHING TO SAY, JUST PRESS <Enter>.

ENTER HERE ANY USEFUL DETAILS YOU WISH TO APPEAR ON THE OPENING MENU.
Text : Maximum 50 characters

Choice

INTERVIEWER: DO YOU NOW WANT TO:
.....RETURN TO THE MENU
OR ...FILL IN THE ADMIN DETAILS?

DO NOT SELECT ADMIN UNTIL YOU ARE READY TO PREPARE THIS QUESTIONNAIRE FOR DESPATCH TO HEAD OFFICE

1 exit RETURN TO THE MENU
5 admin FILL IN THE ADMIN DETAILS - and prepare this questionnaire for despatch to Head Office

{If (choice = admin)}

TPhone

ENTER TELEPHONE NUMBER OF RESPONDENT

LEAVE BLANK IF YOU DO NOT HAVE THE RESPONDENT'S TELEPHONE NUMBER

Text : Maximum 12 characters

TNC

How many calls, in total, did you make at this address?

ENTER TOTAL NUMBER OF CALLS FROM ADDRESS RECORD FORM (ARF)

Range : 1..12

Outcome

ENTER FINAL OUTCOME FROM ADDRESS RECORD FORM (ARF)

1	Insuff	Insufficient address
2	NoTrace	Not traced
8	OthDead	Other address problem (DESCRIBE IN A NOTE)
10	AgeOut	Child's age out of scope
13	MoveOut	Moved out of area
14	ParMove	Parent moved - no follow-up address
22	NonCont	No contact with anyone at address
51	Full	Full interview achieved
52	Partial	Partial interview achieved
60	OptOut	Opt-out to National Centre office
61	POret	Opt-out letter returned by Post Office
70	RefOff	Refusal to National Centre office
71	NC5Calls	No contact eligible parent after 4+ calls
72	PersRef	Personal refusal by eligible parent
73	ProxyRef	Proxy refusal on behalf of eligible parent
74	BrokAppt	Broken appointment, no recontact
75	IllHome	Parent too ill (at home) to be interviewed
76	InHosp	Parent in hospital/away on holiday
77	Senile	Parent senile/incapacitated
78	PoorEng	Inadequate English
79	OtherNE	Other reason
81	ReAlloc	Re-allocated to another interviewer
82	ReIssNC	Re-issue, not covered at final cut-off date

{If outcome in [nc5calls..otherne]}

ReasRef

ENTER REASONS FOR REFUSAL/NON-CONTACT FROM ARF (Q2/Q5)

Text : Maximum 100 characters

DiffInt

If a <u>different</u> interviewer called again in 2-3 weeks, how likely do you think it is that she would get an interview?

ENTER ANSWER FROM ARF (Q6)

1	Very likely
2	Likely
3	Possible
4	Unlikely
5	Very unlikely
6	Impossible to say

IntDone

HAVE YOU COMPLETED ALL POST-INTERVIEW CODING, CHECKING & NOTES? HAVE YOU COMPLETED THE RECORD OF PROVIDER DETAILS INCLUDING TELEPHONE NUMBER OR ADDRESS.

CODE `1' (Yes) SIGNALS THAT THIS HOUSEHOLD IS READY FOR TRANSMISSION TO HEAD OFFICE.

1 Yes, completed all coding, etc
2 Not yet

Info

INTERVIEWER: THAT COMPLETES THE ADMIN DETAILS : YOU SHOULD NOW...

...LEAVE THE QUESTIONNAIRE, by pressing <Enter>.

...if you need to RE-ENTER THE QUESTIONNAIRE, press <Ctrl + Enter>.

(Leave questionnaire)

CARD A1

Nursery education at:

- Nursery school
- Nursery class in a primary or infants' school
- Reception class in a primary or infants' school
- Special Day School or Nursery or Unit for children with special educational needs (eg. physical disabilities, learning difficulties)
- Day nursery
- Playgroup/ 'Pre-school'

Child care with:

- Mother and Toddler group
- Before/ After School Club (including breakfast clubs)
- Childminder
- Nanny/ au pair
- Friends/ neighbours
- Other family members/ relatives (not those living with you)

Nursery education and child care at:

- Combined/ Family Centre

CARD B1

Nursery School
- Usually a school in its own right with most children aged 3-5 years
- Sessions normally run for about 2½-3 hours morning and afternoon but may be full-time
- Can be run by the Local Education Authority or privately

