

2006 Childcare and Early Years Providers Surveys Primary schools with nursery and reception classes

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BMRB Social Research

Research Report No
DCSF-RW014

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and reception classes*

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ISBN 978 1 84775 037 2

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1 Summary and conclusions

1.1 Introduction

The Department for Children, Schools and Families (DCSF, formerly the Department for Education and Skills) commissioned BMRB to undertake eight surveys to collect information about childcare and early years provision and its workforce. This report outlines the findings for primary schools with nursery and reception classes (primary schools that provide early years education for children aged three to five through nursery and reception classes) and is based on interviews with the early years or foundation stage co-ordinator or headteacher at 535 primary schools with nursery and reception classes sampled from the DCSF's Edubase database.

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

1.2 Number of providers

There were 6,476 primary schools with nursery classes in England at the time of the 2006 survey.

Settings were unevenly distributed around the country. In particular, there were high numbers in London, the North West and North East, relative to the number of households in those areas, and relatively low numbers in the South West and South East. There were also high numbers in more deprived and more densely populated areas.

Two-thirds (65 per cent) of those providers who cared for three and four years olds, were in a position to provide nursery education to this age group for 15 hours a week, 38 weeks a year (ie. in term time). This varied by region, between 74 per cent of providers in the North West and 43 per cent in the East Midlands.

For three year olds attending Free Early Education Sessions, one in five (20 per cent) providers said it was possible for such children to take the 12 and a half hours across three days instead of five, and two in five (39 per cent) said it was possible for the sessions to include a meal.

1.3 Places and children

The total number of full time Ofsted registered early years places in primary schools with nursery classes was 477,300 and 505,900 children were attending them.

The average number of places per setting was 75, and the average number of children attending was 78¹. The average number of places was higher in more deprived areas (80) and areas of high population density (80), and also in London (94).

The total number of children from black and minority ethnic (BME) groups across all settings was around 127,600. The average proportion of children attending who were from a BME group was 22 per cent per setting.

In total there were approximately 46,700 children with Special Educational needs (SEN) or disabilities attending primary schools with nursery classes, an average of 7.5 per setting. The average proportion of children attending who had SEN or a disability was nine per cent per setting.

1.4 Characteristics of staff

At the time of the 2006 survey, there were approximately 43,000 paid staff and around 15,000 unpaid staff working in primary schools with nursery classes. This gave an average of 6.6 paid and 2.3 unpaid staff per setting. Three in five primary schools with nursery classes (57 per cent) had used agency, freelance or supply staff in the last 12 months.

Of the paid staff, three in five (57 per cent) were between the ages of 30 and 49, and 98 per cent were female. Ten per cent were from a BME background, and one per cent had a disability.

The average hours worked per week by paid early years staff was 31. Early years or foundation stage co-ordinators, early years teachers and nursery nurses generally worked full time (76 per cent worked 30 hours or more per week), whereas sixty per cent of other paid staff worked less than 30 hours per week.

The average annual pay for paid early years staff was £20,900, equivalent to around £12.50 per hour. The average annual salary for early years or foundation stage co-ordinators was £33,700.

1.5 Qualifications of staff

Early years or foundation stage co-ordinators and early years teachers tended to hold qualifications of at least level six (91 per cent and 86 per cent respectively did so), reflecting that most had degree level teaching qualifications. One in ten (11 per cent) co-ordinators and one in twenty (six per cent) early years teachers were

¹ It should be noted that some nursery places are part-time places – ie. one place could be used by more than one child. For example, the same place could be used by one child in the morning and another in the afternoon.

working towards a new qualification, in almost all cases at level six or higher. Nine out of ten (92 per cent) early years or foundation stage co-ordinators had been required to have particular qualifications when they were recruited.

Nursery nurses tended to have at least a level three qualification (93 per cent). Fourteen per cent were currently studying for a qualification, in almost all cases at level three or above.

Other paid support staff were the only group where a sizeable proportion held no relevant qualifications (32 per cent, compared with less than one per cent of all other paid staff in maintained early years providers), although half (49 per cent) had at least a level two qualification and 28 per cent had at least a level three qualification. This group was also the most likely to be working towards a qualification (23 per cent; 16 per cent working on a qualification at level three or above).

One in ten (nine per cent) early years or foundation stage co-ordinators was an NVQ assessor.

1.6 Training

Three-quarters (75 per cent) of providers felt that the amount of training that their early years staff had received in the last year was about right; a fifth (22 per cent) felt they had received too little.

Half (50 per cent) of all primary schools with nursery classes had a written training plan specifically for early years staff, and a third (34 per cent) had a specific training budget for this group.

Most (97 per cent) providers said they helped their staff get other training in addition to any training for qualifications, most commonly additional training in childcare (40 per cent).

1.7 Recruitment and retention

The recruitment rate in 2006 was 22 per cent².

In total, around 8,200 paid early years staff had been recruited in the last year in primary schools with nursery classes, an average of 1.3 per setting. Around 2,000 paid staff left during this period, an average of 0.3 staff per setting; around half (51 per cent) of these staff were still believed to be in the childcare or early education sector.

² For details of how the recruitment rate is calculated, see section 1.7.4 of the Technical Appendix.

The most commonly used recruitment methods were *LEA/Local authority/Council jobs bulletins* (86 per cent of settings used these) and *adverts in local press* (71 per cent).

A fifth (22 per cent) of primary schools with nursery classes that had attempted any recruitment in the last 12 months had experienced some degree of difficulty in doing so, with 13 per cent of these schools experiencing a great deal or fair amount of difficulty. Most commonly, these difficulties involved too few applicants or too few suitable applicants.

The average length of service of early years or foundation stage co-ordinators was ten years; for nursery nurses it was eight years and six months, for early years teachers it was six years and three months, and for other paid support staff it was four years and eleven months.

Almost one in ten (eight per cent) primary schools with nursery classes were currently actively trying to recruit staff for a vacancy. Only a very small proportion of respondents thought that the average vacancy would take more than four months to fill.

The turnover rate³ in 2006 was five per cent and the employment growth rate was 17 per cent⁴.

1.8 Conclusions

The total number of primary schools with nursery classes increased slightly between 2003 and 2006, although the number of places available declined by four per cent in that period. The average number of children attending increased slightly.

The total number of paid and unpaid staff in primary schools with nursery classes had decreased and the average number of staff per setting had also fallen slightly.

Early years or foundation stage co-ordinators and early years teachers tended to hold qualifications of at least level six, reflecting that most had degree level teaching qualifications. Nursery nurses tended to have at least a level three qualification. Other paid support staff were the only group where a sizeable proportion held no relevant qualifications. Levels of qualification had improved from 2003 and this was particularly evident among paid early years support staff and to a lesser extent, among nursery nurses.

³ For details of how the turnover rate is calculated, see section 1.7.4 of the Technical Appendix.

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

2 Introduction

2.1 The Ten Year Strategy for childcare

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

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

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

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

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

2.2 Objectives of the research

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

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

Childcare

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

Early years

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

This report presents findings from primary schools with nursery classes and reception classes. In this report they will be referred to as primary schools with nursery classes.

2.3 The survey

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

- Provider characteristics (opening times, free early education sessions);
- Number of places and children attending (number of places, ages, ethnicity, vacancies);
- Staff characteristics (number of staff, demographics of paid staff, pay, hours);
- Qualifications (qualifications held and working towards by paid staff);
- Training (current level of training, training plans and budgets);
- Recruitment and retention (level of recruitment, retention rates, vacancies).

2.4 Survey design

This report is based on 535 interviews conducted with early years or foundation stage co-ordinators or headteachers. Other early years surveys were conducted with 515 early years or foundation stage co-ordinators or headteachers of primary schools with reception classes and 188 headteachers of nursery schools.

2.4.1 Questionnaire

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

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

Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing) by Kantar Operations⁵ fully trained telephone interviewers in Ealing. Interviews were carried out between 25th May 2006 and 30th September 2006.

2.4.2 Sample

The primary schools with nursery classes sample was stratified by Government Office Region (GOR) to ensure a representative sample was interviewed in each region.

2.4.3 Weighting and grossing

Data are weighted by GOR (as of March 2006) to ensure the figures are representative of primary schools with nursery classes throughout England.

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

⁵ BMRB is part of the Kantar Group, the information and consultancy arm of WPP, BMRB's parent company. In addition to BMRB, other market research agencies in the Kantar Group include Research International and Millward Brown, as well as a number of smaller, specialist organisations. In April 2004 the support services of the Kantar companies were grouped to form a shared resource called The Operations Centre, which later changed its name to Kantar Operations. The majority of BMRB's existing operational services, including field management, sampling and data processing continue to be based at BMRB's Head Office in Ealing but, while still wholly owned by WPP, the new operations centre is now a separate legal entity from BMRB. Kantar Operations continue to work to existing quality standards and BMRB continue to take responsibility for the quality of the work undertaken by their support services.

weighted at a provider level to the true number of staff that each provider employs⁶.

In addition, the data were grossed up to the total number of primary schools with nursery classes in England.

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

2.5 Structure of the report

The report is structured as follows:

Chapter 1 Summary and conclusions

Chapter 2 Introduction

Chapter 3 Characteristics of provision

Chapter 4 Places and children

Chapter 5 Characteristics of staff

Chapter 6 Qualifications

Chapter 7 Training

Chapter 8 Recruitment and retention

2.6 Notes on reading the report

2.6.1 Notes on numbers

In the tables grossed up figures are provided along with percentages. These grossed up figures are based on the total number primary schools with nursery classes in January 2006, excluding the proportion found by the survey to be no longer eligible for the survey (i.e. closed down). These grossed up figures are not exact, and like the percentages reported, are subject to confidence intervals. Grossed figures in this report have been rounded to the nearest 100.

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

⁶ In some cases staff weights have been capped in order to prevent reducing the sample efficiency by too large a margin. Full details are given in the Technical Appendix.

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

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

2.6.2 Notes on tables

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

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

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

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

A # signifies a value that is less than 50.

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

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

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

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

Unless otherwise stated, figures referred to are weighted.

