

Childcare and Early Years Providers Survey 2008

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BMRB Social Research



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1 Summary and conclusions

1.1 Introduction

BMRB was commissioned by the Department for Children, Schools and Families (DCSF) to conduct eight surveys to collect information about childcare and early years provision and its workforce. In this report the survey findings are drawn together to highlight similarities and differences across the sectors, as well as providing details of the whole childcare and early years workforce.

The findings from the 2008 survey have been compared with those from similar surveys conducted in 2007 and 2006 and where appropriate 2005, 2003 and 2001.

The data have been weighted and grossed to provide national estimates.

1.2 Characteristics of provision

There were 93,800 childcare providers and 15,900 early years providers in maintained schools in 2008. In total, there were 109,700 providers of childcare and early years education. This includes 13,800 full day care providers (including 1,000 providers who offered full day care on site in children's centres), 8,500 sessional providers, 8,800 after school and 6,500 holiday clubs, 56,100 childminders¹, 450 nursery schools, 6,700 primary schools with nursery and reception classes and 8,700 primary schools with reception but no nursery classes.

All types of childcare provider have increased in number since 2001 (or in the case of holiday clubs, since 2003), with the exception of sessional care providers which have dropped by 39 per cent since 2001 and childminders who have decreased in number by three per cent since 2005. The fall in the number of sessional providers over the past few years could partly be due to increasing parental demand for childcare that covers longer hours. In 2008 one in five full day care providers (18 per cent) said that they had changed from offering sessional care. Most of these (70 per cent) said that they did this because of parental demand for longer hours of childcare.

The number of after school clubs continued to rise, albeit at a slower pace than previously, with a four per cent increase since 2007. Holiday clubs have seen the largest increase since 2003 (132 per cent). The number of holiday clubs rose by 12 per cent between 2007 and 2008, following a dip of nine per cent between 2006 and 2007.

Between 2003 and 2008 there has been very little change in the overall number of early years education providers in maintained schools (16,000 in 2003 compared to 15,900 in 2008).

1.2.1 Deprivation

Full day care and out of school providers appeared to be distributed reasonably proportionately across all areas. Twenty nine per cent of full day care providers were located in the 30 per cent most deprived areas, along with 30 per cent of after school clubs and 28 per cent of holiday clubs. In contrast, childminders (20 per cent) and sessional providers (17 per cent) appeared less likely to be located in the 30 per cent most deprived areas.

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

The Government's aim was initially to focus the development of children's centres in the most deprived areas so it is unsurprising that children's centres were disproportionately located there, with 71 per cent of on site full day care providers in children's centres in the 30 per cent most deprived areas. This distribution is likely to shift over the next few years as the children's centre programme rolls out across the country and centres are also established in less disadvantaged areas². We are starting to see this change in the survey results; the proportion of children's centres with full day care on site in the 30 per cent most deprived areas fell from 78 per cent in 2006 to 71 per cent in 2008.

Nursery schools and primary schools with nursery and reception classes were disproportionately located in the 30 per cent most deprived areas (62 per cent and 50 per cent respectively). By comparison, only 10 per cent of primary schools with reception but no nursery classes were located in the 30 per cent most deprived areas.

1.2.2 Ownership of provision

The majority of full day care provision was privately run (65 per cent), with just one in five (22 per cent) settings run by a voluntary organisation. The opposite pattern of ownership was true for sessional care, with 64 per cent of settings run by a voluntary organisation and 29 per cent privately run. A similar pattern was found in 2007 and 2006.

Full day care provision in children's centres was much less likely than other types of provision to be privately, voluntarily or independently, owned (30 per cent) and this figure had decreased from 39 per cent in 2007. Almost six in 10 (58 per cent) of all full day care in children's centres were run by a local authority.

Out of school providers were most likely to be privately run (37 per cent of after school clubs and 38 per cent of holiday clubs). Holiday clubs were more likely than after school clubs to be run by the voluntary sector (34 per cent compared with 30 per cent), or by a local authority (14 per cent compared with nine per cent), and were less likely than after school clubs to be maintained by a school or college (10 per cent compared with 22 per cent).

1.3 Places and children

There were 2,502,200 childcare and early years places registered with Ofsted in 2008. Of these, 1,684,800 were provided by full day care settings³, sessional providers, after school and holiday clubs and childminders⁴ and 817,400 places were registered in early years provision in maintained schools.

The number of Ofsted registered places in full day care settings increased steadily between 2003 and 2008. There were 620,700 places in 2008, a 44 per cent increase since 2003. There were 243,500 sessional care places in 2008, a 25 per cent decrease since 2003.

Following a large increase in the number of registered places in after school clubs between 2003 and 2006 (58 per cent increase), the number of places has continued to increase, albeit at a slower pace than previously (rising by nine per cent between 2007 and 2008, to 282,700).

² Sure Start Children's Centres: Phase 3 Planning and Delivery, DCSF, <http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00665-2007.pdf>

³ Including registered places in full day care provided by children's centres.

⁴ Including places registered with active childminders only.

Similarly there was a large increase in the number of registered places in holiday clubs between 2003 and 2006 (117 per cent increase). Since then the number of places has levelled off at 262,600 in 2008, similar to the number of places in 2006 (263,900), following a drop of 13 per cent between 2006 and 2007.

There were 275,300 Ofsted registered childminder places in 2008, which was the same as the number of places in 2005 (275,600) and represents a six per cent fall since 2007. This is the same rate of decline as seen for the number of childminders over the same period.

Among early years providers in maintained schools, there were a total of 817,400 places, a three per cent decrease from 843,100 places in 2003. There were 30,600 nursery school places, 511,200 places in primary schools with nursery and reception classes and 275,500 places in primary schools with reception but no nursery classes.

1.3.1 Number of children attending

Since 2003 there were increases in the number of children attending all childcare settings apart from sessional providers. The number of children attending full day care providers increased by 34 per cent, by 48 per cent in holiday clubs and by 57 per cent in after school clubs.

Among early years providers in maintained schools, the number of children attending nursery schools increased by 13 per cent between 2003 and 2008 and decreased by 11 per cent for primary schools with reception but no nursery classes. For primary schools with nursery and reception classes the data suggest that there was an 11 per cent increase since 2003 however, the question regarding number of children attending was asked slightly differently in 2003 and therefore the results are not strictly comparable.

1.3.2 Child vacancies

Childminders and holiday clubs reported the highest proportion of vacant places nationally (24 per cent of places) while sessional settings reported the lowest (eight per cent).

Nationally, 10 per cent of places in full day care in children's centres were unoccupied and 13 per cent were unoccupied in full day care overall. After school clubs reported a fifth of vacant places nationally (21 per cent).

Among the early years settings in maintained schools, primary schools with reception but no nursery classes had the highest proportion of vacancies (11 per cent) and nursery schools the lowest proportion of vacancies (five per cent).

1.3.3 Free early education entitlement for 3 and 4 year olds

The majority of full day care providers, both overall (84 per cent) and those operating within children's centres (82 per cent) said that children could take their free early education sessions over three days instead of five. In contrast, early years provision in maintained schools was less flexible as only 25 per cent of nursery schools and 20 per cent of primary schools with nursery and reception classes said sessions could be taken over three days.

The vast majority of full day care settings (90 per cent overall and 82 per cent of full day care providers in children's centres) said that they could provide the extended free entitlement of 15 hours a week, for 38 weeks a year. A lower proportion, albeit still the majority, of sessional providers (67 per cent) also said they could offer nursery education on this basis.

Three in five nursery schools and primary schools with nursery and reception classes (61 and 60 per cent respectively) said they were able to offer nursery education for 15 hours a week, for 38 weeks a year.

1.4 Workforce composition

1.4.1 Number of staff

There has been an increase in the number of paid and unpaid staff working in childcare settings since 2003, with the exception of sessional providers. The number of staff working in full day care settings rose by 44 per cent, in after school clubs staff numbers increased by 80 per cent and in holiday clubs the number of staff rose by 136 per cent. Conversely, the number of staff in sessional settings fell by 27 per cent over the same period. Between 2007 and 2008 however the number of staff in *all* types of childcare provider increased, including sessional settings where an increase of five per cent was observed. The largest increase over this period was for holiday clubs where there was a rise of 23 per cent in staff numbers.

In 2008, the numbers of staff in the different types of early years settings were at similar levels to 2003, apart from primary schools with reception but no nursery classes where there had been a decrease of 17 per cent in staff numbers over this period. This fall was in line with the decrease in the number of places for this type of setting between 2003 and 2008 (down 14 per cent).

Over the same period, all type of early year provider saw an increase in the number of paid staff (up 23 per cent in nursery schools, 19 per cent in primary schools with nursery and reception classes and 10 per cent in primary schools with reception but no nursery classes) and a decrease in the number of unpaid staff (down 33, 23 and 45 per cent respectively).

1.4.2 Profile of staff

1.4.2.1 Age

There has been very little change in the age profile of paid childcare staff since 2006, apart from childminders who had a slightly older age profile in 2008. Childminders and staff in sessional providers had the oldest age profile with two-thirds (65 per cent) and three-fifths (57 per cent) respectively of their workforce over 40 years of age. Staff working in holiday clubs and full day care providers had the youngest age profile, with 38 per cent of holiday club staff and 30 per cent of full day care staff under the age of 25.

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

1.4.2.2 Sex

As has been the case in previous years, the childcare and early years workforce is overwhelmingly female, with only between one and two per cent of staff being male. However, out of school providers were an exception to this as seven per cent of staff in after school clubs and 14 per cent of staff in holiday clubs were male.

1.4.2.3 Ethnicity

Full day care provisions in children's centres had the highest proportion of staff from a black and minority ethnic (BME) background, at 16 per cent of staff, followed by 13 per cent of staff in holiday clubs and nursery schools. Primary schools with reception but no nursery classes had the lowest proportion of BME staff at just one per cent of the workforce.

1.4.2.4 Disability

As in previous years very low proportions of the childcare and early years workforce had a disability (between one and two per cent in each type of provider).

1.4.3 Pay

Pay levels have generally increased for all types of staff across all types of provider between 2007 and 2008.

Among childcare providers, staff in full day care in children's centres earned more per hour than in other providers, with staff earning an average of £10.40 per hour.

Staff in out of school providers were the next highest paid, earning an average £8.20 in holiday clubs and £7.80 in after school clubs. Staff in sessional and full day care providers earned the least per hour (£7.20 and £7.30 respectively).

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

1.5 Qualifications

Across all provider types and all paid staff types, 66 per cent of the workforce was qualified to level 3 or above and 11 per cent was qualified to level 6 or above.

However, there was some variation by sector. In the childcare sector, staff were more likely to be qualified to level 3 than any other level (54 per cent of staff in childcare group providers and 38 per cent of childminders). Furthermore, over two-thirds (68 per cent) of staff in group providers and 44 per cent of childminders held at least a level 3 qualification⁵. Higher proportions of staff in full day care and full day care in children's centres (62 and 57 per cent respectively) had achieved a level 3 qualification compared with staff working in other types of childcare provision, and only eight per cent of full day care staff and four per cent of staff working in full day care in children's centres held no relevant qualifications. Childminders remained the least qualified group, with just under four in ten (38 per cent) holding level 3 qualifications and a third (34 per cent) holding no relevant qualification.

Just under one-fifth (18 per cent) of non-local authority run full day care providers had at least one graduate with Early Years Professional Status (EYPS) and four per cent of settings in the 30 per cent most deprived super output areas had at least two graduates with EYPS.

⁵ Those qualified to 'at least level 3' are those qualified to level 3 and above.

Overall, around two-fifths (39 per cent) of staff working in early years provision in maintained schools held at least a level 6 qualification and four-fifths (77 per cent) held at least a level 3 qualification. Primary schools with reception but no nursery classes had the largest proportion of staff qualified to level 6 and were the only type of setting where the proportion of staff holding a level 6 qualification were greater than the proportion holding a level 3 qualification (33 per cent compared with 21 per cent). In primary schools with nursery and reception classes 36 per cent of staff were qualified to level 3 and 30 per cent were qualified to level 6. While in nursery schools, 42 per cent of staff held qualifications up to and including level 3 and 22 per cent up to and including level 6. The higher proportion of level 6 qualifications in early years providers relates to the fact that reception classes in early years maintained settings employ early years teachers, who need to be qualified to level 6.

1.6 Training

Around four in five (84 per cent) childminders had attended a preparatory training course when they first registered as a childminder, maintaining the levels reported since 2006. Eight in ten childminders had undertaken some training in the last 12 months (an increase of 12 per cent since 2007) and on average childminders had received nine days of training in the last 12 months (up from seven days in 2007).

This could be a reflection of the Early Years Foundation Stage (EYFS) framework which came into force in September 2008 and aims to ensure that childminders, who usually work from home, provide the same quality of professional care as other childcare providers that are also regulated by Ofsted.

Around three-quarters (76 per cent) of childminders felt the amount of training they had done was appropriate, 13 per cent said it was too little and 10 per cent said it was too much.

Nearly all early years providers helped their staff to receive training (between 98 and 99 per cent of providers). As in 2006 and 2007, providers were most likely to have helped staff receive childcare training (including courses on creative play) and first aid.

Eight in ten nursery schools (80 per cent) had written training plans and nearly all (97 per cent) had a training budget. Lower proportions of primary schools with nursery and reception classes and primary schools with reception but no nursery classes reported having a training plan (52 and 44 per cent respectively) and a training budget (34 and 28 per cent respectively).

Generally respondents thought that the level of training was *about right*, with the highest proportion of respondents saying this working in nursery schools (89 per cent).

1.7 Recruitment and retention

Childcare providers most likely to be actively recruiting staff were full day care settings in children's centres (40 per cent) while sessional settings were least likely to be actively recruiting (10 per cent).

Among early years providers in maintained schools, the proportion of providers actively recruiting was higher for nursery schools (24 per cent) than primary schools with nursery and reception classes (15 per cent) and primary schools with reception but no nursery classes (11 per cent).

Fifteen per cent of all senior managers in full day care provision in children's centres had been recruited in 2008, this compares with 10 per cent of senior managers working in full day care overall, 12 per cent of senior managers in holiday clubs, 10 per cent in after schools clubs and five per cent in sessional settings.

Of all types of provider, holiday clubs had the highest recruitment rate at 49 per cent (a decrease from 60 per cent in 2007). Among childcare providers sessional providers continued to have the lowest recruitment rate (24 per cent), which probably reflects the declining numbers of providers and places in this sector.

Recruitment rates among early years providers have been relatively stable over the years, compared with recruitment rates for childcare providers. The overall recruitment rates were similar for all three early years settings (20 per cent for nursery schools, 23 per cent for primary schools with nursery and reception classes and 19 per cent for primary schools with reception but no nursery classes).

1.8 Income and expenditure

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

1.8.1 Fees

As in 2006 and 2007, full day care providers in children's centres were the most likely settings to vary their fees (61 per cent) and sessional providers were the least likely (20 per cent). The most common reason for doing so given by full day care and sessional providers who varied their fees was age of child (82 and 40 per cent respectively).

In 2008, after school and holiday clubs were not asked what hourly fees they charged. The average fee charged was higher among full day care providers overall (at £3.50 per hour), than full day care providers in children's centres (£3.30 per hour) and sessional providers (£2.30 per hour).

Childminders reported charging on average £3.60 per hour (unchanged since 2007).

1.8.2 Income

As in 2006 and 2007, of all childcare groups, full day care providers within children's centres settings had the highest average total income at £299,000 a year.

The breakdown of total income varies considerably across the childcare types. The majority of income for childminders (96 per cent), full day care providers (83 per cent), after school clubs (88 per cent) and holiday clubs (71 per cent) was from fees paid by parents, while among sessional providers the largest proportion of income was from the Government (66 per cent).

Between 2003 and 2008 the financial situation seems to have worsened for most types of providers with a lower proportion saying they had made a profit or surplus and a higher proportion saying they had made a loss.

Full day care providers within children's centres were the least likely of all childcare settings to be making a profit or surplus (10 per cent). Although the proportion of this type of provider that made a loss had returned to the level seen in 2006, after an increase in 2007 (34 per cent made a loss in 2008 compared with 52 per cent in 2007 and 37 per cent in 2006).

Sessional and full day care providers as a whole were most likely to have made a profit or surplus (32 and 34 per cent respectively). The proportion of holiday and after school clubs that had made a profit or surplus was in line with 2007 (25 and 24 per cent respectively).

1.8.3 Expenditure

Full day care in children's centres had the highest median average annual outgoings (£205,500) followed by full day care providers as a whole (£90,000). The other childcare settings reported much lower average expenditure; this is likely to be because they tended to operate for shorter periods than full day care.

1.9 Conclusions

The number of full day care and after school providers has continued to increase. A greater number of providers are now registered to offer these types of care and more children are attending these settings. In 2008 however there was a continued shift away from sessional care and a fall in the number of childminders. The number of holiday club settings returned to their 2006 level following a dip in 2007.

The number of early years providers in maintained schools overall has remained stable while the number of children attending has increased and staff levels have decreased (driven by a fall in the number of unpaid staff working at primary schools with reception but no nursery classes).

The proportions of childcare staff employed at each level have generally remained similar to those reported in 2007 and compared with 2003 there has been a general increase in the proportion of supervisory staff employed. Also the proportion of nursery nurses and early years teachers remained stable in the early years settings in maintained schools following an increase in 2006. There has also been a reduction in the use of volunteers across the board since 2003.

For most childcare providers, the proportion of staff having attained at least a level 3 qualification increased sharply between 2003 and 2006 while continuing to increase at a slower rate in 2007 and 2008. While in early years provision in maintained schools, the proportion of staff with at least a level three qualification has generally increased steadily since 2003.

Just under one-fifth (18 per cent) of non-local authority run full day care providers had at least one graduate with Early Years Professional Status (EYPS) and four per cent of settings in the 30 per cent most deprived super output areas had at least two graduates with EYPS.

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.

Five years on, in 2009, a new strategy has been published, *Next Steps for Early Learning and Childcare*, which takes stock of progress since the 2004 Ten Year Strategy and outlines the next steps in terms of improving early learning and childcare.

The Government's vision is to ensure that every child gets the best start in life and to give parents more choice about how to balance work and family life. By 2010, all three and four year olds will be entitled to 15 hours a week of free high quality care, for 38 weeks a year and there will be an out of school childcare place available for all children aged three to 14 from the hours of 8am-6pm every weekday for those who need it. This will be accompanied by a package of new measures to help address the issue of affordability of childcare, such as the recent announcement of free childcare for 50,000 parents in training for work.

To support this, and to help improve the quality of childcare, there is to be a radical reform of the workforce. This will include improved qualifications and status of early years' and childcare workers and training opportunities for childminders and other home-based carers which enable more of them to achieve level 3 qualifications and the aim of all full day care settings being professionally led.

A Transformation Fund of £250m over the period April 2006 to April 2008 supported investment to raise the quality of the early years' workforce without undermining efforts to improve affordability. The Graduate Leader Fund (of £305m) continues this support from April 2008, so that every full day care (FDC) private, voluntary and independent (PVI) setting should have a graduate leading practice, and two graduates in FDC PVI settings in the 30 per cent most deprived areas by 2015, to improve outcomes for children.

2.2 Objectives of the research

The DCSF needs robust information on the key characteristics of childcare provision in the early years and childcare sector, as well as information on its workforce and the costs of childcare that is available, to monitor what provision is available and to inform policy development in this area.

The DCSF commissioned surveys amongst childcare and early years providers in 1998, 2001, 2003, 2005, 2006 and 2007. The 2008 providers series consisted of separate surveys for the following eight childcare and early years settings:

Childcare

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

Other Early Years providers

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

This report presents an overview of the findings across all surveys. The analysis is largely divided between the childcare and early years groups as specified above⁶.

2.3 The survey

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

- Provider characteristics (ownership, opening times, length of operation, free early education sessions);
- Number of places and children attending (number of places, ages, ethnicity, vacancies);
- Staff characteristics (number of staff, demographics of paid staff, pay, hours);
- Qualifications (qualifications held and working towards by paid staff);
- Training (current level of training, training plans and budgets);
- The Graduate Leader Fund (awareness of the Fund, whether provider has applied for money via the Fund);
- Recruitment and retention (level of recruitment, retention rates, vacancies);
- Income (income, fees, funding, childcare vouchers, business performance);
- Expenditure (cost of the premises, staff wages).

⁶ For brevity the analysis in this report is largely divided between the childcare and early years groups as specified above, but we acknowledge that both sectors deliver both childcare and early years provision under the EYFS framework.

2.4 Survey design

This report is based on interviews conducted with senior managers⁷ of childcare providers (or in small number of cases, an alternative senior member of staff), childminders, and head teachers / early years or foundation stage co-coordinators amongst the early years settings.

2.4.1 Questionnaire

Three different questionnaires were used; one for the childcare group (full day care, sessional, out of school and children's centres⁸), one for the early years group (nursery schools, primary schools with reception but no nursery classes and primary schools with nursery and reception classes) and a third for childminders.

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

Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing) by Kantar Operations⁹ fully trained telephone interviewers in Ealing. Interviews were carried out between 14th April and 10th October 2008.

2.4.2 Sample

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

In 2008 all samples were stratified by the ten Government Office Regions (GOR)¹⁰ to ensure a representative sample was interviewed in each region. In previous years childcare groups were stratified by Ofsted region which divided England into eight regions¹¹, combining inner and outer London and combining the North East with Yorkshire and Humberside. For the results to be more comparable by region with previous years' data it was decided to continue to show regional childcare data by the original eight Ofsted regions.

In order to reduce the time it took to complete the interview it was decided that the childcare questionnaire would be divided into two sections. The first section would include core questions to be asked of all respondents and a second section that would consist of one of two modules (module A or B). Module A asked questions on expenditure and income and

⁷ No specific definition was provided for 'Senior Manager'. Settings decided themselves who best fitted this description.

⁸ Some questions were asked just of children's centres.

⁹ 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.

¹⁰ East; East Midlands; Inner London; Outer London; North East; Yorkshire & Humberside; North West; South East; South West; and West Midlands.

¹¹ East; East Midlands; London; North East, Yorkshire & Humberside; North West; South East; South West; and West Midlands.

module B asked questions on fees, childcare vouchers and recruitment. The sample was randomly divided into two equal groups and assigned to module A or B¹².

For further detail, please see the Technical Report.

2.4.3 Weighting and grossing

Data are weighted by GOR region (as of December 2007 for childminders and childcare providers and February 2008 for early years providers) to ensure the figures are representative of providers throughout England.

To reduce the burden on providers, settings selected in the 2007 sample were excluded when drawing the 2008 sample. As a result any early years settings that registered after March 2007 and any childcare providers or childminders that registered after May 2007 had a slightly higher chance of being selected than those that were registered at this date. The data have been weighted to address this.

To reduce both the burden on providers and the overall length of interview settings employing more than a certain number of staff (more than three supervisors or three other paid childcare staff for childcare settings and two qualified teachers, two nursery nurses or two early years support staff for the early years groups) were asked to randomly select members of staff, rather than having to give details for the whole team. Respondents in the childcare groups were asked to randomly select three supervisory staff and three other childcare staff. They were also asked for information about the senior manager and the early years professional leader (if this role was filled by someone other than the senior manager).

Respondents in early years settings in maintained schools were asked to randomly select two qualified early years teachers, two nursery nurses and two other paid early years support staff and were asked questions about the head teacher or early years co-ordinator. When selecting the members of staff respondents were instructed to list them in alphabetical order by surname and pick the first three or two in order to provide a random selection of staff. The data were weighted at a provider level to the true number of staff that each provider employs¹³.

In addition, the data were grossed up to the total number of active providers in England.

Full details of the methodology and analysis are included in the Technical Report.

¹² When analysing the data it became apparent that 286 sessional care settings (from a total of 1138) had not received any modular questions. This was because when one of the later batches of sample within sessional care was loaded into the CATI script a typo meant that the variable prescribing module type was incorrectly named and as such these people didn't receive any modular questions. As the modules missing were at random in terms of region and module type (i.e. A or B) no additional weighting was necessary.

¹³ In some cases staff weights have been capped in order to prevent reducing the sample efficiency by too large a margin. Full details are given in section 1.5.4 of the Technical Report.

2.5 Structure of the report

The report is structured as follows:

Chapter 1	Summary and conclusions
Chapter 2	Introduction
Chapter 3	Characteristics of provision
Chapter 4	Places and children
Chapter 5	Workforce composition
Chapter 6	Qualifications
Chapter 7	Training
Chapter 8	Recruitment and retention
Chapter 9	Income and expenditure

2.6 Notes on reading the report

2.6.1 Notes on numbers

In the tables, either grossed up figures or percentages are provided (with the alternative provided in corresponding tables in Appendix 1 of the report for some of the tables). The grossed up figures are based on the total number of providers registered with Ofsted as of December 2007 or recorded on Edubase in February 2008, excluding the proportion found by the survey to be no longer eligible for the survey (e.g. closed down, no longer in business). These grossed up figures are not exact and, like the percentages reported, are subject to confidence intervals. Throughout the report, where the text comments on differences between subgroups of the sample, these differences have been tested for statistical significance and were found to be statistically significant at the 95 per cent confidence level or above, giving these findings a confidence interval of +/- five per cent. Tests were run on the effective sample sizes, factoring in design effects for each sample group (see the Technical Report).

Data have been analysed at both provider level (e.g. characteristics of provision, places and children, income) and staff level (e.g. characteristics of staff such as age, pay, qualifications). For those questions where analysis is at a staff level the bases noted show the overall number of staff, rather than the number of settings.

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

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

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

In most cases where averages have been reported they have been given as the mean. Where the median value has been used this is referenced as such. The median value is the middle value of a group of numbers and is not affected by outliers. The mean is the sum of all numbers in a group divided by the number of items in the group¹⁴.

2.6.2 Notes on tables

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

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

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

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

A # signifies a value that is less than 50.

A † signifies a cell where data has not been included due to a base of less than 50.

A ‡ signifies a cell where data should be treated with caution due to a low base size.

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

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

Unless otherwise stated the figures referred to are weighted.

2.6.3 Notes on trends

Where appropriate, comparisons are made with previous waves of the survey, largely the 2007, 2006 and 2003 waves. These waves were used as comparison because data was available for all sample groups (except children's centres in 2003, as these providers were included for the first time in 2006). The 2005 survey did not include the other early years groups or children's centres. While out of school clubs were included in 2005, the sample was dealt with differently and therefore no comparisons can be made.

There needs to be some caution in comparing results for childcare settings from 2003 with those from 2005, 2006 and 2007 due to differences in sampling, as the sample for the childcare settings in 2003 came from a different source - the Childcarelink database held by Opportunity Links. This did not have full details of all providers in all parts of the country and additional work was done to obtain the necessary contact details in certain areas.

¹⁴ Although extreme outliers were capped as part of the data processing stage.

There also needs to be caution when comparing the results for full day care in children's centres with previous years. As noted earlier, the survey only covers on-site provision of full day care and excludes off-site provision. The Department's early guidance for Phase 1 (2004-2006) children's centres took the line that all services, including full day care provision, should be delivered in the same location. This led to the vast majority of Phase 1 centres developing their full day care provision on-site. Guidance on Phase 2 centres (2006-2008), issued in November 2006, took the line that where it was not possible to provide all services in one location or where it is decided to build on good quality private, voluntary and independent provision, the full day care provision could be located in a separate building up to half a mile away from the main centre.

Given that the survey only includes on-site full day care provision, it will have excluded any Phase 2 children's centres that are providing their full day care at linked sites (often through PVI providers), and will only cover Phase 1 children's centres and those Phase 2 children's centres that have developed on-site full day care provision. Therefore, the year-on-year figures will become less representative of children's centre full day care provision overall as time goes by.

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

In the 2003 report some analysis was carried out to look at providers in the 20 per cent most deprived wards. By 2005 there had been a change in the areas used to define levels of deprivation from wards to Super Output Areas. Therefore, this report looks at the 30 per cent most deprived areas (as did the 2007 and 2006 reports), which is roughly the equivalent to the 20 per cent most deprived wards.

3 Characteristics of provision

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

3.1 Number of providers

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

	2008	2007	2006	2005	2003	2001
	No.	No.	No.	No.	No.	No.
Full day care	13,800	13,600	12,700	11,800	10,000	7,800
<i>Full day care in children's centres</i>	1,000	950	800	N/A	N/A	N/A
Sessional	8,500	8,700	9,700	10,000	11,900	14,000
After school clubs	8,800	8,500	7,700	N/A	4,500	4,900
Holiday clubs	6,500	5,800	6,400	N/A	2,800	N/A
Childminders - working	56,100	59,800	57,900	57,700	N/A	N/A
<i>Childminders-registered</i>	65,800	69,200	71,500	70,200	72,900	72,300
Childcare total	93,800	96,400	94,400	N/A	N/A	N/A
Nursery schools	450	450	450	N/A	450	N/A
Primary schools with nursery and reception classes	6,700	6,800	6,500	N/A	6,300	N/A
Primary schools with reception but no nursery classes	8,700	8,900	9,200	N/A	9,200	N/A
Early years total	15,900	16,200	16,200	N/A	16,000	N/A
Total providers¹⁵	109,700	112,600	110,600	N/A	N/A	N/A

Base: All childcare providers 2008, 2007, 2006, 2005, 2003, 2001. All early years provision in maintained schools 2008, 2007, 2006, 2003.

¹⁵ The total number of childcare providers includes full day care, sessional providers, after school providers, holiday clubs and working childminders. The early years total includes nursery schools, primary schools with nursery and reception classes, and primary schools with reception but no nursery classes. It was not possible to calculate comparable figures for all previous years as not all of the data are available.