Nursery class in a primary or infants' school
- Often a separate unit in a primary or infants school
- Most children in the nursery class are aged 3 or 4
- Sessions normally run for 2½ to 3 hours morning and afternoon
- Usually part-time but can be full-time (morning and afternoon sessions)

Reception class in a primary or infants' school
- Most children in the reception class are aged 4 or 5
- Usually provides full-time education (normal school hours) though maybe part-time initially

Special Day School or Nursery or Unit for children with special educational needs (eg. physical disabilities, learning difficulties)
- Non fee-paying school for children with special educational needs
- Can be day school or boarding school

Day nursery
- Run for the whole working day and only closed for a few weeks in summer
- Usually includes childcare as well as nursery education
- Takes children from a few months to 5 years
- Usually run privately or by employers but sometimes by volunteers or the Local Authority

Playgroup/ 'pre-school'
- Fees charged, with sessions of up to 4 hours
- Usually run by a community/voluntary group or parents

Mother and Toddler group - The parent is present during the session

Before/ After School Club (including breakfast clubs)
- Provides care for children on school premises, but outside school hours
- Fees usually charged
- Can be run by schools, voluntary or private organisations

Childminder
- Most provide care from their home, for the whole working day and whole year
- May or may not provide early education as part of an accredited network

Nanny/au pair- Usually comes to the child's home

Friends/neighbours

Other family members/relatives

Combined/ Family Centre
- Centre offering both nursery education and daycare facilities for children
- Age of child can be from a few months old up to and including four year olds
- In some cases provision is for the full working day
- May offer other services for families eg: drop-in facilities; adult education; advice/ counselling

CARD D3

- Holiday club or Holiday Play Scheme
- Day nursery
- Playgroup/ ‘Pre-school’
- Nursery school
- Nursery class in a primary or infants’ school
- Reception class in a primary or infants’ school
- Special Day School or Nursery or Unit for children with special educational needs (eg. physical disabilities, learning difficulties)
- Mother and Toddler group
- Before/ After School Club (including breakfast clubs)
- Childminder
- Nanny/ au pair
- Friends/ neighbours
- Other family members/ relatives (not those living with you)

- Combined/ Family Centre

CARD D4

Holiday club or Holiday Play Scheme
- Provides activities/ care for children during school holidays
- Fees usually charged
- Can be run by schools, employers or other voluntary or private organisations

Nursery School
- Usually a school in its own right with most children aged 3-5 years
- Sessions normally run for about 2½-3 hours morning and afternoon but may be full-time
- Can be run by the Local Education Authority or privately

Nursery class in a primary or infants' school
- Often a separate unit in a primary or infants school
- Most children in the nursery class are aged 3 or 4
- Sessions normally run for 2½ to 3 hours morning and afternoon
- Usually part-time but can be full-time (morning and afternoon sessions)

Reception class in a primary or infants' school
- Most children in the reception class are aged 4 or 5
- Usually provides full-time education (normal school hours) though often part-time initially

Special Day School or Nursery or Unit for children with special educational needs (eg. physical disabilities, learning difficulties)
- Non fee-paying school for children with special educational needs
- Can be day school or boarding school

Day nursery
- Run for the whole working day and only closed for a few weeks in summer
- Usually includes childcare as well as nursery education
- Takes children from about 3 months to 5 years
- Usually run privately or by employers but sometimes by volunteers or the Local Authority

Playgroup/ pre-school
- Fees charged, with sessions of up to 4 hours
- Usually run by a community/voluntary group or parents

Mother and Toddler group - The parent is present during the session

Before/ After School Club (including breakfast clubs)
- Provides care for children on school premises, but outside school hours
- Fees usually charged
- Can be run by schools, voluntary or private organisations

Childminder
- Most provide care from their home, for the whole working day and whole year
- May or may not provide early education as part of an accredited network

Nanny/au pair- Usually comes to the child's home

Friends/neighbours

Other family members/relatives

Combined/ Family Centre
- Centre offering both nursery education and daycare facilities for children
- Age of child can be from a few months old up to and including four year olds
- In some cases provision is for the full working day
- May offer other services for families eg: drop-in facilities; adult education; advice/ counselling