2.6.3 Notes on trends

Where appropriate, comparisons are made between these findings and those of the previous childcare workforce surveys (mainly the 2003 survey conducted by MORI, but in some cases with the 2001 survey conducted by SQW/NOP).

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

numbers, the percentage change has been noted e.g. the number of settings per region.

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

In the 2003 report, some analysis was carried out to look at providers in the 20 per cent most deprived wards. By 2006, there had been a change in the areas used to define levels of deprivation from wards to Super Output Areas. Therefore, this report looks at the 30 per cent most deprived areas, which is roughly the equivalent to the 20 per cent most deprived wards.

3 Characteristics of provision

This chapter sets out the numbers of primary schools with nursery classes and shows the geographical spread of provision by region and type of area, opening hours and the free early education entitlement.

3.1 Numbers of providers

The total number of primary schools with nursery classes was 6,476⁷, a three per cent increase from 6,287 in 2003.

As Table 3.1 shows, settings were not evenly distributed across England. In particular, London contained a high proportion of settings (20 per cent of all primary schools with nursery classes) relative to the proportion of households containing dependent children in the region (12 per cent of all such households in England, according to the 2001 Census), as did the North West (18 per cent of settings, 13 per cent of households) and the North East (nine per cent of settings, five per cent of households). By contrast, settings were relatively scarce in the South West (three per cent of settings, 10 per cent of households) and South East (six per cent of settings, 17 per cent of households). These results are all very similar to those seen in 2003.

Half (50 per cent) of settings were based in the 30 per cent most deprived areas, and half (50 per cent) in the 70 per cent least deprived areas. Again, this was broadly comparable to the situation in 2003⁸.

The vast majority (84 per cent) of settings were in areas of high population density, with eight per cent in areas of medium density and eight per cent in low density areas. As a consequence of this predominance, the base sizes of settings in medium and low density areas are low, and so the scope for reliable analysis between these subgroups is limited. In general, therefore, where comparisons have been made these tend to be between settings in high density areas, against those in both medium and low density areas combined.

⁷ EduBase figures April 2006, less a proportion deemed ineligible based on 2006 survey fieldwork outcome codes (one per cent).

⁸ In the 2003 report, some analysis was carried out to look at providers in the 20 per cent most deprived wards. By 2006, there had been a change in the areas used to define the level of deprivation from wards to Super Output Areas (SOA). Therefore, this report looks at the 30 per cent most deprived areas (SOAs). For comparative purposes, the 30 per cent most deprived SOAs can be considered as roughly equivalent to the 20 per cent most deprived wards.

Table 3.1 Number of settings by region and type of area		
	Total	Distribution of households with dependent children across England*
	% (No.)	%
Region		
East Midlands	7% (500)	9%
East	9% (600)	12%
London	20% (1,300)	12%
North East	9% (600)	5%
Yorkshire & Humberside	14% (900)	10%
North West	18% (1,100)	13%
South East	6% (400)	17%
South West	3% (200)	10%
West Midlands	14% (900)	11%
Type of Area		
30% most deprived areas	50% (3,200)	N/A
70% least deprived areas	50% (3,300)	N/A
<i>Base: All primary schools with nursery classes (unweighted 535; weighted and grossed 6,476)</i>		
<i>*From 2001 Census</i>		

3.2 Opening hours

Three-quarters (74 per cent) of all settings were open for between five and six hours on a typical day in term-time. One in ten (11 per cent) were open seven to eight hours per day, and one in ten (12 per cent) three to four hours per day, with very small numbers of settings being open fewer than four or more than eight hours per day. There was little variation between subgroups such as size of provider, region and area density or deprivation on the average number of hours open.

3.3 Free early education entitlement for three to four year olds

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

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

Two-thirds (65 per cent) of providers who cared for three and four year old children said they could provide entitlement. There was some variation between regions on this measure, with the highest proportions being seen in the North West (74 per cent) and West Midlands (72 per cent), and the lowest in the East Midlands (43 per cent) and South East (45 per cent).

3.3.1 Free Early Education Sessions

Two questions were asked about Free Early Education Sessions in settings who provided care for children aged three or four.

Firstly, providers were asked whether, if a three year old was only attending for the 12 and a half hours of Free Early Education Sessions a week, they could take these hours across three days instead of five if they wanted to. A fifth (20 per cent) said that this was the case; three-quarters (73 per cent) said they couldn't.

Secondly, providers were asked whether if a child was attending only for the 12 and half hours of free entitlement, it was possible for these sessions to include meals. In three-fifths (59 per cent) settings it was not, but two-fifths (39 per cent) said it was possible to include at least one of breakfast (19 per cent could include this), lunch (most common at 28 per cent) or tea (least common at seven per cent).

3.3.2 Receptiveness to learning

Providers of care to three and four year olds were asked whether they thought that there were particular times of day when these children were more receptive to 2006 Childcare and Early Years Providers Survey – Primary schools with nursery and reception classes

learning. Nine out of ten (88 per cent) agreed that this was the case. These providers were then asked to indicate what times of the day these children were more receptive to learning. Respondents were able to give more than one answer.

There was a strong preference for earlier in the day. The most common time of day when three and four year olds were considered more receptive was early morning (before 10am); 81 per cent agreed to this. Half (51 per cent) felt that mid morning (10am to 12pm) was such a time. Only 13 per cent chose the early afternoon (12pm to 4pm), and almost no-one (less than one per cent) chose the late afternoon (4pm to 6pm).

4 Places and children

This chapter discusses firstly the number of places for children aged between three and five in primary schools with nursery classes, the number of children attending by age group, ethnicity, special educational needs and disability and vacancies for children.

4.1 Number of places for three to five year olds

The estimated number of full time Ofsted registered places in nursery for children aged three to five years across all settings was 477,300 places, compared with 494,500 in 2003. The average capacity per setting was 75 places, with half (54 per cent) of all settings having between 50 and 99 early years places.

Average capacity was higher among settings in more deprived areas; among those settings in the 30 per cent most deprived areas, the average capacity was 80 places, compared with 70 places across settings in less deprived areas. There was also evidence of higher average capacity among settings in higher density areas (average of 80 places in high density areas, compared with 46 across low and medium density areas, although low base sizes mean this latter figure should be treated with caution).

Table 4.1 Number of early years places			
	Total	30% most deprived areas	70% least deprived areas
	% (No.)	% (No.)	% (No.)
1-24 places	6% (400)	2% (#)	10% (300)
25-49 places	15% (1,000)	15% (500)	16% (500)
50-74 places	31% (2,000)	33% (1,100)	28% (900)
75-99 places	24% (1,500)	24% (800)	23% (700)
100-149 places	20% (1,300)	21% (700)	20% (700)
150-199 places	2% (100)	3% (100)	2% (#)
200 or more places	* (#)	1% (#)	0% (0)
Don't know	1% (100)	2% (#)	1% (#)
<i>Total no. of places</i>	477,300	<i>251,500</i>	<i>225,800</i>
<i>Average no. of places</i>	75	<i>80</i>	<i>70</i>
<i>Base: All primary schools with nursery classes (unweighted 535; weighted and grossed 6,476); all primary schools with nursery classes in 30 per cent most deprived areas (unweighted 262; weighted and grossed 3,211)</i>			

Average capacity was by far the highest for settings in London (average of 94 places), with the second highest average of 76 places in the North East, followed by 74 in the West Midlands and East of England. The distribution of early years places across the country broadly reflected the distribution of settings, with more provision in regions of higher population density and greater deprivation. As with the distribution of settings, when compared with the distribution of households containing dependent children, provision of places was higher than expected in London, and lower in the South West and South East.

Table 4.2 Number of early years places		
	% (No.)	Mean number of places
Region		
East Midlands	6% (29,200)	63
East	9% (42,700)	74
London	25% (120,400)	94
North East	9% (41,300)	76
Yorkshire & Humberside	13% (60,900)	67
North West	16% (77,800)	69
South East	6% (26,500)	68
South West	3% (13,800)	62
West Midlands	14% (64,700)	74
<p><i>Base: All primary schools with nursery classes (unweighted 535, weighted and grossed 6,476), All primary schools with nursery classes in East Midlands (unweighted 49, weighted and grossed 473), All primary schools with nursery classes in East of England (unweighted 45, weighted and grossed 581), All primary schools with nursery classes in London (unweighted 83, weighted and grossed 1,276), All primary schools with nursery classes in North East (unweighted 50, weighted and grossed 567), All primary schools with nursery classes in Yorkshire & Humberside (unweighted 85, weighted and grossed 912), All primary schools with nursery classes in North West (unweighted 86, weighted and grossed 1,145), All primary schools with nursery classes South East (unweighted 31, weighted and grossed 416), All primary schools with nursery classes South West (unweighted 32, weighted and grossed 224), All primary schools with nursery classes in West Midlands (unweighted 74, weighted and grossed 882)</i></p>		

4.2 Take-up of places among three to five year olds

For an average term-time week, the total number of children attending nursery across all primary schools with nursery classes was an estimated 505,900⁹, an average of 78 children attending per setting. This is higher than the number of full-time places seen in section 4.2; this is possible because more than one child could be sharing a single full-time place on a part-time basis. There were on average 1.1 children attending per full time place.

Around one in five (20 per cent) of the children in these places were three years old; two in five (41 per cent) were aged four, and two in five (39 per cent) were aged five¹⁰.

⁹ Due to changes in the way these questions were asked, this figure is not directly comparable to the 2003 result.

¹⁰ These proportions are based on the number of children for whom ages were given.