Table 3.2 - Percentage changes in numbers of childcare providers and early years providers in maintained schools between 2008 and previous years				
	% change from 2007 to 2008	% change from 2006 to 2008	% change from 2005 to 2008	% change from 2003 to 2008
	%	%	%	%
Full day care	2%	9%	17%	38%
<i>Full day care in children's centres</i>	5%	25%	n/a	n/a
Sessional	-2%	-12%	-15%	-29%
After school clubs	4%	14%	n/a	96%
Holiday clubs	12%	2%	n/a	132%
Childminders - working	-6%	-3%	-3%	n/a
<i>Childminders - registered</i>	-5%	-8%	-6%	-10%
Childcare total	-3%	5%	n/a	n/a
Nursery schools	0%	-1	n/a	0%
Primary schools with nursery and reception classes	-2%	3%	n/a	6%
Primary schools with reception but no nursery classes	-2%	-5%	n/a	-5%
Early years total	-1%	-1%	n/a	0%
Total providers¹⁶	-2%	4%	n/a	n/a
<i>Bas: All childcare providers 2008, 2007, 2006, 2005, 2003, 2001. All early years provision in maintained schools 2008, 2007, 2006, 2003.</i>				

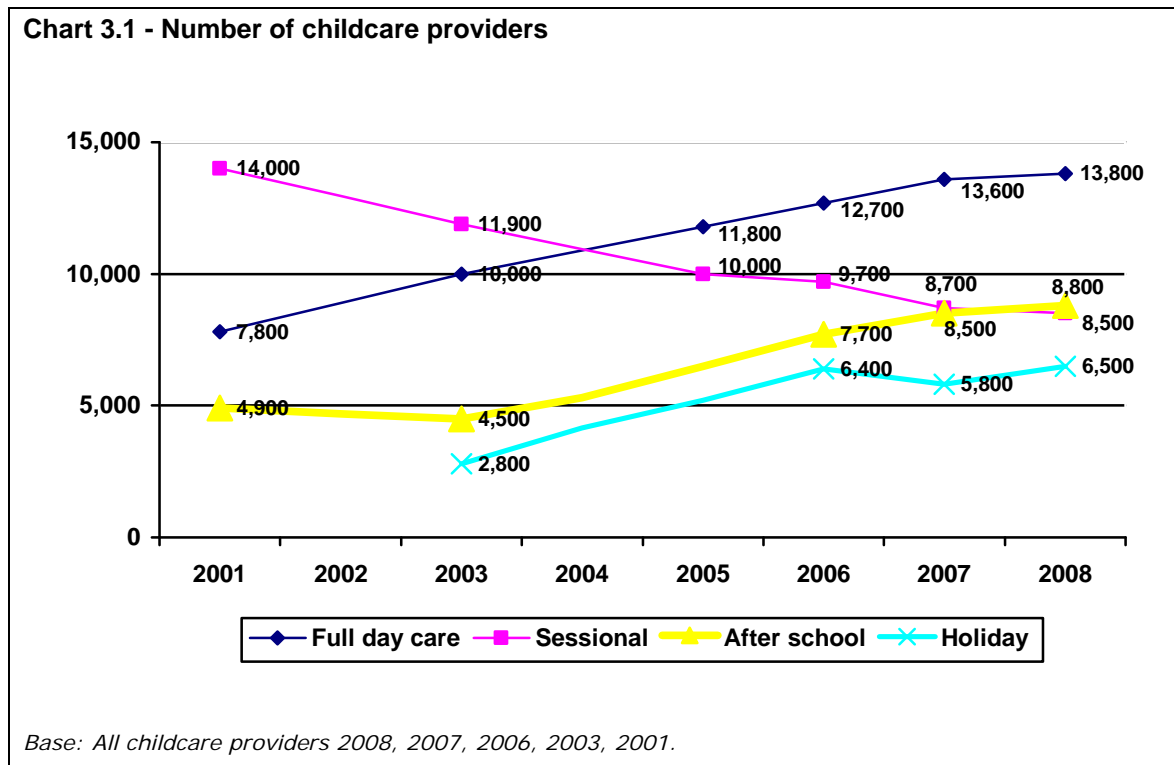
In 2008 there were 109,700 childcare and early years providers in England in total, which was a decrease from 2007 when there were 112,600 providers.

While the number of early years providers had remained stable since 2003 (15,900 in 2008 and 16,000 in 2003), the number of childcare providers had fallen to 93,800 in 2008 from 96,400 in 2007. In 2008 childcare providers comprised of 13,800 full day providers, including 1,000 providers who offered full day care on site in children's centres; 8,500 sessional providers; 8,800 after school clubs; 6,500 holiday clubs; and 56,100 working childminders. Looking at early years provision in maintained schools in 2008, there were 450 nursery schools, 6,700 primary schools with nursery and reception classes and 8,700 primary schools with reception but no nursery classes.

¹⁶ The total number of childcare providers includes full day care, sessional providers, after school providers, holiday clubs and working childminders. The early years total includes nursery schools, primary schools with nursery and reception classes, and primary schools with reception but no nursery classes. It was not possible to calculate comparable figures for all previous years as not all of the data are available.

Childcare

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



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

The number of full day care providers has increased at a fairly steady rate since 2001, with a 77 per cent increase in the number of registered full day care providers between 2001 and 2008 (the number of full day care providers rose by two per cent between 2007 and 2008). The rate of decline among sessional providers has slowed since 2005 with numbers down by 15 per cent since 2005, by 12 per cent since 2006 and by two per cent since 2007.

The drop in the number of sessional providers over recent years could in part be due to increasing parental demand for childcare that covers longer hours. In 2008 one in five full day care providers (18 per cent) said that they had changed from offering sessional care. Most of these (70 per cent) said that they did this because of parental demand for longer hours of childcare.

The number of after school clubs continued to rise, albeit at a slower pace than previously, with a four per cent increase since 2007. Holiday clubs have seen the largest increase since 2003 (132 per cent). The number of holiday clubs rose by 12 per cent between 2007 and 2008, following a dip of nine per cent between 2006 and 2007.

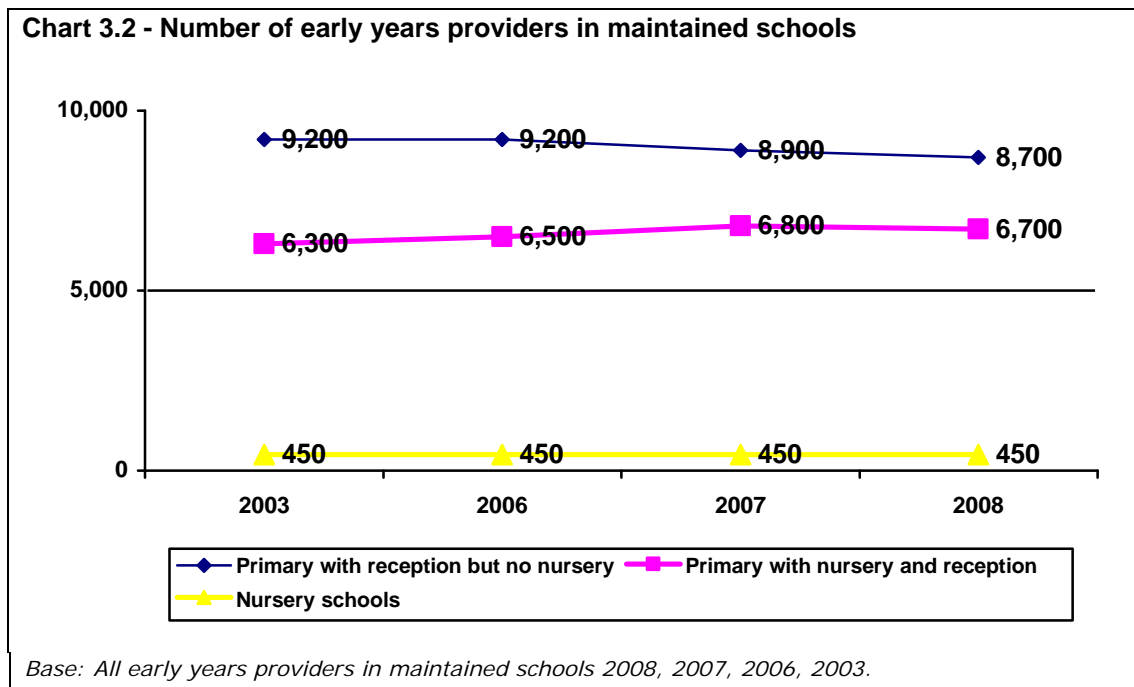
Childminders

Ofsted records indicated there were 65,800 registered childminders at the start of 2008¹⁷. This was a decrease of 10 per cent from 72,900 in 2003. As in previous years, a substantial minority (15 per cent) of registered childminders contacted for the Childcare and Early Years Providers Survey said that they were no longer working as a childminder. As the focus for the survey is on active and current childcare provision, any childminder that said they were not working as a childminder, despite being registered with Ofsted, were deemed ineligible and were not interviewed. Taking into account this group, there were 56,100 active childminders offering childcare places in England, a six per cent decrease since 2007.

Early years provision in maintained schools

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

Between 2003 and 2008 there has been very little change in the overall number of early years providers in maintained schools (16,000 in 2003 compared to 15,900 in 2008). There was a slight increase (six per cent) between 2003 and 2008 in the number of primary schools with nursery and reception classes, with 6,700 in 2008 compared with 6,300 in 2003. There was a slight decrease from 2003 (five per cent) in the number of primary schools with reception but no nursery classes to 8,700 in 2008 and the number of nursery schools has remained stable since 2003.



¹⁷ Based on a snapshot of the Ofsted's Regulatory Support Application (RSA) taken on the 2nd January 2008.

3.2 Providers in deprived areas

Table 3.3 shows the proportion of providers that operate in the 30 per cent most deprived areas in England. Table 3.3a in Appendix 1 shows the *number* of providers that operate in different areas.

Childcare

Overall 22 per cent of childcare providers (21,000 providers) were in the 30 per cent of most deprived areas in England - roughly the same proportion as in 2006 and 2007.

The Government's aim was initially to focus the development of children's centres in the most deprived areas so it is unsurprising that children's centres were disproportionately located there, with 71 per cent of on site full day care providers in children's centres in the 30 per cent most deprived areas. This distribution is likely to shift over the next few years as the children's centre programme rolls out across the country. Children's centres will continue to open in the most deprived areas but they will also be established in less disadvantaged areas¹⁸. We are starting to see this change in the survey results; the proportion of children's centres with on site full day care in deprived areas between 2006 and 2008 has fallen from 78 per cent to 71 per cent.

Sessional care was the least likely type of provision to be located in the 30 per cent most deprived areas (17 per cent). This figure is consistent with 2007 and 2006, when 17 and 15 per cent respectively of sessional care providers were located in the 30 per cent most deprived areas.

Childminders

Childminders were also less likely than full day care or out of school providers to work in the more deprived areas in England. The proportion of childminders in these areas has remained stable since 2006, with 20 per cent working in the 30 per cent most deprived areas in 2008 and 18 per cent in 2007 and 19 per cent in 2006.

¹⁸ Sure Start Children's Centres: Phase 3 Planning and Delivery, DCSF, <http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00665-2007.pdf>

	2008		2007		2006	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
Childcare settings	22%	78%	22%	78%	21%	79%
Full day care	29%	71%	30%	70%	28%	72%
<i>Full day care in children's centres</i>	71%	29%	77%	22%	78%	21%
Sessional	17%	83%	17%	83%	15%	85%
After school clubs	30%	70%	29%	71%	29%	71%
Holiday clubs	28%	72%	31%	69%	34%	66%
Childminders	20%	80%	18%	82%	19%	81%
Early years settings	28%	72%	25%	75%	28%	72%
Nursery schools	62%	38%	65%	35%	57%	43%
Primary schools with nursery and reception classes	50%	50%	44%	56%	50%	50%
Primary schools with reception but no nursery classes	10%	90%	14%	86%	11%	89%

Base: All childcare providers 2008, 2007, 2006. Early years provision in maintained schools 2008, 2007, 2006.

Early years provision in maintained schools

Nursery schools were disproportionately located in the 30 per cent most deprived areas in England. Three in five (62 per cent) nursery schools were in these areas, a slightly lower proportion than in 2007, when the figure was 65 per cent. The proportion of primary schools with nursery and reception classes in deprived areas returned to the level seen in 2006 (50 per cent) from 44 per cent in 2007. The proportion of primary schools with reception but no nursery classes in deprived areas was just 10 per cent in 2008 (14 per cent in 2007).

3.3 Providers by region

Table 3.4 shows the distribution of providers by Government Office Region (GOR). Tables 3.4a and 3.4 b in Appendix 1 show the *number* of providers by Government Office Region.

Childcare

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

In 2008 the North East, Yorkshire and Humberside was home to a fifth (22 per cent) of all full day care within children's centres, as was London (21 per cent), these are higher proportions than in other regions.

As in 2007, sessional and full day care providers were more likely to be operating in the South East than in other regions.

After school clubs were most likely to be based in the North West and holiday clubs were most likely to be based in the South East, while the lowest incidence of out of school provision was in the East Midlands. Childminders were most likely to be based in the South East (19 per cent) and London (17 per cent), with fewer operating in the East Midlands (8 per cent), South West, and West Midlands (9 per cent each). This pattern is similar to the one seen for childminders in 2007.

Table 3.4 - Distribution of providers by Government Office Region									
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Child-minders	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
Total number of providers	13,800	1,000	8,500	8,800	6,500	56,200	450	6,700	8,700
East Midlands	8%	6%	10%	7%	7%	8%	8%	7%	11%
East	10%	8%	16%	8%	11%	12%	9%	9%	13%
London	14%	21%	11%	16%	15%	17%	18%	19%	4%
North East	13%	22%	10%	13%	14%	14%	8%	9%	3%
Yorkshire & Humberside							7%	14%	8%
North West	14%	13%	10%	21%	13%	11%	18%	17%	14%
South East	18%	10%	21%	14%	17%	19%	11%	7%	20%
South West	12%	7%	13%	8%	12%	9%	4%	4%	17%
West Midlands	12%	13%	8%	12%	11%	9%	15%	13%	9%

Base: All childcare providers 2008. All early years providers in maintained schools 2008.

Early years provision in maintained schools

The proportion of early years provision in maintained schools varied considerably throughout the different regions in England as was the case in 2007. For example, the proportion of nursery schools ranged from 4 per cent of schools based in the South West to 18 per cent in both London and the North West. There were also large variations by region in the proportions of primary schools with nursery and reception classes, and primary schools with reception but no nursery classes.

3.4 Ownership of provision

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

Tables 3.5a and 3.5b show the breakdown of providers by ownership¹⁹. Tables 3.5c and 3.5d in Appendix 1 show the *number* of providers by ownership.

In 2008 there was clear variation in ownership of childcare settings by childcare sector.

The majority of full day care provision was privately run (65 per cent), with just over one in five (22 per cent) settings run by a voluntary organisation. One in ten (11 per cent) full day care providers were maintained - this was split evenly between those managed by the local authority and those managed by a school or college. The opposite pattern of ownership was true for sessional care, with 64 per cent run by a voluntary organisation and 29 per cent privately run. A similar pattern was found in 2007 and in 2006.

Full day care provision in children's centres was much less likely than other types of provision to be privately, voluntarily or independently owned (30 per cent), and this figure had decreased from 39 per cent in 2007. Nearly six in ten (58 per cent) of all full day care in children's centres was run by a local authority. This is unsurprising as many children's centres have been developed from earlier Sure Start funded settings including Sure Start Local Programmes, Neighbourhood Nurseries and Early Excellence Centres which would generally, but not always, have been owned and run by local authorities. It is intended that more centres should be developed from other sources such as privately run settings and settings run by voluntary organisations²⁰, but there is no evidence of this in the 2008 figures. The proportion of local authority run full day care settings in children's centres had increased from 49 per cent in 2007 to 58 per cent in 2008. The proportion of privately run settings had decreased from 20 per cent in 2007 to 12 per cent in 2008 and the number of voluntary run settings remained at a similar level to 2007 (19 per cent in 2007 and 18 per cent in 2008). It is possible that a higher proportion of private and voluntary organisations are running full day care provision off site. However we are unable to establish this with the current dataset.

After school and holiday clubs were most likely to be privately run (37 per cent of after school clubs and 38 per cent of holiday clubs). Holiday clubs were more likely than after school clubs to be run by the voluntary sector (34 per cent compared with 30 per cent), or by a local authority (14 per cent compared with nine per cent), and were less likely than after school clubs to be maintained by a school or college (10 per cent compared with 22 per cent).

¹⁹ It should be noted that respondents were able to give more than one response when answering, to allow for multiple ownership.

²⁰ Sure Start Children's Centres: Phase 3 Planning and Delivery, DCSF, <http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00665-2007.pdf>

Table 3.5a - Ownership of childcare providers											
	Full day care				<i>Full day care in children's centres</i>			Sessional			
	2008	2007	2006	2005	2008	2007	2006	2008	2007	2006	2005
Total number of providers	13,800	13,600	12,700	11,800	1,000	950	700	8,500	8,700	9,700	10,000
Private, Voluntary or Independent	87%	87%	89%	79%	30%	39%	36%	93%	93%	96%	87%
Private	65%	66%	65%	59%	12%	20%	19%	29%	29%	27%	30%
Voluntary	22%	21%	24%	20%	18%	19%	17%	64%	65%	68%	60%
Maintained	11%	12%	10%	13%	68%	58%	59%	6%	7%	5%	9%
Local authority	5%	6%	5%	9%	58%	49%	50%	4%	4%	4%	7%
School/college	6%	7%	5%	4%	10%	9%	†	2%	3%	1%	2%
Other	3%	2%	2%	7%	3%	†	†	1%	1%	*	3%

Base: All childcare providers 2008, 2007, 2006, 2005.

Table 3.5b - Ownership of childcare providers						
	After school clubs			Holiday clubs		
	2008	2007	2006	2008	2007	2006
Total number of providers	8,800	8,500	7,700	6,500	5,800	6,400
Private, Voluntary or Independent	67%	68%	77%	72%	76%	72%
Private	37%	43%	33%	38%	44%	36%
Voluntary	30%	26%	44%	34%	32%	36%
Maintained	31%	33%	22%	24%	25%	25%
Local authority	9%	8%	11%	14%	13%	19%
School / college	22%	25%	11%	10%	12%	5%
Other	3%	2%	1%	4%	3%	4%

Base: All childcare providers 2008, 2007, 2006, 2005.

3.5 Charitable status

Providers were asked whether they were set up as a charity or non-profit making organisation. As in 2007 and 2006, sessional care providers were most likely to be non-profit making organisations (78 per cent in 2008 and 2007, 79 per cent in 2006) while just over a third of full day care settings were set up this way (36 per cent in 2008, 34 per cent in 2007 and 37 per cent in 2006).

Around half of holiday clubs (54 per cent), after school clubs (55 per cent), and full day care in children's centres (49 per cent) were set up as non-profit making organisations. These proportions were similar to those seen in 2007, when 54 per cent of holiday clubs, 50 per cent of after school clubs, and 49 per cent of full day care in children's centres were set up this way. All of these proportions had fallen since 2006.

3.6 School links in out of school clubs

Twenty-six per cent of after school clubs had a contract or partnership agreement with other schools for the provision of childcare. This was a decrease of five per cent since 2007. Of those who had links with other schools, almost half (48 per cent) were linked with more than one school.

Over four in ten (44 per cent) of those after school clubs who had links with other schools provided supervised transport between themselves and the other schools. This was an increase of five per cent since 2007.

Sixteen per cent of holiday club providers had contracts or agreements with other schools, 19 per cent did so in 2007. Holiday clubs were perhaps more often independent than after school clubs, as they run at times when schools were unlikely to be open. Over four in ten (46 per cent) of those who had links with other schools had agreements with more than one school. Almost three in ten (27 per cent) of those with partnership agreements provided supervised transport between these other schools.

3.7 Length of operation

Childcare providers were asked how long they have been in operation²¹. As in 2007, full day care providers in children's centres were newer than any of the other childcare providers, with nine per cent having been open less than a year. Just three in ten (31 per cent) of this type of setting had been operating for five years or more. These were likely to have been pre-existing childcare settings that later changed to children's centres.

At the other end of the scale, sessional providers were most likely to have been running the longest, with nine in ten (89 per cent) operating for five years or more.

Most full day care providers were also relatively well-established, with 66 per cent having been operating for at least five years, and just three per cent being less than a year old. In 2007, 61 per cent of full day care providers had been operating for at least five years and five per cent for less than a year.

In 2008, 58 per cent of after school clubs had been operating for at least five years, and four per cent for less than a year. Holiday clubs tended to have been running longer with 66 per cent in operation for five years or more, and five per cent for less than a year.

²¹ Early years providers in maintained schools were not asked this question.

3.8 Opening times

Since 2001 there has been a general pattern for childcare to increasingly be provided for longer periods of time to fit in with changing lifestyles and parental demand, such as the propensity of parents to work longer and less typical hours. The changes between 2005, 2006, 2007 and 2008 in opening times of providers, however, were slight.

	2008	2007	2006	2005
Full day care	9h01m	8h50m	8h50m	9h2m
<i>Full day care in children's centres</i>	N/A²²	<i>9h58m</i>	<i>9h58m</i>	<i>N/A</i>
Sessional	4h09m	4h00m	4h00m	4h13m
After school clubs	4h02m	3h29m	3h52m	4h38m
Holiday clubs	8h46m	8h37m	8h19m	7h21m
Childminders	9h04m	9h26m	9h10m	9h13m
Nursery schools	6h50m	6h38m	6h58m	N/A
Primary schools with nursery and reception classes	5h56m	5h25m	5h16m	N/A
Primary schools with reception but no nursery classes	N/A	N/A	N/A	N/A
<i>Base: All childcare providers 2008, 2007, 2006, 2005. All early years provision in maintained schools 2008, 2007, 2006.</i>				

Full day care providers were open for an average of nine hours and one minute per day in 2008. As would be expected, after school clubs and sessional providers were open for much shorter periods of time. Both of these types of provision were open for an average of four hours a day (four hours and two minutes and four hours and nine minutes respectively).

The opening hours of holiday clubs seem to be increasing, rising from seven hours 21 minutes a day in 2005 to eight hours 46 minutes in 2008. Over six in ten (64 per cent) holiday clubs were open between nine and 10 hours every day.

Eighty-eight per cent of childminders accepted children both during term time and during the school holidays. In 2008 childminders accepted children for a slightly shorter amount of time than in 2007, at an average of nine hours and four minutes a day during term time (nine hours 26 minutes in 2007), and nine hours 35 minutes during school holidays (10 hours 13 minutes in 2007).

In addition to how many hours childminders were prepared to accept children for, they were also asked how long they looked after the children they were caring for (charts 3.3a, 3.3b). The average time spent in a typical week looking after children was 16 hours per week in term-time and 24 hours per week during the school holidays. The results were similar in 2007.

²² Full day care providers in children's centres were not asked this question in 2008.

Chart 3.3a - Number of hours per week children are cared for by childminders in term time

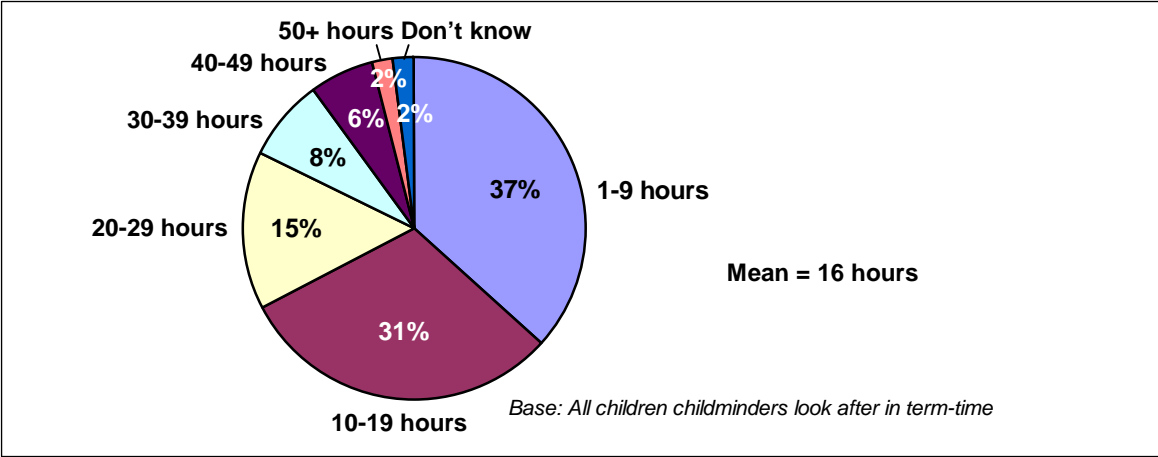
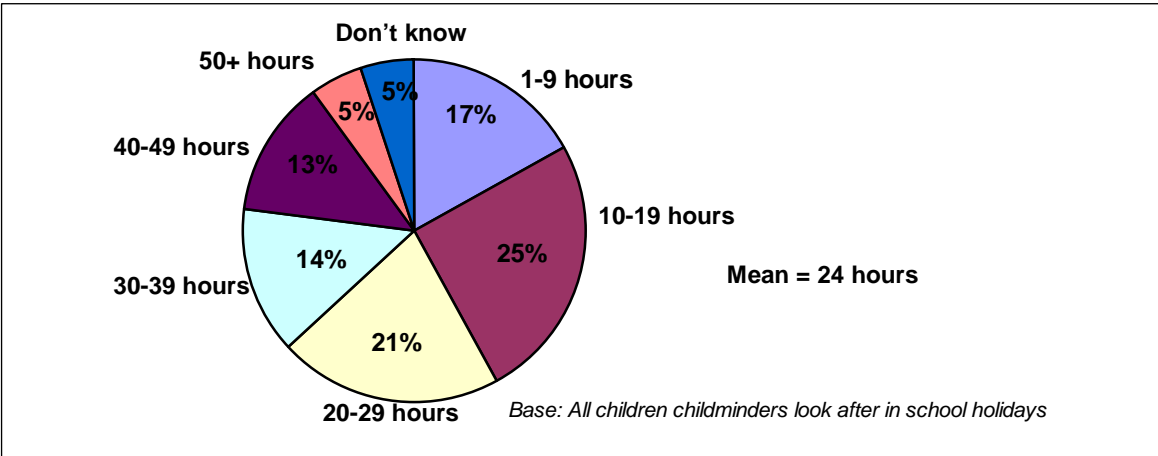


Chart 3.3b - Number of hours per week children are cared for by childminders in school holidays

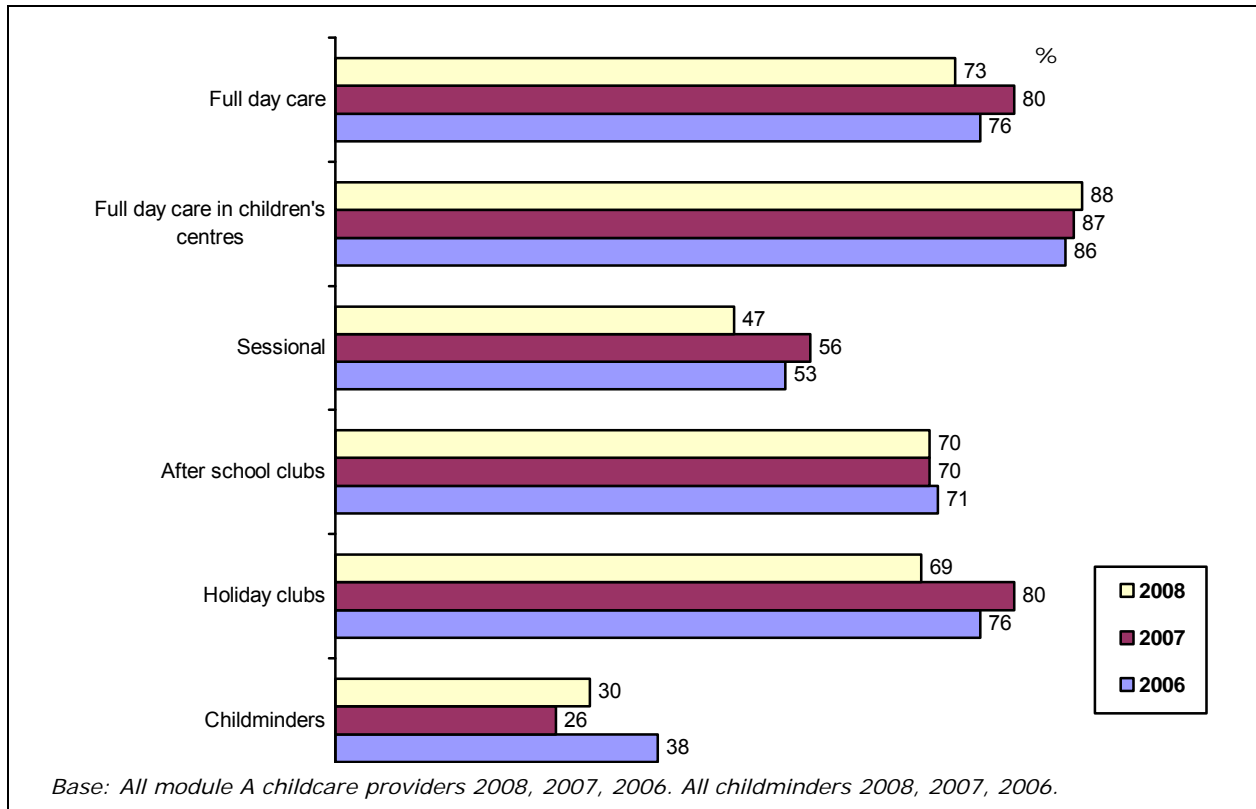


3.9 Business planning and expansion

3.9.1 Business planning

Chart 3.4 shows the proportion of childcare providers that had a written business plan.

Chart 3.4 - Proportion of settings that had a written business plan



Seven in ten (73 per cent) full day care providers reported having a written business plan, rising to nine in ten (88%) among full day care settings in children's centres. A high proportion of after school clubs and holiday clubs also had a written business plan (70 per cent and 69 per cent respectively), although the proportion of holiday clubs that reported having a written plan dropped from 80 per cent in 2007 to 69 per cent in 2008. In contrast, just under half of sessional providers reported having a business plan (47 per cent), while the proportion of childminders with a business plan increased from 26 per cent in 2007 to 30 per cent in 2008.

Table 3.7 shows the proportion of settings with a written business plan, by ownership type.

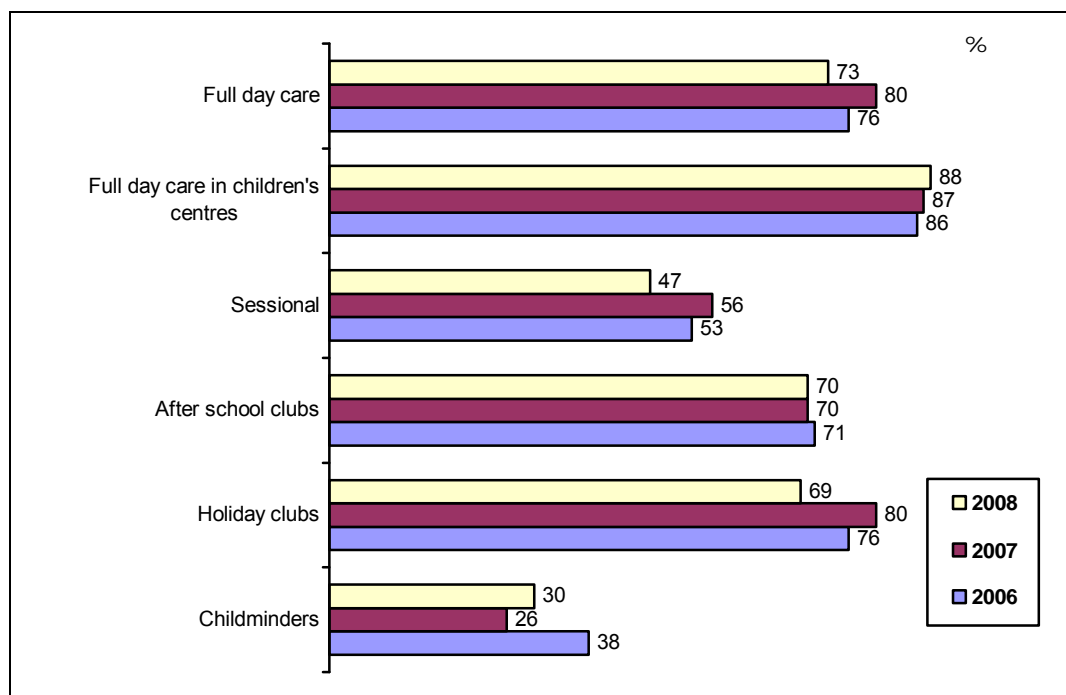
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
Overall	73%	88%	47%	70%	69%
Private	73%	†	49%	77%	73%
Voluntary	71%	†	46%	72%	59%
Local authority	69%	87%	†	†	77%≠
School/college	75%	†	†	59%	†
Other	†	†	†	†	†

Base: All module A childcare providers 2008.