CALENDAR

TERM

Summer Term 1999
Summer Holiday 1999

APRIL	Mon 12	
	Mon 19	
	Mon 26	
MAY	Mon 3	Early May Bank Holiday
	Mon 10	
	Mon 17	
	Mon 24	
	Mon 31	Spring Bank Holiday
JUNE	Mon 7	
	Mon 14	
	Mon 21	
	Mon 28	
JULY	Mon 5	
	Mon 12	
	Mon 19	
	Mon 26	
AUGUST	Mon 2	
	Mon 9	
	Mon 16	
	Mon 23	
	Mon 30	Summer Bank Holiday

TERM

Autumn Term 1999

SEPTEMBER	Mon 6	
	Mon 13	
	Mon 20	
	Mon 27	
OCTOBER	Mon 4	
	Mon 11	
	Mon 18	
	Mon 25	
NOVEMBER	Mon 1	
	Mon 8	
	Mon 15	
	Mon 22	
	Mon 29	
DECEMBER	Mon 6	
	Mon 13	
	Mon 20	
	Mon 27	

TERM

Spring Term 2000

JANUARY	Mon 3	Public holiday
	Mon 10	
	Mon 17	
	Mon 24	
	Mon 31	
FEBRUARY	Mon 7	
	Mon 14	
	Mon 21	
	Mon 28	
MARCH	Mon 6	
	Mon 13	
	Mon 20	
	Mon 27	
APRIL	Mon 3	
	Mon 10	
	Mon 17	
	Mon 24	Easter Monday

National Centre *for* Social Research

Parents of 3 and 4 Year Olds

p1975

National Centre *for* Social Research

formerly SCPR

SN:

P1975 FOURTH SURVEY OF PARENTS OF THREE AND FOUR YEAR OLDS

TELEPHONE UNIT FOLLOW-UP QUESTIONNAIRE JULY 2000

Follow-up telephone question for those who said there were not enough nursery education places in the local area but used their first choice of provider

Good morning/ afternoon/ evening. My name is…….. from the National Centre for Social Research. One of our interviewers recently interviewed you about the nursery education and childcare which you used for *childname*. We would like to ask you a follow-up question about nursery education. This will take only a minute or two.

During the interview you said that *name of provider* was your <u>first</u> choice for *childname* for the times when you used it. You also said that there aren't <u>enough</u> places providing nursery education in your local area.

Can you tell me why you feel that there aren't enough places providing nursery education in your local area, although the place where you sent *childname* was your first choice?

WRITE IN ANSWER VERBATIM. PROBE IF NECESSARY (Why do you say that?)

Appendix B

- Nursery education provider check
- Rules used for determining modified provider type from census checks

NURSERY EDUCATION PROVIDER CHECK **RED TEAM**

P1975 May 2000

Provider Address Label 1

Provider details label 2

(SN: 1-7
Card: 8-9
Batch: 10-14)

Interviewer name:

Interviewer number:

(Intno: 15-18)

TNC:

CALLS RECORD (Note all calls even if no reply)

Call no	Date dd/mm	Day of week	Time (24hr clock)	Notes
1	/		:	
2	/		:	
3	/		:	
4	/		:	
5	/		:	
6	/		:	
7	/		:	
8	/		:	
9	/		:	
10	/		:	

Survey of Parents of Three and Four Year Olds - Provider questionnaire

ASK

Good morning/afternoon/evening. My name is _____ from the National Centre for Social Research. We are conducting a study for the Department for Education and Employment and as part of this are calling providers of early years education services. We would like to ask 4 quick questions so that we can classify the type of service you provide. **If necessary;** This study will report on what types of early years education parents use - it will not mention the names of any providers.

Q.1 INTERVIEWER: DID YOU MAKE TELEPHONE CONTACT WITH THIS PROVIDER?

Yes, interview started	51 **ASK Q.2**	(19-20
Yes, but they refused to speak to me	71	
No, no (correct) telephone number	72 **END**	
No, could not make contact (with the right person)	73	

Q.2 [*take age from label 2 and tick box that applies]*

I am going to read out a list. Please give me your answer when You have heard all the options. Which of the following best describes the service provided at this location for a child who is …

READ OUT ALL CODES

	(21-28) Three	(31-38) Four	(41-48) Five
… a nursery school,	01	01	01
a nursery class in a primary or infants' school,	02	02	02
a reception class in a primary or infants' school,	03	03	03
a special day school or nursery,	04	04	04
a day nursery,	05	05	05
a playgroup or pre-school,	06	06	06
a combined or family centre,	07	07	07
or, something else? (WRITE IN BELOW)	08	08	08
(We don't cater for this age)	09	09	09