Table 4.3 Number of children attending					
	2006	2003	Change between 2003 and 2006	2006	
				30% most deprived areas	70% least deprived areas
	% (No.)	%	<i>pp chge.</i>	% (No.)	% (No.)
1-24 attendees	7% (400)	3%	+4	1% (#)	13% (400)
25-49 attendees	13% (900)	21%	-8	11% (400)	15% (500)
50-74 attendees	27% (1,800)	32%	-5	32% (1,000)	22% (700)
75-99 attendees	28% (1,800)	22%	+6	29% (900)	27% (900)
100-149 attendees	21% (1,400)	18%	+3	23% (700)	20% (600)
150-199 attendees	3% (200)	3%	-	4% (100)	3% (100)
200 or more attendees	* (#)	1%	-1	1% (#)	0% (0)
Don't know	* (#)	N/A	N/A	0% (0)	* (0)
<i>Total no. of attendees</i>	505,900	475,400	30,500	272,800	233,100
<i>Average no. of attendees</i>	78	76	2	85	72
<i>Base: 2006: All primary schools with nursery classes (unweighted 535; weighted and grossed 6,476); all primary schools with nursery classes in 30 per cent most deprived areas (unweighted 262; weighted and grossed 3,211); 2003: All primary schools with nursery and reception classes (unweighted 851; weighted and grossed 6,287); all primary schools with nursery and reception classes in 20 per cent most deprived areas (unweighted 402; weighted and grossed 3,166).</i>					

As was the case with average number of places, average attendance was higher in areas of greater deprivation (an average of 85 children attended across settings in the 30 per cent most deprived areas, compared with 72 attendees across settings in less deprived areas), and in areas of higher population density (the average number of children attending was 84 across settings in high density areas, compared with 46 across low and medium density areas). It is therefore not surprising that London had the highest average attendance (99 children per setting;

25 per cent of all children attending early years places were in London – see Table 4.4).

Table 4.4 Number of early years places and enrolment by region and type of area			
	Number of places	Number of attendees	Distribution of households with dependent children across England*
	Average no. of places (% of all places)	Average no. of attendees (% of all children attending)	%
Region			
East Midlands	63 (6%)	71 (7%)	9.1%
East	74 (9%)	70 (8%)	11.7%
London	94 (25%)	99 (25%)	12.2%
North East	76 (9%)	81 (9%)	5.1%
Yorkshire & Humberside	67 (13%)	76 (14%)	10.4%
North West	69 (16%)	72 (16%)	13.1%
South East	68 (6%)	70 (6%)	17.0%
South West	62 (3%)	59 (3%)	10.1%
West Midlands	74 (14%)	74 (13%)	10.5%
Type of Area			
30% most deprived areas	80 (53%)	85 (54%)	N/A
70% most deprived areas	70 (47%)	72 (46%)	N/A
<i>Base: All primary schools with nursery classes (unweighted 535; weighted and grossed 6,476)</i>			
<i>*From 2001 Census</i>			

4.3 Black and Minority Ethnic groups (BME)

Providers were asked how many of the three to five year olds attending their setting were of black and minority ethnic (BME) origin. Four out of five providers (80 per cent) said they had at least one child of BME origin (16 per cent had none). A third (31 per cent) had between one and four BME children in attendance, and a third (36 per cent) had more than 10 BME children attending.

The total number of BME children across all settings was around 127,600. The average proportion of children attending who were from a BME group was 22 per cent per setting¹¹. The average number of BME children per setting was 20. This was much higher than the level that we would expect; data from the 2001 Census shows that people of BME origin make up around nine per cent of England's population and among those aged under seven the proportion rises to 15 per cent.

The overall figures were strongly influenced by the results from the London region. As seen in Section 3.2, the proportion of primary schools with nursery classes that are in London was much higher than the proportion of homes containing dependent children in London, and London contains the highest concentration of people of BME origin. Table 4.5 below shows the national figures and those for London for comparison. Within London, the average proportion of children attending a setting who were from a BME group was 52 per cent per setting.

Table 4.5 Numbers of BME origin children by region		
	Total	London
Number of attendant children	505,900	126,800
Number of BME children	127,600	65,900
<i>Average proportion of BME children per setting</i>	22%	58%
<i>Base: All primary schools with nursery classes (unweighted 535; weighted and grossed 6,476) (in London: unweighted 83; weighted and grossed 1,276 – Rest of England: unweighted 452; weighted and grossed 5,200)</i>		

Almost all providers said that they kept a record of the specific ethnic background of attendant children (94 per cent) and whether English was the main language they spoke at home (97 per cent); this was the case across the country (98 per cent and 99 per cent respectively in London, 93 per cent and 96 per cent respectively across the rest of England).

4.4 Special Educational Needs (SEN) and disabilities

Nine out of ten (89 per cent) providers said at least one attendant child had special educational needs (SEN) or a disability, and half (50 per cent) said they had at least five such children attending. In total there were approximately 46,700 children with SEN or disabilities attending primary schools with nursery classes, an average of 7.5 per setting. The average proportion of children attending who had

¹¹ For details of how average proportions were calculated, please see the Technical Appendix.

SEN or a disability made up was nine per cent per setting¹². In 2006, 19 per cent of children in primary schools in England were assessed as having a special education need and three per cent had statements¹³. This is much higher than the proportion of children identified here; providers will be relying on their own judgement when answering the survey, as pre-school children may not have been formally assessed. This may mean that they under-estimated the proportion.

The average proportion of children attending who had SEN or a disability was higher in the 30 per cent most deprived areas (11 per cent per setting) than those in 70 per cent least deprived areas (seven per cent per setting).

4.5 Vacancies

Even though the number of attendees on an average day was higher than the number of full time Ofsted places, there was still spare capacity. Although a third (35 per cent) of settings had no vacancies on an average day, three out of five settings (60 per cent) had at least one vacant place, with an average of 7.4 vacant places across all settings.

¹² For details of how average proportions were calculated, please see the Technical Appendix.

¹³ DfES figures 2006.

5 Characteristics of staff

This chapter looks at the number of paid and unpaid staff working within primary schools with nursery classes. It focuses on the demographic profile of those working in the sector, their pay, the number of hours worked and whether they do any other paid work.

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

- Early years or foundation stage co-ordinator. The person with responsibility for early years education.
- Qualified early years teachers. Those teachers that teach early years education.
- Nursery nurses. Those staff that are not teachers, that are qualified to look after a group of children on their own, they may or may not supervise other members of staff.
- Other paid early years support staff. Those staff that are not qualified to look after a group of children on their own.

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

5.1 Numbers of permanent staff

The total number of paid and unpaid staff in primary schools with nursery classes was around 58,000, an eight percent decrease from 62,800 in 2003. The average number of staff per setting was 9.0; in 2003 it was 10.0. Total and average number of staff are given in tables 5.1 and 5.2 after Section 5.1.2.

5.1.1 Paid staff

Three-quarters (74 per cent, up from 70 per cent in 2003) of staff in primary schools with nursery classes were paid staff, approximately 43,000 paid staff. This gives an average of 6.6 paid staff per setting. This included 6,000 early years or foundation stage co-ordinators (average of 0.9 per setting), 12,200 qualified early years teachers (1.9 per setting), 14,700 nursery nurses (2.3 per setting) and 10,100 other paid staff (1.6 per setting).

Unsurprisingly, smaller settings tended to have fewer paid staff than larger ones, the average number of paid staff rose from 3.8 paid staff among schools with less than 50 children attending, to 9.6 at schools with 100 or more attendees.

5.1.2 Unpaid staff

A quarter (26 per cent) of all staff in primary schools with nursery classes were unpaid volunteers, down from 30 per cent in 2003. In total there were 15,000 unpaid staff, an average of 2.3 per setting. Of these, 6,700 were students (1.0 per setting on average), with 8,200 other volunteers (1.3 per setting).

As with paid staff, smaller settings had fewer unpaid staff than larger ones on average. Schools with less than 50 attendees had an average of 1.6 volunteer staff, compared with 3.2 volunteers per school with 100 or more attendees.

Table 5.1 Total numbers of staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	No.	No.
Total staff			
Paid and unpaid staff	100% (58,000)	62,800	-4,800
Paid staff	74% (43,000)	43,900	-900
Unpaid staff	26% (15,000)	18,900	-3,900
	% (No.)	%	<i>PP chge.</i>
Type of staff			
Early years or foundation stage coordinator/ Headteacher	10% (6,000)	10%	+/-0
Qualified early years teachers	21% (12,200)	20%	+1
Nursery nurses	25% (14,700)	23%	+2
Other paid early years support staff	17% (10,100)	17%	+/-0
Student volunteers	12% (6,700)	14%	-2
Other volunteers	14% (8,200)	16%	-2
<i>Base 2006: All primary schools with nursery classes (unweighted 535; weighted and grossed 6,476)</i>			
<i>Base 2003: All primary schools with nursery classes (unweighted 850; weighted and grossed 6,287)</i>			

Table 5.2 Average numbers of staff per setting		
	2006	2003
	No.	No.
Average number of staff		
Paid and unpaid staff	9.0	10.0
Paid staff	6.6	7.0
Unpaid staff	2.3	3.0
Type of staff		
Early years foundation stage coordinator/ Headteacher	0.9	1.0
Qualified early years teachers	1.9	2.0
Nursery nurses	2.3	2.3
Other paid early years support staff	1.6	1.7
Student volunteers	1.0	1.4
Other volunteers	1.3	1.7
<i>Base 2006: All primary schools with nursery classes (unweighted 535; weighted and grossed 6,476)</i>		
<i>Base 2003: All primary schools with nursery classes (unweighted 851; weighted and grossed 6,287)</i>		

5.1.3 Agency staff

Three in five (57 per cent) primary schools with nursery classes had used agency, freelance or support staff in the last 12 months. This was lower than in 2003 (71 per cent).

Settings in the 30 per cent most deprived areas were more likely to have used agency staff (65 per cent) than those in less deprived areas (49 per cent). Four out of five (82 per cent) settings in the London region had used agency staff, with the next highest level being three out of five in the North East and East Midlands regions (exact percentages have not been included due to low base sizes in these regions).

5.2 Demographics of paid staff

The demographics of paid staff working in primary schools with nursery classes are summarised in Table 5.3 at the end of this section.

5.2.1 Age

Three in five (57 per cent) paid staff were between the ages of 30 and 49 (around 24,700 individuals). One in five (20 per cent) were aged 16 to 29, and a further one in five (21 per cent) were 50 or over. A similar age profile was seen in 2003.