There was some variation between providers with a written business plan by ownership. Full day care providers were most likely to have a business plan if they were run by a school or college (75 per cent) and least likely if they were run by a local authority (69 per cent). The highest proportion of holiday clubs with a business plan were those run by local authorities (77 per cent) and the largest proportion of after school clubs with a written business plan were privately run (77 per cent).

Providers reporting they had a written business plan were asked whether it had been updated within the last two years. Chart 3.5 gives these responses as a proportion of all settings.

Chart 3.5 - Proportion of settings that had a written business plan by that had been updated in the last two years



Base: All module A childcare providers 2008, 2007, 2006. All childminders 2008, 2007, 2006.

The proportion of group providers that had updated their business plan in the past two years was high, at around 80 per cent. Comparing the results from 2008 with 2007 shows that the proportion of providers who had updated their business plan over the last two years was generally stable, with the exception of holiday clubs and childminders which had increased and full day care in children's centres which had decreased.

When comparing results from the earliest comparable year (2003) the proportion of providers with a written business plan has increased considerably. In 2003, 63 per cent of holiday clubs, 57 per cent of out of school clubs, 56 per cent of full day care settings and just 17 per cent of childminders had a written business plan.

3.9.2 Expansion

	Proportion who have expanded in the last year	Proportion who plan to expand in the next year
Full day care	17%	16%
<i>Full day care in children's centres</i>	17%	12%
Sessional	11%	12%
After school clubs	16%	16%
Holiday clubs	15%	16%
Childminders	15%	18%
<i>Base (1st column): All module A childcare providers 2008. All childminders 2008.</i> <i>Base (2nd column): All module A childcare providers 2008 who have not expanded in the last 12 months. All childminders 2008 who have not expanded in the last 12 months.</i>		

Seventeen per cent of full day care providers had expanded in the last year and a further 16 per cent planned to increase the number of places they offer within the next twelve months. Those who did not plan to expand were asked why; the most common reasons given were that they would need larger premises (45 per cent) and that they were already at maximum capacity (38 per cent).

Sixteen per cent of after school clubs planned to increase their number of places in the next 12 months, as did 15 per cent of holiday club settings. The most common reasons for not expanding were that they would need larger premises (32 per cent of after school clubs and 29 per cent of holiday clubs), they were already at maximum capacity (29 per cent of after school clubs and 34 per cent of holiday clubs) and there was not sufficient demand (30 per cent of after school clubs and 23 per cent of holiday clubs).

Seventeen per cent of full day care settings in children's centres had increased the number of places they offered in the last year and 12 per cent said they will expand in the next year. The proportion saying they would expand in the next year had increased from 8 per cent in 2007. Again, needing a larger premises was the most common reason given for not planning to expand (48 per cent), followed by already being at maximum capacity (40 per cent). The proportion that said they were already at maximum capacity had increased since 2007.

As one would expect, given the decline in the number of sessional providers, fewer providers expanded in the last year compared with all other childcare providers (11 per cent), and only 12 per cent still planned to increase the number of places offered in the next twelve months.

The proportion of childminders that had expanded in the last year had increased since 2007, with 15 per cent of childminders having increased the number of places they offer in the last 12 months compared to 12 per cent in 2007. Eighteen per cent of childminders planned to expand in the next year. The most common reason among childminders for not expanding was that they were already at maximum capacity, with 53 per cent giving this as a reason. This proportion had increased since 2007.

3.10 Types of service provided in children's centres

Between 2007 and 2008 there was a large growth in the number of children's centres. In 2008 there were 2,900 children's centres compared with just 1,200 in 2007 (and 800 in 2006).

All children's centres were asked what types of childcare they provided on-site. In 2008 the most common type of childcare offered was sessional day care for children under five (54 per cent), followed by full day care for children under five (34 per cent). This is in contrast to 2007, where children's centres were most likely to offer full day care (77 per cent), followed by sessional care (73 per cent). Relatively low proportions of children's centres in 2008 offered after school care (25 per cent), holiday care (24 per cent) and before school care (21 per cent).

Because of the large growth in children's centres since 2007, it is worth noting that whilst the *proportion* of children's centres offering on-site full day care has fallen since 2007, the *number* of children's centres offering this type of care has not. One thousand children's centres offered on-site full day care in 2008 compared with 950 in 2007.

Children's centres that offered on-site full day care were most likely to have been in operation for two or more years (84 per cent) and this is in line with the phased introduction. Phase one children's centres (established in 2004-6) had to provide full day care. Phase two children's centres (established in 2006-8) only had to provide full day care in the 30 per cent most deprived areas. Phase three children's centres (established in 2008-10) are under no obligation to provide any full day care.

Children's centres in the 30 per cent most deprived areas were more likely than those elsewhere to offer on-site full day care (41 per cent compared with 24 per cent elsewhere), sessional care (62 per cent compared with 42 per cent) and holiday care (27 per cent compared with 19 per cent). Again, these findings are not surprising given that all phase one children's centres were required to provide full day care, as were phase two children's centres in the 30 per cent most deprived areas. In contrast to phase one children's centres which were advised to deliver their full day care on site, phase two children's centres were advised that they could provide their full day care in a separate location up to half a mile away where necessary. It is possible therefore, that the remaining 59 per cent of children's centres in the 30 per cent most deprived areas who don't offer full day care on site, may offer this off-site instead. However, we are unable to establish this with the current dataset.

3.11 Types of support offered in children's centres

Children's centres first opened in the more deprived areas and many offer a range of support services to assist those in more disadvantaged groups. The most common services offered were family support outreach and/or home visiting services (offered by 94 per cent of centres) and employment advice links to Jobcentre Plus (offered by 95 per cent of centres). Table 3.11 shows more information on the types of services offered in children's centres.

It was less common for children's centres to have offered support for families with a parent in prison or involved in criminal activity (76 per cent), support for families of asylum seekers (71 per cent) or other support services (73 per cent), though these services were still available at the majority of children's centres.

Employment advice links to Jobcentre Plus	95%
Family support outreach and/or home visiting services	94%
Literacy language or numeracy programmes for parents / carers with basic skills needs	91%
Support for parents with disabled children	94%
Support for lone parents	91%
Support for teenage parents	90%
Support for families with drug or alcohol related problems	86%
Support for people with mental health problems	85%
Relationship support	84%
Support for particular minority ethnic groups	80%
Support for families with a parent in prison or involved in criminal activity	76%
Support for families of asylum seekers	71%
Any other services	73%
<i>Base: All children's centres 2008.</i>	

Children's centres could provide these services themselves, or could share the provision through links with other organisations. The amount of support supplied by other organisations was highest in cases of families with drug or alcohol related problems (31 per cent off site) and in cases where people have mental health problems (29 per cent off site). This is likely to be because families in these situations need specialist help.

3.12 Children's centres relationships with the Primary Care Trust

Most children's centres were positive about their relationship with their Primary Care Trust at a delivery level. Nearly a fifth (18 per cent) said their relationship was excellent and 44 per cent described it as good. However a third (32 per cent) of children's centres said the relationship was still developing.

4 Places and children

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

4.1 Number of places

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

In 2008, there were 2,502,200 childcare and early years places registered with Ofsted. Of these, 1,684,800 were provided by full day care settings²³, sessional providers, after school and holiday clubs and childminders²⁴ and 817,400 places were registered in early years education in maintained schools.

Childcare

The number of Ofsted registered places in full day care settings increased steadily between 2003 and 2008. There were 620,700 places in 2008, a 44 per cent increase since 2003. During this period the number of full day care places increased at a higher rate than the increase in the number of registered full day care providers (38 per cent). This is likely to be due to the development of provision within children's centres with on average 51 places per setting compared with 45 places per setting in full day care settings as a whole in 2008.

There were 243,500 sessional care places in 2008, a 25 per cent decrease since 2003. The number of providers decreased by a similar proportion (29 per cent) during this period.

Following a large increase in the number of registered places in after school clubs between 2003 and 2006 (58 per cent increase), the number of places has continued to increase but at a slower pace than previously (rising by nine per cent between 2007 and 2008 to 282,700).

Similarly, there was a large increase in the number of registered places in holiday clubs between 2003 and 2006 (117 per cent increase). Since then the number of places has levelled off at 262,600 in 2008, similar to the number of places in 2006 (263,900), following a drop of 13 per cent between 2006 and 2007.

²³ Including registered places in full day care provided by children's centres.

²⁴ Including places registered with active childminders only.

Table 4.1 - Number of Ofsted registered places

	Number of registered places					% change			
	2008	2007	2006	2005	2003	From 2007 to 2008	From 2006 to 2008	From 2005 to 2008	From 2003 to 2008
Full day care	620,700	596,500	544,200	511,100	431,600	4%	14%	21%	44%
<i>Full day care in children's centres</i>	50,000	51,100	37,700	N/A	N/A	-2%	33%	N/A	N/A
Sessional	243,500	248,100	278,300	265,400	325,300	-2%	-13%	-8%	-25%
After school clubs	282,700	259,900	260,100	N/A	165,100	9%	9%	N/A	71%
Holiday clubs	262,600	230,300	263,900	N/A	121,700	14%	0%	N/A	116%
Childminders	275,300	291,500	272,600	275,600	N/A	-6%	1%	0%	N/A
Total childcare	1,684,800	1,626,400	1,619,100	N/A	N/A	4%	4%	60%	61%
Nursery schools	30,600	28,400	28,100	N/A	26,900	8%	9%	N/A	14%
Primary schools with nursery and reception classes	511,200	533,000	477,300	N/A	494,500	-4%	7%	N/A	3%
Primary schools with reception but no nursery classes	275,500	306,300	286,100	N/A	321,700	-10%	-4%	N/A	-14%
Total early years	817,400	867,600	791,500	N/A	843,100	-6%	3%	N/A	-3%
Total overall	2,502,200	2,494,000	2,410,600	N/A	N/A	0%	4%	N/A	33%

Base: Childcare providers 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2008, 2007, 2006, 2003.

Full day care, full day care in children's centres and holiday clubs tend to have a greater capacity than sessional providers or after school clubs. These settings reported the highest average number of places (45 places in full day care, 51 in full day care in children's centres and 41 in holiday clubs) as well as comparatively high proportions of providers reporting more than 50 registered places. In contrast, sessional providers and after school clubs tended to be medium sized establishments with an average of 29 and 33 places respectively (table 4.2).

Table 4.2 - Capacity of settings: childcare						
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Total
Ofsted registered places per setting						
1-9	1%	1%	1%	2%	3%	2%
10-19	6%	2%	13%	14%	7%	9%
20-29	26%	12%	59%	36%	27%	36%
30-39	18%	17%	14%	22%	20%	18%
40-49	15%	17%	6%	13%	18%	13%
50 or more	35%	49%	7%	12%	23%	21%
Don't know	*	1	*	2%	2%	1%
Mean number of places per setting						
2008	45	51	29	33	41	38
2007	44	54	28	31	40	36
2006	43	55	29	35	43	37
2005	44	N/A	27	N/A	N/A	N/A
2003	44	N/A	27	37	45	35
<i>Base: Childcare providers 2008, 2007, 2006, 2005, 2003.</i>						

Childminders

In total there were 275,300 Ofsted registered places with childminders in 2008. It is not possible to make comparisons for childminders with 2003 due to differences in the way figures were grossed up, but the total number of places in 2008 was the same as the number of places in 2005 (275,600 places) and represents a six per cent fall from 2007, the same rate of decline as seen for the number of childminders over the same period.

Childminders are only able to register to look after up to a maximum six children under the age of eight. In 2008 each childminder was registered to provide an average of 4.9 places (table 4.3).

Table 4.3 Capacity of settings - childminders	
Ofsted registered places per childminder	
1-2	4%
3-4	35%
5-6	57%
7 or more	4% ²⁵
Don't know	*
Mean number of places per childminder	
2008	4.9
2007	4.9
2006	5.0
2005	4.8
<i>Base: Childminders 2008, 2007, 2006, 2005.</i>	

Early years provision in maintained schools

Among early years providers in maintained schools, there were a total of 817,400 places, a three per cent decrease from 843,100 places in 2003.

There were 30,600 nursery school places, 511,200 places in primary schools with nursery and reception classes and 275,500 places in primary schools with reception but no nursery classes.

While the number of nursery schools remained stable between 2003 and 2008, the number of places provided by nursery schools increased (by 14 per cent). This was due to an increase in the average number of places (from 58 in 2003 to 71 in 2008), as shown in table 4.4.

The number of primary schools with nursery and reception classes increased (by 6 per cent) at a higher level between 2003 and 2008 than the number of places (by 3 per cent). This was due to a fall in the average number of places per setting to 76 in 2008, from 79 in 2003.

Between 2003 and 2008 the number of places offered by primary schools with reception but no nursery classes fell by 14 per cent while the number of settings in operation decreased by five per cent. The average number of places dropped from 35 in 2003 to 32 in 2008.

²⁵ It appears that a small proportion of childminders included the places they have for children aged 8 and over in their response.

Table 4.4 - Ofsted registered places per setting: early years provision in maintained schools				
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Total
Places per setting				
1-24	4%	5%	41%	25%
25-49	22%	16%	39%	29%
50-74	34%	30%	17%	23%
75-99	18%	25%	3%	13%
100-149	18%	21%	*	9%
150-199	3%	3%	*	1%
200 or more	0%	1%	0%	*
Don't know	2%	*	*	*
Mean number of places per setting				
2008	71	76	32	52
2007	65	79	35	50
2006	66	75	32	49
2003	58	79	35	53
<i>Base: Early years provision in maintained schools 2008, 2007, 2006, 2003.</i>				

4.2 Number of places in deprived areas

Table 4.5 shows the change in numbers of places in the 30 per cent most deprived areas between 2008 and 2006.

Childcare

There were increases in the numbers of full day care and sessional places available in the 30 per cent most deprived areas between 2006 and 2008 (up 17 per cent and 10 per cent respectively). However, the increase levelled off for full day care between 2007 and 2008 (increase of two per cent) and there was a seven per cent decrease in the number of sessional care places in deprived areas since 2007.

There was seven per cent increase in the number of after school places available between 2007 and 2008 (nine per cent from 2006 to 2008) despite an increase of 13 per cent in the number of providers operating in deprived areas. This was due to the decrease in the average number of places per setting. The number of holiday club places available in deprived areas fell by 16 per cent between 2006 and 2008, caused by the drop in the number of providers operating in these areas and the lower number of places reported per setting. The trend is mixed however, as the number of holiday care places in deprived areas increased 20 per cent from 2007 to 2008

Table 4.5 - Number of places in the 30% most deprived areas

	30% most deprived areas (2008)		30% most deprived areas (2007)		30% most deprived areas (2006)		% change in number of places	
	%	No.	%	No.	%	No.	From 2007 to 2008	From 2006 to 2008
Full day care	30%	186,000	31%	183,100	29%	159,300	2%	17%
<i>Full day care in children's centres</i>	70%	34,900	75%	38,200	80%	30,300	-9%	15%
Sessional	17%	41,000	18%	44,000	13%	37,200	-7%	10%
After school clubs	30%	84,800	30%	78,900	30%	78,000	7%	9%
Holiday clubs	29%	75,400	27%	62,800	34%	89,700	20%	-16%
Childminders	19%	51,500	17%	49,500	18%	47,800	4%	8%
Nursery schools	64%	19,500	68%	19,200	54%	15,300	1%	27%
Primary schools with nursery and reception classes	52%	266,100	47%	253,100	53%	251,500	5%	6%
Primary schools with reception but no nursery classes	13%	34,800	15%	44,900	14%	39,300	-22%	-11%
Total	30%	759,200	29%	735,500	30%	718,100	+3%	+6%

Base: Childcare providers 30% most deprived areas 2008, 2007, 2006. Early years provision in maintained schools, 30% most deprived areas 2008, 2007, 2006.

Childminders

The number of places in deprived areas offered by childminders increased by eight per cent between 2006 and 2008, caused by an increase of three per cent in the number of childminders operating in these areas and an increase in the average number of children they look after (from 4.4 children in 2006 to 5.2 children in 2008).

Early years provision in maintained schools

Despite a large increase in the number of places in nursery schools in deprived areas between 2006 and 2008, the number of places remained fairly stable between 2007 and 2008 (up one per cent).

The number of places in primary schools with nursery classes in deprived areas increased by six per cent between 2006 and 2008, due to an increase in the number of settings in these areas.

Following a rise in the number of places offered by primary schools with reception but no nursery classes in deprived areas between 2007 and 2008, there was a fall of 22 per cent to 34,800 in 2008. This reflects a fall in the number of settings over the same period.

4.3 Number of places by region

Tables 4.6a and 4.6b show the distribution of places by Government Office Region. A table showing the *number* of places by Government Office Region in 2008 is included in Appendix 1 (table 4.6c).

Table 4.6a - Distribution of places by Government Office Region

	Full Day Care			Full day care in children's centres			Sessional			After school clubs			Holiday clubs			Childminders		
	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006
East Midlands	8%	9%	9%	6%	6%	7%	10%	10%	10%	7%	7%	7%	7%	6%	7%	10%	9%	9%
East	10%	9%	10%	8%	6%	7%	16%	17%	17%	8%	7%	8%	11%	10%	8%	13%	12%	13%
London	14%	14%	14%	21%	18%	19%	11%	11%	11%	16%	14%	16%	15%	15%	18%	16%	14%	13%
North East, Yorkshire & Humberside	13%	13%	14%	23%	22%	22%	10%	10%	11%	13%	17%	13%	14%	10%	11%	15%	16%	16%
North West	14%	15%	15%	13%	18%	14%	10%	9%	10%	21%	23%	23%	13%	15%	16%	11%	12%	12%
South East	18%	18%	18%	10%	10%	13%	21%	23%	21%	14%	13%	13%	17%	23%	17%	18%	18%	19%
South West	12%	10%	10%	7%	8%	7%	13%	12%	12%	8%	7%	7%	12%	10%	12%	9%	9%	10%
West Midlands	12%	12%	12%	13%	12%	12%	8%	8%	8%	12%	12%	12%	12%	11%	11%	8%	9%	10%

Base: Childcare providers 2008, 2007, 2006.

	Nursery Schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
East Midlands	8%	8%	6%	7%	8%	6%	11%	10%	10%
East	9%	11%	10%	9%	9%	9%	13%	13%	12%
London	18%	22%	19%	19%	23%	25%	4%	5%	5%
North East, Yorkshire & Humberside	16%	13%	16%	23%	N/A	21%	11%	10%	10%
North West	18%	17%	17%	17%	N/A ²⁶	16%	14%	12%	13%
South East	11%	11%	13%	7%	8%	6%	20%	25%	23%
South West	4%	4%	5%	4%	3%	3%	17%	17%	16%
West Midlands	15%	14%	13%	13%	13%	14%	9%	9%	9%

Base: Early years provision in maintained schools 2008, 2007, 2006

The regional distribution of places in 2008 was similar to that reported in previous years, with places broadly reflecting the distribution of settings, with more provision in regions of higher population density.

Childcare

The South East had the greatest proportion of full day care (18 per cent), sessional (21 per cent), holiday clubs (17 per cent) and childminding (18 per cent) places, while the North West alone accounted for a fifth of all after school places (21 per cent). The North East, Yorkshire and Humberside (23 per cent), followed by London (21 per cent), had the highest proportion of full day care places in children's centres.

Early years provision in maintained schools

London and the North West had the greatest proportion of places in nursery schools (18 per cent). The North East, Yorkshire and Humberside had the highest proportion of places in primary schools with nursery and reception classes (23 per cent), while the South East had the highest proportion of primary schools with reception but no nursery classes (20 per cent).

²⁶ Data are not available for primary schools with nursery and reception classes in the North East and North West regions as an insufficient number of interviews were achieved in these areas. Data are also not available for primary schools with nursery and reception classes in Yorkshire & Humberside as this region was grouped with the North East and North West to ensure that national figures were representative. For further details please see Technical Report.

4.4 Childcare places by ownership

Tables 4.7a and 4.7b show the proportions of Ofsted registered places per setting, by ownership. Tables 4.7c and 4.7d in Appendix 1 show the *number* of places per setting.

The distribution of registered places across types of ownership corresponded largely to the patterns of ownership for settings and was largely similar to the distribution of places in 2006 and 2007.

Seven in ten full day care places (70 per cent) were available in privately run settings, with just 16 per cent of places offered in settings run by the voluntary sector and 10 per cent in maintained settings. Unsurprisingly, full day care places in children's centres were most likely to be available in maintained settings (69 per cent), an increase from 61 per cent in 2007, with around three in ten places (28 per cent) offered through Private, Voluntary and Independent (PVI) settings, a decrease from 35 per cent in 2007. This decrease is in line with the fall in proportion of full day care settings in children's centres which are privately owned between 2007 and 2008 (from 20 to 12 per cent).

Sessional places were most likely to be offered through voluntary sector settings (64 per cent), with 29 per cent of places available through privately run settings and just six per cent of places offered through the maintained sector.

The distribution of out of school places across different types of ownership was more mixed. Two-fifths of places were offered through the private sector (40 per cent of after school and holiday places) and three-tenths were available through voluntary providers (29 per cent of after school places and 30 per cent of holiday places). The majority of the remainder were provided by the maintained sector (30 per cent of after school places and 26 per cent of holiday places).

Table 4.7a - Number of Ofsted registered places by ownership											
	Full day care				<i>Full day care in children's centres</i>			Sessional			
	2008	2007	2006	2005	2008	2007	2006	2008	2007	2006	2005
Total number of places	620,700	596,500	544,200	511,100	50,000	51,100	37,700	243,500	248,100	278,300	265,400
Private, Voluntary & Independent	86%	86%	88%	76%	28%	35%	†	93%	93%	96%	89%
<i>Private</i>	70%	70%	70%	61%	11%	16%	†	29%	28%	30%	32%
<i>Voluntary</i>	16%	16%	18%	16%	18%	18%	†	64%	65%	66%	58%
Maintained	10%	11%	10%	14%	69%	61%	58%	6%	6%	5%	8%
<i>Local Authority</i>	5%	6%	6%	11%	59%	53%	50%	3%	3%	3%	7%
<i>School / college</i>	5%	6%	4%	4%	†	†	†	3%	3%	1%	2%
Other	4%	3%	3%	8%	†	†	†	2%	1%	*	8%

Base: Childcare providers 2008, 2007, 2006, 2005.

	<i>After school clubs</i>			Holiday Clubs		
	2008	2007	2006	2008	2007	2006
Total number of places	282,700	259,900	260,100	262,600	230,300	263,900
Private, Voluntary & Independent	68%	68%	77%	70%	71%	69%
<i>Private</i>	40%	44%	35%	40%	42%	37%
<i>Voluntary</i>	29%	24%	43%	30%	29%	32%
Maintained	30%	33%	22%	26%	29%	27%
<i>Local Authority</i>	10%	8%	12%	16%	17%	21%
<i>School/college</i>	20%	25%	10%	10%	11%	5%
Other	2%	2%	*	5%	3%	5%
<i>Base: Childcare providers 2008, 2007, 2006, 2005.</i>						

Tables 4.8a and 4.8b show the mean number of Ofsted registered places per setting, by ownership.

The mean number of places offered in full day care settings in children's centres appeared to be higher than other settings across all types of ownership. With local authority run settings for full day care settings in children's centres offering the highest number of places, at an average of 52 places.

For full day care, private providers tended to be largest (with an average of 49 places), while for both after school clubs and holiday clubs local authority run settings offered the highest number of places on average (37 and 46 places respectively).

There was little variation in the number of places offered by ownership type among sessional settings, ranging from an average of 26 places in local authority provision to 31 places in school and college run settings.

Table 4.8a - Mean number of Ofsted registered places by ownership											
	Full day care				<i>Full day care in children's centres</i>			Sessional			
	2008	2007	2006	2005	2008	2007	2006	2008	2007	2006	2005
Private, Voluntary & Independent	45	44	43	41	48	50	58	29	28	29	27
<i>Private</i>	49	48	46	43	†	49	†	29	28	32	29
<i>Voluntary</i>	33	33	33	32	50	51	†	29	29	28	26
Maintained	43	39	43	45	52	56	54	28	26	29	26
<i>Local Authority</i>	43	40	45	46	52	58	55	26	27	28	26
<i>School/college</i>	43	38	41	42	†	†	†	31	26	34	23
Other	61	50	55	54	†	†	†	31	28	20	28
<i>Base: Childcare providers 2008, 2007, 2006, 2005.</i>											

	<i>After school clubs</i>			Holiday Clubs		
	2008	2007	2006	2008	2007	2006
Private, Voluntary & Independent	33	31	35	40	38	41
<i>Private</i>	34	32	36	43	40	44
<i>Voluntary</i>	32	29	34	36	36	38
Maintained	32	30	35	44	46	46
<i>Local Authority</i>	37	30	38	46	53	47
<i>School/college</i>	30	31	32	42	40	45
Other	28	30	35	47	†	51

Base: Childcare providers 2008, 2007, 2006, 2005.

4.5 Number of children attending

The number of children attending refers to the number of children actually attending a setting in a typical week rather than the number of registered places. The number of children attending can be greater than the number of places, as part time children can share places. It may also be lower than the number of places if providers are unable to fill all of their places. Although care is taken to avoid double counting in individual providers, because children can attend more than one setting some double counting is unavoidable.

We would therefore advise caution when using the totals in table 4.9 as we are unable to estimate the extent to which this has occurred.

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

Table 4.9 - Number of children attending childcare and early years provision

	Number of children					% change			
	2008	2007	2006	2005	2003	From 2007 to 2008	From 2006 to 2008	From 2005 to 2008	From 2003 to 2008
	No.	No.	No.	No.	No.	%	%	%	%
Full day care	872,800	820,100	766,900	704,200	649,400	+6%	+14%	+24%	+34%
<i>Full day care in children's centres</i>	66,600	68,400	45,600	N/A	N/A	-3%	+46%	N/A	N/A
Sessional	361,500	356,800	389,700	390,000	469,900	+1%	-7%	-7%	-23%
Holiday clubs	347,600	297,700	352,500	N/A	233,800	+17%	-1%	N/A	+48%
After school clubs	426,400	414,300	404,800	N/A	271,900	+3%	+5%	N/A	+57%
Childminders	294,200	278,500	267,900	242,400	N/A	+6%	+10%	+21%	N/A
Nursery schools	40,500	38,300	36,100	N/A	35,800	+6%	+12%	N/A	+13%
Primary schools with nursery and reception classes	526,500	517,800	505,900	N/A	475,400	+2%	+4%	N/A	+11%
Primary schools with reception but no nursery classes	245,300	263,200	251,000	N/A	276,500	-7%	-2%	N/A	-11%
Total	3,114,800	2,986,700	2,974,800	N/A	N/A	+6%	+5%	N/A	N/A

Base: Childcare providers 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2008, 2007, 2006, 2003.

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

Table 4.10 - Mean number of children attending childcare and early years provision					
	2008	2007	2006	2005	2003
Full day care	64	61	61	60	66
<i>Full day care in children's centres</i>	69	73	67	N/A	N/A
Sessional	43	41	40	39	40
Holiday clubs	56	53	57	N/A	84
After school clubs	49	50	53	N/A	60
Childminders	5	5	5	4	4
Nursery schools	92	86	82	N/A	77
Primary schools with nursery and reception classes	79	77	78	N/A	76
Primary schools with reception but no nursery classes	28	30	27	N/A	30
<i>Base: Childcare providers 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2008, 2007, 2006, 2003.</i>					

Childcare

Between 2003 and 2008 the percentage increases in children attending full day care providers, after school clubs and holiday clubs (at 34 per cent, 57 per cent and 48 per cent respectively) were lower than the increases in the number of places (44 per cent, 71 per cent and 116 per cent respectively). This was due to the average number of children attending the settings falling. The average number of children attending full day care providers fell from 66 in 2003 to 64 in 2008, from 60 to 49 children amongst after school clubs and from 84 to 56 children amongst holiday clubs.

For full day care provision in children's centres the reverse picture is true with the number of children attending increasing at a faster rate than the number of places. Between 2006 and 2008 the number of children attending increased by 46 per cent while the number of places increased by 33 per cent. The average number of children attending each setting rose from 67 in 2006 to 69 in 2008.

The number of children attending sessional provision declined at a similar rate to the number of places, with attendance down by 23 per cent and places down by 25 per cent between 2003 and 2008.

Childminders

In total there were 294,200 children attending childminders. The average number of children per childminder increased from four in 2003 to five in 2008. We are unable to make comparisons with the total number of children attending childminders in 2003 due to differences in the way the figures were grossed up, but there was a 21 per cent increase from 2005 when there were 242,400 children attending.

Early years provision in maintained schools

The number of children attending nursery schools stood at 40,500 in 2008. This represented a 13 per cent increase from 2003. This was due to an increase of 14 per cent in the number places and an increase in the average number of children attending from 77 in 2003 to 92 in 2008.

In 2008 there were 526,500 children attending primary schools with nursery and reception classes, with an average of 79 per setting (76 per setting in 2003). The data suggest that there was an 11 per cent increase in children attending since 2003 however, the question regarding number of children attending was asked slightly differently in 2003 and therefore the results are not strictly comparable.

The number of children attending primary schools with reception but no nursery classes decreased by 11 per cent between 2003 and 2008 to 245,300 children, a similar rate of decrease as seen in the number of places (down 14 per cent over the same period).

4.5.1 Ratio of children to places

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

	Number of attendees per place				
	2008	2007	2006	2005	2003
Full day care	1.4	1.4	1.4	1.4	1.5
<i>Full day care in children's centres</i>	1.3	1.3	1.2	N/A	N/A
Sessional	1.5	1.4	1.4	1.5	1.4
Holiday clubs	1.3	1.3	1.4	N/A	1.9
After school clubs	1.5	1.6	1.6	N/A	1.6
Childminders	1.1	1.0	1.0	0.9	N/A
Nursery schools	1.3	1.3	1.3	N/A	1.3
Primary schools with nursery and reception classes	1.1	1.1	1.1	N/A	1.0
Primary schools with reception but no nursery classes	0.9	0.9	0.9	N/A	0.9

Base: Childcare providers 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2008, 2007, 2006, 2003.

Childcare

For all settings, there were more children attending than there were places. The ratio of children attending to places has remained fairly consistent since 2003 for full day care, sessional and after school club settings (at around 1.4, 1.5 and 1.5 children per place respectively). This is because the numbers of places available and number of children attending have grown (or declined in the case of sessional care) at similar rates.

For holiday clubs the ratio decreased to 1.3 from 1.9 in 2003, as the number of places available increased at a faster rate than the number of children attending (116 per cent increase in the number of places available compared with 48 per cent increase in the number of children attending).

Early years provision in maintained schools

Looking at the ratio of children attending to places in nursery schools and in primary schools with nursery and reception classes there were more children attending than there were places (1.3 children per place in nursery schools and 1.1 children per place in primary schools with nursery and reception classes). The ratio was just 0.9 children per place for primary schools with reception but no nursery classes, as the number of children attending was actually lower than the number of places available (245,300 children compared with 275,500 places).