_____

If more than one coded per age/ column -> Q4

All others go to Q3

Q.3 **Which organisation is responsible for providing this service?**

READ OUT IF NECESSARY AND PRIORITY CODE ONE

an employer	1	1	1
a community or voluntary organisation or charity	2	2	2
a church or religious organisation	3	3	3
a private or independent (fee-paying) school or organisation	4	4	4
a social services department of a local authority	5	5	5
a Local Education Authority	6	6	6
or some other organisation? (WRITE IN)	7	7	7

_____

(29-30) (39-40) (49-50)

Q4. IF MORE THAN ONE CODE AT Q2. TAKE AGE FROM LABEL 2 AND TICK BOX THAT APPLIES

And of those services you mentioned, which ones would be available for a…

3 yrs ☐ (51) 4 yrs ☐ (64)

IF NECESSARY; READ OUT LIST AGAIN

	a) **..younger three year old?**	b) **..and how about an older three year old?**	c) **..younger four year old?**	d) **..and how about an older four year old?**
	a) younger	b) older	c) younger	d) older
a nursery school,	01	01	01	01
a nursery class in a primary or infants' school,	02	02	02	02
a reception class in a primary or infants' school,	03	03	03	03
a special day school or nursery,	04	04	04	04
a day nursery,	05	05	05	05
a playgroup or pre-school,	06	06	06	06
a combined or family centre,	07	07	07	07
or, something else? (WRITE IN BELOW)	08	08	08	08
We don't cater for this age	09	09	09	09
_____	(52-55)	(58-61)	(65-68)	(71-74)

Q.5 **Which organisation is responsible for providing this service for a…** READ OUT IF NECESSARY

	a) **..younger three year old?**	b) **..and how about an older three year old?**	c) **..younger four year old?**	d) **..and how about an older four year old?**
an employer	1	1	1	1
a community or voluntary organisation or charity	2	2	2	2
a church or religious organisation	3	3	3	3
a private or independent (fee-paying) school or organisation	4	4	4	4
a social services department of a local authority	5	5	5	5
a Local Education Authority	6	6	6	6
other organisation (WRITE IN)	7	7	7	7
_____	(56-57)	(62-63)	(69-70)	(75-76)

Q6 Name of Respondent _____

Job title _____

IF NECESSARY, PROBE TO EXPLAIN ROLE

RULES USED FOR DETERMINING MODIFIED PROVIDER TYPE FROM CENSUS CHECKS – LOGICAL CHECKS CARRIED OUT BY COMPUTER

Providers checked against the Schools' Census:

1. If parent classification =reception class and census = reception class and type of establishment not=special school or LEA nursery school and age at provider =older four or more then modified classification =reception class
2. If parent classification =nursery class and census = nursery class and type of establishment not= special school or LEA nursery school and age at provider =younger four or less then modified classification =nursery class
3. If parent classification =nursery school and census = reception class and type of establishment not=LEA nursery school and phase not=nursery and age at provider =older four or more then modified classification =reception class
4. If parent classification =nursery school and census = nursery class and type of establishment not=LEA nursery school and phase not=nursery and age at provider =younger four or less then modified classification =nursery class
5. If parent classification =nursery school and type of establishment=LEA nursery school & phase=1 and age at provider =younger four or less then modified classification =nursery school
6. If provider classification =nursery school and type of establishment=LEA nursery school & phase=nursery and age at provider =younger four or less then modified classification =nursery school
7. If parent classification =special school and census = reception class and type of establishment not= special school or LEA nursery school and age at provider =older four or more then modified classification =reception class
8. If parent classification =special school and census = nursery class and type of establishment not= special school or nursery school and age at provider =younger four or less then modified classification =nursery class
9. If parent classification=special school and type of establishment=special school then modified classification=special school
10. If provider classification=special school and type of establishment=special school then modified classification=special school

Providers checked against the Early Years' Census:

1. If (parent classification =playgroup or provider classification = playgroup) and age at provider = rising five or less and census =playgroup/pre-school then modified classification =playgroup
2. If (parent classification =day nursery or provider classification = day nursery) and age at provider = rising five or less and census=day nursery then modified classification =day nursery
3. If (parent classification =nursery school or provider classification = nursery school) and age at provider = rising five or less and census=nursery school then modified classification =nursery school
4. If (parent classification =nursery class or provider classification = nursery class) and age at provider = younger four or less and census=nursery/ reception class in school then modified classification =nursery class
5. If (parent classification =reception class or provider classification = reception class) and age at provider = older four or more and census=nursery/ reception class in school then modified classification =reception class
6. If (parent classification =special school or provider classification = special school) and census=special school then modified classification =special school

If (parent classification =combined/family centre or provider classification = combined/family centre) and = combined/ family centre then modified classification =combined family centre

Appendix C

- Statistical information for multivariate logistic regression included in the report

Statistical information for multivariate logistic regression included in the report.