Early years or foundation stage co-ordinators had an older age profile than other early years staff; two-thirds (67 per cent) of this group were aged 40 or over, and 39 per cent were aged 50 or more. Qualified early years teachers tended to be younger, by comparison; a third (32 per cent) of this group were under the age of 30.

5.2.2 Sex

As was the case in 2003, virtually all (98 per cent) staff were female. The average proportion of staff that were men was two per cent per setting¹⁴, approximately 700 individuals.

Just nine per cent of primary schools with nursery classes employed any male staff. The proportion was higher among larger settings, rising from six per cent of settings with under 50 places to 15 per cent of settings with 100 or more attendees.

Settings in high population density areas were more likely to employ any male staff (10 per cent did so) than those in medium or low density areas (three per cent overall). One in five (18 per cent) of London-based settings employ male staff.

5.2.3 Ethnicity

A quarter (27 per cent) of primary schools with nursery classes reported employing any paid member of early years staff from a BME background. In total providers reported around 4,300 BME staff. The average proportion of staff that were from a BME group was eight per cent per setting.

This varied considerably by type of area. In fact, none of the schools in low or medium density areas in the sample reported employing any BME staff. In contrast, a third (32 per cent) of schools in high density areas employed BME staff, where they accounted for 11 per cent of paid staff.

Among the 30 per cent most deprived areas, 38 per cent of settings employed BME staff, and the average proportion of BME staff was 13 per cent per setting; among the 70 per cent least deprived areas, only 15 per cent of settings had any BME staff, and the average proportion of staff that were from a BME group was just four per cent per setting.

Over two-thirds (70 per cent) of settings in London employed BME staff, with the next highest level being 27 per cent of West Midlands settings. The average proportion of staff that were from a BME group in London was 23 per cent per setting.

¹⁴ For details of how average proportions were calculated, please see the Technical Appendix.
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Four out of five (80 per cent) of all providers kept a record of the specific ethnic group that all staff members were from. There was little variation between subgroups (such as region and area density or deprivation) on this measure.

5.2.4 Disability

One in twenty (five per cent) primary schools with nursery classes had any paid staff with a disability¹⁵. The average proportion of staff that had a disability was just one per cent per setting¹⁶, around 300 paid members of staff in the workforce overall.

Table 5.3 Demographics of paid staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Age			
16-19 years	*	1%	+1
20-24 years	6%	6%	+/-0
25-29 years	14%	12%	+2
30-39 years	27%	29%	-2
40-49 years	30%	31%	-1
50 years and over	21%	19%	+2
Don't know/ not stated/ refused	2%	1%	+1
<i>Average proportion of male staff per setting</i>	1%	1%	+/-0
<i>Average proportion of BME staff per setting</i>	8%	9%	-1
<i>Average proportion of staff with a disability per setting</i>	1%	1%	+/-0
<i>Base 2006: All paid early years staff in primary schools with nursery classes (unweighted 2,688; weighted and grossed 43,018)</i>			
<i>Base 2003: All paid early years staff in primary schools with nursery classes (unweighted 5,898; weighted and grossed 43,892)</i>			

5.3 Working hours

The average number of hours worked per week by paid early years staff was 31, very slightly lower than in 2003 (33 hours per week). Two-thirds (63 per cent) of the workforce were full time (30 hour or more per week) and a third (30 per cent) part time (less than 30 hours per week). A small proportion (three per cent)

¹⁵ A disability is described as a 'physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities'.

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

worked long hours of over 50 hours a week; again this was lower than in 2003 (10 per cent).

Working hours varied considerably between different types of staff. Early years or foundation stage co-ordinators had the highest average number of hours (37 hours per week), were the most likely to work full-time (76 per cent) and to work long hours (10 per cent). This was considerably lower than in 2003 when early years or foundation stage co-ordinators worked an average of 42 hours a week and 32 per cent worked 50 or more hours a week.

The next highest average hours were 35 per week for qualified early years teachers. Seven in ten (70 per cent) of this group worked full time, with five per cent working 50 or more hours per week. As with early years or foundation stage co-ordinators, this represented a drop in working hours compared with 2003, when the average early years teacher worked 39 hours per week, and 18 per cent worked 50 hours or more.

Working hours for nursery nurses in primary schools with nursery classes had changed least since 2003. The average working week for this staff group was 30 hours in 2006 compared with 31 hours in 2003, with seven in ten (69 per cent) working full-time. Less than one per cent worked more than 50 hours a week, in either year of the survey.

Other early years support staff were the only group more likely to be working part-time (60 per cent) than full-time (36 per cent), and less than one per cent worked long hours. They are also the only group where the length of the average working week had increased since 2003, from 22 hours to 25 hours.

Table 5.4 Average working hours per week of paid staff		
	2006	2003
	No.	No.
All paid staff	31 hrs	33 hrs
Early years or foundation stage coordinator/ Headteacher	37 hrs	42 hrs
Qualified early years teachers	35 hrs	39 hrs
Nursery nurses	30 hrs	31 hrs
Other paid early years support staff	25 hrs	22 hrs
<i>Base 2006: All paid early years staff in primary schools with nursery classes (unweighted 2,688; weighted and grossed 43,018)</i>		
<i>Base 2003: All paid early years staff in primary schools with nursery classes (unweighted 5,898; weighted and grossed 43,892)</i>		

5.4 Pay levels

Respondents were asked to give hourly pay rates for the staff at their setting. Where this was not possible pay rates across other time periods were accepted, with broad annual pay bands being offered as a final option. All answers were then converted into hourly and annual equivalents.

It should be noted that there was a high level of non-response to these questions, so the figures should be treated with extreme caution. The method of asking this question has changed since 2003, meaning that comparisons between the two sets of figures are not possible, hence the 2003 figures have not been included in Table 5.5.

The average salary for early years staff was £20,900, approximately equivalent to £12.50 per hour (based on the average number of hours worked per week). As would be expected, this varied considerably between staff groups, reflecting different levels of expertise and responsibility, as shown in Table 5.5. Since the number of hours worked by different types of staff varied, as seen in Section 5.4, the most direct comparison between staff types is in terms of the average hourly rate.

Table 5.5 Pay levels of paid staff			
	Average annual pay	Average hourly rate	<i>Don't know/ refused responses</i>
	£	£	%
All staff	£20,900	£12.50	40%
Early years or foundation stage coordinator/ Headteacher	£33,700	£18.20	20%
Qualified early years teachers	£26,800	£15.60	37%
Nursery nurses	£14,800	£9.50	48%
Other paid early years support staff	£10,000	£7.90	45%
UK average ¹⁷	£23,600	£11.12	
UK average (Female) ¹⁸	£20,100	£10.24	
<i>Base: All paid early years staff in primary schools with nursery classes (unweighted 2,688; weighted and grossed 43,018)</i>			

¹⁷ 2006 Annual Survey of Hours and Earnings (First release).

¹⁸ 2006 Annual Survey of Hours and Earnings (First release).

5.5 Other paid work

Providers were asked if any of their paid early years staff did any other paid work in addition to working at the sampled setting. Three-quarters (73 per cent) said that none of their staff did so, but 17 per cent said that one member of staff had other paid work, and seven per cent said that two or more did. In total, around 2,600 paid staff – equating to six per cent of all paid staff – did other paid work.

In cases where staff did additional paid work, providers were asked whether this work was also within the education or childcare sector. This was the case for 1,500 of the 2,600 staff doing additional paid work, equating to 57 per cent of all those with additional paid work and three per cent of all paid staff.

6 Qualifications of staff

This chapter focuses on the qualifications of paid early years staff in primary schools with nursery classes; specifically, only qualifications relevant to working with young people and children. This chapter includes relevant qualifications held and being worked towards by paid staff, including the proportion with Qualified Teacher Status (QTS); qualifications that the early years or foundation stage co-ordinator or headteacher was required to hold when they were recruited, and the proportion who were NVQ assessors.

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

6.1 Definition of qualifications

The qualifications are grouped together in the levels that they have been accredited with by the Qualifications and Curriculum Authority.

- Level 1 (foundation level) – GCSE grade D-G, Foundation level GNVQ, Level 1 NVQ
- Level 2 (intermediate level) – GCSE A*-C, Intermediate GNVQ, Level 2 NVQ
- Level 3 (Advanced level) – A level, Vocational A level (Advanced GNVQ), Level 3 NVQ
- Level 4 – Higher level qualifications, BTEC Higher Nationals, Level 4 NVQ (e.g. Level 4 Certificate in Early Years Practice)
- Level 5 – Higher level qualifications, BTEC Higher Nationals, Level 5 NVQ (e.g. Early Years Foundation Degree)
- Level 6 – Honours degree (e.g. Early Childhood Studies)
- Level 7 – Masters degree
- Level 8 – Doctorate

Respondents were asked for the highest qualification relating to early years that the early years or foundation stage coordinator, qualified teacher, nursery nurse or other paid early years support staff held¹⁹.

¹⁹ In previous years, respondents were asked for the actual name and level of the qualification. In the 2006 survey respondents were only asked for the level of their highest qualification to reduce the burden on the respondent and to avoid the difficulties of coding the numerous childcare qualifications.

There have been changes to the way that the levels are defined since the previous survey in 2003. Current levels four, five and six (as defined above) were previously all part of level four. Current levels seven and eight were previously part of level five. Further information can be found in the Technical Appendix to this report. As a consequence of this change in definitions answers are not directly comparable with those from 2003.

6.2 Current qualifications

6.2.1 Qualifications among staff as a whole

Among all paid early years staff, 85 per cent held relevant qualifications corresponding to at least level one, with around one in ten (eight per cent) having no relevant qualifications (for five per cent no information was given).

The most commonly reached levels of qualification were level three (the highest level achieved by 34 per cent of staff) and level six (29 per cent). Overall three-quarters (77 per cent) had attained level three or higher, and two-fifths (38 per cent) had reached at least level six.