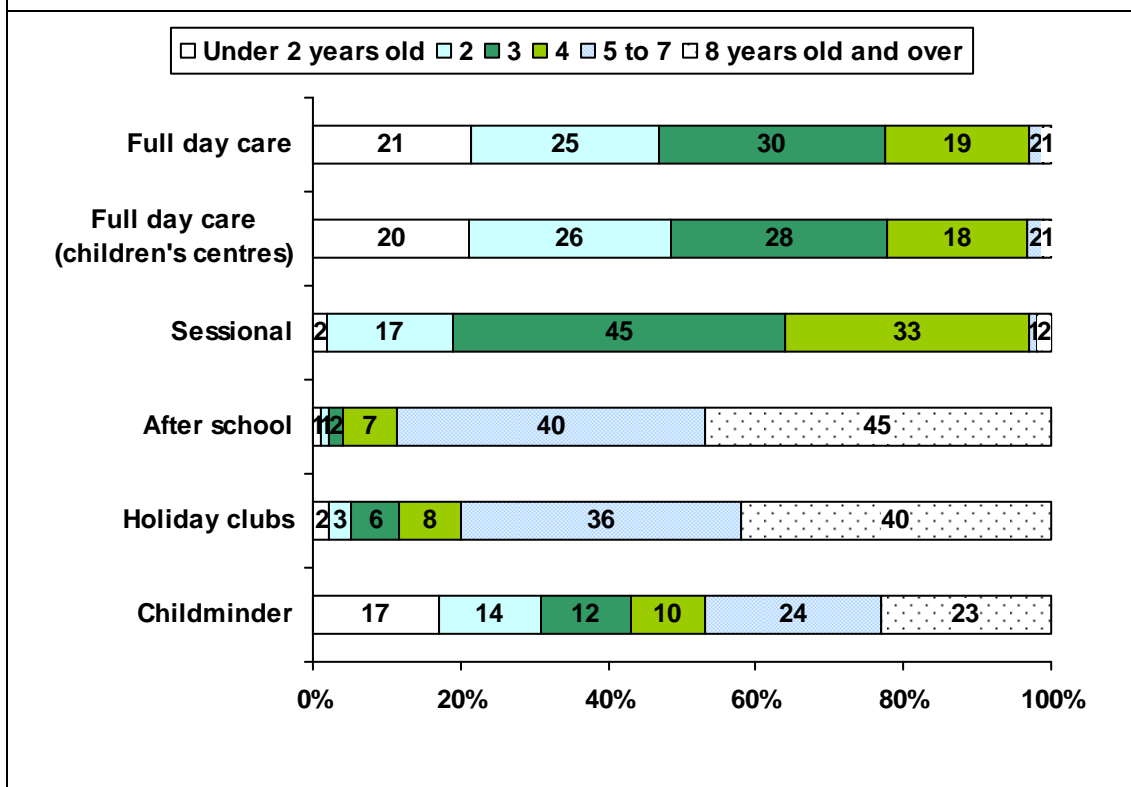
4.6 Age of children

Childcare

Chart 4.1 shows the age breakdown of children attending childcare providers. The majority of children attending full day care (96 per cent) and sessional day care (96 per cent) were aged under 5 years old, as expected. Those attending full day care were reasonably evenly spread between the under 2's (21 per cent), 2 year olds (25 per cent), 3 year olds (30 per cent) and 4 year olds (19 per cent). While sessional settings had only two per cent of children aged under 2, 17 per cent were aged 2, just under half (45 per cent) were 3 years old and 33 per cent were 4 years old.

Again, as expected, the majority of children attending after school clubs (86 per cent) and holiday clubs (75 per cent) were school aged, that is between 5 and 14 years of age. However, some providers said they catered for children under the age of 5. This is because some older 4 year olds may have already begun reception classes and may use the extended care. Additionally, some 3 year olds may be receiving additional care, over and above their part time nursery education place.

Chart 4.1 - Age of children



Base: Childcare providers 2008

Childminders

The children being cared for by childminders covered all age ranges, although childminders were most likely to report looking after children aged under 2 (17 per cent), aged 5 to 7 (24 per cent) and 8 or over (23 per cent).

4.7 Ethnicity of children

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

Childcare

In 2008, there were 114,100 children of black and minority ethnic (BME) origin attending registered full day care settings in total. The average proportion²⁷ of children attending that were from a BME group was 15 per cent per full day care setting.

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

²⁷ For details of how average proportions were calculated, please see section 1.7.5 of the Technical Report.

The average proportion of children attending full day care in children's centres from a BME group increased to 29 per cent per setting from 24 per cent in 2007, approximately 16,900 children. This is more than the proportion of BME children in the population and may be explained by the fact that higher proportions of some BME groups live in the 30 per cent most deprived areas²⁸. As discussed earlier the majority of children's centres are based in the 30 per cent most deprived areas.

For sessional settings the average proportion of children attending who were from a BME group was just 11 per cent per setting, around 39,200 children.

In total there were approximately 60,700 children of BME origin attending after school clubs and 50,200 attending holiday clubs. The average proportion of children attending that were from a BME group was 16 per cent in after school clubs and 17 per cent in holiday clubs.

Early years provision in maintained schools

There were around 13,800 children of BME origin attending nursery school settings in 2008. The average proportion of children attending who were from a BME group was 33 per cent per setting. This indicates that children attending nursery schools from a BME group represented a much higher proportion of the total number of children than they do in the general population. The most likely explanation for this is that nursery schools are generally located in areas with a higher than average BME origin population, such as London, where around a fifth (18 per cent) of all nursery schools were located.

The total number of BME children attending primary schools with nursery and reception classes was around 157,900. The average proportion of children attending who were from a BME group was 24 per cent per setting. This is a lower proportion than that reported for nursery schools but is still higher than the overall proportion of BME children aged under seven in the population (15 per cent) and is likely to be influenced by the results from the London region. As seen in section 3.3, primary schools with nursery and reception classes were most likely to be situated in London (19 per cent) and London contains the highest concentration of people of BME origin.

In total there were 23,300 children of BME origin attending primary schools with reception but no nursery classes in 2008, an average of just seven per cent of children per setting. One cause of this relatively low proportion was the low number of primary schools with reception classes based in London, where the BME population is much higher.

²⁸ Tinsley, J. and Jacobs, M., 2006, Deprivation and Ethnicity in England: A Regional Perspective, Regional Trends 39: 2006 Edition, National Statistics <http://www.statistics.gov.uk/articles/RegionalTrends/Article3RT39.pdf>

Table 4.12a - Proportion of children of black and minority ethnic (BME) origin

	Full day care			<i>Full day care in children's centres</i>			Sessional			After school clubs			Holiday clubs			Childminders		
	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006
None	19%	20%	22%	9%	10%	13%	30%	33%	34%	24%	25%	24%	20%	19%	20%	68%	72%	70%
1 to 5%	29%	28%	30%	19%	27%	27%	25%	24%	28%	21%	18%	22%	17%	17%	16%	2%	1%	2%
6 to 10%	16%	16%	16%	14%	14%	12%	18%	15%	14%	14%	17%	15%	17%	15%	17%	8%	7%	6%
11% or more	34%	34%	32%	54%	47%	48%	26%	26%	24%	37%	38%	36%	38%	42%	40%	21%	19%	21%
Don't know	2%	3%	1%	3%	1%	1%	1%	1%	1%	4%	3%	3%	8%	6%	7%	1%	1%	1%
Mean proportion per setting	15%	16%	15%	29%	24%	24%	11%	10%	10%	16%	16%	17%	17%	19%	19%	14%	13%	13%

Base: Childcare providers 2008, 2007, 2006.

Table 4.12b - Proportion of children of black and minority ethnic (BME) origin									
	Nursery schools			<i>Primary schools with nursery and reception classes</i>			Primary schools with reception but no nursery classes		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
None	7%	6%	9%	13%	19%	16%	47%	44%	48%
1 to 5%	13%	18%	19%	24%	25%	26%	15%	19%	18%
6 to 10%	14%	14%	15%	11%	13%	14%	16%	15%	16%
11% or more	61%	58%	54%	45%	40%	40%	20%	21%	16%
Don't know	5%	4%	3%	6%	3%	4%	1%	2%	1%
Mean proportion per setting	33%	31%	31%	24%	21%	22%	7%	8%	7%
<i>Base: Early years provision in maintained schools 2008, 2007, 2006.</i>									

4.7.1 Provider records on ethnicity and language

In 2008 early years providers were asked whether they kept records on ethnicity and language²⁹. As in 2006 and 2007 the vast majority of providers reported that they did.

Almost all nursery schools and primary schools with nursery and reception classes (98 per cent) kept records of the specific ethnic group for all children attending, while the proportions primary schools with reception but no nursery classes reporting keeping such records was nearly as high (97 per cent).

Similarly high proportions of providers reported keeping records of whether English was the main language children spoke at home (98 per cent of nursery schools, 96 per cent of primary schools with nursery and reception classes and 97 per cent of primary schools with reception but no nursery classes).

²⁹ Childcare providers were not asked this question.

4.8 Special Educational Needs and disability

When answering questions about SEN, providers could be relying on their own judgement, as pre-school children may not have been formally assessed and for children that have been assessed, providers may not have access to this information. This may mean that they are under-estimating the proportion of children with SEN.

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

Childcare

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

There were 18,600 children with SEN or a disability attending sessional settings. The average proportion of children attending who had a SEN or a disability was five per cent per setting.

In total there were 26,300 children with SEN or a disability attending after school clubs. The average proportion of children attending who had SEN or a disability was seven per cent per setting.

There were 42,400 children attending holiday clubs with a SEN or a disability. The average proportion of children attending who had a SEN or a disability was 13 per cent per setting.

Early years provision in maintained schools

In 2008 there were 5,300 children attending nursery schools with SEN or a disability. The average proportion of children with SEN or a disability was 13 per cent per setting.

In primary schools with nursery and reception classes there were approximately 54,300 children with SEN or a disability attending. The average proportion of children attending who had SEN or a disability was 10 per cent per setting.

There were 21,800 children with SEN or a disability attending primary schools with reception but no nursery classes. This represented nine per cent of the children attending.

Table 4.13a - Proportion of children with Special Educational Needs (SEN) or a disability

	Full day care			<i>Full day care in children's centres</i>			Sessional			After school clubs			Holiday clubs			Childminders		
	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006
None	38%	37%	41%	16%	13%	20%	38%	41%	40%	32%	36%	28%	24%	26%	22%	85%	86%	85%
1 to 5%	45%	44%	42%	39%	36%	32%	36%	32%	33%	28%	26%	31%	26%	24%	27%	2%	3%	3%
6 to 10%	12%	10%	11%	23%	25%	23%	15%	17%	16%	18%	19%	19%	18%	19%	19%	7%	6%	5%
11% or more	5%	7%	6%	20%	24%	24%	12%	10%	11%	19%	18%	20%	28%	28%	28%	5%	5%	7%
Don't know	*	1%	*	2%	1%	1%	*	1%	*	2%	2%	1%	4%	3%	4%	*	1%	*
Mean proportion per setting	3%	4%	3%	7%	8%	8%	5%	5%	5%	7%	7%	8%	13%	12%	14%	3%	3%	4%

Base: Childcare providers 2008, 2007, 2006.

Table 4.13b - Proportion of children with Special Educational Needs (SEN) or a disability									
	Nursery schools			<i>Primary schools with nursery and reception classes</i>			Primary schools with reception but no nursery classes		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
None	*	1%	3%	8%	8%	8%	29%	26%	37%
1 to 5%	26%	27%	23%	32%	33%	32%	18%	18%	16%
6 to 10%	27%	24%	24%	24%	24%	26%	24%	23%	21%
11% or more	47%	48%	49%	34%	34%	31%	27%	32%	25%
Don't know	0%	1%	2%	3%	1%	3%	2%	1%	*
Mean proportion per setting	13%	13%	14%	10%	10%	9%	9%	10%	8%
<i>Base: Early years provision in maintained schools 2008, 2007, 2006.</i>									

4.9 Child vacancies

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

	Number of vacancies				Percentage change		
	2008	2007	2006	2005	From 2007 to 2008	From 2006 to 2008	From 2005 to 2008
	No.	No.	No.	No.	%	%	%
Full day care	82,300	107,300	81,000	88,400	-23%	+2%	-7%
<i>Full day care in children's centres</i>	5,100	8,800	6,600	N/A	-42%	-23%	N/A
Sessional	19,900	32,400	29,300	29,800	-39%	-32%	-33%
After school clubs	59,200	64,300	54,400	N/A	-8%	+58%	N/A
Holiday clubs	62,800	70,000	76,700	N/A	-10%	+27%	N/A
Childminders	65,900	85,900	67,000	80,700	-23%	-2%	-18%
Nursery schools	1,400	1,400	2,000	N/A	+1%	-31%	N/A
Primary schools with nursery and reception classes	44,000	56,400	45,800	N/A	-22%	-4%	N/A
Primary schools with reception but no nursery classes	30,900	42,900	42,900	N/A	-28%	-28%	N/A
Total	371,500	460,600	399,100	N/A	-21%	+3%	N/A

Base: Childcare providers 2008, 2007, 2006, 2005. Early years provision in maintained schools 2008, 2007, 2006.

	Mean number of vacancies				Proportion of places vacant nationally			
	2008	2007	2006	2005	2008	2007	2006	2005
	No.	No.	No.	No.	%	%	%	%
Full day care	6	9	7	8	13%	18%	15%	17%
<i>Full day care in children's centres</i>	6	11	12	N/A	10%	17%	18%	N/A
<i>Sessional</i>	2	4	3	3	8%	13%	11%	11%
After school clubs	7	8	8	N/A	21%	25%	21%	N/A
Holiday clubs	11	13	13	N/A	24%	30%	29%	N/A
Childminders	1	1	1	1	24%	29%	24%	29
Nursery schools	3	3	5	N/A	5%	5%	7%	N/A
Primary schools with nursery and reception classes	7	9	7	N/A	9%	11%	10%	N/A
Primary schools with reception but no nursery classes	4	5	5	N/A	11%	14%	15%	N/A
Total	3	4	4	N/A	15%	18%	14%	N/A

Base: Childcare providers 2008, 2007, 2006, 2005. Early years provision in maintained schools 2008, 2007, 2006.

Childcare

Nationally 13 per cent of full day care places were unoccupied in 2008 (82,300 places), a decrease on the vacancy rate in 2007 (18 per cent). Correspondingly the average number of vacancies per setting decreased from nine in 2007 to six in 2008.

Full day care settings in children's centres had a slightly lower proportion of vacancies than full day care overall. Nationally, 10 per cent of places (5,100 places) in full day care in children's centres were unoccupied (compared with 13 per cent in full day care overall). This was a decrease from 17 per cent in 2007. The average number of vacancies per full day care settings in children's centres decreased sharply to six in 2008 from 11 in 2007.

Sessional settings reported the lowest proportion of vacancies nationally (eight per cent). The average number of vacancies in sessional providers decreased from four in 2007 to two in 2008.

After school clubs reported around a fifth of vacant places nationally and holiday clubs had almost a quarter of places vacant (21 per cent and 24 per cent respectively). Holiday clubs had a higher average number of vacancies (11) than after school providers (seven).

Childminders reported a high proportion of vacant places nationally (24 per cent). Overall 65,900 vacant places were reported, an average of one per childminder.

However, childminders did not always want to work at their full capacity, and if demand were there childminders said that they would still only choose to fill 72 per cent of these vacancies (47,800 places).

Early years provision in maintained schools

In 2008 there were approximately 1,400 vacancies in nursery schools, on average three vacancies per setting (similar to 2007).

In primary schools with nursery and reception classes there were around 44,000 reported vacant places (compared with 56,400 in 2007), on average seven per setting (down from nine in 2007).

For primary schools with reception but no nursery classes the number of vacancies decreased slightly between 2007 and 2008 to 30,900 places, an average of four places per setting (down from five in 2007).

If we compare the proportion of vacancies nationally, we can see that primary schools with reception but no nursery classes had the highest proportion of vacancies (11 per cent) and nursery schools the lowest proportion of vacancies (five per cent).

4.9.1 Proportion of places vacant

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

Table 4.16 - Proportion of places vacant									
	Full day care	Full day care in children's centres	Sessional	Holiday clubs	After school clubs	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Total
Number of vacancies	82,300	5,100	19,900	62,800	59,200	1,400	44,000	30,900	300,500
None	26%	24%	57%	21%	19%	57%	35%	46%	34%
1-5	34%	26%	27%	20%	30%	23%	21%	28%	28%
6-10	18%	19%	9%	20%	24%	8%	18%	15%	17%
11-20	10%	10%	3%	17%	14%	4%	14%	8%	11%
21-30	3%	3%	1%	6%	3%	3%	5%	1%	3%
31 or more	2%	1%	*	5%	2%	1%	3%	1%	2%
Don't know	7%	16%	3%	11%	8%	4%	4%	2%	6%
<i>Base: Childcare providers 2008. Early years provision in maintained schools 2008.</i>									

Childcare

Sessional providers were most likely to report having no vacancies (57 per cent) which is a large increase from 2007 (45 per cent), while 27 per cent had one to five vacancies and 13 per cent had six or more which has decreased from 2007 (22 per cent).

About a quarter (26 per cent) of full day care providers had no vacancies, 34 per cent had one to five which is an increase from 2007 (27 per cent), 18 per cent had six to 10, 10 per cent had 11 to 20 and five per cent had 21 or more. There was a similar proportion of full day care settings in children's centres that reported having no vacancies (24 per cent compared with 26 per cent overall).

A similar proportion of after school clubs and holiday clubs reported no vacancies in 2008 (19 per cent and 21 per cent respectively). A higher proportion of holiday clubs than after school clubs have 11 or more vacancies (29 per cent and 19 per cent respectively).

Just under half of (45 per cent) childminders reported having no vacant Ofsted registered places; this is an increase from 2007 (37 per cent). As with 2007, in 2008 a fifth of childminders had one vacancy (19 per cent). Fourteen per cent of childminders had two vacancies, and a fifth had three or more vacancies (19 per cent).

Early years provision in maintained schools

Three-fifths (57 per cent) of nursery schools had no vacancies, a quarter had one to five (23 per cent), eight per cent had six to 10 and eight per cent had more than 10.

Around a third (35 per cent) of primary schools with nursery and reception classes had no vacancies on an average day, two fifths (39 per cent) of settings had between one and 10 vacancies, which is an increase from 20 per cent in 2007 and 22 per cent had over 10, which is a large decrease from 2007 (41 per cent).

About half (46 per cent) of primary schools with reception but no nursery classes had no vacancies, 28 per cent had one to five, 15 per cent had six to 10 and nine per cent had more than 10.

4.10 Proportion of places occupied

Table 4.17 shows the proportion of registered places occupied for each provider type.

Table 4.17 - Occupied child places as a proportion of registered child places									
	Full Day Care	Full day care in children's centres	Sessional	Holiday clubs	After school clubs	Childminders	Nursery Schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
None	1%	*	1%	2%	2%	3%	-	-	-
1 to 25% occupied	1%	-	1%	3%	2%	7%	-	*	*
26 to 50% occupied	4%	4%	2%	12%	11%	18%	1%	2%	7%
51 to 75% occupied	14%	15%	9%	23%	24%	13%	4%	12%	15%
76 to 99% occupied	47%	40%	28%	26%	33%	11%	34%	46%	30%
100% occupied	26%	24%	56%	20%	19%	45%	57%	35%	46%
Don't Know	8%	17%	3%	12%	9%	3%	4%	4%	2%
Mean occupancy rate%	86%	86%	91%	76%	74%	75%	95%	89%	87%

Base: Childcare providers 2008. Early years provision in maintained schools 2008

Childcare

Sessional providers had the highest occupancy rate. On average, nine in ten (91 per cent) registered places were occupied and over half of the settings (56 per cent) were fully occupied. Full day care providers had a slightly lower occupancy rate than sessional providers, with just under nine in ten places occupied on average (86 per cent for both full day care overall and full day care in children's centres).

The average occupancy rates at after school and holiday clubs were 76 and 74 per cent respectively, with around one in five settings fully occupied (19 and 20 per cent respectively). Childminders had an average occupancy rate of 75 per cent, with 45 per cent reporting full occupancy.

Early years provision in maintained schools

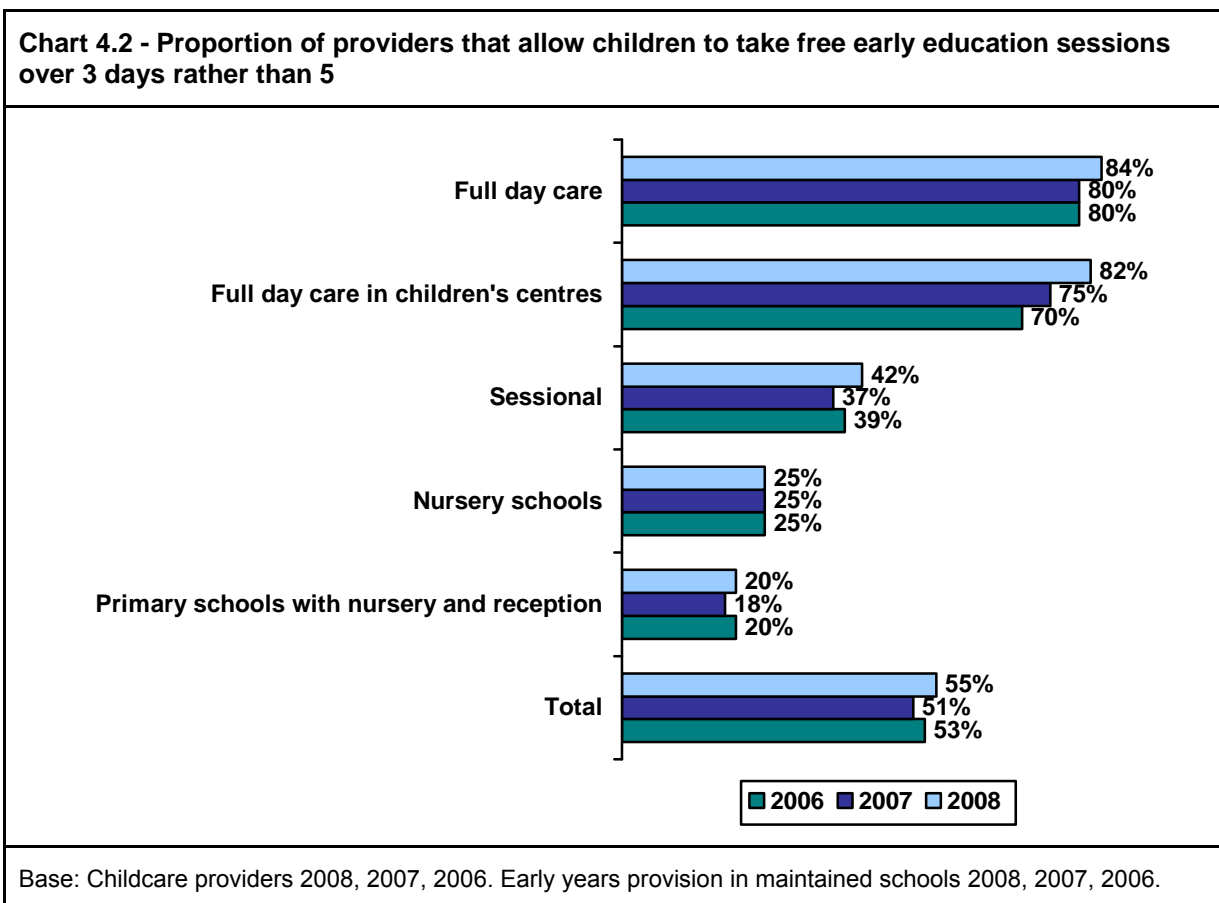
Early years providers in maintained schools reported relatively high levels of occupancy compared to childcare providers. On average, 95 per cent of registered places at nursery schools were occupied, with 57 per cent of settings reporting full occupancy. The average occupancy rates at primary schools with nursery and reception classes and primary schools with reception but no nursery classes were slightly lower at 89 and 87 per cent respectively.

4.11 Free early education entitlement for 3 and 4 year olds

Provision of free early education for 3 and 4 year olds has been a universal entitlement since 2004. It is delivered by a mixed economy of maintained, private, voluntary and independent settings. The current minimum entitlement is 12 and half hours per week for 38 weeks of the year. Children become eligible for a free place from 1st September, 1st January or 1st April following their 3rd birthday, and benefit from up to six terms of free provision before reaching statutory school age.

In its *Choice for Parents, the Best Start for Children: A Ten Year Strategy*, the Government committed to extending the free entitlement from 12 and a half hours to 15 hours a week for 38 weeks a year by 2010. Since April 2007 this extended entitlement has been offered in 34 local authority pathfinder areas which are also exploring how to increase the flexibility of the entitlement (e.g. enabling parents to access 15 hours over three days rather than five days or in longer sessions). The changes to the free entitlement are aimed to provide enhanced learning opportunities for children and choice for parents about the type and pattern of provision that best meets the needs of their children. It should also give working parents the flexibility to balance work and family commitments more effectively.

Chart 4.2 shows the proportion of providers that already allowed children to take free early education sessions over three days rather than five.



The majority of full day care providers, both overall (84 per cent) and those operating within children's centres (82 per cent) said that children could take their free early education sessions over three days rather than five suggesting that these providers offer a high degree of flexibility.

Voluntarily run full day care settings were the most flexible with nine in ten (90 per cent) saying the sessions could be taken over three days. School, college, and local authority run settings were the least flexible, but still eight in ten (79 per cent and 80 per cent respectively) said the sessions could be taken over three days rather than five.

Table 4.18a showing the results by management type and table 4.18b showing the results by region are included in Appendix 1.

In contrast to childcare providers, early years provision in maintained schools was considerably less flexible as only 25 per cent of nursery schools and 20 per cent of primary schools with nursery and reception classes said sessions could be taken over three days. Base sizes are too small to report any significant differences between the nursery school subgroups and there were no significant differences between 2007 and 2008 for early years providers.

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

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

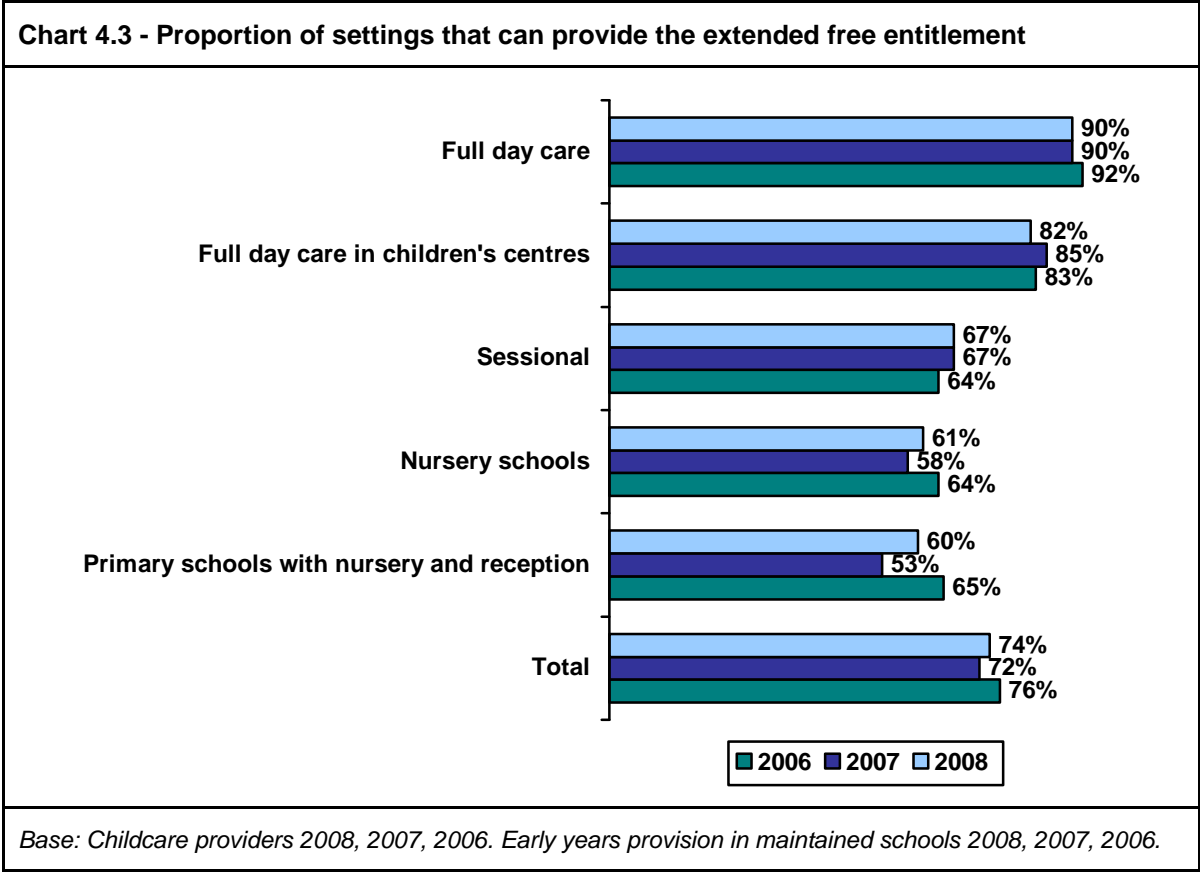
Two-fifths of full day care providers (41 per cent) said they could include breakfast, 63 per cent said they could include lunch and 44 per cent said they could include tea. Around three in 10 providers (31 per cent) said they could not include any of these. Full day care settings in children's centres were more likely than full day care settings overall to be able to include meals with the early education sessions (57 per cent could include breakfast, 66 per cent lunch and 60 per cent tea, 28 per cent were not able to include any meals).

Again it is unsurprising to find that sessional providers were unlikely to be able to include meals in the early education sessions given the nature of that provision. Three-quarters (75 per cent) of sessional providers said they were unable to include any meals with just five per cent able to include breakfast, 23 per cent lunch and three per cent tea.

Among the early years settings, primary schools with nursery and reception classes were least likely to be able to include meals with the early education sessions. Three-fifths (60 per cent) of settings were unable to include any meals, just 18 per cent could include breakfast, 28 per cent lunch and six per cent tea. For nursery schools, a third could provide breakfast (32 per cent), 49 per cent lunch and 24 per cent tea. About four in ten (42 per cent) of nursery schools said they couldn't include any meals.

4.12 Extended free entitlement for 3 and 4 year olds

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



The vast majority of full day care settings (90 per cent for full day care overall, and 82 per cent of full day care providers in children’s centres) said they could provide nursery education for 15 hours a week, for 38 weeks a year. A lower proportion, albeit still the majority, of sessional providers (67 per cent) also said they could offer nursery education on this basis.

The proportion of early years providers in maintained schools reporting they were in a position to provide nursery education for 15 hours a week, for 38 weeks a year increased slightly in 2008. Around three-fifths of nursery schools and primary schools with nursery and reception classes (61 and 60 per cent respectively) reported being able to offer nursery education on this basis.