Variables tested in the models

Sometimes two versions of the same variable were tested. For example, ethnic origin in four groups was used in some models but for final models a two category variable was used since no significant differences were found among the ethnic minority groups. Variables about participation in the last week were only used as independent variables where the dependent variables were parents' perceptions of the amount or quality of nursery education in the local area.

Variable	Categories
Age of child (cohorts)	Younger three Older three Rising four Younger four Older four Rising five Younger five Older five
Age of child (grouped cohorts	Three (younger three to rising four) Four (younger four to rising five) Five (younger five to older five)
Household income (£)	Less than 10,000 10,000-19,000 20,000-29,000 30,000 or more
Social Class	I and II III Non-manual III Manual IV and V
Region	North Midlands and South West South East (excluding Greater London) Greater London
Whether lives in Greater London	Outside Greater London Greater London
Urban/ rural	Urban Rural
Ethnic origin of parent (four groups)	White Black Asian Other ethnic minority
Ethnic origin of parent (two groups)	White Ethnic minority
Working status (three groups)	Both work/ one parent works in one parent family

	One parent works in two parent family
	Neither parent works
Working status (two groups)	One or both parents work
	Neither parent works
Family type	Two parent
	One parent
Participation in nursery education in last week	Yes
	No
Main or sole provider in last week	None/ not nursery class or reception class
	Nursery class or reception class

Deriving the models

Each variable was tested in a model as the only independent variable. The significant independent variables were then added one by one to a model. The age of the child was always included first. Variables found to be non-significant in the multivariate model were rejected until a final model was derived including only significant variables. The only exception was the age of the child which was included in most models even if not significant. Age of the child was not included for models based only on five year olds since all children would be in the same grouped age cohort.

Where the variables which were significant varied by the age of the child separate models were derived for older and younger children.

Full results of the models

It should be noted that the frequencies shown in the models below are the number of cases actually included in the models. Cases with missing values on any of the variables included in the model were excluded from the models.

Model 1: Multivariate logistic regression of participation in nursery education in the last week for children aged younger three to rising four (threes)

Variable/ category	Frequency	Coefficient	Standard error	Significance
Age of child				.000
Younger three	695	-2.050	.301	.000
Older three	851	-.784	.321	.015
Rising four	516	Reference	Reference	Reference
Household income (£)				.004
Less than 10,000	533	-1.012	.320	.002
10,000-19,000	547	-.937	.279	.001
20,000-29,000	435	-.489	.312	.117
30,000 or more	547	Reference	Reference	Reference
Ethnic origin of parent				
White	1792	.442	.211	.037
Ethnic minority	270	Reference	Reference	Reference
Working status				.017
Both work/ one parent works in one parent family	959	.749	.265	.005
One parent works in two parent family	645	.389	.254	.125
Neither parent works	458	Reference	Reference	Reference
Constant	2062	3.574	.466	.000

Model 2: Multivariate logistic regression of participation in nursery education in the last week for children aged younger four to rising five (fours)

Variable/ category	Frequency	Coefficient	Standard error	Significance
Age of child				.012
Younger four	703	-1.222	.496	.014
Older four	886	-.464	.525	.377
Rising five	500	Reference	Reference	Reference
Whether respondent lives in Greater London				
No	1893	.716	.404	.076
Yes	196	Reference	Reference	Reference
Working status				
At least one parent works	1658	.660	.328	.044
Neither parent works	431	Reference	Reference	Reference
Constant	2089	3.481	.589	.000

Model 3: Multivariate logistic regression of participation in nursery classes in the last week for children aged younger three to rising five (three and four year olds)