There was some variation in levels of qualifications between different regions, however, this seemed to be related to the variation in levels of qualifications between different staff types, since it followed the pattern of the type of staff between regions. For example, there was a higher than average proportion of staff with no qualifications in London, but settings in London had a higher than average number of "other" paid staff; a relatively high proportion of people in this staff group had no relevant qualifications in comparison with other staff groups.

Table 6.1 Level of qualification held by all paid staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	2%	*	+2
Level 2	6%	5%	+1
Level 3	34%	36%	-2
Level 4	3%	35%	+/-0
Level 5	2%		
Level 6	29%		
Level 7	9%	1%	+8
Level 8	*		
Overseas qualification	1%	N/A	N/A
Other	1%	N/A	N/A
Don't know	5%	5%	+/-0
No qualification	8%	12%	-4
At least level 1			
	85%	78%	+7
At least level 2			
	83%	77%	+6
At least level 3			
	77%	72%	+5
At least level 5			
	40%	N/A	N/A
At least level 6			
	38%	N/A	N/A
<i>Base 2006: All paid staff (unweighted 2,688, weighted and grossed 43,108)</i>			
<i>Base 2003: All paid staff (unweighted 5,898, weighted and grossed 43,892)</i>			

6.2.2 Early years or foundation stage co-ordinators

Nearly all (96 per cent) early years or foundation stage co-ordinators held some level of qualification (levels one to eight), the proportion rose to 98 per cent if overseas qualifications and other qualifications were included.

Ninety-five per cent had at least a level three qualification, 93 per cent had a level five qualification or above and 91 per cent had a level six qualification or above.

While table 6.2 seems to indicate a large increase in the proportion of staff with a level seven qualification, this has been distorted by a change in coding from 2003 to 2006. In 2003 the PGCE qualification, which 27 per cent of early years or foundation stage co-ordinators held, was coded under the old level four qualification, equivalent to the new level four, five and six qualification. In 2006 respondents were instructed to class the PGCE qualification as a level seven qualification, this would have previously been classed as a level five qualification.

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Table 6.2 Level of qualification held by early years or foundation stage co-ordinators			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	0%	0%	+/-0
Level 2	*	1%	-1
Level 3	1%	16%	-15
Level 4	2%	77%	-8
Level 5	2%		
Level 6	65%		
Level 7	26%	3%	+23
Level 8	*		
Overseas qualification	1%	N/A	N/A
Other	2%	N/A	N/A
Don't know	2%	1%	+1
No qualification	0%	*	+/-0
At least level 1			
	96%	97%	-1
At least level 2			
	96%	97%	-1
At least level 3			
	95%	96%	-1
At least level 5			
	93%	N/A	N/A
At least level 6			
	91%	N/A	N/A
<i>Base 2006: All early years or foundation stage co-ordinators in primary schools with nursery classes (unweighted 497; weighted and grossed 6,021)</i>			
<i>Base 2003: All early years or foundation stage co-ordinators in primary schools with nursery classes (weighted and grossed 6,021)</i>			

6.2.3 Qualified early years teachers

Nine in ten (90 per cent) of early years teachers held some level of qualification (levels one to eight), the proportion rose to 94 per cent if overseas qualifications and other specified qualifications were included.

Ninety per cent had at least a level three qualification, 87 per cent had a level five qualification or above and 86 per cent had a level six qualification or above.

Again the increase in the proportion of staff holding a level seven qualification is probably due to change in the coding of PGCE qualification from 2003 to 2006.

Table 6.3 Level of qualification held by qualified early years teachers			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	0%	0%	+/-0
Level 2	*	1%	-1
Level 3	2%	11%	-9
Level 4	2%	78%	-9
Level 5	1%		
Level 6	66%		
Level 7	19%	1%	+18
Level 8	*		
Overseas qualification	2%	N/A	N/A
Other	2%	N/A	N/A
Don't know	6%	6%	+/-0
No qualification	*	*	+/-0
At least level 1			
	90%	91%	-1
At least level 2			
	90%	91%	-1
At least level 3			
	90%	91%	-1
At least level 5			
	87%	N/A	N/A
At least level 6			
	86%	N/A	N/A
<i>Base 2006: All qualified early years teachers in primary schools with nursery classes (unweighted 773; weighted and grossed 12,179)</i>			
<i>Base 2003: All qualified early years teachers in primary schools with nursery classes (weighted and grossed 12,179)</i>			

6.2.4 Early years nursery nurses

Nearly all (96 per cent) of nursery nurses held some level of qualification (levels one to eight).

Ninety-three per cent had at least a level three qualification, six per cent had a level five qualification or above and three per cent had a level six qualification or above.

Table 6.4 Level of qualification held by early years nursery nurses			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	*	*	+/-0
Level 2	3%	7%	-4
Level 3	83%	85%	-2
Level 4	4%	2%	+8
Level 5	3%		
Level 6	3%		
Level 7	*	*	+/-0
Level 8	0%		
Overseas qualification	*	N/A	N/A
Other	*	N/A	N/A
Don't know	3%	3%	+/-0
No qualification	*	1%	-1
At least level 1			
	96%	94%	+2
At least level 2			
	96%	94%	+2
At least level 3			
	93%	87%	+6
At least level 5			
	6%	N/A	N/A
At least level 6			
	3%	N/A	N/A
<i>Base 2006: All nursery nurses in primary schools with nursery classes (unweighted 844; weighted and grossed 14,685)</i>			
<i>Base 2003: All nursery nurses in primary schools with nursery classes (weighted and grossed 14,685)</i>			

6.2.5 Other paid early years support staff

Just over half (56 per cent) of other paid early years support staff held some level of childcare related qualification (levels one to eight).

Forty-nine per cent held at least a level two qualification and 28 per cent held at least a level three qualification.

A third (32 per cent) held no relevant qualifications, compared with less than one per cent for each of the other staff groups.

Table 6.5 Level of qualification held by paid early years support staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	7%	1%	+6
Level 2	22%	10%	+12
Level 3	23%	12%	+11
Level 4	2%	3%	+1
Level 5	1%		
Level 6	1%		
Level 7	*	0%	+/-0
Level 8	0%		
Overseas qualification	1%	N/A	N/A
Other	2%	N/A	N/A
Don't know	10%	9%	+1
No qualification	32%	48%	-16
At least level 1			
	56%	27%	+29
At least level 2			
	49%	26%	+23
At least level 3			
	28%	16%	+12
At least level 5			
	3%	N/A	N/A
At least level 6			
	2%	N/A	N/A
<i>Base 2006: All other paid early years support staff in primary schools with nursery classes (unweighted 574; weighted and grossed 10,133)</i>			
<i>Base 2003: All other paid early years support staff in primary schools with nursery classes (weighted and grossed 10,133)</i>			

6.3 Qualified Teacher Status

In cases where staff had qualifications from level five and above, they were asked specifically whether they had Qualified Teacher Status (QTS). Table 6.6 shows the answers based on all paid staff. Nine in ten early years or foundation stage coordinators and just over eight in ten qualified early years teachers had QTS (91 per cent and 84 per cent respectively, with many of the remaining cases being those where no answer was given to the main question about qualifications). In contrast, only one per cent of nursery nurses and other paid staff had QTS.

Overall, this corresponded to 37 per cent of all paid staff in primary schools with nursery classes – approximately 15,800 individuals - having QTS.

Table 6.6 Whether have Qualified Teacher Status (QTS), by staff type	
	Have QTS
	% (No.)
All paid staff	37% (15,800)
Early years or foundation stage coordinator/ Headteacher	91% (5,500)
Qualified early years teachers	84% (10,200)
Nursery nurses	1% (100)
Other paid early years support staff	1% (100)
<i>Base: All paid early years staff in primary schools with nursery classes (unweighted 2,688; weighted and grossed 43,018); All early years or foundation stage co-ordinators in primary schools with nursery classes (unweighted 497; weighted and grossed 6,021); all qualified early years teachers in primary schools with nursery classes (unweighted 773; weighted and grossed 12,179); all nursery nurses in primary schools with nursery classes (unweighted 844; weighted and grossed 14,685); all other paid early years support staff in primary schools with nursery classes (unweighted 574; weighted and grossed 10,133)</i>	

6.4 Qualifications being worked towards

The majority (83 per cent) of paid staff in primary schools with nursery classes were not working towards any relevant qualifications. Just over one in ten (13 per cent, increasing to 14 per cent including overseas qualifications) were doing so; in almost all of these cases (12 per cent overall) this qualification was level three or higher.

Table 6.7 Level of highest qualification currently working towards		
	Highest qualification	At least this level qualification
	%	%
Not working towards qualification	83%	N/A
Level 1	*	13%
Level 2	2%	13%
Level 3	3%	12%
Level 4	1%	9%
Level 5	2%	8%
Level 6	2%	5%
Level 7	2%	3%
Level 8	*	*
Overseas qualification	*	N/A
Don't know/ refused	3%	N/A
<i>Base: All paid early years staff in primary schools with nursery classes (unweighted 2,688; weighted and grossed 43,018)</i>		

As with qualifications currently held, there was some variation between different types of staff, although in all cases only a minority were currently working towards new qualifications.

One in ten (11 per cent) of early years or foundation stage co-ordinators were currently working towards a qualification; in virtually all cases (11 per cent) this was for a qualification of at least level six. One in twenty (six per cent) qualified early years teachers were working towards new qualifications; again, in nearly all cases (five per cent) this was of at least level six. Fourteen per cent of nursery nurses were studying for a qualification; in almost all cases this was level three or above, but only five per cent were working on qualifications of level six or higher.

By far the most likely group to be working towards new qualifications were other paid support staff; a quarter (23 per cent) were doing so. However, they were much more likely to be studying for low level qualifications, only 16 per cent were working towards a qualification of level three or higher.