5 Workforce composition

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

For the childcare settings the survey looked in detail at three different paid staff types:

- Senior managers. The person with overall responsibility for running the setting.
- Supervisory staff. Staff who are qualified to look after a group of children on their own, they may or may not supervise other members of staff.
- Other paid childcare staff. Staff who are not qualified to look after a group of children on their own.

In addition to this, settings were asked whether there was a member of staff responsible for Early Years Professional Leadership and how many staff had Early Years Professional Status.

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

- The head teacher (nursery schools)/Early years or foundation stage co-ordinator (relevant primary schools - i.e. those with reception classes that cater for 5 year olds - with or without nursery classes).
- Qualified early years teachers. Teachers who teach early years education.
- Nursery nurses. Staff who are not teachers, but 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. Staff who are not qualified to look after a group of children on their own.

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

5.1 Number of staff

Around 11 per cent of providers in the childcare sector and two per cent of providers in the maintained early education sector reported that at least one of their members of staff held other jobs in the childcare and education sector in addition to working for them. It is possible that some double counting of staff took place, for example if one person was working at two full day care providers in the sample, they would have been counted once in each. We would advise caution when using the totals in table 5.1 for this reason.

Childcare

Table 5.1 shows the number of paid and unpaid staff working within childcare settings³⁰.

Table 5.1 - Number of staff working in childcare providers									
	Number of paid and unpaid staff					% change in number of staff			
	2008	2007	2006	2005	2003	From 2007 to 2008	From 2006 to 2008	From 2005 to 2008	From 2003 to 2008
	No.	No.	No.	No.	No.	%	%	%	%
Full day care	178,500	161,800	152,400	148,200	124,200	+10%	+17%	+20%	+44%
<i>Full day care in children's centres</i>	13,900	13,700	10,000	N/A	N/A	+1%	+39%	N/A	N/A
Sessional	66,500	63,100	72,200	77,100	90,800	+5%	-8%	-14%	-27%
After school clubs	53,100	50,400	54,500	N/A	29,500	+5%	-3%	N/A	+80%
Holiday clubs	62,800	51,200	68,200	N/A	26,600	+23%	-8%	N/A	+136%
Total	360,900	326,600	347,300	N/A	271,100	+11%	+4%	N/A	+33%
	Number of paid staff					% change in number of staff			
	2008	2007	2006	2005	2003	From 2007 to 2008	From 2006 to 2008	From 2005 to 2008	From 2003 to 2008
	No.	No.	No.	No.	No.	%	%	%	%
Full day care	165,500	151,200	140,000	132,700	111,100	+9%	+18%	+24%	+49%
<i>Full day care in children's centres</i>	13,500	12,900	9,200	N/A	N/A	+5%	+47%	N/A	N/A
Sessional	54,800	52,700	57,000	59,800	69,600	+4%	-4%	-8%	-21%
After school clubs	48,600	46,100	48,500	N/A	25,500	+5%	+0%	N/A	+91%
Holiday clubs	50,800	45,400	55,500	N/A	21,900	+12%	-8%	N/A	+132%
Total	319,700	295,400	301,000	N/A	228,100	+8%	+6%	N/A	+40%
	Number of unpaid staff					% change in number of staff			
	2008	2007	2006	2005	2003	From 2007 to 2008	From 2006 to 2008	From 2005 to 2008	From 2003 to 2008
	No.	No.	No.	No.	No.	%	%	%	%
Full day care	15,800	15,000	15,400	15,500	11,000	+5%	+3%	+2%	+44%
<i>Full day care in children's centres</i>	1,400	1,400	1,100	N/A	N/A	+0%	+27%	N/A	N/A
Sessional	13,400	12,200	16,800	17,300	21,200	+10%	-20%	-23%	+37%
After school clubs	4,900	4,700	6,000	N/A	4,000	+4%	-18%	N/A	+23%
Holiday clubs	12,700	6,700	12,700	N/A	4,700	+90%	+0%	N/A	+2%
Total	46,700	38,600	50,900	N/A	40,900	+21%	-8%	N/A	+14%

Base: Childcare providers 2008, 2007, 2006, 2005, 2003.

³⁰ The figures for 'number of paid and unpaid staff' and 'number of paid staff' have been revised for full day care (including full day care in children's centres) and sessional providers for 2007 and 2006, as it was discovered that there was an element of double-counting with regard to non-senior manager Early Years Professional Leaders. This also applies to any other tables based on staff data throughout the report. For further details see the technical report.

The number of staff in full day care providers increased by 10 per cent between 2007 and 2008. This increase was at a faster rate than the increase in number of places available (up by four per cent since 2007 as discussed in chapter 4). The increase in number of staff is mainly accounted for by an increase in the number of paid staff; the number of paid staff increased by 9 per cent while the number of unpaid staff increased at a slower rate (five per cent). The number of staff in sessional providers rose by five per cent between 2007 and 2008. This rise was accounted for by an increase in both paid and unpaid staff (up by four per cent and 10 per cent respectively). This is the first increase in staff numbers since 2003 and is in contrast to the decline in number of providers and number of places available (the number of providers declined by two per cent and the number of places declined by two per cent between 2007 and 2008).

There was little change in the number of staff in full day care settings run by children's centres compared to 2007. The number of unpaid staff was unchanged and the number of paid staff rose slightly (five per cent increase). This is unsurprising given the similar number of providers to 2007.

Both types of out of school provider surveyed reported an increase in number of staff, both paid and unpaid, since 2007. Staff numbers in after school clubs rose by five per cent, while the number of places increased at a larger rate (up by nine per cent) and the number of providers increased by four per cent. There was a much larger increase in the number of staff in holiday clubs (up by 23 per cent), where the number of places and the number of providers rose substantially (places up 14 per cent and providers up by 12 per cent since 2007). Both types of provider have seen the greatest increase in unpaid staff, up by 10 per cent in after school clubs and up by 90 per cent in holiday clubs, while the number of paid staff in after school clubs rose by five per cent, and by 12 per cent in holiday clubs.

Early years provision in maintained schools

The numbers of staff in nursery schools and primary schools with nursery and reception classes in 2008 were at similar levels to the numbers of staff in 2003. In 2008 there were 6,000 staff in nursery schools (compared to 5,800 in 2003) and 63,600 staff in primary schools with nursery and reception classes (compared to 62,800 in 2003). However, the number of staff in primary schools with reception but no nursery classes was 17 per cent lower than in 2003, in line with the fall in the number of places for this type of setting between 2003 and 2008 (down 14 per cent).

Over the same period, all three types of provider saw an increase in the number of paid staff (up 23 per cent in nursery schools, 19 per cent in primary schools with nursery and reception classes and 10 per cent in primary schools with reception but no nursery classes) and a decrease in the number of unpaid staff (down 33, 23 and 45 per cent respectively).

Table 5.2 - Number of staff working in early years providers in maintained schools

	Number of paid and unpaid staff				% change in number of staff		
	2008	2007	2006	2003	From 2007 to 2008	From 2006 to 2008	From 2003 to 2008
	No.	No.	No.	No.	%	%	%
Nursery schools	6,000	5,900	5,500	5,800	+2%	+9%	+3%
Primary schools with nursery and reception classes	63,600	64,900	55,600	62,800	-2%	+14%	+1%
Primary schools with reception but no nursery classes	48,100	53,500	47,100	57,800	-10%	+2%	-17%
TOTAL	117,700³¹	124,200	108,200	126,400	-5%	+9%	-7%
	Number of paid staff				% change in number of staff		
	2008	2007	2006	2003	From 2007 to 2008	From 2006 to 2008	From 2003 to 2008
	No.	No.	No.	No.	%	%	%
Nursery schools	5,300	5,000	4,600	4,300	+6%	+15%	+23%
Primary schools with nursery and reception classes	52,400	52,300	43,000	43,900	+0%	+22%	+19%
Primary schools with reception but no nursery classes	37,700	38,600	31,200	34,300	-2%	+21%	+10%
TOTAL	95,400	95,800	78,900	82,500	+0%	+21%	+16%
	Number of unpaid staff				% change in number of staff		
	2008	2007	2006	2003	From 2007 to 2008	From 2006 to 2008	From 2003 to 2008
	No.	No.	No.	No.	%	%	%
Nursery schools	1,000	1,000	1,200	1,500	+0%	-17%	-33%
Primary schools with nursery and reception classes	14,600	14,700	15,000	18,900	-1%	-3%	-23%
Primary schools with reception but no nursery classes	12,900	15,600	17,100	23,600	-17%	-25%	-45%
TOTAL	28,500	31,400	33,200	44,000	-9%	-14%	-35%

Base: Early years provision in maintained schools 2008, 2007, 2006, 2003.

³¹ It is possible that some double counting of staff took place, for example if one person was working at two full day care providers in the sample, they would have been counted once in each. We would advise caution when adding the total staff numbers for different types of provider together for this reason.

5.2 Number of places per paid staff member

Childcare

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

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

Table 5.3 - Number of Ofsted registered places per paid member of staff					
	2008	2007	2006	2005	2003
Full day care	3.8	4.0	3.9	3.9	3.9
<i>Full day care in children's centres</i>	3.7	4.0	4.1	N/A	N/A
Sessional	4.4	4.7	4.9	4.4	4.7
After school clubs	5.8	5.6	5.4	N/A	6.5
Holiday clubs	5.2	5.1	4.8	N/A	5.6
Base: Childcare providers 2008, 2007, 2006, 2005, 2003.					

The ratio of places to staff changed very little between 2007 and 2008. In both full day care and full day care in children's centres there were less than four places per member of staff (3.8 places and 3.7 places per paid member of staff respectively). This is in keeping with the younger age profile of children cared for in these establishments and therefore the requirements set out by Ofsted.

Sessional providers tend to care for children of a more diverse age range and accordingly, their ratio of places to staff was slightly higher at 4.4 places per staff member.

Out of school providers tend to care for older children which explains their generally higher ratios of places to members of staff; 5.8 places per member of staff in after school clubs and 5.2 places per member of staff in holiday clubs.

Table 5.4 - Number of places per paid member of staff by ownership					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
Private, Voluntary or Independent	3.7	3.6	4.4	5.7	5.2
<i>Private</i>	3.7	3.5	4.2	5.7	6.1
<i>Voluntary</i>	4.0	3.6	4.6	5.8	4.4
Maintained	3.8	3.7	4.6	6.0	5.0
<i>Local authority</i>	3.5	3.7	4.3	6.8	4.8
<i>School/college</i>	4.1	3.6	4.9	5.7	5.3
<i>Other</i>	3.9	3.7	5.1	5.9	5.7
Base: Childcare providers 2008.					

Ratios of places to staff varied only slightly according to ownership of the establishment. There were no real noteworthy differences between the sectors.

Early years provision in maintained schools

Minimum staffing ratios for the maintained sector are set out in the *Early Years Foundation Stage Statutory Framework*. Again, children under two years require a ratio of 1:3 and children aged two years require a ratio of 1:4. However, for children aged three and over attending early years provision in maintained schools there must be a ratio of 1:13.

The ratio of places to staff members among early years providers in maintained schools has fallen since 2003. The fall was less pronounced between 2007 and 2008 than it was between 2003 and 2007 for primary schools with reception but no nursery classes, there was no change for nursery schools over the period 2007 to 2008 and the ratio increased in primary schools with nursery classes (table 5.5).

Table 5.5 - Number of Ofsted registered places per paid member of staff				
	2008	2007	2006	2003
Nursery schools	5.7	5.7	6.1	6.2
Primary schools with nursery and reception classes	9.8	8.2	11.1	11.3
Primary schools with reception but no nursery classes	7.3	7.9	9.2	9.4
Base: Early years provision in maintained schools 2008, 2007, 2006, 2003.				

Nursery schools reported the lowest ratios (5.7 places per member of staff), which is unsurprising given the younger age profile of children in these settings.

5.3 Staff type

Childcare

Tables 5.6a and 5.6b show the breakdown of childcare staff by staff type. Additionally, the numbers and proportions of staff by staff type, type of provider and type of ownership are included in Appendix 1 (tables 5.6c-5.6h).

Supervisors are the largest staff group in each type of provider, while around 10 per cent of staff were senior managers (rising to 16 per cent in after schools clubs). Unpaid staff comprised a higher proportion of the workforce in sessional providers (20 per cent) and holiday clubs (20 per cent), compared with around 10 per cent in other childcare settings.

Just over half of the staff in full day care providers were supervisors (52 per cent), this was similar to 2007 when the figure was 54 per cent. There was an increase in the proportion of other paid childcare staff, from 31 per cent in 2007 to 34 per cent in 2008. Full day care providers in children's centres had the highest proportion of supervisory staff (64 per cent), similar to 2007 when 61 per cent of children's centre staff were supervisors. A quarter of staff in children's centres (27 per cent) were other paid childcare staff and 10 per cent were unpaid members of staff.

There has been very little change in the breakdown of staff in sessional providers between 2006, 2007 and 2008. Two-fifths (40 per cent) were supervisors and a third (31 per cent) were other paid childcare staff. A further fifth (20 per cent) were unpaid members of staff.

The breakdown of staff in after school clubs has also changed very little since 2003. This type of provider had the highest concentration of senior managers (16 per cent). The proportion of other paid childcare staff made up a third (33 per cent) of the workforce, while nine per cent of staff were unpaid.

In holiday clubs the proportion of supervisors decreased slightly from 42 per cent in 2007, to 38 per cent in 2008. The proportion of other paid childcare staff in 2008 also fell slightly back to the similar levels as those reported in 2006 (33 per cent). Unpaid staff made up 20 per cent of the workforce in 2008.

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

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

	Full day care				<i>Full day care in children's centres</i>			Sessional			
	2008	2007	2006	2003	2008	2007	2006	2008	2007	2006	2003
Senior manager	8%	8%	9%	8%	7%	7%	7%	12%	12%	11%	13%
Supervisory	52%	54%	57%	50%	64%	61%	58%	40%	41%	39%	31%
Other paid childcare staff	34%	31%	28%	32%	27%	25%	23%	31%	30%	28%	33%
Students on placement	6%	6%	7%	9%	7%	3%	8%	8%	7%	8%	7%
Volunteers	2%	3%	3%	2%	3%	3%	3%	12%	12%	16%	17%

Base: Childcare providers 2008, 2007, 2006, 2005.

	<i>After school clubs</i>				Holiday Clubs			
	2008	2007	2006	2003	2008	2007	2006	2003
Senior manager	16%	16%	13%	15%	10%	11%	9%	10%
Supervisory	43%	43%	44%	38%	38%	42%	40%	32%
Other paid childcare staff	33%	33%	32%	34%	33%	36%	32%	40%
Students on placement	4%	5%	4%	6%	9%	6%	5%	6%
Volunteers	5%	5%	7%	7%	11%	7%	13%	11%

Base: Childcare providers 2008, 2007, 2006, 2005.

Early years provision in maintained schools

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

Unsurprisingly, nursery schools had a higher proportion of nursery nurses (42 per cent) than any other staff group. Early years teachers and early years support staff each comprised around a fifth of the nursery schools workforce (20 per cent and 18 per cent respectively). Early years co-ordinators made up the smallest proportion of paid staff (seven per cent), although only one co-ordinator per setting would be expected. Seventeen per cent of staff were unpaid, of which 10 per cent were students and six per cent were volunteers.

A quarter of staff in primary schools with nursery and reception classes were nursery nurses (25 per cent) followed by a fifth (21 per cent) who were other paid support staff. Ten per cent of staff were early years co-ordinators and a further 21 per cent were early years teachers. In total, 23 per cent of all staff were unpaid, 12 per cent were students on placements and 11 per cent were volunteers.

The largest paid staff group in primary schools with reception but no nursery classes was early years support staff, accounting for a fifth of all staff (23 per cent). Unpaid volunteers made up almost a fifth of all staff (19 per cent). Early years teachers and early years co-ordinators each comprised similar proportions of all staff (17 per cent each), while nursery nurses made up the smallest group of paid staff (12 per cent). Only eight per cent of staff were students on placements. However, including volunteers, 27 per cent of staff were unpaid in total.

	Nursery schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
Head teacher / Early years or foundation stage co-ordinator	7%	8%	7%	8%	10%	11%	10%	10%	17%	16%	16%	16%
Early years teachers	20%	19%	18%	19%	21%	20%	21%	20%	17%	14%	16%	13%
Nursery nurses	42%	40%	40%	34%	25%	24%	25%	23%	12%	11%	12%	8%
Early years support staff	18%	18%	16%	13%	21%	22%	17%	17%	23%	20%	21%	22%
Students on placements	10%	12%	13%	15%	12%	12%	12%	14%	8%	8%	10%	8%
Volunteers	6%	6%	9%	11%	11%	12%	14%	16%	19%	21%	25%	32%

5.4 Agency, freelance and supply staff

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

	% using agency staff
Full day care	30%
Full day care in children's centres	68%
Sessional	10%
After schools clubs	9%
Holiday clubs	15%
Nursery schools	63%
Primary schools with nursery and reception classes	53%
Primary schools with reception but no nursery classes	39%
Base: Childcare providers 2008. Early years provision in maintained schools 2008.	

Childcare

Compared with other types of provider, higher proportions of full day care providers in children's centres reported having used agency staff in the last 12 months (68 per cent). Although lower proportions of full day care providers had used agency staff, a substantial proportion (30 per cent) reported having done so. Much lower proportions of holiday clubs (15 per cent), after school clubs (nine per cent) and sessional providers (10 per cent) had used agency staff.

Higher proportions of providers run by local authorities had used agency staff than providers operating under any of the other types of ownership. Additionally, providers in the 30 per cent most deprived areas were more likely to use agency staff compared with those in the 70 per cent least deprived areas.

Early years provision in maintained schools

Nursery schools were most likely to report using agency staff (63 per cent) followed by 53 per cent of primary schools with nursery and reception classes and 39 per cent of primary schools with reception but no nursery classes.

In all three of these provider types, the proportions using agency staff were greater in providers operating in the 30 per cent most deprived areas, although the difference between these and the 70 per cent least deprived areas was smaller in nursery schools at four percentage points compared with nine percentage points in primary schools with reception but no nursery classes and 23 percentage points in primary schools with nursery and reception classes.

5.5 Age of staff

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

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

Childcare

There has been very little change in the age profile of paid childcare staff since 2007. Childminders and staff in sessional providers had the oldest age profile with nearly two-thirds of childminders and three-fifths of sessional staff being over 40 years of age (65 per cent of childminders and 57 per cent of sessional staff) and nearly all being over 25 years of age (99 per cent and 92 per cent respectively).

Staff working in holiday clubs and full day care providers had the youngest age profile, with 38 per cent of holiday club staff and 30 per cent of full day care staff aged under 25.

Three-quarters of the workforce in after school clubs and in full day care in children's centres were over the age of 25 (75 and 78 per cent respectively). Across all types of provider, more senior staff tended to be older than more junior staff; this is unsurprising given the likelihood that senior managers and early years co-ordinators will have been working in the industry for longer than less senior staff.

	Full day care				Full day care in children's centres			Sessional			
	2008	2007	2006	2003	2008	2007	2006	2008	2007	2006	2003
16-19	5%	6%	5%	11%	2%	3%	4%	2%	1%	1%	2%
20-24	25%	25%	24%	30%	18%	22%	19%	5%	4%	3%	5%
25-39	43%	43%	43%	35%	45%	44%	45%	35%	35%	36%	47%
40-49	16%	17%	18%	13%	21%	22%	21%	38%	39%	40%	33%
50+	9%	8%	10%	7%	12%	7%	8%	18%	18%	19%	13%

Base: Childcare providers 2008, 2007, 2006, 2003.

	After school clubs				Holiday clubs				Childminders			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
16-19	7%	7%	7%	9%	11%	10%	11%	19%	0% ³²			
20-24	17%	16%	17%	18%	27%	28%	28%	29%	*	1%	1%	48%
25-39	32%	33%	32%	36%	33%	34%	32%	29%	35%	39%	42%	48%
40-49	26%	26%	25%	21%	16%	16%	18%	14%	41%	36%	35%	34%
50+	17%	16%	19%	12%	10%	9%	9%	7%	24%	24%	22%	18%

Base: Childcare providers 2008, 2007, 2006, 2005.

Early years provision in maintained schools

As table 5.10 shows, nursery school staff had an older age profile compared with staff working in primary school settings, with 62 per cent aged over 40 and only five per cent aged under 25. Ninety-four per cent of early years co-ordinators were over the age of 40 and the proportion of staff in that age group increased with seniority of staff, younger staff tended to be less senior.

	Nursery schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
16-19	*	*	1%	1%	*	1%	*	1%	*	*	*	1%
20-24	5%	5%	7%	6%	7%	6%	6%	6%	4%	4%	4%	5%
25-39	33%	32%	31%	34%	40%	41%	42%	41%	37%	37%	35%	35%
40-49	34%	34%	34%	32%	30%	28%	30%	31%	31%	31%	31%	36%
50+	28%	28%	26%	23%	21%	20%	21%	19%	25%	23%	26%	21%

Base: Early years provision in maintained schools 2008, 2007, 2006, 2003.

³² No childminders interviewed were aged 16-19.

Around half of staff (56 per cent) in primary schools with reception but no nursery classes were aged over 40. Half of early years co-ordinators (46 per cent) were in this age group, as were two-fifths (41 per cent) of qualified early years teachers, while two-thirds of nursery nurses (66 per cent) and three-fifths of other paid early years staff (62 per cent) were age 40 or over.

Staff in primary schools with nursery and reception classes had the youngest age profile with half of staff (52 per cent) being aged over 40. Fifty-six per cent of co-ordinators and 44 per cent of qualified early years teachers were aged over 40, as were 55 per cent of nursery nurses and 51 per cent of other paid early years staff.

5.6 Sex of staff

As has been the case in previous years, the childcare and early years workforce is overwhelmingly female, with only between one and two per cent of staff being male. However, out of school providers were an exception to this as seven per cent of staff in after school clubs and 14 per cent of staff in holiday clubs were male.

	Proportion of male staff
Full day care	2%
Full day care in children's centres	2%
Sessional	1%
After school clubs	7%
Holiday clubs	14%
Childminders	2%
Nursery schools	2%
Primary schools with nursery and reception classes	1%
Primary schools with reception but no nursery classes	1%

Base: Childcare providers 2008. Early years provision in maintained schools 2008.

5.7 Ethnicity of staff

In 2008, all types of provider were asked about ethnicity of their staff.

	Proportion of BME staff 2008	Proportion of BME staff 2007
Full day care	10%	N/A
Full day care in children's centres	16%	N/A
Sessional	6%	N/A
After school	10%	N/A
Holiday clubs	13%	N/A
Childminders	8%	7%
Nursery schools	13%	12%
Primary schools with nursery and reception classes	8%	10%
Primary schools with reception but no nursery classes	1%	2%

Base: Childminders 2008, 2007. Early years provision in maintained schools 2008, 2007.

Full day care provisions in children’s centres had the highest proportion of staff from a black and minority ethnic (BME) background, at 16 per cent of staff, followed by 13 per cent of staff in holiday and nursery school provisions. Primary schools with reception but no nursery classes had the lowest proportion of BME staff at just one per cent of the workforce.

5.7.1 Provider records on ethnicity

High proportions of early years providers in maintained schools kept records on the specific ethnic group of their staff with 91 per cent of nursery schools, 89 per cent of primary schools with nursery and reception and 85 per cent of primary schools with reception but no nursery doing so. The proportion of primary schools with reception but no nursery class keeping records on the ethnic group of staff had remained stable since 2007 (84 per cent) while the proportion in nursery schools and primary schools with reception and nursery classes had risen from 84 per cent in 2007.

5.8 Disability

Table 5.13 - Proportion of staff with a disability in workforce		
	Proportion of staff with a disability 2008	Proportion of staff with a disability 2007
Full day care	1%	1%
Full day care in children’s centres	2%	1%
Sessional	1%	1%
After school clubs	2%	2%
Holiday clubs	2%	2%
Nursery schools	2%	2%
Primary schools with nursery and reception classes	1%	1%
Primary schools with reception but no nursery classes	1%	1%
<i>Base: Childcare providers 2008, 2007. Early years provision in maintained schools 2008, 2007.</i>		

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

5.9 Working hours

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

Childcare

Staff working in full day care in children’s centres and full day care providers tended to work the longest hours (an average 34 hours per week), followed by staff working in holiday clubs (an average of 27 hours per week). This is unsurprising given that these providers offer longer hours of care than sessional and after school providers, where staff worked an average of 19 and 18 hours per week respectively.

There were no marked differences in the number of hours worked between 2007 and 2008.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All staff	34	34	19	18	27
Senior managers	36	36	24	24	33
Supervisory staff	35	35	20	19	29
Other paid childcare staff	31	32	16	15	23

Base: All childcare providers 2008.

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

Early years provision in maintained schools

	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
All staff	30	31	32	29	29	31	26	27	29
Early years co-ordinators	35	41	44	32	34	37	32	33	38
Early years teachers	30	33	34	30	31	34	28	30	33
Nursery nurses	32	32	32	30	30	30	26	26	27
Other early years support staff	24	23	24	25	24	25	22	21	23

Base: All paid early years staff 2008.

In all early years providers in maintained schools there seems to have been a general decline in the number of hours worked between 2006 and 2008, for all staff and across individual staff types.

Overall, staff in nursery schools tended to work longer hours (an average of 30 hours per week) than those in primary schools with nursery and reception classes (29 hours per week) and primary schools with reception but no nursery classes (26 hours per week).

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

5.10 Pay levels

Childcare

Tables 5.16a and 5.16b show the average hourly wage by staff type for all childcare providers.

Staff in full day care in children's centres earned more per hour than in other providers, earning an average of £10.40 per hour. Staff in out of school providers were the next highest paid, with staff across all staff types in holiday clubs earning an average £8.20 and those in after school clubs earning £7.80 on average. Staff in full day care and sessional providers earned the least per hour, (£7.30 and £7.20 respectively).

Pay levels have generally increased for all types of staff across all types of provider between 2007 and 2008.

Between 2007 and 2008, levels of pay have increased at a faster rate for supervisory staff (seven per cent increase) than for other paid staff and senior managers and supervisory staff (five per cent and two per cent increase respectively) in full day care centres. This was also the case for full day care in children's centre provisions where supervisory staff saw a 15 per cent increase in pay compared with a 13 per cent increase for other paid staff and an 11 per cent increase for senior managers. The rate of increase was similar across all staff in sessional settings (three per cent for senior managers, four per cent for supervisory staff and five per cent for other paid staff).

In after school and holiday clubs pay for senior managers has increased at a similar rate (five per cent), although there appears to have been a greater increase in the rate of pay for supervisory and other paid childcare staff in holiday clubs (six per cent and 10 per cent respectively) compared with holiday clubs (three per cent and zero per cent respectively).

To put these findings into context, the national average hourly wage for UK employees rose four per cent between 2007 and 2008 (from £13.43 to £13.92)³³.

	Full day care			<i>Full day care in children's centres</i>		Sessional		
	2008	% change from 2007 to 2008	% change from 2003 to 2008	2008	% change from 2007 to 2008	2008	% change from 2007 to 2008	% change from 2003 to 2008
All staff	£7.30	+6%	+33%	£10.40	+13%	£7.20	+3%	+33%
Senior managers	£10.00	+2%	+18%	£15.90	+11%	£9.00	+3%	+38%
Supervisory	£7.60	+7%	+38%	£10.90	+15%	£7.40	+4%	+32%
Other paid staff	£6.20	+5%	+24%	£8.00	+13%	£6.40	+5%	+33%

Base: All childcare providers 2008.

	After school clubs			Holiday clubs		
	2008	% change from 2007 to 2008	% change from 2003 to 2008	2008	% change from 2007 to 2008	% change from 2003 to 2008
All staff	£7.80	+3%	+32%	£8.20	+8%	+32%
Senior managers	£10.50	+5%	+36%	£11.60	+5%	+33%
Supervisory	£7.90	+3%	+34%	£8.60	+6%	+30%
Other paid staff	£6.60	+/-0%	+25%	£6.90	+10%	+28%

Base: All childcare providers 2008.

³³ Annual Survey of Hours and Wages 2008 - http://www.statistics.gov.uk/downloads/theme_labour/ASHE_2008/tab1_6a.xls

Early years provision in maintained schools

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

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2008	% change from 2007 to 2008	2008	% change from 2007 to 2008	2008	% change from 2007 to 2008
All staff	£22,400	+6%	£21,000	+10%	£20,200	+6%
Head teachers / Early years or foundation stage co-ordinators	£47,500	+5%	£35,200	+27%	£32,600	+17%
Qualified early years teachers	£32,300	-2%	£28,600	+5%	£27,600	+5%
Nursery nurses	£18,300	+5%	£16,300	+2%	£13,400	+2%
Other paid early years support staff	£11,300	+9%	£11,800	+19%	£10,100	+9%

Base: All paid early years staff 2008.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2008	% change from 2007 to 2008	2008	% change from 2007 to 2008	2008	% change from 2007 to 2008
All staff	£13.40	+3%	£13.30	+5%	£13.60	+7%
Head teachers / Early years or foundation stage co-ordinators	£27.50	+24%	£21.80	+22%	£19.90	+23%
Qualified early years teachers	£20.80	+6%	£18.60	+5%	£19.20	+11%
Nursery nurses	£11.00	+6%	£10.30	-1%	£9.90	+/-0%
Other paid early years support staff	£8.60	-1%	£8.90	+7%	£8.60	+1%

Base: All paid early years staff 2008.

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

In terms of annual income the differences were considerably more marked, nursery nurses in nursery schools earned the highest salary, followed by those staff in primary schools with nursery and reception classes and then primary schools with reception but no nursery

classes. Nursery nurses earned an average £18,300 per annum in nursery schools compared with £13,400 in primary schools with reception but no nursery classes.

However, this is likely to relate to the fact that nursery nurses working in primary schools with reception but no nursery classes work fewer hours (as discussed in section 5.9) than those working in other early years providers in maintained schools. Other paid early years support staff earned £11,800 in primary schools with nursery and reception compared with £10,100 in primary schools with reception but no nursery classes. Head teachers/Early years or foundation stage co-ordinators earned the most in nursery schools (£47,500 in nursery schools compared with £35,200 in primary schools with nursery and reception and £32,600 in primary schools with reception but no nursery classes).

5.10.1 Variations in pay

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

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

Among sessional providers and full day care providers in children’s centres, staff working for profit making organisations were paid slightly more than staff working for not-for-profit organisations. Again, the differences tended to be small (around 50 pence) although this rose to a difference of £1.30 for managers in full day care in children’s centre settings. Staff working in after school clubs, holiday clubs and full day care providers earned slightly less if they were employed by a profit making organisation, but again, the differences tended to be small (around 50 pence).

In childcare providers, staff earned slightly more per hour if they worked in the 30 per cent most deprived areas, compared with those working in the 70 per cent least deprived areas. Senior managers in full day care in children’s centres and supervisors in holiday clubs provided an exception to this finding, as their earnings were less in the more deprived areas.