Variable/ category	Frequency	Coefficient	Standard error	Significance
Age of child				.000
Younger three	654	1.460	.251	.000
Older three	814	2.702	.240	.000
Rising four	490	3.024	.248	.000
Younger four	627	3.010	.244	.000
Older four	795	.689	.261	.008
Rising five	452	Reference	Reference	Reference
Household income (£)				.001
Less than 10,000	872	.546	.138	.000
10,000-19,000	1035	.312	.131	.017
20,000-29,000	902	.151	.131	.249
30,000 or more	1023	Reference	Reference	Reference
Social class				.000
I and II	1318	-.864	.192	.000
III Non-manual	1664	-.485	.178	.006
III Manual	645	-.288	.191	.133
IV and V	205	Reference	Reference	Reference
Region				.000
North	1138	.490	.159	.002
Midlands and South West	1283	-.407	1.60	.011
South East (excluding Greater London)	1074	-.752	.166	.000
Greater London	337	Reference	Reference	Reference
Urban/ rural				
Urban	2726	.484	.100	.000
Rural	1106	Reference	Reference	Reference
Ethnic origin of parent				
White	3388	-.440	.133	.001
Ethnic minority	444	Reference	Reference	Reference
Constant	3832	-2.707	.324	.000

Model 4: Multivariate logistic regression of participation in playgroups/ pre-schools in the last week for children aged younger three to rising five (three and four year olds)

Variable/ category	Frequency	Coefficient	Standard error	Significance
Age of child				.000
Younger three	696	4.711	.511	.000
Older three	856	4.208	.510	.000
Rising four	519	4.008	.514	.000
Younger four	670	3.915	.512	.000
Older four	838	1.125	.552	.042
Rising five	472	Reference	Reference	Reference
Household income (£)				.000
Less than 10,000	1024	-.363	.127	.004
10,000-19,000	1068	-.061	.119	.606
20,000-29,000	912	.318	.119	.008
30,000 or more	1047	Reference	Reference	Reference
Region				.000
North	1214	-.477	.198	.016
Midlands and South West	1352	.687	.186	.000
South East (excluding Greater London)	1098	.857	.188	.000
Greater London	387	Reference	Reference	Reference
Urban/ rural				
Urban	2915	-.731	.095	.000
Rural	1136	Reference	Reference	Reference
Ethnic origin of parent				
White	3536	.689	.168	.000
Ethnic minority	515	Reference	Reference	Reference
Constant	4051	-5.477	.551	.000

Model 5: Multivariate logistic regression of parental opinion of the number of nursery education places in the local area for those with children aged younger three to rising five (three and four year olds). Looking at the likelihood of thinking that there were not enough places.

Variable/ category	Frequency	Coefficient	Standard error	Significance
Age of child				
Threes	2071	.072	.063	.259
Fours	2012	Reference	Reference	Reference
Whether respondent lives in Greater London				
No	3697	-.407	.110	.000
Yes	386	Reference	Reference	Reference
Participation in nursery education in last week				
No	205	.360	.149	.016
Yes	3878	Reference	Reference	Reference
Constant	4083	.401	.110	.000

Model 6: Multivariate logistic regression of parental opinion of the quality of nursery education places in the local area for those with children aged younger three to rising five (three and four year olds). Looking at the likelihood of describing the quality as good or excellent.

Variable/ category	Frequency	Coefficient	Standard error	Significance
Age of child				
Three	1979	.003	.072	.962
Four	1942	Reference	Reference	Reference
Whether respondent lives in Greater London				
No	3565	.481	.123	.000
Yes	356	Reference	Reference	Reference
Ethnic origin of parent				
White	3398	.286	.102	.005
Ethnic minority	523	Reference	Reference	Reference
Family type				
Two parent	3079	.265	.079	.001
One parent	842	Reference	Reference	Reference
Whether main or sole provider is a nursery or reception class				
No	1729	-.353	.073	.000
Yes – nursery or reception class	2192	Reference	Reference	Reference
Constant	3921	-.701	.139	.000

Model 7: Multivariate logistic regression of parental opinion of the quality of nursery education places in the local area for those with children aged five. Looking at the likelihood of describing the quality as good or excellent.

Variable/ category	Frequency	Coefficient	Standard error	Significance
Whether respondent lives in Greater London				
No	1366	.441	.193	.022
Yes	135	Reference	Reference	Reference
Ethnic origin of parent				
White	1315	.563	.167	.001
Ethnic minority	186	Reference	Reference	Reference
Constant	1501	-.695	.202	.001