	Early years or foundation stage co-ordinators	Qualified early years teachers	Nursery nurses	Other paid early years support staff
	%	%	%	%
Not working towards qualification	88%	90%	83%	73%
At least Level 1	11%	6%	14%	23%
At least Level 3	11%	6%	14%	16%
At least Level 6	11%	5%	5%	3%
<i>Base: All early years or foundation stage co-ordinators in primary schools with nursery classes (unweighted 497; weighted and grossed 6,021); all qualified early years teachers in primary schools with nursery classes (unweighted 773; weighted and grossed 12,179); all nursery nurses in primary schools with nursery classes (unweighted 844; weighted and grossed 14,685); all other paid early years support staff in primary schools with nursery classes (unweighted 574; weighted and grossed 10,133)</i>				

6.5 Incentives for staff working towards qualifications

In settings where staff were working towards qualifications, providers were asked whether staff were allowed time off work so they could work on their qualifications, and whether the school paid for any of the costs of such study.

Three-quarters (77 per cent) said that the school allowed time off work. This was more common among settings with a greater number of paid staff, rising from 68 per cent of settings with one to four staff to 81 per cent of settings with five or more paid staff.

Two-thirds (68 per cent) said they paid at least some of the costs associated with this study. This was slightly more common in areas of higher deprivation (72 per cent of settings in the 30 per cent most deprived areas, compared with 66 per cent of settings in less deprived areas).

6.6 Qualifications required for early years or foundation stage co-ordinators

Nine in ten (92 per cent) early years or foundation stage co-ordinators had been required to have particular qualifications when they were recruited.

Among the six per cent who had not had such requirements, a small number (amounting to one per cent of all co-ordinators overall) had been required to work towards particular qualifications upon starting work; in total, 93 per cent of co-ordinators had either required particular qualifications or were required to work towards them (and two per cent could not answer). This is similar to the level seen in 2003.

6.7 NVQ assessors

One in ten (nine per cent) early years or foundation stage co-ordinators were NVQ assessors. The same level was seen in 2003. There was little variation between subgroups (such as size of provider, region and area density or deprivation).

7 Training

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

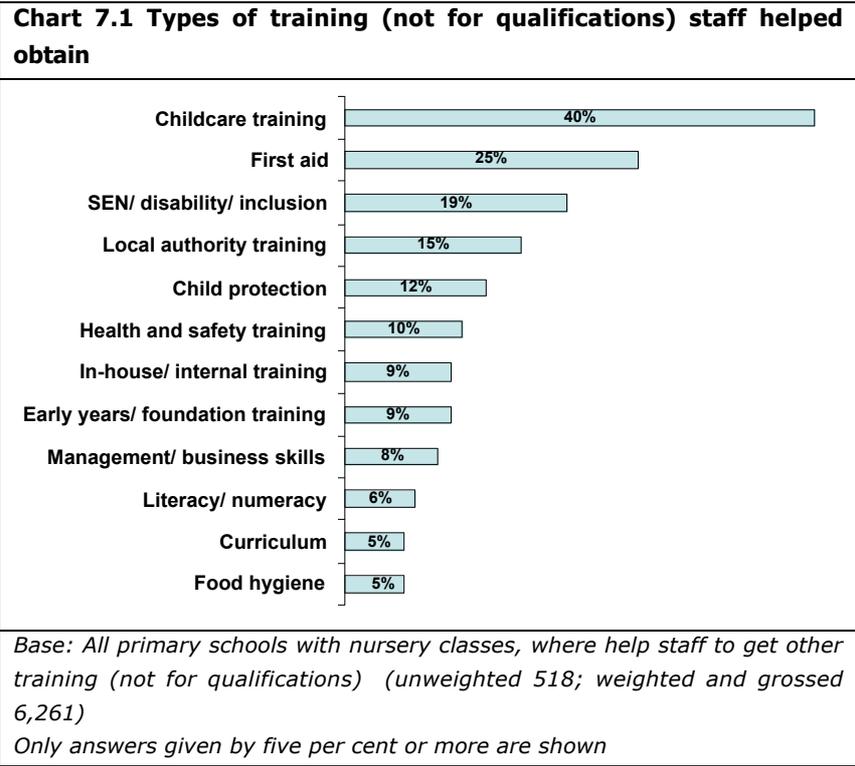
7.1 Training plans and budgets

Half (50 per cent) of primary schools with nursery classes had a written training plan for early years staff, and a third (34 per cent) had a specific training budget for early years staff²⁰.

7.2 Other training

Providers were asked whether, apart from training for actual qualifications, they helped their staff get any other training. Almost all (97 per cent) said that they did. When asked what sort of training this was, a wide variety of answers were given; chart 7.1 shows the most common answer categories (those given by at least one in twenty respondents). The most common answer was childcare training (including courses such as “creative play”, etc.), mentioned by 40 per cent of those who helped staff to get other training. A quarter (25 per cent) mentioned first aid training and a fifth (19 per cent) training on SEN/disability/inclusion.

²⁰ In 2003, providers were asked more generally whether they had written training plans or budgets, without indicating “specifically for early years staff”. Therefore the data are not comparable. Without that restriction, at that time 66 per cent had a written training plan and 84 per cent had a training budget.



7.3 Views of current levels of training

Three-quarters (75 per cent) of providers felt that the amount of training that their early years staff had received in the last year was about right. However, one in five (22 per cent) felt that it had not been enough, although this was lower than in 2003 (28 per cent). Less than one per cent said there had been too much training.

Those in larger settings were more likely to say there had been insufficient training; 14 per cent of those in settings with fewer than 50 attendees said this, rising to a quarter (25 per cent) of settings with more than 100 attendees.

8 Recruitment and retention

The final chapter of this report sets out the staffing issues for primary schools with nursery classes. This is split into two main sections; recruitment issues (total staff recruited and by type, recruitment methods and difficulties) and retention issues (length of service, staff retention, turnover and vacancies).

8.1 Recruitment issues

8.1.1 Levels of recruitment

In total, around 8,200 paid early years staff were recruited in the last year in primary schools with nursery classes, an average of 1.3 staff per setting. In 2003, the figure was 7,900. This gives an annual recruitment rate for 2006 of 22 per cent, a similar figure to 2003 (20 per cent).

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

8.1.1.1 Early years or foundation stage co-ordinators

One in twenty (five per cent) early years or foundation stage co-ordinators had been recruited in the previous 12 months, a total of 300 individuals. There was some variation between regions. Recruitment was highest in the East of England where 12 per cent of early years or foundation stage co-ordinators had been recruited in the last 12 months and in London, where eight per cent had been recruited.

8.1.1.2 Qualified early years teachers

In the last year, two-fifths (39 per cent) of primary schools with nursery classes who employed early years teachers recruited at least one qualified early years teacher, equivalent to 35 per cent of all primary schools with nursery classes. Approximately 3,200 teachers were recruited in total, an average of 0.6 per setting where teachers were employed, or 0.5 across all settings. These figures were very similar to the 2003 results. Again there was some variation between regions, with the highest levels of recruitment seen in London (49 per cent of settings employing teachers had recruited any teachers, with an average of 0.8 new teachers across these setting).

Larger settings (in terms number of paid staff) were more likely than smaller settings to have recruited early years teachers in the last 12 months; the average number of teachers recruited per setting rose from 0.3 among settings with one to

four paid staff, to 0.9 among settings with nine or more paid staff (across settings who employed qualified teachers, in each case).

8.1.1.3 Qualified nursery nurses

A quarter (26 per cent) of primary schools with nursery classes who employed nursery nurses had recruited at least one qualified nursery nurse in the previous 12 months, equating to 24 per cent of all primary schools with nursery classes. In total around 2,100 nursery nurses were recruited, an average of 0.4 per setting where nursery nurses were employed, or 0.3 across all settings. Again there was some variation between regions. The highest level of recruitment was seen in the West Midlands, where 37 per cent of settings employing nurses had recruited, with an average of 0.6 new nurses per setting.

8.1.1.4 Other paid support staff

A third (36 per cent) of primary schools with nursery classes who employed other paid support staff had recruited such staff in the last 12 months; equivalent to a quarter (25 per cent) of all primary schools with nursery classes. In total around 2,500 such staff were recruited, an average of 0.6 across schools who employed such staff, and 0.4 across all settings.

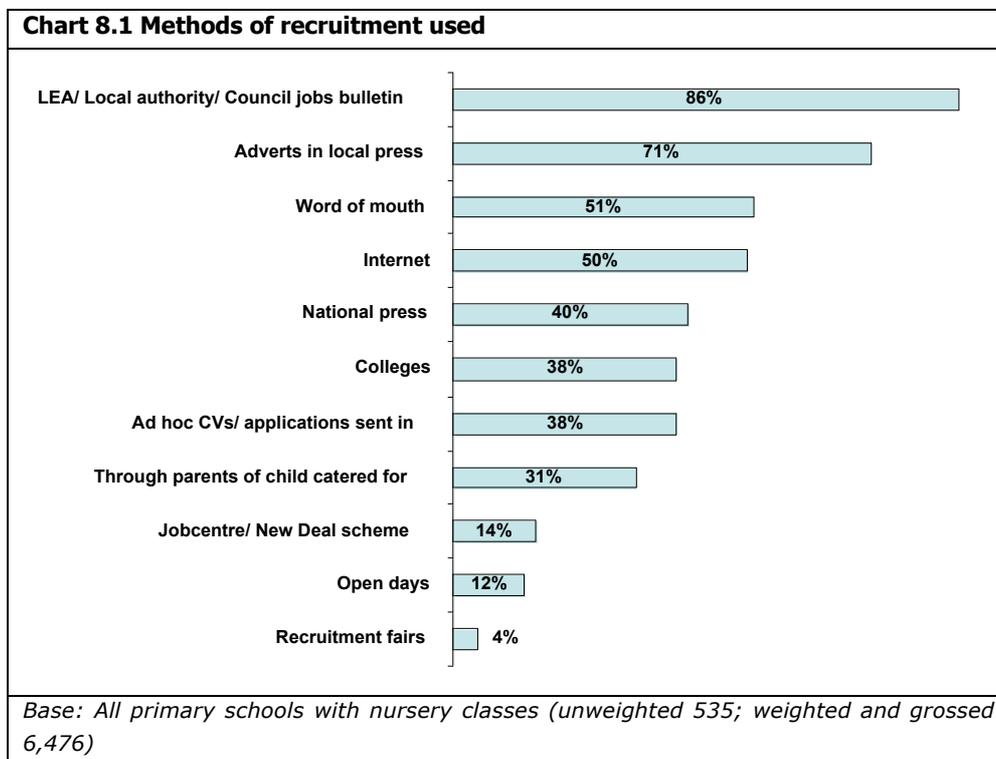
Table 8.1 Proportion of settings recruiting new staff		
	%	No.
All paid staff		
Total number recruited		8,200
Recruitment rate	22%	
Early years or foundation stage co-ordinators²¹		
Any recruited in the last 12 months	5%	300
Qualified early years teachers		
Any recruited in last 12 months	35%	2,200
None recruited in last 12 months	53%	3,400
Does not employ this type of staff	12%	800
<i>Average number of qualified teachers recruited</i>		<i>0.5</i>
<i>Total number of qualified teachers recruited</i>		<i>3,200</i>
Qualified nursery nurses		
Any recruited in last 12 months	24%	1,600
None recruited in last 12 months	68%	4,400
Does not employ this type of staff	8%	500
<i>Average number of nursery nurses recruited</i>		<i>0.3</i>
<i>Total number of nursery nurses recruited</i>		<i>2,100</i>
Other paid support staff		
Any recruited in last 12 months	25%	1,600
None recruited in last 12 months	42%	2,700
Does not employ this type of staff	32%	2,100
<i>Average number of other paid staff recruited</i>		<i>0.4</i>
<i>Total number of other paid staff recruited</i>		<i>2,500</i>
<i>Base: All primary schools with nursery classes (unweighted 535; weighted and grossed 6,476)</i>		