Pay and qualification of senior manager

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

5.19 - Average (mean) hourly pay by qualification of senior manager		
	Not graduate led	Graduate led
Full day care	£7.10	£8.00
Full day care in children’s centres	£9.50	£11.40
Sessional	£7.10	£8.10
After school club	£7.70	£8.60
Holiday club	£8.00	£8.70
<i>Base: All childcare providers 2008.</i>		

Staff working in graduate led settings could expect to earn a higher hourly wage than those working in settings where the manager was not qualified to level 6 or above. Staff working in full day care settings in children's centres showed the largest difference in hourly pay across staff types between graduate and non-graduate led settings (£1.90) and holiday clubs showed the smallest gap (£0.70).

Pay and qualification

Unsurprisingly, pay levels generally increased with level of qualification. It is difficult to make firm comparisons at staff level due to low base sizes. However, for all paid staff, the most variation was found in full day care in children's centres, where the difference in hourly pay between those with the lowest (level 1 or 2) and highest (level 7 or 8)³⁴ qualifications was £12.30. Holiday clubs showed the least variation between the lowest and highest pay bands (£3.70).

Pay and region

	East Midlands	East of England	London	North East	Yorkshire and Humber	North West	South East	South West	West Midlands
Full day care	£6.70	£7.20	£8.80	£7.00		£6.90	£7.30	£7.10	£7.00
Full day care in children's centres	£11.20	£8.80	£13.60	£9.60		£9.10	£9.60	£9.70	£9.80
Sessional	£6.80	£7.10	£8.60	£6.60		£7.30	£7.20	£7.00	£6.90
After school clubs	£6.80	£7.60	£9.70	£7.30		£7.40	£7.80	£7.60	£7.50
Holiday clubs	£7.20	£7.80	£9.70	£8.40		£8.10	£7.90	£7.80	£7.50
Nursery schools	£13.70‡	£12.90	£15.70	£13.00‡	£12.00‡	£14.30	£12.50	†	£11.60‡
Primary school with nursery and reception classes	£14.10	£12.50	£14.90	£13.30	£12.70	£13.00	£11.80	£11.70	£12.80
Primary schools with reception but no nursery classes	£15.20	£13.00	†	£13.70‡	£12.60	£15.00	£13.10	£13.20	£12.20

Base: All childcare providers 2008. All early years provision in maintained schools 2008.

Among childcare providers, staff working in London generally earned more per hour than staff working in other regions, although this is unsurprising given that the cost of living is higher in London than in other parts of England and salaries tend to include London weighting to account for this. The greatest variation between London and the next highest paid region was found in full day care provisions in children's centres, where staff in London

³⁴ The base size for those with level 1 and level 8 qualifications only were too low to analyse, therefore the two lowest and the two highest qualification levels were combined to allow reliable comparisons to be made.

earned £2.40 per hour more than staff in the next highest paid region (East Midlands). The least variation was found in sessional and holiday care providers, where the difference between London and the next highest paid region (North West and North East, Yorkshire and Humberside respectively) for all staff was only £1.30.

In early years providers, the greatest variation between London and the next highest paid region was found in nursery schools, where staff in London earned £1.40 per hour more than staff in the next highest paid region (North West). In primary schools with nursery and reception classes, the greatest difference between London and the next highest paid region (East Midlands) for all staff was only £0.80. The base for the London area in primary schools with reception but no nursery class was too small for comparison with the other settings.

5.11 Other work

Childcare

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

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

Early years provision in maintained schools

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

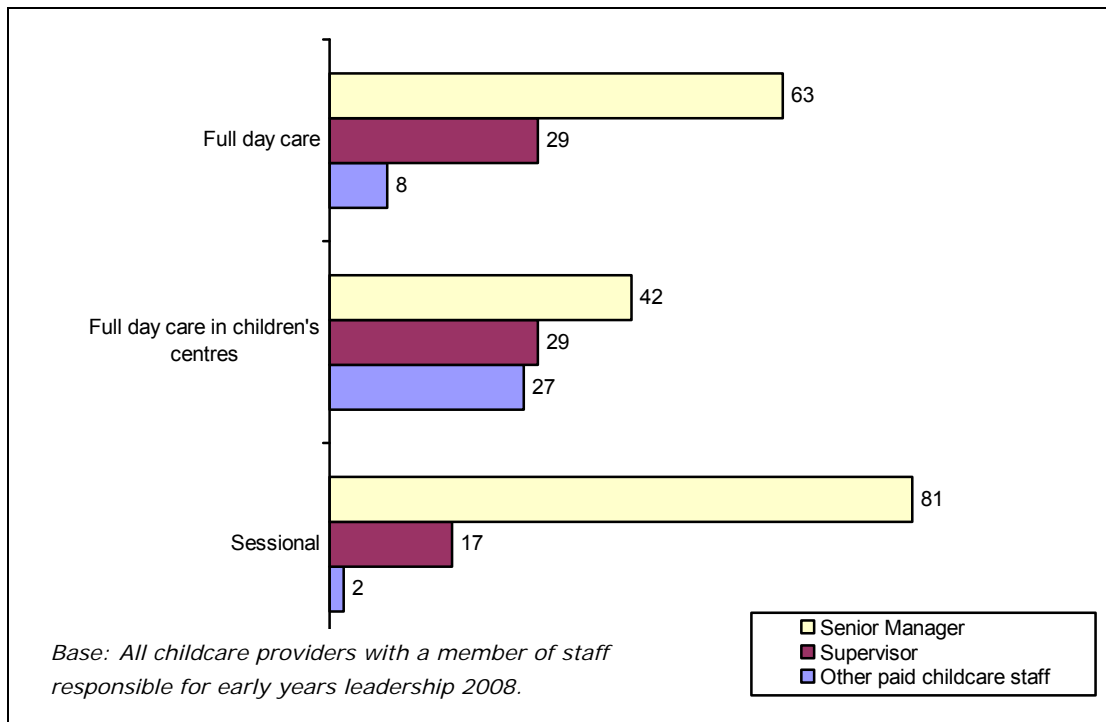
5.12 Early years leadership

In the 2008 survey settings were asked whether they had a member of staff responsible for early years leadership, including curriculum planning, early years professional practice and staff development and work to promote children’s learning and development.

Table 5.21 Staff responsible for early years leadership	
Full day care	63%
<i>Full day care in children's centres</i>	58%
Sessional	67%
<i>Base: All full day care, full day care in children’s centres and sessional providers 2008.</i>	

Around two-thirds of providers had a member of staff responsible for this, the proportion was slightly lower in full day care providers attached to children’s centres (58 per cent) compared with full day care providers (63 per cent) and sessional providers (67 per cent).

Chart 5.1 Level of staff responsible for early years leadership



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

In sessional providers eight in ten (81 per cent) staff responsible for early years leadership were senior managers and just under a fifth (17 per cent) were supervisors. Sixty-three per cent of those responsible for early years leadership in full day care providers were senior managers, while three in ten were supervisors (29 per cent). In children’s centres, 42 per cent were senior managers, 29 per cent were supervisors and 27 per cent were other paid childcare staff.

Table 5.22 - Proportion of time spent on early years leadership role

	Full day care	Full day care in children's centres	Sessional
None	*	-	*
1-25%	26%	16%	29%
26-50%	26%	31%	23%
51-75%	13%	11%	10%
76-99%	8%	11%	8%
100%	12%	17%	12%

Base: All childcare providers with a member of staff responsible for early years leadership 2008.

Across all settings, most staff with early years leadership responsibilities spent up to 50 per cent of their time on the role and only around one in ten (12 per cent) dedicated all their time to the role in full day care and sessional settings. Just under one in five (17 per cent) in full day care settings in children’s centres dedicated all their time to their role.

Table 5.23 - Length of time in early years leadership role

	Full day care	<i>Full day care in children's centres</i>	Sessional
6 months	10%	18%	5%
12 months	16%	18%	9%
18 months	6%	9%	4%
2 years	10%	17%	10%
3 years	11%	9%	10%
4 years	8%	8%	8%
5 years	6%	5%	6%
More than 5 years	31%	14%	48%

Base: All childcare providers with a member of staff responsible for early years leadership 2008.

The length of time staff members had been in the role varied considerably across the providers, with 36 per cent of staff in an early years leadership role in full day care in children’s centres having only been in the role for up to a year (this is unsurprising given that children’s centres are relatively new), compared with 26 per cent in full day care providers overall and 14 per cent in sessional providers.

In sessional providers, 62 per cent of providers said their member of staff with responsibility for early years leadership had been in the role for over 4 years, compared with 45 per cent of full day care providers and 27 per cent of full day care providers in children’s centres.

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

5.12.1 Early Years Professional Status

An Early Years Professional is someone who takes a leading role in the delivery of high quality provision within an early years setting and they will lead practice across the Early Years Foundation Stage (EYFS). The Government’s aim is to have an Early Years Professional in every children’s centre offering early years provision by 2010 and in every full day care setting by 2015, with two per setting in disadvantaged areas³⁵.

Early Years Professionals hold the graduate level Early Years Professional Status (EYPS). To acquire EYPS candidates must be able to demonstrate that they meet a set of 39 National Standards at Level 6 and they must successfully complete one of the four training and assessment pathways. EYPS is not a qualification, it is a status that recognises candidates’ expertise as practitioners and professional leaders.

³⁵ For further information please refer to: <http://www.cwdcouncil.org.uk/eyps>

Among settings which had a member of staff responsible for early years professional leadership, children's centres were most likely to report that this member of staff had achieved or was working towards achieving EYPS (24 per cent of settings with a member of staff responsible for early years professional leadership), followed by full day care settings (16 per cent) and sessional settings (nine per cent).

6 Qualifications

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

The questionnaire was designed to pick up only qualifications that were relevant to working with young people and children³⁶.

6.1 Definition of qualifications

The qualifications are grouped together in the levels that they have been accredited with by the Qualifications and Curriculum Authority³⁷.

- Level 1 (foundation level) - GCSE grade D-G, Foundation level GNVQ, Level 1 NVQ
- Level 2 (intermediate level) - GCSE A*-C, Intermediate GNVQ, Level 2 NVQ
- Level 3 (Advanced level) - A level, Vocational A level (Advanced GNVQ), Level 3 NVQ
- Level 4 - Higher level qualifications, BTEC Higher Nationals, Level 4 NVQ (e.g. Level 4 Certificate in Early Years Practice)
- Level 5 - Higher level qualifications, BTEC Higher Nationals, Level 5 NVQ (e.g. Diploma in Higher Education and Playwork, Early Years Foundation Degree)
- Level 6 - Honours degree (e.g. BA Early Childhood Studies)
- Level 7 - Masters degree, PGCE, National Professional Qualification for Integrated Centre Leadership (NPQICL)
- Level 8 - Doctorate

6.2 Qualifications held by all staff

6.2.1 Any qualification (levels 1 to 8)

Table 6.1 shows the proportion of staff qualified from level 1 to 8 in each sector. Across all paid staff within all types of provider, two-thirds (66 per cent) of the workforce were qualified to level 3 or above and one in ten (11 per cent) members of the workforce were qualified to level 6 or above.

However, there was some variation by sector. In the childcare sector, staff were more likely to be qualified to level 3 than any other level (54 per cent of staff in childcare providers and 38 per cent of childminders). Further to this over two-thirds (68 per cent) of staff in childcare providers held at *least* a level 3 qualification³⁸, while 44 per cent of childminders held at *least* a level 3 qualification. This replicates findings from 2007 and is unsurprising, as government policy has been aimed at encouraging childminders and staff working in under 8s daycare to achieve level 3 qualifications as set out in the National Standards³⁹.

³⁶ Overseas qualifications have been excluded from the analysis, but they have been included in the tables for information.

³⁷ For further information on how the different qualification levels are defined please see <https://secure.cwdcouncil.org.uk/eypqd/qualification-search>

³⁸ Those qualified to 'at least level 3' are those qualified to level 3 and above.

³⁹ The national standards for under 8s day care and childminding stipulate that out of school managers must have a level 3 qualification and at least half of staff must have a level 2 qualification.

	Total childcare staff	Childminders	Total early years staff	Total
Level 1	1%	9%	2%	2%
Level 2	17%	7%	9%	14%
Level 3	54%	38%	31%	48%
Level 4	5%	3%	2%	5%
Level 5	2%	1%	4%	2%
Level 6	5%	2%	30%	9%
Level 7	1%	1%	9%	2%
Level 8	*	0%	*	*
Overseas	*	N/A	*	*
No qualification	11%	34%	7%	13%
Any qualification	86%	63%	89%	84%
Other	1%	N/A	1%	1%
DK	2%	3%	4%	3%
<i>At least level 3</i>	68%	44%	77%	66%
<i>At least level 6</i>	6%	3%	39%	11%
<i>Base: All paid childcare staff 2008. All childminders 2008. All early years staff 2008.</i>				

Within early years providers in maintained schools around three in ten (30 per cent) staff held a level 6 qualification and a similar proportion (31 per cent) held a level 3 qualification. Around two-fifths (39 per cent) of staff held at least a level 6 qualification and just over three-quarters (77 per cent) held at least a level 3 qualification. Again this is unsurprising given that many staff in early years providers in maintained schools are required to hold higher qualifications such as an NNEB⁴⁰ diploma for nursery nurses or a PGCE⁴¹ for qualified early years teachers upon appointment.

Tables 6.2a, 6.2b and 6.3 show the levels of highest qualification held by each type of provider. Firstly within childcare providers, a higher proportion of staff working in full day care and full day care within children's centres held level 3 qualifications than those staff working in other types of childcare providers. Around six in ten (62 per cent for full day care and 57 per cent for full day care within children's centres) had achieved a level 3 qualification compared with 51 per cent of sessional staff, 45 per cent of afterschool staff and 41 per cent of holiday club staff. Only eight per cent of full day care staff and four per cent of full day care staff in children's centres had no relevant qualifications. This compares with 14 per cent of sessional staff and 17 per cent of all out of school staff.

⁴⁰ National Nursery Examination Board.

⁴¹ Post-Graduate Certificate of Education.

Generally childminders remained the least qualified group, with just under four in ten (38 per cent) holding level 3 qualifications and a third (34 per cent) with no relevant qualification.

While the proportion of staff with level 3 as their highest qualification is lower among those working in sessional, out of school and childminder settings, there has been no significant increase in these proportions since 2007. However, there have been increases across all types of provider in the proportion of staff with level 3 qualifications since 2003. As an exception to this, within children's centres providing full day care the proportion of staff holding level 3 as their highest qualification fell from 61 per cent in 2007 to 57 per cent in 2008. However this may be explained by the increase in staff now qualified to level 6 as their highest qualification instead (a rise from seven to 11 per cent).

The requirements set out in the National Standards for under 8s Daycare and Childminding state that childminders are not required to hold any qualifications, rather they are expected to undertake an approved course prior to commencing childminding activities, which may explain to some extent the reason for lower proportions being qualified to level 3.

Within the early years maintained sector, primary schools with reception but no nursery classes had the largest proportion of staff qualified to level 6 and were the only type of setting where the proportion of staff holding a level 6 qualification were greater than the proportion holding a level 3 qualification (33 per cent compared with 21 per cent). In primary schools with nursery and reception classes 36 per cent of staff were qualified to level 3 and 30 per cent were qualified to level 6. While in nursery schools, 42 per cent of staff held qualifications up to and including level 3 and 22 per cent up to and including level 6. The higher proportion of level 6 qualifications in early years providers relates to the fact that reception classes in early years maintained settings employ early years teachers, who need to be qualified to level 6.

Table 6.2a - Staff qualifications held by all paid staff - childcare providers⁴²

	Full day care				<i>Full day care in children's centres</i>			Sessional			
	2008	2007	2006	2003	2008	2007	2006	2008	2007	2006	2003
Level 1	1%	1%	1%	1%	*	*	1%	2%	2%	3%	2%
Level 2	14%	16%	14%	19%	9%	10%	11%	21%	19%	19%	16%
Level 3	62%	61%	64%	52%	57%	61%	63%	51%	51%	50%	39%
Level 4	6%	5%	4%	4%	8%	7%	4%	4%	3%	2%	4%
Level 5	2%	2%	1%	*	4%	4%	3%	1%	1%	1%	*
Level 6	4%	3%	3%	N/A	11%	7%	8%	4%	3%	3%	N/A
Level 7	1%	1%	*		3%	2%	2%	1%	1%	1%	
Level 8	*	*	*		*	*	0%	0%	*	*	
Overseas	*	*	*	N/A	*	0%	*	*	*	*	N/A
Other	*	1%	1%	1%	1%	*	1%	1%	1%	1%	4%
Don't know	2%	2%	2%	2%	3%	3%	3%	1%	2%	2%	1%
No qualification	8%	9%	10%	20%	4%	4%	6%	14%	16%	19%	34%

Base: All paid childcare staff 2008, 2007, 2006, 2003. All childminders 2008, 2007, 2006.

⁴² Due to a difference in the way data were reported in 2003, it has not been possible to provide comparable data for certain levels of qualification. There have been changes to the way that the levels are defined since the previous survey in 2003. Current levels 4, 5 and 6 (as defined above) were previously all part of level 4. Current levels 7 and 8 were previously part of level 5. Further information can be found in section 1.8 of the Technical Appendix to this report. The same applies to following tables that include data on levels of qualification from 2003.

	After school clubs				Holiday clubs				Childminders			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007 %	2006 %	
Level 1	2%	3%	3%	2%	3%	3%	4%	2%	9%	12%	9%	
Level 2	20%	21%	22%	18%	19%	21%	19%	14%	7%	8%	5%	
Level 3	45%	43%	43%	32%	41%	40%	41%	24%	38%	36%	33%	
Level 4	4%	3%	2%	4%	4%	4%	3%	5%	3%	1%	1%	
Level 5	2%	2%	1%	*	3%	2%	1%	1%	1%	*	0%	
Level 6	5%	4%	4%	N/A	7%	7%	6%	N/A	2%	2%	2%	
Level 7	1%	1%	1%		1%	2%	1%		1%	1%	1%	1%
Level 8	*	*	*		*	0%	*		*	0%	0%	0%
Overseas	*	*	*	N/A	*	*	*	N/A	N/A	*	*	
Other	1%	1%	1%	2%	2%	2%	2%	5%	N/A	3%	5%	
Don't know	3%	3%	3%	5%	4%	3%	4%	9%	3%	3%	4%	
No qualification	17%	19%	21%	37%	16%	16%	19%	40%	34%	33%	33%	

Base: All paid childcare staff 2008, 2007, 2006, 2003. All childminders 2008, 2007, 2006.

	Nursery schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
Level 1	2%	1%	2%	*	2%	2%	2%	*	2%	2%	1%	*
Level 2	7%	7%	6%	7%	8%	8%	6%	5%	10%	8%	7%	6%
Level 3	42%	44%	45%	48%	36%	35%	34%	36%	21%	22%	21%	23%
Level 4	5%	3%	2%	27%	2%	2%	3%	35%	3%	2%	2%	40%
Level 5	5%	4%	3%	3%	4%	3%	2%	1%	4%	4%	3%	1%
Level 6	22%	24%	23%	N/A	30%	30%	29%	N/A	33%	36%	35%	N/A
Level 7	9%	8%	7%		8%	7%	9%		9%	9%	10%	
Level 8	*	*	*		*	*	*		*	*	*	
Overseas	N/A	*	*	N/A	*	*	1%	N/A	*	*	0%	N/A
Other	1%	*	2%	0%	1%	*	1%	0%	1%	*	2%	0%
Don't know	1%	1%	1%	1%	3%	3%	5%	5%	5%	4%	7%	2%
No qualification	6%	7%	9%	8%	5%	8%	8%	12%	10%	10%	11%	20%

Base: All paid early years staff 2008, 2007, 2006, 2003.

⁴³ Due to a difference in the way data were reported in 2003, it has not been possible to provide comparable data for certain levels of qualification. There have been changes to the way that the levels are defined since the previous survey in 2003. Current levels 4, 5 and 6 (as defined above) were previously all part of level 4. Current levels 7 and 8 were previously part of level 5. Further information can be found in section 1.8 of the Technical Appendix to this report. The same applies to following tables that include data on levels of qualification from 2003.

6.2.2 Level 3 or above

Tables 6.4a, 6.4b and 6.5 show the proportion of staff qualified to *at least* each level. Just over four-fifths (83 per cent) of staff in full day care provided by children's centres held at least a level 3 qualification compared with three-fifths of staff in sessional providers (61 per cent) and three-quarters of staff in other full day care providers (75 per cent). Over half of staff in out of school providers held at least a level 3 qualification (56 per cent in both holiday and after school clubs). A little over two-fifths (44 per cent) of childminders had achieved at least a level 3 qualification.

Four-fifths of staff working in nursery schools and primary schools with nursery classes had at least a level three qualification (82 per cent in nursery schools and 80 per cent in primary schools with nurseries), compared with seven in ten (70 per cent) staff working in primary schools with a reception but no nursery. Therefore, nursery schools and primary schools with nurseries had greater proportions of staff qualified to at least level 3 than all other childcare settings apart from full day care children's centres.

6.2.3 Level 6 or above

Within childcare settings the highest proportion of staff holding a level 6 (graduate level) qualification were found in full day care within children's centres, with around one in seven (14 per cent) holding level 6. In all other childcare settings (including childminders) fewer than 10 per cent of staff held level 6 qualifications. This ranged from eight per cent in holiday clubs and six per cent in after school clubs to five per cent in full day care and four per cent in sessional settings. Only three per cent of childminders held a level 6 qualification or higher.

In contrast, around two-fifths of staff in early years maintained primary schools held at least level 6 qualifications and three in ten staff in nursery schools. This is unsurprising given that a substantial proportion of staff working in these settings will be qualified teachers and so will hold degrees. In primary schools with reception but no nursery classes, 42 per cent of staff were qualified to level 6 or above, compared with 31 per cent in nursery schools and 38 per cent in primary schools with nursery and reception classes.

	Full day care				<i>Full day care in children's centres</i>			Sessional			
	2008	2007	2006	2003	2008	2007	2006	2008	2007	2006	2003
<i>At least level 1</i>	90%	88%	87%	N/A	93%	92%	91%	84%	81%	78%	N/A
<i>At least level 2</i>	89%	88%	86%	76%	92%	92%	91%	82%	79%	76%	60%
<i>At least level 3</i>	75%	72%	72%	57%	83%	82%	79%	61%	60%	57%	44%
<i>At least level 5</i>	7%	5%	4%	N/A	18%	14%	13%	6%	6%	4%	N/A
<i>At least level 6</i>	5%	4%	3%		14%	9%	10%	4%	4%	4%	

Base: All paid childcare staff 2008, 2007, 2006, 2003. All childminders 2008, 2007, 2006.

	After school clubs				Holiday clubs				Childminders		
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006
At least level 1	78%	77%	75%	N/A	78%	78%	75%	N/A	60%	61%	52%
At least level 2	76%	75%	73%	54%	75%	75%	72%	44%	51%	49%	43%
At least level 3	56%	53%	51%	37%	56%	54%	53%	30%	44%	41%	38%
At least level 5	8%	7%	6%	N/A	11%	10%	9%	N/A	4%	3%	3%
At least level 6	6%	5%	5%		8%	9%	8%		3%	3%	3%

Base: All paid childcare staff 2008, 2007, 2006, 2003. All childminders 2008, 2007, 2006.

	Nursery schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
At least level 1	91%	91%	87%	N/A	90%	87%	85%	N/A	82%	83%	80%	N/A
At least level 2	89%	91%	86%	85%	88%	85%	83%	77%	80%	81%	78%	70%
At least level 3	82%	83%	80%	78%	80%	77%	77%	72%	70%	73%	71%	64%
At least level 5	36%	36%	33%	N/A	42%	40%	40%	N/A	47%	49%	48%	N/A
At least level 6	31%	32%	30%		38%	37%	38%		42%	45%	45%	

All paid early years staff 2008, 2007, 2006, 2003.

6.3 Trends in qualification levels

For most childcare providers, the proportion of staff having attained at least a level 3 qualification increased sharply between 2003 and 2006. Since 2006 the rate of increase has slowed across the majority of childcare groups. However, the proportion of staff working in full day care that have attained at least a level 3 qualification has increased from 72 per cent to 75 per cent between 2007 and 2008, while in after school clubs the proportion has increased from 53 per cent to 56 per cent over the same period.

Since 2007, there have also been increases in the proportions of staff qualified to at least level 6 in full day care generally and children's centres providing full day care (an increase from four to five per cent in full day care and nine to 14 per cent in children's centres). Considering government policy is aiming to create opportunities for staff in full day care to achieve level 6 qualifications⁴⁴, there appears to have been some movement in the right direction.

⁴⁴ The Government's aim is for all full day care providers to be graduate led by 2015.

It is likely that this general pattern of increase is related to the introduction of the National Standards for under 8s Daycare and Childminding in 2003⁴⁵, which formally set out minimum levels of qualification for different types of staff and stipulated that action plans should be prepared where organisations had not yet met these qualification requirements. In 2003, substantial proportions of staff in the childcare sector already met these requirements, but since then staff have come much closer to achieving these requirements. For example in 2003, 44 per cent of staff in sessional settings held at least a level 3 qualification and by 2008 this had risen to 61 per cent.

Although all types of early years providers in maintained schools have seen a general increase in the proportion of staff qualified to at least level 3 since 2003, only primary schools with nursery and reception classes have had an increase in this level between 2007 and 2008 (from 77 per cent to 80 per cent). Across all early years providers in maintained schools there have been no increases in the level of staff qualified to at least level 5 or at least level 6 since 2006 over the same period.

6.4 Qualification levels by ownership

Table 6.6 shows the proportion of all childcare staff that held any childcare related qualification (levels 1 to 8), a level 3 or above qualification and a level 6 or above qualification, by ownership type. No analysis is provided for early years provision in maintained schools because they are all run by Local Authorities.

⁴⁵ These standards were superseded by the Early Years Foundation Stage in September 2008.

Table 6.6 - Proportion of staff that hold a qualification (levels 1 to 8) by ownership of provision					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings	90%	93%	84%	78%	78%
Private	90%	95%	84%	81%	78%
Voluntary	89%	92%	83%	76%	77%
Local authority	93%	93%	91%	79%	80%
School/college	93%	95%	81%	78%	76%
Other	87%	†	80%‡	80%	79%
Proportion of staff that hold at least a level 3 qualification by ownership of provision					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings	75%	83%	61%	56%	56%
Private	75%	87%	61%	59%	57%
Voluntary	70%	79%	60%	53%	55%
Local authority	83%	85%	75%	53%	55%
School/college	82%	82%	66%	56%	63%
Other	79%	†	63%‡	63%	58%
Proportion of staff that hold at least a level 6 qualification by ownership of provision					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings	5%	14%	4%	6%	8%
Private	5%	11%	4%	5%	8%
Voluntary	5%	11%	4%	5%	7%
Local authority	9%	16%	8%	6%	11%
School/college	7%	14%	9%	8%	10%
Other	3%	†	9%‡	7%	6%
<i>Base: Childcare providers 2008.</i>					

6.4.1 Ownership and staff holding any qualification

Generally the proportions of staff in full day care providers in children's centres that held any qualifications were higher than compared with staff working in other settings, when analysed by type of ownership.

Across all types of setting there was a slight variation in the levels of staff with any qualifications by the ownership type of the provider. In both full day care and full day care within children's centres there was a small amount of variation with the lowest levels of staff holding qualifications in voluntary owned providers and those run by 'other' types of owner⁴⁶.

⁴⁶ Settings not under private, voluntary, Local Authority, or school/college ownership are classified as being under 'other' ownership.

Sessional care providers owned by the Local Authority had the highest proportion of staff with any qualification (91 per cent) compared with just 80 per cent for those with 'other' types of ownership.

Across out of school clubs there was very little variation in the proportions of staff holding any qualification depending on the type of ownership of the provider. In after school clubs the settings owned by private and 'other' types had the highest proportions with any qualification (80 per cent and 81 per cent respectively). In contrast, within holiday clubs the highest proportion of staff with any qualification were found in those owned by the local authority and 'other' types (80 per cent and 79 per cent respectively).

6.4.2 Ownership and staff holding at least a level 3 qualification

As was the case for the proportion of staff holding any qualification, higher proportions of staff in full day care provision in children's centres and full day care generally held at least a level 3 qualification than in other types of setting (83 per cent in children's centres and 75 per cent in full day care generally). Within full day care provided by children's centres, percentages of staff holding at least a level 3 qualification ranged from 79 per cent where owned by the voluntary sector to 87 per cent if owned privately. For full day care in general proportions ranged from 70 per cent for voluntary owned settings to 83 per cent for Local Authority owned settings.

Within sessional providers, staff working at Local Authority owned settings were substantially more likely to be qualified to level 3 or higher than those working in other sessional settings. For instance 75 per cent of staff at Local Authority run settings held at least a level 3 qualification compared with only 60 per cent of staff at voluntary owned settings. In out of school settings, just over half of staff held at least a level 3 qualification (56 per cent in each after school clubs and holiday clubs). Out of school provider staff working in Local Authority or voluntary owned settings were the least likely to hold at least a level 3 qualification, while in afterschool clubs those staff in privately owned settings and those in settings operating under 'other' types of ownership were the most likely to hold a level 3 qualification, and in holiday clubs staff working in schools or colleges were the most likely to hold a level 3 qualification.

6.4.3 Ownership and staff holding at least a level 6 qualification

Staff working in full day care in children's centres were the most likely to be qualified to at least level 6 (14 per cent). However, staff working in full day care generally were less likely to be qualified to at least level 6 than those working in out of school clubs. In full day care five per cent of staff were qualified to level 6 compared with six per cent of those working in afterschool clubs and eight per cent of staff at holiday clubs.

Generally across all provider types, settings owned by Local Authorities and schools or colleges had higher proportions of staff qualified to level 6 than settings owned by any other sources.

For instance, while overall only five per cent of staff in full day care setting providers were qualified at least to level 6, this increased to nine per cent in local authority run providers and seven per cent in school or college run providers. Similarly overall four per cent of staff in sessional providers were qualified to at least level 6, but eight per cent in local authority run providers and nine per cent in school or college run providers.

In out of school clubs there was less variation by different types of provider ownership in the proportions of staff holding at least a level 6 qualification. However, staff working in afterschool clubs owned by schools or colleges were slightly more likely to be qualified to level 6 than those working in private or voluntary owned settings.

6.5 Requisite qualifications for childcare staff

In the National Standards for under 8s Daycare and Childminding (which were superseded by the Early Years Foundation Stage in September 2008), the Government issued guidelines for what qualifications those working within the childcare sector should hold.

The requirements were:

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

There are no specific qualification requirements for childminders, who are required to undertake 'a local authority approved childminders' pre-registration course within six months of commencing childminding⁴⁷.

Additionally, in 2004 the Government published *Choice for Parents, the Best Start for Children: A Ten Year Strategy for Child Care*, which made the case for a better qualified early years workforce. In 2006, this was followed up with the launch of the Transformation Fund with the Graduate Leader Fund superseding this in 2008. The Graduate Leader Fund aims to transform the quality of childcare by providing financial support and incentives to ensure that, by 2015, every full day care setting has a graduate leading practice (where the graduate holds Early Year's Professional Status) with two graduates in settings in the 30 per cent most deprived areas. Further information about the Graduate Leader Fund can be found in chapter 7.5, along with analysis of awareness and take-up within full day care settings⁴⁸. Whether the objective of employing graduates with Early Year's Professional Status is being met is covered in section 6.10.

The 2008 survey can be used to gauge how well childcare settings are meeting these requirements. However, the National Standards for under 8s Daycare and Childminding⁴⁹ apply on a setting to setting basis, and the survey figures are aggregated across all settings and so there may be individual settings that do not meet the requirements.

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

⁴⁷ The National Standards for under 8s Daycare and Childminding – Childminding;
<http://www.surestart.gov.uk/doc/P0002411.pdf>

⁴⁸ Graduate Leader Fund - additional information on purpose and implementation,
<http://www.everychildmatters.gov.uk/files/GLF%20guidelines%2010%20March%20final.doc>

⁴⁹ Superseded by the EYFS in September 2008.

	Senior managers	Supervisors	Other paid childcare staff
Level 1	*	*	3%
Level 2	1%	9%	32%
Level 3	57%	70%	23%
Level 4	15%	5%	1%
Level 5	5%	2%	*
Level 6	12%	4%	2%
Level 7	4%	1%	*
Level 8	*	*	*
Overseas	*	*	*
No qualification	3%	2%	28%
Any qualification	96%	93%	62%
Other	1%	1%	1%
DK	1%	2%	3%
<i>At least level 3</i>	<i>93%</i>	<i>82%</i>	<i>26%</i>
<i>At least level 6</i>	<i>16%</i>	<i>5%</i>	<i>2%</i>

Base: All paid childcare staff 2008.

Across all childcare settings, over nine in ten senior managers and supervisors held a qualification (96 per cent of senior managers and 93 per cent of supervisors). A similar proportion of senior managers (93 per cent) held at least a level 3 qualification while 16 per cent held at least a level 6 qualification. The vast majority of supervisors were also qualified at least to level 3 (82 per cent), with a further one in twenty (five per cent) holding at least a level 6 qualification.

Other paid childcare staff tended to be less qualified, with just under two-thirds (62 per cent) holding any relevant qualification, a quarter (26 per cent) being qualified to level 3 or above, and just 2 per cent being qualified to level 6 or above.

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

	Private	Voluntary	Local Authority	School/college	Other
Full day care	95%	92%	95%	91%	96%
Full day care in children's centres	96%	96%	95%	99%	†
Sessional	83%	80%	84%‡	84%‡	†
After school	79%	68%	61%	65%	71%‡
Holiday clubs	76%	75%	70%	79%	75%‡

Base: All supervisors in childcare providers 2008.

Among full day care providers, a higher proportion of supervisors held at least a level 3 qualification in local authority run settings (95 per cent) compared with those in school or college (91 per cent) and voluntary run settings (92 per cent). In full day care settings within children's centres the proportions of supervisors qualified to at least level 3 were very high across all types of ownership.

There was very little variation by ownership in the proportion of supervisors qualified to at least level 3 within sessional providers. Around four-fifths of supervisors in all sessional providers were qualified to level 3.

Generally a slightly higher proportion of supervisors in holiday clubs were qualified to level 3 than in after school clubs (across all settings 75 per cent of holiday clubs compared with 70 per cent of after school clubs). However, in both types of out of school providers, the lowest levels of supervisors qualified to at least level 3 were found in local authority run providers (61 per cent of after school clubs and 70 per cent of holiday clubs). Additionally within after school clubs, supervisors in private settings were substantially more likely to be qualified to level 3 (79 per cent) than after school settings under different types of ownership.

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

Table 6.9 - Other paid childcare staff with at least a Level 2 qualification					
	Private	Voluntary	Local Authority	School/college	Other
Full day care	74%	71%	81%	87%	67%
Full day care in children's centres	85%‡	79%	82%	85%‡	†
Sessional	60%	59%	†	†	†
After school	56%	50%	56%	43%	†
Holiday clubs	51%	56%	62%	53%	62%‡
<i>Base: All other paid childcare staff 2008.</i>					

In full day care providers, nearly nine in ten (87 per cent) other paid childcare staff in school or college run settings held at least a level 2 qualification, compared with around seven in ten other paid staff in voluntary run settings (71 per cent) or those operating under 'other' types of ownership (67 per cent).

The base sizes for other paid staff in full day care in children's centres and sessional providers were too small to detect any difference by type of ownership.

The highest proportions of other paid out of school staff qualified to at least level 2 were found in local authority owned settings for both after school (56 per cent) and holiday clubs (62 per cent) and privately run settings in the case of after school clubs (56 per cent). School or college run settings in after school clubs had the lowest levels of other paid staff qualified to at least level 2 (43 per cent). In holiday clubs the lowest levels of staff qualified to at least level 2 were found in privately owned settings (51 per cent).

6.5.1 Senior managers

Tables 6.10a and 6.10b show the level of qualification of senior managers in childcare providers.

Across all types of provider the most commonly held highest qualification was level 3, although the proportions varied by type of provider, from 27 per cent of those working in full day care in children's centres to 64 per cent of those working in sessional provision. Those providers where a high proportion of senior managers were qualified to level 3 were generally reporting lower proportions qualified to level 5, 6, or 7. Very few senior managers in any type of provider held a highest qualification lower than level 3. In fact those qualified to at least level 3 ranged from 89 per cent for holiday clubs up to 97 per cent for full day care settings. These figures have generally remained stable since 2006.

Table 6.10a - Qualifications of senior manager											
	Full day care				Full day care in children's centres			Sessional			
	2008	2007	2006	2003	2008	2007	2006	2008	2007	2006	2003
Level 1	0%	*	*	1%	0%	*	0%	*	*	1%	2%
Level 2	*	*	1%	6%	0%	*	*	1%	1%	2%	8%
Level 3	52%	58%	65%	66%	27%	34%	39%	64%	69%	73%	67%
Level 4	20%	17%	16%	20%	19%	20%	17%	15%	11%	8%	10%
Level 5	8%	5%	4%		9%	9%	5%	4%	4%	2%	
Level 6	14%	12%	9%	2%	21%	16%	22%	10%	8%	6%	N/A
Level 7	3%	4%	3%	N/A	19%	14%	12%	2%	3%	2%	
Level 8	*	*	*		1%	1%	0%	0%	*	0%	
Overseas	*	*	*	N/A	0%	0%	*	*	*	*	N/A
Other	*	1%	1%	2%	2%	2%	2%	1%	1%	1%	4%
Don't know	1%	1%	1%	0%	1%	2%	2%	1%	1%	1%	0%
No qualification	1%	2%	2%	6%	1%	1%	1%	14%	3%	3%	9%
At least level 1											
	97%	96%	97%	N/A	96%	95%	94%	96%	95%	95%	N/A
At least level 2											
	97%	96%	96%	92%	96%	95%	94%	96%	95%	94%	85%
At least level 3											
	97%	96%	96%	85%	96%	95%	94%	95%	94%	93%	77%
At least level 5											
	25%	21%	15%	N/A	50%	40%	38%	16%	15%	11%	N/A
At least level 6											
	17%	16%	11%		41%	31%	33%	12%	11%	9%	

Base: All senior managers in childcare providers 2008, 2007, 2006, 2003.

	After school clubs				Holiday clubs			
	2008	2007	2006	2003	2008	2007	2006	2003
Level 1	0%	*	1%	2%	*	1%	*	1%
Level 2	1%	2%	3%	12%	2%	2%	3%	12%
Level 3	59%	62%	65%	52%	52%	51%	55%	40%
Level 4	12%	8%	9%	12%	13%	13%	9%	13%
Level 5	5%	5%	3%		7%	5%	3%	2%
Level 6	13%	12%	9%	N/A	14%	15%	11%	N/A
Level 7	4%	4%	3%		3%	4%	4%	
Level 8	*	*	*		0%	0%	*	
Overseas	0%	0%	0%	N/A	*	0%	0%	N/A
Other	1%	1%	2%	4%	1%	2%	2%	9%
Don't know	3%	2%	2%	0%	1%	1%	2%	0%
No qualification	2%	3%	4%	18%	6%	7%	9%	22%
At least level 1								
	94%	94%	93%	N/A	91%	90%	86%	N/A
At least level 2								
	94%	94%	92%	76%	90%	89%	86%	66%
At least level 3								
	93%	92%	90%	64%	89%	87%	83%	55%
At least level 5								
	22%	21%	15%	N/A	24%	23%	18%	N/A
At least level 6								
	16%	16%	13%		17%	18%	16%	
<i>Base: All senior managers in childcare providers 2008, 2007, 2006, 2003.</i>								

Around a quarter of senior managers in full day care and out of school clubs held at least a level 5 qualification (25 per cent of senior managers in full day care, 24 per cent in holiday clubs and 22 per cent in after school clubs). In all these types of provider the increase in the proportion of senior managers qualified to level 5 has started to level off since 2007. In contrast the proportion of senior managers in children's centres providing full day care holding at least a level 5 qualification increased by 10 percentage points from 40 per cent to 50 per cent between 2007 and 2008, while 16 per cent of senior managers in sessional providers held at least a level 5 qualification (in line with 2007).

With the exception of full day care in children's centres, the proportions of senior managers holding at least a level 6 qualification has remained stable since 2007 ranging from 12 per cent of senior managers in sessional providers to 17 per cent of senior managers in full day care and holiday clubs. The proportion of senior managers in full day care in children's centres that held at least a level 6 qualification had increased from 31 per cent in 2007 to 41 per cent in 2008. Furthermore, the proportion of senior managers with a level 7 qualification had increased from just over one in ten (12 per cent) in 2006 to around one in five (19 per cent) in 2008.

6.5.2 Supervisors

Tables 6.11a and 6.11b show the level of qualification of supervisors in childcare providers.

As was the case for senior managers, the most commonly held qualification for supervisors was a level 3 qualification with between 57 per cent (holiday clubs) and 78 per cent (full day care settings) of supervisors holding these. In full day care settings, including those run by children's centres, 94 per cent of supervisors held at least a level 3 qualification. This suggests that the majority of supervisors meet the requirements set out in the National Standards for under 8s Daycare and Childminding⁵⁰, which stipulate that supervisors in full day care settings should hold level 3 qualifications. Although there is movement in the correct direction with an increase in the proportions of supervisors meeting this requirement (from 91 per cent in 2007, to 94 per cent in 2008), it is worth noting that there are a small minority not currently meeting this requirement.

In sessional settings eight in ten (81 per cent) supervisors held at least a level 3 qualification, while in after schools clubs the proportion was lower at 70 per cent and three-quarters (75 per cent) in holiday clubs. The National Standards⁵¹ stipulate that half of all supervisory staff in these types of settings should be qualified to level 3, so although there hasn't been any significant increases in the proportions of supervisors holding at least level 3 qualifications since 2007 (with the exception of sessional clubs which showed a slight increase) the proportions are well above the National Standard requirements.

Supervisors in sessional and out of school clubs were no more likely to hold level 5 qualifications in 2008 than they were in 2007. However, there was an increase in the proportions of supervisors qualified to at least level 5 in full day care and full day care in children's centres (from five to eight per cent in full day care and 13 to 19 per cent in full day care providing children's centres).

For supervisors qualified to at least level 6 the pattern across childcare settings was identical to those supervisors qualified to at least level 5. The proportion of supervisors qualified to at least level 6 ranged from four per cent in sessional settings to 16 per cent in full day care in children's centres. The only increases since 2007 were in full day care settings and full day care in children's centres where the proportions of supervisors holding level 6 qualifications in each type of provider doubled (from three to six per cent in full day care and eight to 16 per cent in full day care in children's centres).

⁵⁰ Superseded by the EYFS in September 2008.

⁵¹ Superseded by the EYFS in September 2008.

Table 6.11a - Qualifications of supervisors											
	Full day care				Full day care in children's centres			Sessional			
	2008	2007	2006	2003	2008	2007	2006	2008	2007	2006	2003
Level 1	*	*	*	*	0%	*	*	1%	1%	1%	1%
Level 2	4%	6%	7%	19%	1%	3%	2%	14%	15%	18%	17%
Level 3	78%	80%	82%	69%	64%	74%	77%	71%	70%	69%	57%
Level 4	8%	6%	4%	4%	10%	8%	4%	4%	3%	2%	5%
Level 5	2%	2%	1%		4%	5%	3%	2%	1%	1%	
Level 6	5%	3%	3%	N/A	13%	6%	9%	3%	4%	3%	N/A
Level 7	1%	*	*		2%	2%	1%	1%	1%	1%	
Level 8	*	*	*		0%	0%	0%	0%	0%	*	
Overseas	*	*	*	N/A	0%	0%	0%	*	*	*	N/A
Other	*	*	1%	*	1%	*	1%	*	1%	1%	3%
Don't know	1%	2%	1%	1%	3%	2%	2%	1%	2%	2%	1%
No qualification	*	1%	1%	6%	*	1%	0%	2%	4%	3%	15%
At least level 1	98%	97%	97%	N/A	96%	98%	98%	96%	94%	94%	N/A
At least level 2	98%	97%	97%	92%	96%	98%	98%	95%	93%	93%	79%
At least level 3	94%	91%	91%	73%	94%	94%	95%	81%	78%	75%	62%
At least level 5	8%	5%	4%	N/A	19%	13%	14%	6%	6%	4%	N/A
At least level 6	6%	3%	3%		16%	8%	11%	4%	4%	4%	

Base: All supervisors in childcare providers 2008, 2007, 2006, 2003.

	After school clubs				Holiday clubs			
	2008	2007	2006	2003	2008	2007	2006	2003
Level 1	2%	1%	1%	1%	1%	1%	2%	3%
Level 2	19%	22%	24%	22%	14%	15%	19%	17%
Level 3	60%	58%	57%	43%	57%	58%	56%	40%
Level 4	3%	3%	2%	4%	4%	5%	3%	7%
Level 5	1%	2%	1%		4%	2%	1%	1%
Level 6	5%	3%	4%	N/A	9%	9%	7%	N/A
Level 7	*	1%	1%		1%	2%	1%	
Level 8	0%	*	*		*	0%	0%	
Overseas	*	*	*	N/A	*	*	*	N/A
Other	1%	1%	1%	2%	2%	2%	1%	7%
Don't know	3%	2%	3%	7%	5%	2%	4%	7%
No qualification	6%	6%	6%	20%	4%	3%	5%	18%
Summary								
At least level 1	91%	91%	91%	N/A	90%	92%	89%	N/A
At least level 2	89%	90%	89%	69%	89%	91%	87%	65%
At least level 3	70%	68%	65%	47%	75%	76%	69%	49%
At least level 5	7%	7%	6%	N/A	14%	13%	10%	N/A
At least level 6	5%	4%	5%		10%	11%	8%	

Base: All supervisors in childcare providers 2008, 2007, 2006, 2003.

6.5.3 Other paid childcare staff

Tables 6.12a and 6.12b show the level of qualification of other paid staff in childcare providers.

As with senior managers and supervisors, a higher proportion of other paid childcare staff working in full day care provision, including those in children's centres, held level 3 qualifications than those working in sessional or out of school settings.

Furthermore, in full day care and full day care within children's centres the most commonly held qualification was level 3 for other paid childcare staff, while for sessional it was level 2 and for both out of school clubs it was 'no qualification' (closely followed by level 2).

There have been increases between 2007 and 2008 in the proportions of other paid staff holding at least a level 2 qualification across all types of childcare providers. In 2008 eight in ten (83 per cent) other paid staff in full day care settings within children's centres and three-quarters (74 per cent) of other paid staff in full day care generally were qualified to at least level 2, while just over half of other paid staff in out of school clubs (52 per cent in after school clubs and 56 per cent in holiday clubs) and six in ten (59 per cent) other paid staff in sessional settings were qualified to at least level 2.

Over half (53 per cent) of all other paid staff in full day care within children's centres were qualified to at least level 3, compared with two-fifths of other paid staff in full day care settings (41 per cent) and around one-quarter of other paid staff at sessional and out of school clubs (22 per cent of all other paid staff at sessional settings and after school clubs and 26 per cent at holiday clubs).

Table 6.12a - Qualifications of other paid childcare staff											
	Full day care				Full day care in children's centres			Sessional			
	2008	2007	2006	2003	2008	2007	2006	2008	2007	2006	2003
Level 1	1%	2%	3%	1%	1%	1%	2%	4%	5%	6%	2%
Level 2	33%	37%	33%	23%	30%	31%	35%	37%	31%	28%	19%
Level 3	39%	30%	25%	23%	48%	42%	33%	19%	18%	15%	11%
Level 4	1%	1%	1%	2%	1%	2%	1%	1%	1%	*	1%
Level 5	*	*	*		2%	1%	1%	*	1%	*	
Level 6	1%	1%	1%	N/A	2%	2%	2%	2%	1%	1%	N/A
Level 7	*	*	*		0%	0%	0%	*	*	*	
Level 8	*	*	0%		0%	0%	0%	0%	0%	0%	
Overseas	*	*	*	N/A	*	0%	*	0%	*	*	N/A
Other	*	*	1%	1%	0%	*	*	1%	1%	1%	4%
Don't know	3%	2%	3%	5%	3%	6%	4%	2%	5%	2%	
No qualification	21%	26%	33%	47%	13%	15%	21%	34%	38%	46%	62%
At least level 1	75%	71%	63%	N/A	84%	79%	74%	63%	57%	50%	N/A
At least level 2	74%	69%	60%	47%	83%	78%	72%	59%	52%	44%	32%
At least level 3	41%	32%	27%	24%	53%	47%	37%	22%	21%	16%	13%
At least level 5	1%	2%	1%	N/A	4%	3%	3%	2%	2%	1%	N/A
At least level 6	1%	1%	1%	N/A	2%	2%	2%	2%	1%	1%	N/A

Base: All other paid childcare staff in childcare providers 2008, 2007, 2006, 2003.

Table 6.12b - Qualifications of other paid childcare staff								
	After school clubs				Holiday clubs			
	2008	2007	2006	2003	2008	2007	2006	2003
Level 1	4%	6%	6%	2%	5%	7%	7%	3%
Level 2	30%	29%	27%	15%	30%	32%	25%	13%
Level 3	19%	14%	13%	12%	19%	16%	16%	7%
Level 4	*	*	*	1%	1%	1%	1%	1%
Level 5	*	*	*		1%	*	*	*
Level 6	2%	1%	1%	N/A	4%	3%	3%	N/A
Level 7	*	*	*		*	*	1%	
Level 8	0%	0%	0%		*	0%	0%	
Overseas	*	0%	*	N/A	0%	*	0%	N/A
Other	1%	1%	1%	1%	2%	1%	2%	2%
Don't know	4%	3%	4%	4%	4%	5%	5%	13%
No qualification	39%	44%	48%	64%	32%	34%	41%	61%
Summary								
At least level 1	56%	51%	47%	N/A	61%	59%	53%	N/A
At least level 2	52%	45%	41%	28%	56%	52%	46%	22%
At least level 3	22%	16%	14%	13%	26%	20%	21%	8%
At least level 5	2%	2%	1%	N/A	5%	3%	5%	N/A
At least level 6	2%	1%	1%	N/A	4%	3%	4%	N/A
<i>Base: All other paid childcare staff in childcare providers 2008, 2007, 2006, 2003.</i>								

6.6 Qualifications for early years staff

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

Table 6.13 - Qualifications by staff type in early years provision in maintained schools				
	Early years Co-ordinators	Early years teachers	Nursery nurses	Other paid early years support staff
Level 1	0%	*	*	6%
Level 2	*	*	3%	26%
Level 3	*	1%	75%	30%
Level 4	1%	1%	5%	2%
Level 5	*	1%	9%	4%
Level 6	58%	69%	4%	3%
Level 7	20%	19%	*	*
Level 8	*	*	0%	*
Overseas	*	*	*	*
No qualification	*	*	1%	21%
Other	3%	2%	*	1%
DK	3%	5%	2%	6%
<i>Base: All staff in early years providers 2008.</i>				
Any qualification	97%	97%	97%	72%
At least level 3	93%	92%	93%	40%
At least level 6	91%	88%	4%	4%
<i>Base: All staff in early years providers answering question 2008.</i>				

Nearly all early years coordinators, early years teachers and nursery nurses (97 per cent each) held a relevant qualification, compared with seven in ten (72 per cent) other paid early years support staff.

The vast majority of early years coordinators, early years teachers and nursery nurses were qualified to at least level 3 (93 per cent each of early years co-ordinators and nursery nurses and 92 per cent of early years teachers), while two-fifths (40 per cent) of other paid early years support staff were qualified to at least level 3. Around nine in ten early years co-ordinators and teachers were also qualified to level 6 (91 per cent of co-coordinators and 88 per cent of teachers). In comparison only four per cent of nursery nurses and other paid early years support staff were qualified to at least level 6.

6.6.1 Early years or foundation stage co-ordinators

Table 6.14 shows the level of qualification of early year co-ordinators

Table 6.14 - Qualifications of early years co-ordinators / head teachers												
	Nursery schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
Level 1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Level 2	0%	0%	1%	1%	0%	0%	*	1%	*	*	*	4%
Level 3	1%	1%	1%	18%	1%	1%	1%	16%	*	*	*	14%
Level 4	1%	1%	1%	60%	1%	*	2%	77%	1%	1%	1%	75%
Level 5	*	2%	2%		1%	1%	2%		*	1%	2%	
Level 6	37%	61%	58%		69%	67%	65%		54%	66%	71%	
Level 7	53%	34%	29%	16%	20%	19%	26%	3%	18%	19%	20%	3%
Level 8	1%	1%	2%		1%	*	*		*	*	*	
Overseas	0%	0%	0%	0%	*	*	1%	0%	*	*	0%	0%
Other	4%	0%	5%	0%	2%	0%	2%	0%	3%	0%	3%	0%
Don't know	3%	0%	2%	0%	3%	2%	2%	1%	3%	1%	2%	1%
No qualification	0%	0%	0%	0%	0%	0%	0%	*	*	0%	*	*
<i>Base: All early years coordinators/head teachers in early years providers in maintained schools 2008, 2007, 2006, 2003.</i>												
At least level 1	93%	100%	93%	100%	94%	98%	96%	N/A	92%	99%	95%	N/A
At least level 2	93%	100%	93%	95%	94%	98%	96%	97%	92%	98%	95%	96%
At least level 3	93%	100%	92%	94%	94%	98%	95%	96%	91%	98%	94%	92%
At least level 5	92%	98%	91%	N/A	93%	97%	93%	N/A	90%	97%	93%	N/A
At least level 6	91%	96%	88%	N/A	93%	95%	91%	N/A	90%	96%	91%	N/A
<i>Base: All early years coordinators/head teachers in early years providers in maintained schools answering question 2008, 2007, 2006, 2003.</i>												

In 2007 most commonly, early years or foundation stage co-ordinators held level 6 qualifications regardless of the type of early years setting. In 2008 the proportion of early years co-ordinators holding a level 6 qualification remained stable in primary schools with nursery and reception classes, but fell from 66 per cent to 54 per cent in primary schools with reception, but no nursery. However, in nursery schools there was a sharp decline in the level of early years co-ordinators with level 6 as their highest qualification. This was due to a large increase (from 34 per cent to 53 per cent) in the proportion of early years co-ordinators holding level 7 qualifications (making level 7 the most common qualification for early years co-ordinators in nursery schools). In primary schools with nursery and reception classes and primary schools without nursery classes around one-fifth of early years co-ordinators were qualified to level 7 (20 and 18 per cent respectively).

Generally the majority of early years co-ordinators were qualified to high levels. For instance at least nine in ten early years co-ordinators in all types of early years provision were qualified to at least level 6. However, across all groups for all the levels the proportions have fallen since 2007 back to 2006 levels. In nursery schools early years co-ordinators holding at least level 3 qualifications have fallen from 100 per cent to 93 per cent, while those holding at least level 6 qualifications had fallen from 96 per cent to 91 per cent. There were similar falls in primary schools with nursery classes as well as primary schools without nursery classes.

6.6.2 Qualified early years teachers

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

As with early years co-ordinators, the majority of teachers were qualified to high levels, and generally the proportion holding at least level 3 qualifications and the proportion holding at least level 6 qualifications were similar to that of the early years co-ordinators. Teachers working in primary schools with reception classes but no nursery were slightly less likely to be qualified to level 6 (84 per cent of teachers in primary schools with reception but no nursery compared with 92 per cent of teachers at nursery schools and 91 per cent of teachers at primary schools with receptions and nursery classes).

	Nursery schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
Level 1	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	*	0%
Level 2	*	0%	*	2%	*	0%	*	1%	1%	0%	*	3%
Level 3	1%	*	1%	16%	1%	1%	2%	11%	1%	1%	1%	8%
Level 4	1%	1%	1%	74%	*	1%	2%	78%	1%	1%	1%	84%
Level 5	2%	5%	2%		1%	1%	1%		2%	1%	2%	
Level 6	70%	72%	71%		70%	75%	66%		67%	73%	68%	
Level 7	22%	21%	19%	4%	21%	18%	19%	1%	17%	17%	18%	1%
Level 8	0%	0%	0%		*	*	*		0%	0%	0%	
Overseas	0%	*	1%	0%	0%	1%	2%	0%	*	*	0%	0%
Other	2%	0%	4%	0%	1%	*	2%	*	3%	1%	2%	0%
Don't know	1%	1%	2%	2%	5%	3%	6%	6%	7%	5%	7%	1%
No qualification	*	0%	0%	*	*	*	*	0%	*	*	*	1%
At least level 1	97%	99%	94%	95%	94%	96%	90%	91%	90%	94%	91%	N/A
At least level 2	97%	99%	94%	95%	94%	96%	90%	91%	90%	94%	91%	97%
At least level 3	97%	99%	93%	93%	94%	96%	90%	91%	89%	94%	90%	93%
At least level 5	94%	98%	92%	N/A	92%	94%	87%	N/A	86%	91%	88%	N/A
At least level 6	92%	93%	90%		91%	93%	86%		84%	90%	86%	

Base: All qualified early years teachers in early years providers in maintained schools 2008, 2007, 2006, 2003.

6.6.3 Early years nursery nurses

Table 6.16 shows the level of qualification of nursery nurses

Table 6.16 Qualifications of nursery nurses												
	Nursery school				Primary school with nursery and reception classes				Primary school with reception but no nursery classes			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
Level 1	0%	0%	0%	*	*	0%	*	*	*	*	*	0%
Level 2	*	*	1%	8%	2%	1%	3%	7%	6%	7%	9%	8%
Level 3	79%	81%	87%	86%	79%	85%	83%	85%	62%	68%	67%	82%
Level 4	8%	6%	3%	2%	4%	5%	4%	2%	6%	5%	4%	2%
Level 5	7%	6%	5%		8%	5%	3%		11%	11%	7%	
Level 6	4%	5%	2%		3%	2%	3%		6%	4%	3%	
Level 7	0%	0%	0%	0%	*	*	*	0%	1%	*	*	0%
Level 8	0%	0%	0%		0%	0%	0%		0%	0%	0%	
Overseas	0%	1%	0%	N/A	*	*	*	N/A	0%	0%	0%	N/A
Other	*	*	1%	N/A	*	0%	*	N/A	1%	0%	2%	N/A
Don't know	1%	0%	0%	*	2%	1%	3%	3%	3%	2%	3%	1%
No qualification	*	0%	*	*	0%	*	*	1%	4%	2%	3%	2%
At least level 1	98%	99%	98%	96%	98%	98%	96%	94%	93%	97%	91%	N/A
At least level 2	98%	99%	98%	96%	98%	98%	96%	94%	92%	96%	91%	92%
At least level 3	98%	99%	97%	88%	95%	97%	93%	87%	86%	89%	81%	84%
At least level 5	11%	11%	7%	N/A	11%	7%	6%	N/A	18%	16%	11%	N/A
At least level 6	4%	5%	2%		3%	2%	3%		7%	5%	4%	

Base: All nursery nurses in early years providers in maintained schools 2008, 2007, 2006, 2003.

Level 3 qualifications were the most commonly held qualification for nursery nurses with eight in ten (79 per cent in each) nurses holding a level 3 qualification in nursery schools and primary schools with nursery classes, and six in ten (62 per cent) nurses in primary schools with reception but no nursery. Across all types of early years setting very high proportions of nursery nurses were qualified to at least level 3 (ranging from 98 per cent in nursery schools to 86 per cent in primary schools with reception but no nursery).

As in 2007, although a lower proportion of nursery nurses in primary schools with reception but no nursery were qualified to at least level 3, a higher proportion were qualified to at least level 5 and at least level 6 than in nursery schools and primary schools with nursery classes. Around one-fifth (18 per cent) of nursery nurses at primary schools with reception but no nursery were qualified to at least level 5 compared with one in ten (11 per cent each) in nursery schools and primary schools with nursery classes. The corresponding figures for at least level 6 qualifications were seven per cent, four per cent and three per cent respectively.

6.6.4 Other paid early years support staff

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

	Nursery school				Primary school with nursery and reception classes				Primary school with reception but no nursery classes			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
Level 1	8%	4%	8%	*	6%	7%	7%	1%	5%	5%	4%	*
Level 2	34%	33%	24%	14%	27%	28%	22%	10%	23%	20%	17%	9%
Level 3	19%	22%	16%	13%	34%	26%	23%	12%	27%	28%	23%	16%
Level 4	1%	1%	1%	7%	1%	1%	2%	3%	3%	2%	3%	3%
Level 5	2%	0%	1%		3%	2%	1%		5%	4%	3%	
Level 6	3%	2%	1%		4%	2%	1%		3%	3%	3%	
Level 7	0%	0%	0%	0%	0%	*	*	0%	*	*	*	0%
Level 8	0%	0%	0%		0%	*	0%		*	0%	0%	
Overseas	0%	0%	1%	0%	1%	*	1%	0%	*	*	0%	0%
Other	2%	*	1%	0%	1%	*	2%	0%	1%	1%	2%	0%
Don't know	3%	2%	2%	4%	4%	6%	10%	9%	9%	5%	14%	4%
No qualification	29%	35%	46%	46%	18%	28%	32%	48%	25%	30%	31%	51%
At least level 1	67%	63%	51%	N/A	76%	66%	56%	N/A	65%	64%	53%	N/A
At least level 2	59%	59%	43%	34%	70%	59%	49%	26%	60%	58%	49%	28%
At least level 3	25%	26%	18%	20%	42%	31%	28%	16%	38%	38%	32%	19%
At least level 5	5%	2%	1%	N/A	7%	4%	3%	N/A	8%	8%	6%	N/A
At least level 6	3%	2%	1%		4%	2%	2%		3%	4%	3%	

Base: All other early years support staff in early years providers in maintained schools 2008, 2007, 2006, 2003.

In nursery schools other paid staff most commonly held level 2 qualifications (34 per cent), while the most commonly held qualifications in primary schools with nursery classes and those without nursery classes were level 3 among other paid staff (34 and 27 per cent respectively). In nursery schools six in ten (59 per cent) other paid staff held at least a level 2 qualification, while one-quarter (25 per cent) held at least a level 3. These proportions have remained stable since 2007.

In primary schools with reception but no nursery classes the proportions of other paid staff holding at least a level 2 qualification or at least a level 3 qualification have also remained stable at around six in ten (60 per cent) and four in ten (38 per cent) respectively. However there has been a slight increase since 2007 in the proportion of other paid staff holding at least a level 2 qualification in primary schools with reception and nursery classes (from 59 per cent to 70 per cent). Likewise there has been a similar increase (from 31 per cent to 42 per cent) in the proportion of other paid staff holding at least a level 3 qualification.