²¹ The respondent generally fell into this category of staff and being the senior person, there tended to be only one per setting. Therefore, the more detailed analysis that applies to other staff groups can not be applied to this group.

8.1.2 Recruitment methods

The most commonly used methods for recruiting staff were *LEA/Local authority/Council jobs bulletins* (used by 86 per cent of primary schools with nursery classes) and *adverts in local press* (used by 71 per cent). Schools in London were least likely to use *local press* (58 per cent), but were also the most likely to use *national press* (53 per cent).

Around half of all settings used *word of mouth* (51 per cent) and *the internet* (50 per cent); two in five used each of *national press* (40 per cent), *colleges* (38 per cent) and *ad hoc CV submissions* (38 per cent). Chart 8.1 shows the proportions using each of the methods asked about. In addition, two per cent spontaneously mentioned *posters/ leaflets/ newsletters* – this has not been included on the chart as it was not a prompted code, and so this answer is not comparable with the other responses.



8.1.3 Type of staff that settings had difficulty recruiting

Sixteen per cent of primary schools with nursery classes had experienced difficulty in recruiting staff over the last 12 months. Three per cent had had a great deal of trouble, six per cent had a fair amount, and seven per cent reported not very much trouble. Half (51 per cent) said they had had no trouble, and 30 per cent said they had not tried to recruit in that period. Excluding those who had not tried to recruit, 22 per cent of settings that had undertaken any recruitment had experienced some difficulties, with 13 per cent having a great deal or fair amount of difficulty.

Table 8.2 Proportion of settings that have experienced difficulty recruiting in the last 12 months			
	2006	2003	Change from 2003 to 2006
	% (No.)	% (No.)	<i>PP chge.</i>
A great deal	3% (200)	11% (700)	-8
A fair amount	6% (400)	12% (800)	-6
Not very much	7% (400)	9% (600)	-2
Not at all	51% (3,300)	36% (2,300)	+15
Not applicable/haven't tried recruiting	30% (2,000)	30% (1,900)	+/-0
Don't know	3% (200)	1% (100)	+2
<i>Base 2006: All primary schools with nursery classes (unweighted 535, weighted and grossed 6,476)</i>			
<i>Base 2003: All primary schools with nursery classes (unweighted 851, weighted and grossed 6,287)</i>			

Looking at primary schools with nursery classes who had experienced difficulties in recruiting, problems were most commonly experienced trying to recruit qualified early years teachers (67 per cent), followed by nursery nurses (36 per cent)²². One in five had problems recruiting supply staff (22 per cent) or other childcare staff (19 per cent), and one in ten had problems recruiting senior managers (11 per cent) or support staff for children with special needs (10 per cent).

The most common difficulties were with the number of applicants: *too few applicants with the right experience* (52 per cent), *too few applicants in total* (33 per cent), or *no qualified applicants at all* (30 per cent). There was then a sizeable drop to the next most common problem of *finding temporary cover* (nine per cent).

8.2 Retention issues

8.2.1 Length of service

The average length of time that staff had worked at the setting interviewed in the 2006 survey was seven years and three months. This varied across regions, with the longest average length of service being in the North West and North East (eight

²² Note that this is a small base size, and so these results should be treated with caution.

years, 11 months in each case) and Yorkshire and Humberside (eight years), and the shortest in the East (six years, two months), London (six years) and the South East (five years, one month).

One in seven paid staff (14 per cent) had been in their current setting for less than a year; at the other end of the scale, one in ten (8 per cent) had been there at least 20 years.

Table 8.3 Length of service	
	%
Less than one year	14%
1-4 years	29%
5-9 years	24%
10-14 years	14%
15-19 years	8%
20+ years	8%
<i>Average length of service</i>	<i>7 years 3 months</i>
<i>Base: All paid staff in primary schools with nursery classes (unweighted 2,688; weighted and grossed 43,018)</i>	

Length of service varied between different staff groups. Early years or foundation stage co-ordinators had spent the longest average time employed in their current setting (ten years), which might be expected given they are the most senior staff group. However, there was considerable variation in length of service within this group; a fifth (28 per cent) had served less than five years, 28 per cent between five and nine years, 15 per cent between ten and 14 years, and 29 per cent 15 years or more.

The next longest average length of service was among nursery nurses (eight years, six months), longer than the average for qualified early years teachers (six years, three months). A fifth (20 per cent) of qualified early years teachers had been in their current setting less than a year, and half (51 per cent) had been there less than five years. Other paid support staff tended to have shorter lengths of service, averaging four years and 11 months, which is again unsurprising, given that they are the most junior members of staff, and therefore likely to have the least experience. A fifth (20 per cent) had been in their current setting less than a year, and three-fifths (59 per cent) had been there less than five years, although one in twenty (five per cent) had been in their current setting at least 15 years. A full breakdown by staff type is given in table 8.4.

Table 8.4 Length of service, by staff type				
	Early years or foundation stage co-ordinators	Qualified early years teachers	Nursery nurses	Other paid early years support staff
	%	%	%	%
Less than one year	6%	20%	10%	20%
1-4 years	22%	31%	23%	39%
5-9 years	28%	22%	26%	23%
10-14 years	15%	12%	18%	10%
15-19 years	14%	5%	12%	3%
20+ years	15%	6%	9%	2%
<i>Average length of service</i>	<i>10 years</i>	<i>6 years 3 months</i>	<i>8 years 6 months</i>	<i>4 years 11 months</i>
<i>Base: All early years or foundation stage co-ordinators in primary schools with nursery classes (unweighted 497; weighted and grossed 6,021); all qualified early years teachers in primary schools with nursery classes (unweighted 773; weighted and grossed 12,179); all nursery nurses in primary schools with nursery classes (unweighted 844; weighted and grossed 14,685); all other paid early years support staff in primary schools with nursery classes (unweighted 574; weighted and grossed 10,133)</i>				

8.2.2 Annual losses

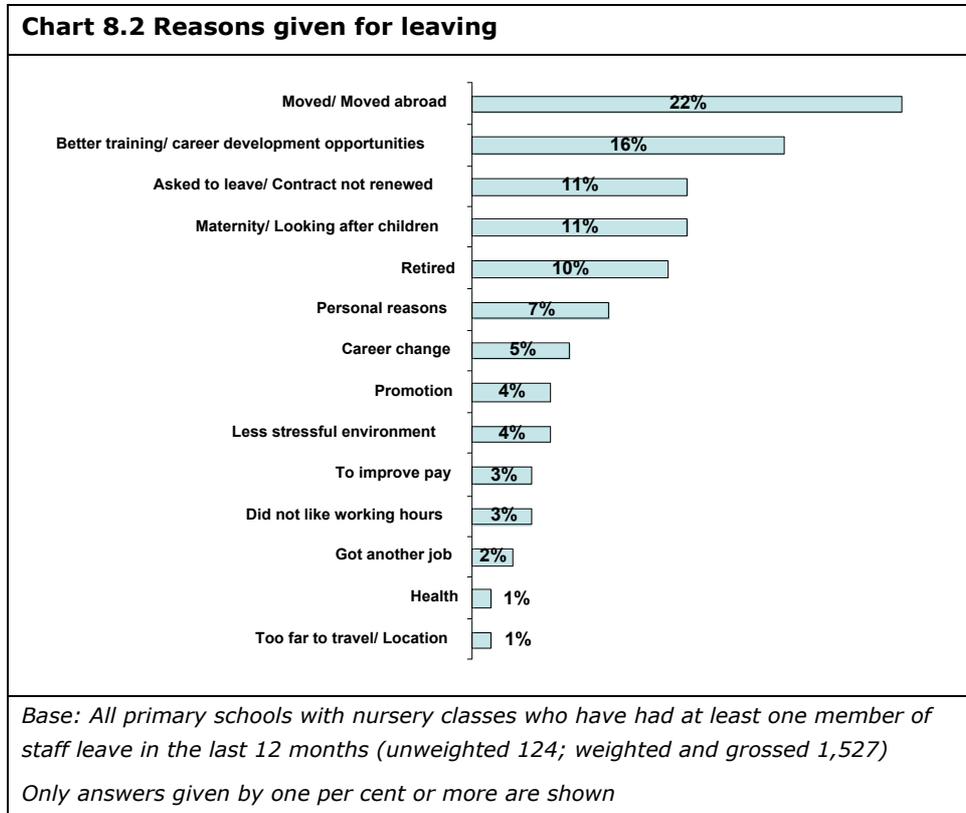
In a quarter (24 per cent) of organisations at least one paid member of staff had left in the previous 12 months. In total around 2,000 staff had left, an average of 0.3 staff per setting. This was much lower than in 2003, when 39 per cent of organisations had seen staff depart, with an average of 0.6 leaving per setting.

Settings in London were the most likely to have had members of staff leaving in the last 12 months (staff had left in 34 per cent of settings), and those in the North West (15 per cent) and East Midlands (16 per cent – low base size) were least likely to have had staff leave. Staff departures were also more common in settings in high population density areas (25 per cent) compared with medium and low density areas (16 per cent across all such areas). Larger organisations were more likely to have experience staff departures; 29 per cent of settings with 100 or more attendees had done so, falling to 15 per cent of settings with fewer than 50 places.

Of the 2,000 staff who left a position within the last 12 months, approximately 1,000 (51 per cent) were believed to still be working in the childcare or early education sector, around 200 (11 per cent) went to jobs in other sectors, and about 400 (19 per cent) were believed to be no longer working. These figures should be treated with caution, as there was a large proportion (19 per cent) whose destination was unknown.

8.3 Destination of staff who had left

In settings where at least one paid member of staff had left in the last 12 months, respondents were asked what reasons had been given for leaving.



A wide array of answers was given, as shown in chart 8.2. The most commonly given reason was 'moving', including 'moving abroad', mentioned by one in five settings (22 per cent)²³.

8.3.1 Staff turnover

The turnover rate for paid staff was five per cent, a decrease from nine per cent in 2003. The employment growth rate was 17 per cent an increase from 11 per cent in 2003.

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

²³ Note that these percentages are based on the number of settings experiencing departures, and not the number of departures; e.g. it cannot be inferred that 22 per cent of all departures were because of people 'moving' or 'moving abroad'.

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

8.3.2 Staff Vacancies

One in ten (eight per cent) of primary schools with nursery classes were actively trying to recruit staff to fill vacancies. There was some variation by region; in particular, vacancies were significantly less common than the average in the North West (two per cent of settings in this region said they had vacancies).

In total around 700 vacancies were being recruited for, an average of 1.2 per setting with vacancies, or 0.1 vacancies per setting in total. Breaking this down by type of staff, less than 100 vacancies were for early years or foundation stage coordinators, around 100 were for qualified early years teachers, around 200 were for nursery nurses and 300 for other paid childcare staff.

In settings where there were no current vacancies, respondents were asked how long it took them on average to fill a vacancy for childcare staff²⁴. Half (50 per cent) said they would expect to fill a vacancy within a month, with a third (34 per cent) saying it would take between one and two months. Almost all of the remaining settings said it would take no more than four months (five per cent gave an answer of three or four months); only one per cent thought it would take longer than this.

²⁴ Settings which did have vacancies were asked how long they thought it would take to fill them, for each type of staff where vacancies existed. However, the base sizes on these questions are too small for reliable analysis.

9 Terminology and definitions

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

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

- **Full day care:** defined as “facilities that provide day care for children under eight for a continuous period of four hours or more in any day in premises which are not domestic premises.”²⁵
- **Sessional care:** defined as “facilities where children under eight attend day care for no more than five sessions a week, each session being less than a continuous period of four hours in any day. Where two sessions are offered in any one day, there is a break between sessions with no children in the care of the provider.”²⁶
- **Out-of-school clubs:** defined as “clubs...open before and after school and all day long during school holidays, giving 3 to 14 year-olds and up to 16 for children with special needs a safe and enjoyable place to play, meet and sometimes catch up on homework.”²⁷ For the purposes of this research, the questionnaire focused on After-school and Holiday care.
- **Children’s centres:** defined as “places where children under 5 years old and their families can receive seamless holistic integrated services and information, and where they can access help from multi-disciplinary teams of professionals.”²⁸ For example, some children’s centres provide literacy, language or numeracy programmes for parents or carers with basic skills needs. For the purposes of this survey, analysis has focused on full day care provision offered by these establishments.
- **Childminders:** “A childminder is registered to look after one or more children under the age of eight to whom they are not related on domestic premises for reward and for a total of more than 2 hours in any day.”²⁹

²⁵ <http://www.surestart.gov.uk/doc/0-ACA52E.PDF>

²⁶ <http://www.childcarelink.gov.uk/pdf/ofsted/Module5.pdf>

²⁷ <http://www.surestart.gov.uk/surestartservices/childcare/outofschoolchildcare/>

²⁸ <http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/>

²⁹ <http://www.childcarelink.gov.uk/pdf/ofsted/Module2.pdf>

- **Nursery schools:** these “provide education for children under the age of 5 and over the age of 2.”³⁰ Maintained nursery schools generally accept children in term time.
- **Primary schools with reception but no nursery classes:** some primary schools are able to admit four and five year old children into a reception class. Such classes operate throughout the school year.³¹
- **Primary schools with reception and nursery classes:** some primary schools offer both nursery and reception classes, and again, these operate throughout the school year.

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

Childcare vouchers: these are a government initiative that enables employers and/or parents to purchase tax-free vouchers with which to pay for childcare. Employers have to sign up to the scheme and providers are under no obligation to accept them. Parents are allowed to take up to £55 worth of childcare vouchers per week. Research conducted by HMRC found that “the highest proportion of employees receiving employer-supported childcare were employed in professional occupations or as managers and senior officials (an average of 35 per cent and 33 per cent respectively).”³²

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

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

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

³⁰ <http://www.edubase.gov.uk/Assets/EduBase%20Glossary.doc>

³¹ http://www.direct.gov.uk/en/EducationAndLearning/PreschoolLearning/NurseriesPlaygroupsReceptionClasses/DG_10013534

³² <http://www.hmrc.gov.uk/research/report23-final.pdf> (pages 50/51)

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

Registered places: as part of the registration process, Ofsted inform providers of the maximum number of children they can look after. This is based on ages of children and number of staff.³³

Index of Multiple Deprivation (IMD): measures deprivation at the “small area level”.³⁴ The index analyses a number of defined characteristics of deprivation (including Income deprivation, Employment deprivation, Health deprivation and disability, Education, skills and training deprivation, Barriers to Housing and Services, Living environment deprivation and Crime).³⁵ More deprived areas will experience a higher number of these characteristics of deprivation

Types of staff: the National Standards state that all staff must be mentally and physically capable of caring for children and that all staff should “have the appropriate experience, skills and ability to do their jobs”³⁶.

- **Senior Manager:** the National Standards stipulate that Senior managers should hold an appropriate level three qualification and two years experience of working in a day care setting.
- **Supervisory staff:** the National Standards state that supervisors in full daycare settings should all hold a level three qualification, or where this is not possible, an action plan should be put in place setting out how and when they intend to satisfy this requirement. For sessional and out-of-school providers, supervisors are not required to hold a level three qualification but half of all other staff are required to hold a level two qualification³⁷.
- **Other paid childcare staff:** at least half of this group are required to hold an appropriate level two qualification.
- **Qualified Teacher Status:** this is a requirement for anyone who wants to teach in a maintained school in England and Wales.
- **Early Years Professional Status (EYPS):** this is a new role developed from February 2006 in response to proposals in the Children’s Workforce Strategy. Candidates are required to complete one of four pathways, leading to the award of the EYPS at level six. The first candidates gained EYPS in January 2007.

³³ http://www.ofsted.gov.uk/assets/Internet_Content/Early_Years/guide_daycare.pdf (page 17)

³⁴ <http://www.communities.gov.uk/index.asp?id=1128444>

³⁵ *ibid.*

³⁶ <http://www.surestart.gov.uk/doc/P0000411.PDF>

³⁷ <http://www.surestart.gov.uk/doc/P0002407.pdf>

- **Early years professional leadership:** because no one in childcare and early years settings had gained EYPS at the time of data collection, a question was asked about early years professional leadership more generally in order to determine how many providers had staff acting in this capacity less formally.
- **Nursery Nurses:** are subject to the same requirements as supervisors in full day care settings.³⁸
- **Childminders:** are not required to hold any formal qualifications but must complete a local authority approved training course and a first aid course appropriate to infants and children within 6 months of beginning working as a childminder. First aid certificates should be kept up to date.³⁹

Disability: The Disability Discrimination Act (DDA) defines a disabled person as someone who has a "physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."⁴⁰

Special Educational Needs: The term 'special educational needs' (SEN) has a legal definition, referring to "children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age".⁴¹

National Standards: were developed by the Sure Start Unit in order to set out and measure and monitor the quality of care offered for under eights day-care and childminding. Providers must meet these standards before they can register with Ofsted and commence operation.⁴² Providers are subject to an Ofsted inspection within seven months of registration and at least once every three years thereafter.⁴³

NVQ qualifications: are work based qualifications. Candidates are assessed on the job by a qualified NVQ Assessor, who may be a line manager or an external Assessor if the manager is not a qualified NVQ Assessor.⁴⁴

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

³⁸ http://www.bbc.co.uk/schools/parents/life/you_and_school/working_in_schools/training_nursery_nurse.shtml

³⁹ <http://www.surestart.gov.uk/doc/P0002411.pdf>

⁴⁰ http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069

⁴¹ http://www.direct.gov.uk/en/EducationAndLearning/Schools/SpecialEducationalNeeds/DG_4008600

⁴² http://www.daycaretrust.org.uk/mod.php?mod=userpage&page_id=40

⁴³ <http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828a0d8308c08a0c/?vqnextoid=013a8487a73dc010VqnVCM1000003507640aRCRD>

⁴⁴ http://www.edexcel.org.uk/VirtualContent/64456/Edexcel_NVQ_guidance_for_candidates.pdf

training course.⁴⁵ NVQ Assessors assess on-site and can assess their own staff or those working in other settings.

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

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

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

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

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

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

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

⁴⁵http://www.nurseryworld.co.uk/training/training_today/display.aspx?story_id=502344&path=/Training%20Today/Career%20Progression/

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

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

Ref: DCSF-RW014

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ISBN: 978 1 84775 037 2

www.dcsf.gov.uk/research

Published by the Department for
Children, Schools and Families