Level 5 qualifications were held by eight per cent of other paid staff in primary schools without nursery classes, seven per cent of other paid staff in primary schools with nursery classes and five per cent of other paid staff in nursery schools.

6.7 Qualified Teacher Status

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

Childcare

Overall very low proportions of staff in childcare settings held QTS, with the lowest overall proportions in full day care (just two per cent). Within the childcare settings, the highest proportion of staff holding QTS were found in holiday clubs and those working in full day care in children's centres (each five per cent). Among all staff in all types of settings, the proportion with QTS have remained stable since 2007.

Taken as a proportion of staff who held a level 5 qualification or above, just over one-third (36 per cent) of staff working in full day care providers and full day care provision in children's centres (32 per cent) held QTS. In comparison, just under half of those working in after school providers (45 per cent) and holiday clubs (49 per cent) and just over half (54 per cent) of those working in sessional providers held QTS. Across the different childcare providers (with the exception of holiday clubs) there has been a decrease since 2007 in the proportion holding QTS among staff holding at least a level 5 qualification.

	QTS (% of all staff)	QTS (% of staff with at least a level 5 qualification)
Full day care	2%	36%
Full day care in children's centres	5%	32%
Sessional	3%	54%
After school	3%	45%
Holiday clubs	5%	49%

Base: All paid childcare staff 2008; All paid childcare staff with at least a level 5 qualification 2008.

Early years provision in maintained schools

Much higher proportions of staff in early years settings held QTS. Of all staff around three in ten (29 per cent) in nursery schools and just over one-third (36 per cent) in primary schools with nursery and reception classes held QTS. In primary schools with reception but no nursery classes two-thirds (41 per cent) of staff held QTS.

Of staff with at least a level 5 qualification, between eight in ten and nine in ten staff held QTS across the different types of setting. Table 6.19 provides the detail.

	QTS (% of all staff)	QTS (% of staff with at least a level 5 qualification)
Nursery schools	29%	80%
Primary schools with nursery and reception classes	36%	85%
Primary schools with reception but no nursery classes	41%	87%
<i>Base: All paid early years staff 2008; All paid early years staff with at least a level 5 qualification 2008.</i>		

6.8 Qualifications being worked towards

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

Around three in ten staff working in full day care (generally and within children's centres) were working towards a qualification (31 per cent full day care and 32 per cent within children's centres). While the proportions of staff working towards a qualification had stabilised in full day care settings, since 2007 there had been a slight decrease in the proportion of staff working towards a qualification in after school clubs and holiday clubs (from 31 per cent to 28 per cent in after school clubs and 29 per cent from 34 per cent in holiday clubs). Similarly, there had been a decrease in the proportion of staff in sessional providers who were working towards a qualification (from 27 per cent in 2007 to 24 per cent in 2008). These decreases show a reverse of the trend prior to 2007, however they are only slight decreases at present. An explanation may be that because there was a slight increase in the level of qualifications held in some provider types there were less staff actually needing, and hence working towards, these qualifications.

Around one-fifth (22 per cent) of childminders were working towards a qualification. Lower proportions of staff working in early years providers in maintained schools were working towards a qualification than in the childcare settings. (20 per cent of staff in nursery schools were working towards any qualification compared with 13 per cent in primary schools with reception but no nursery classes and 12 per cent working in primary schools with reception and nursery classes).

Table 6.20 - Qualifications being worked towards by all paid early years staff												
	Nursery schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
Level 1	0%	*	*	0%	*	*	*	*	*	*	*	*
Level 2	2%	2%	2%	2%	1%	1%	2%	2%	2%	1%	1%	1%
Level 3	6%	4%	5%	5%	3%	4%	3%	4%	3%	3%	2%	3%
Level 4	1%	3%	3%	7%	1%	2%	1%	3%	*	1%	1%	5%
Level 5	3%	5%	5%	2%	2%	3%	2%	1%	3%	3%	3%	2%
Level 6 or above	6%	7%	7%	0%	5%	3%	4%	0%	4%	4%	3%	0%
Other	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	3%
Don't know	2%	1%	2%	3%	4%	2%	3%	5%	4%	3%	4%	5%
Not working towards a qualification	79%	77%	76%	77%	84%	82%	83%	81%	83%	82%	84%	81%
<i>All working towards a qualification</i>	20%	22%	22%	18%	12%	14%	13%	10%	13%	12%	12%	12%

Base: All paid early years staff 2008, 2007, 2006, 2003.

Table 6.21a - Qualifications being worked towards by all paid childcare staff											
	Full day care				<i>Full day care in children's centres</i>			Sessional			
	2008	2007	2006	2003	2008	2007	2006	2008	2007	2006	2003
Level 1	*	*	*	*	*	*	*	*	*	*	1%
Level 2	3%	4%	4%	6%	2%	2%	3%	3%	5%	5%	8%
Level 3	11%	14%	12%	18%	8%	9%	8%	11%	13%	12%	17%
Level 4	7%	7%	4%	4%	6%	8%	5%	3%	3%	3%	2%
Level 5	4%	4%	2%	*	6%	8%	4%	2%	3%	1%	*
Level 6 or above	5%	3%	2%	0%	10%	9%	6%	3%	2%	1%	0%
Other	*	1%	1%	0%	1%	1%	3%	*	1%	1%	1%
Don't know	3%	2%	2%	4%	5%	3%	3%	2%	3%	2%	1%
Not working towards a qualification	66%	65%	73%	68%	62%	60%	67%	74%	70%	75%	71%
<i>All working towards a qualification</i>	31%	31%	24%	28%	32%	36%	27%	24%	27%	22%	29%

Base: All paid childcare staff (module B) 2008, (module B) 2007, (module B) 2006. All paid childcare staff 2003. All childminders 2008, 2007, 2006.

Table 6.21b - Qualifications being worked towards by all paid childcare staff

	After school clubs				Holiday clubs				Childminders		
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006
Level 1	*	*	*	1%	*	*	*	1%	1%	1%	*
Level 2	5%	6%	6%	10%	4%	6%	7%	6%	1%	2%	1%
Level 3	14%	14%	14%	19%	12%	13%	13%	12%	14%	16%	13%
Level 4	3%	5%	3%	3%	3%	5%	5%	3%	2%	1%	2%
Level 5	2%	3%	1%	*	3%	3%	1%	1%	2%	1%	1%
Level 6 or above	4%	3%	3%	0%	6%	7%	7%	0%	1%	*	1%
Other	1%	1%	1%	1%	1%	1%	2%	0%	N/A	0%	0%
Don't know	4%	3%	4%	5%	4%	5%	6%	11%	3%	2%	3%
Not working towards a qualification	67%	65%	68%	61%	66%	59%	59%	65%	75%	78%	79%
<i>All working towards a qualification</i>	28%	31%	27%	34%	29%	34%	33%	23%	22%	21%	17%

Base: All paid childcare staff (module B) 2008, (module B) 2007, (module B) 2006. All paid childcare staff 2003. All childminders 2008, 2007, 2006.

6.9 NVQ Assessors

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

Full day care	16%
<i>Full day care in children's centres</i>	18%
Sessional	7%
After school clubs	10%
Holiday clubs	13%
Nursery schools	8%
Primary schools with nursery and reception classes	5%
Primary schools with reception but no nursery classes	4%
<i>Base: All senior managers in childcare providers 2008. All early years coordinators in maintained schools 2008.</i>	

Childcare

Nearly one in five senior managers in full day care providers in children's centres were NVQ assessors (18 per cent), compared with 16 per cent in full day care provision overall and 13 per cent in holiday clubs. One in ten (10 per cent) senior managers in after school clubs and a slightly smaller proportion (seven per cent) in sessional providers were NVQ assessors.

Early years provision in maintained schools

In early years settings in maintained schools, lower proportions of early years coordinators were NVQ assessors compared with senior managers in childcare providers. Specifically, eight per cent of early years coordinators in nursery schools were NVQ assessors, five per cent in primary schools with nursery and reception classes and four per cent in primary schools reception but no nursery classes. The proportions were similar to 2007 for both childcare settings and early years providers in maintained schools.

6.10 Providers with at least one graduate member of staff

Full day care providers which were not run by a local authority were asked how many graduate staff they currently had that held Early Years Professional Status (EYP Status). The Government has set a target of ensuring that every full day care setting has at least one graduate with EYP Status, while those in the most deprived super output areas are to have at least two graduates with EYP Status. The 2020 Children and Young People's Workforce Strategy publication goes on to mention that further to this commitment Government will consider requiring all full day care settings to be led by a graduate by 2015⁵².

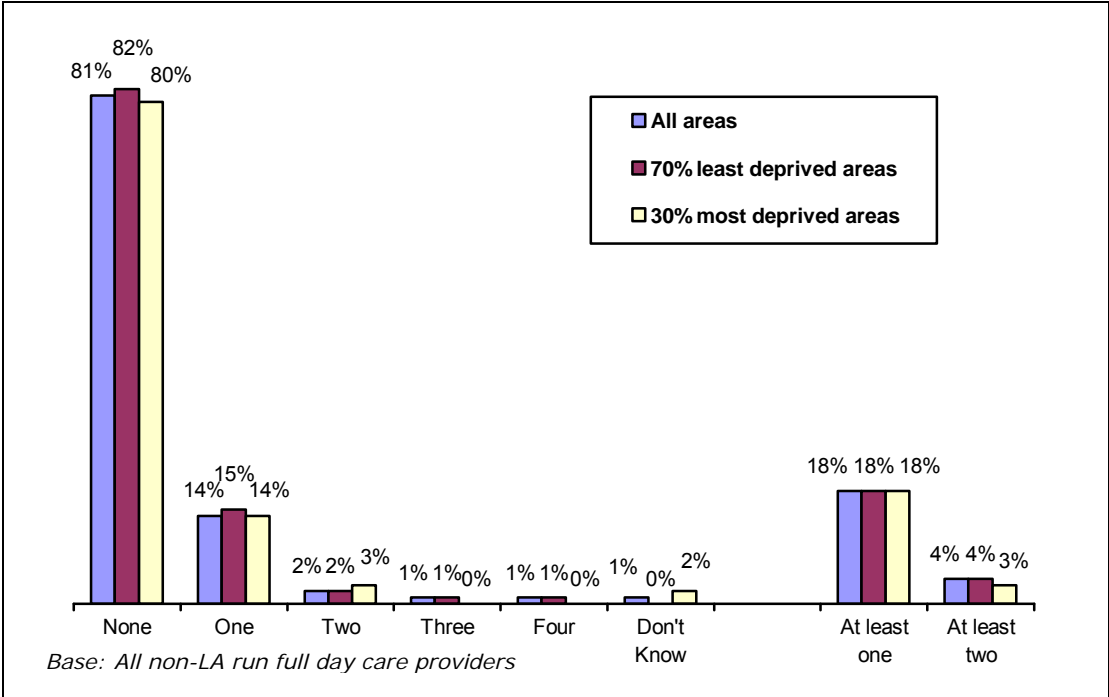
⁵² <http://publications.everychildmatters.gov.uk/eOrderingDownload/7977-DCSF-2020%20Children%20and%20Young%20People's%20Workforce%20Strategy-FINAL.pdf>

Just under one-fifth (18 per cent) of full day care providers had at least one graduate with EYP Status. This broke down as 14 per cent with one graduate with EYP Status, two per cent with two graduates and one per cent each with three and four graduates.

There was no difference between the 30 per cent most deprived super output areas and all other areas in the proportions of settings with at least one graduate with EYP Status, or indeed with the proportions with at least two graduates with EYP Status (four per cent in the 30 per cent most deprived areas and three per cent in all other areas). Table 6.23 displays the results.

This would suggest there is some way to go for all providers to meet these targets. However, subsequent surveys will allow for trends over time to be measured against this baseline.

Chart 6.1- Number of graduates with EYP Status in non-LA run full day care settings



7 Training

This chapter focuses on training provision and in particular looks at what proportion of childminders and staff in early years provision in maintained schools have received training; whether early years providers have training plans and budgets in place and views on current levels of training. This chapter also includes a section covering the Graduate Leader Fund which superseded the Transformation Fund that was covered in this survey in 2007.

7.1 Training provision in early years provision in maintained schools

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

Compared to the two other types of providers, nursery schools were more likely to have helped staff to get training in first aid, health and safety, curriculum, child protection, food hygiene, management and business skills and professional development.

Higher proportions of nursery schools and primary schools with nursery and reception classes helped their staff get training in the Early Years Foundation Stage (EYFS) than in 2007 (19 per cent in 2008 compared with 11 per cent in 2007), which is not surprising given that the EYFS came into force in September 2008.

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

	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
Helped staff receive training	99%	99%	98%	98%	98%	97%	98%	99%	94%
First Aid	46%	32%	30%	31%	19%	25%	30%	23%	30%
Childcare training including course on creative play	34%	40%	40%	35%	35%	40%	30%	33%	41%
Child protection	27%	18%	20%	11%	10%	12%	13%	11%	12%
Health & Safety	26%	24%	16%	12%	8%	10%	9%	10%	9%
SEN/Disability/Inclusion	21%	20%	23%	20%	18%	19%	18%	18%	20%
Early years / foundation stage	19%	11%	8%	19%	11%	9%	15%	14%	10%
Curriculum	19%	19%	11%	10%	8%	5%	7%	7%	4%
Food hygiene	16%	12%	9%	5%	3%	5%	3%	3%	3%
Management / business skills	15%	9%	14%	9%	6%	8%	10%	5%	9%
Professional development	13%	8%	9%	8%	5%	4%	7%	6%	3%
IT	8%	6%	3%	5%	7%	4%	7%	9%	6%
Speech and language	6%	6%	3%	11%	9%	3%	7%	11%	2%
Behaviour management	6%	1%	1%	4%	4%	4%	8%	6%	5%
Literacy and numeracy	4%	1%	1%	9%	7%	6%	10%	10%	6%
Teacher assistant	0%	1%	0%	1%	1%	1%	2%	2%	2%
Equal opportunities	0%	1%	0%	0%	*	0%	0%	*	0%

Base: All early years providers who helped staff get training in 2008, 2007, 2006.

7.2 Training plans and budgets

Table 7.2 shows the proportion of early years providers with a specific training plan and the proportion with a specific training budget⁵³.

	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
Have a training plan	80%	79%	82%	52%	44%	50%	44%	45%	39%
Have a training budget	97%	97%	98%	34%	33%	34%	28%	38%	33%

Base: All early years providers 2008, 2007, 2006.

Eight in ten (80 per cent) nursery schools had written training plans, similar to 2007 (79 per cent). Also, as in 2007 nearly all (97 per cent) nursery schools had a training budget. Primary schools with nursery and reception classes were more likely than primary schools with reception but no nursery classes to report that they had a training plan (52 versus 44 per cent respectively). The proportion of primary schools with nursery and reception classes that reported having a training plan had increased since 2007 whilst the proportion that reported having a training budget remained stable (34 percent in 2008 and 33 per cent in 2007). For primary schools with reception but no nursery classes on the other hand, the proportion reporting they had a training budget had decreased from 2007 (28 percent in 2008 and 38 per cent in 2007).

Among primary schools with nursery and reception classes, the proportion with a training budget was higher in settings with a greater number of staff. In settings with one to eight members of staff 31 per cent had a written training budget compared with 40 per cent employing nine or more staff. More in depth analysis, such as by number of staff or number of children is not possible for nursery schools or primary schools with receptions but no nursery classes due to small base sizes.

7.3 Training for childminders

All childminders are legally required to complete a local authority approved pre-registration course within six months of starting childminding⁵⁴. Around four out of five (84 per cent) childminders had attended a preparatory training course when they first registered as a childminder. This maintains the level reported in 2007 and 2006 (83 per cent in 2007 and 83 per cent in 2006). There was some variation by region, and as in 2007 childminders in the East Midlands were less likely than those in other regions to have been on a preparatory course (64 per cent). In all other regions over eight in ten had attended a preparatory course and the highest levels were once again seen in the South East and London (88 and 89 per cent respectively).

⁵³ Comparisons cannot be made with 2003 because different questions were asked. In 2003, primary schools were asked whether their provision had a written training plan and budget. In 2006, 2007 and 2008 primary schools were asked whether they had a training plan or budget specifically for early years staff.

⁵⁴ In addition to the pre-registration course, childminders must also complete a first aid course which includes training in first aid for infants and young children. This should be completed within six months of commencing childminding.

Of those who had attended a preparatory course, most said it had lasted for longer than one working day (72 per cent said it was at least eight hours). Just over one in twenty (six per cent) said the course had lasted less than four hours and 11 per cent said it lasted for between four and seven hours. The distribution of answers is very close to those reported in the three previous years.

Eight in ten (80 per cent) childminders had undertaken some training in the last 12 months, an increase since 2007 (68 per cent) and the highest proportion reported since the survey began.

On average, childminders had received nine days of training in the last 12 months, compared with a mean of seven days in 2007, six days in 2006 and nine days in 2005. In 2005 some childminders reported a very large amount of training, over 200 days in some cases, which brought the average up; these respondents may have been referring to time spent studying for a formal qualification when answering these questions rather than the sorts of training courses covered in this section.

	2008	2007	2006	2005	2003
Have had some training	80%	68%	64%	66%	61%
Number of days:					
None	16%	28%	30%	34%	39%
1-5 days	45%	40%	38%	36%	22%
6-10 days	18%	12%	13%	12%	11%
11-15 days	6%	6%	5%	6%	11%
16 or more days	11%	10%	8%	13%	18%
Don't know	4%	4%	6%	2%	N/A
Mean number of days	9 days	7 days	6 days	9 days	N/A
<i>Base: All childminders 2008, 2007, 2006, 2005, 2003.</i>					

7.4 Views on current levels of training

The majority of respondents thought that the level of training was *about right*, with the highest proportion of respondents who said this working in nursery schools (89 per cent). Among the other two types of early years settings, around one in ten respondents thought that the level of training was *too little*, which maintains the 2007 levels which had shown a decrease since 2006. Fourteen per cent of primary schools with nursery and reception classes in 2007 felt that the level of training was too little compared with 22 per cent in 2006 and 11 per cent of primary schools with reception but no nursery classes felt that the level of training was too little in 2007 compared with 16 per cent in 2006.

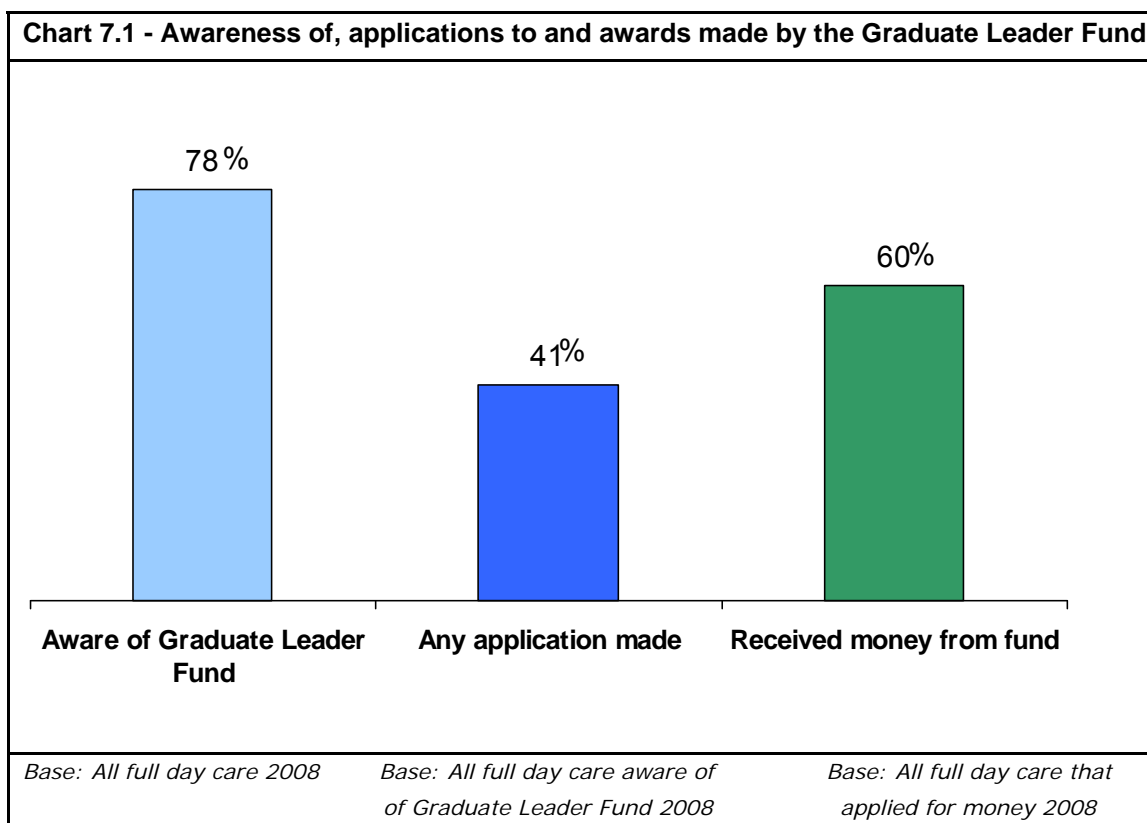
Around three-quarters (76 per cent) of childminders felt the amount of training they had done was appropriate, 13 per cent said it was too little and 10 per cent said it was too much. The proportion of childminders that said they had received too much training was significantly higher in 2008 than in 2007 (five per cent in 2007). This could perhaps be a reflection of the introduction of the EYFS.

	Childminders	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
Too little	13%	9%	10%	9%
About right	76%	89%	86%	86%
Too much	10%	*	1%	1%
Don't know	2%	2%	3%	4%

Base: All childminders who had received training in last 12 months 2008. All early years providers 2008.

7.5 Graduate Leader Fund

The Graduate Leader Fund superseded the Transformation Fund in April 2008. Its purpose is to improve the quality of the Early Years Provision by increasing the level of graduate Early Years professionals within private, voluntary and independent sector full day care childcare settings. This will be achieved either by encouraging more graduates to work in these settings or by training up existing employees to attain Early Years Professional Status. In principal, funding is available through the next two spending reviews until 2015 and the aim for the scheme is to have an Early Years Professional in all PVI full day care settings and two in settings which serve families from the 30 per cent most disadvantaged areas by this time.



Full day care settings were asked whether they had heard of the Graduate Leader Fund. Almost eight in ten respondents (78 per cent) said they had heard of the scheme. There was some variation in the level of awareness by region with the highest level being seen in the East Midlands (84 per cent) and the lowest level in the West Midlands (68 per cent). Profit

making organisations (80 per cent) were more likely than not for profit/charity organisations (75 per cent) to have heard of the scheme. Larger nurseries were also more likely to have heard of the scheme than smaller nurseries with 81 per cent of nurseries that looked after 40 or more children saying they had heard of the fund compared with 71 per cent of those that had less than 40 children. Settings managed by private or voluntary organisations were also more likely than those managed by Local Authorities or schools and colleges to have heard of the scheme (79 and 78 per cent compared with 68 and 72 per cent respectively).

Four in ten (41 per cent) of respondents who had heard of the Graduate Leader Fund said the setting they worked in had applied for money via the scheme, again this varied by region. Full day care settings in the South West were most likely to have applied for funding through the scheme (49 per cent) and settings in the West Midlands the least likely to have done so (34 per cent). Larger settings (those with 40 or more children) were more likely to have applied for funding than smaller settings (43 per cent versus 35 per cent) and settings managed by Local Authorities were less likely to have applied for funding (21 per cent) than those managed by other types of organisation.

As well as being asked whether they had applied for money from the fund, respondents were also asked whether they had received any money from the fund. Six in ten (60 per cent) respondents whose settings had applied to the fund had received money from it. Respondents who had not received funding from the scheme were asked why this was the case. Almost half (48 per cent) of all respondents said the reason they had not received the money was because they were still waiting for a decision. One quarter (24 per cent) said they had been accepted but had not yet received the money.

Respondents who had not heard of the Graduate Leader Fund or who had heard of the scheme but not applied for money through it were asked whether they had received any other funding from a Local Authority to help employ someone with Early Years Professional Status. Only one in ten (11 per cent) had received such funding and this varied between regions. Settings in the North West were most likely to have received other Local Authority funding (18 per cent) and those in the South West were the least likely (four per cent). If a respondent's setting had not received any such funding from a Local Authority the respondent was asked how interested they would be in applying for money to help train up an existing member of staff to Early Years Professional Status or to recruit someone with this qualification. Around half (51 per cent) said they would be very interested in this and less than one in ten (eight per cent) said they would not be interested in this at all. There was significant variation between regions with settings in London most likely to say they would be very interested in applying for funding (64 per cent) and just less than four in ten (39 per cent) of settings in the East Midlands. Profit making organisations were also more likely to say they were interested than non profit making/charity organisations (54 versus 47 per cent respectively).

8 Recruitment and retention

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

8.1 Staff vacancies

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

The childcare providers most likely to be actively recruiting staff were full day care settings in children's centres (40 per cent) while sessional settings were least likely to be actively recruiting (10 per cent). Similar proportions of all types of provider reported that they were actively recruiting in 2008 compared to 2007.

Table 8.1 - Number of childcare staff vacancies and proportion of providers actively recruiting						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Total
	No.	No.	No.	No.	No.	No.
Senior managers	400	50	250	300	200	1,100
Supervisory staff	2,800	350	400	850	650	4,600
Other paid staff	2,800	500	500	1,200	1,500	5,900
Total	5,900	900	1,100	2,300	2,400	11,700
<i>Base: Module B childcare providers actively trying to recruit 2008</i>						
Proportion actively trying to recruit	25%	40%	10%	17%	19%	20%
<i>Base: Module B childcare providers 2008.</i>						

The proportion of early years providers actively recruiting was higher for nursery schools (24 per cent) than primary schools with nursery and reception classes (15 per cent) and primary schools with reception but no nursery classes (11 per cent) (table 8.2). Similar proportions of early years providers said that they were actively recruiting in the 2007 survey (24 per cent of nursery schools, 16 per cent of primary schools with nursery and reception classes and 14 per cent of primary schools with reception but no nursery classes).

Table 8.2 - Number of early years staff vacancies and proportion of providers actively recruiting				
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Total
	No.	No.	No.	No.
Head teachers	0	100	100	250
Qualified early years teachers	50	400	250	700
Nursery nurses	50	350	50	450
Other paid early years support staff	50	300	400	700
Total	150	1,100	800	2,100
<i>Base: Early years providers actively trying to recruit 2008.</i>				
Proportion actively trying to recruit	24%	15%	11%	13%
<i>Base: Early years provision in maintained schools 2008.</i>				

8.2 Level of recruitment

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

Among full day care providers 41,000 staff were recruited in 2008 (an average of three members of staff recruited per setting) compared with 37,400 staff in 2007 (an average of two members of staff per setting).

On average of one member of staff was recruited per sessional setting as was the case in 2007, with a slightly higher number of staff recruited overall in 2008 (10,200 in 2008 and 9,500 in 2007).

Among out of school providers, the number of after school club staff recruited decreased (despite a growth in the number of providers) from 17,400 staff recruited in 2007 to 12,000 staff in 2008 (an average of one member of staff per setting in 2008 compared to two members of staff per setting in 2007).

Whilst the number of holiday club staff recruited in 2008 remained unchanged since 2007 (at 16,000), the average number of staff recruited per setting fell from three in 2007 to two in 2008. This reflects an increase in the number of providers over the same period.

Table 8.3 - Number of staff recruited in childcare and early years providers						
	2008		2007		2006	
	No.	Average per setting	No.	Average per setting	No.	Average per setting
Full day care	41,000	3	37,400	2	29,600	2
<i>Full day care in children's centres</i>	2,900	3	3,800	3	2,700	4
Sessional	10,200	1	9,500	1	10,500	1
After school clubs	12,000	1	17,400	2	11,400	2
Holiday clubs	16,000	2	16,000	3	20,600	3
Nursery schools	800	2	800	2	1,000	2
Primary schools with nursery and reception classes	8,900	1	9,500	1	8,200	1
Primary schools with reception but no nursery classes	5,800	1	5,700	1	6,100	1
Total	94,700	2				

Base: Module B childcare providers 2008, 2007, 2006. Early years provision in maintained schools 2008, 2007, 2006.

Among early years providers, primary schools with nursery and reception classes were the only provider type where the number of staff recruited had decreased; from 9,500 in 2007 to 8,900 in 2008 (having increased from 8,200 in 2006). The number of staff recruited in nursery schools remained at 800 and in primary schools with reception but no nursery classes the number of staff recruited increased slightly from 5,700 in 2007 to 5,800 in 2008.

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

The proportion of senior managers recruited in full day care settings in children's centres in 2008 had decreased to 15 per cent (around 150 people) compared with 23 per cent in 2007 (200 people).

The proportion of senior managers recruited in after school clubs in 2008 had decreased to 10 per cent from 15 per cent in 2007 whilst the proportion in holiday clubs had increased from seven per cent in 2007 to 12 per cent in 2008.

Table 8.4 - Proportion of childcare providers that have recruited and number of staff recruited, by staff type

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	%	No.	%	No.	%	No.	%	No.	%	No.
Senior managers	10%	1,400	15%	150	5%	400	10%	900	12%	800
Supervisors	54%	17,200	68%	1,500	31%	3,700	39%	5,700	44%	6,700
Other paid support staff	71%	22,400	66%	1,200	52%	6,100	50%	5,400	63%	8,500

Base: Module B childcare providers 2008. All senior managers 2008.

In 2008 two fifths (39 per cent) of after school clubs and 44 per cent of holiday clubs had recruited at least one supervisor (51 and 49 per cent respectively in 2007).

Table 8.5 - Proportion of early years providers that have recruited and number of staff recruited, by staff type

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	%	No.	%	No.	%	No.
Head teachers/Early years co-ordinators	10%	50	6%	400	6%	500
Qualified early years teachers	38%	200	42%	3,400	27%	1,900
Qualified nursery nurses	39%	200	22%	1,900	18%	1,200
Other paid early years support staff	52%	300	43%	3,100	27%	2,200

Base: Early years provision in maintained schools 2008. All head teachers and early years co-ordinators 2008.

8.2.1 Recruitment rates

Table 8.6 shows the average recruitment rates for all childcare and early years providers. The recruitment rate gives the number recruited as a proportion of all those who would have been employed at the beginning of the twelve-month period covered by the survey. If no new staff have been recruited then the recruitment rate will be equal to zero, regardless of the number of leavers⁵⁵.

Recruitment rates had fallen in 2008 for all types of childcare provider except full day care, where the recruitment rate had increased (table 8.6).

Of all types of provider, holiday clubs had the highest recruitment rate at 49 per cent, followed by full day care in children's centres and full day care as a whole with recruitment rates of 42 per cent each.

⁵⁵ For a full explanation of how the recruitment rate is calculated please see the Technical Report.

Following a peak in 2007 the out of school settings showed the sharpest decline in recruitment rates between 2007 and 2008 (from 60 per cent to 49 per cent for holiday clubs and from 64 to 40 per cent for after school clubs (table 8.6)).

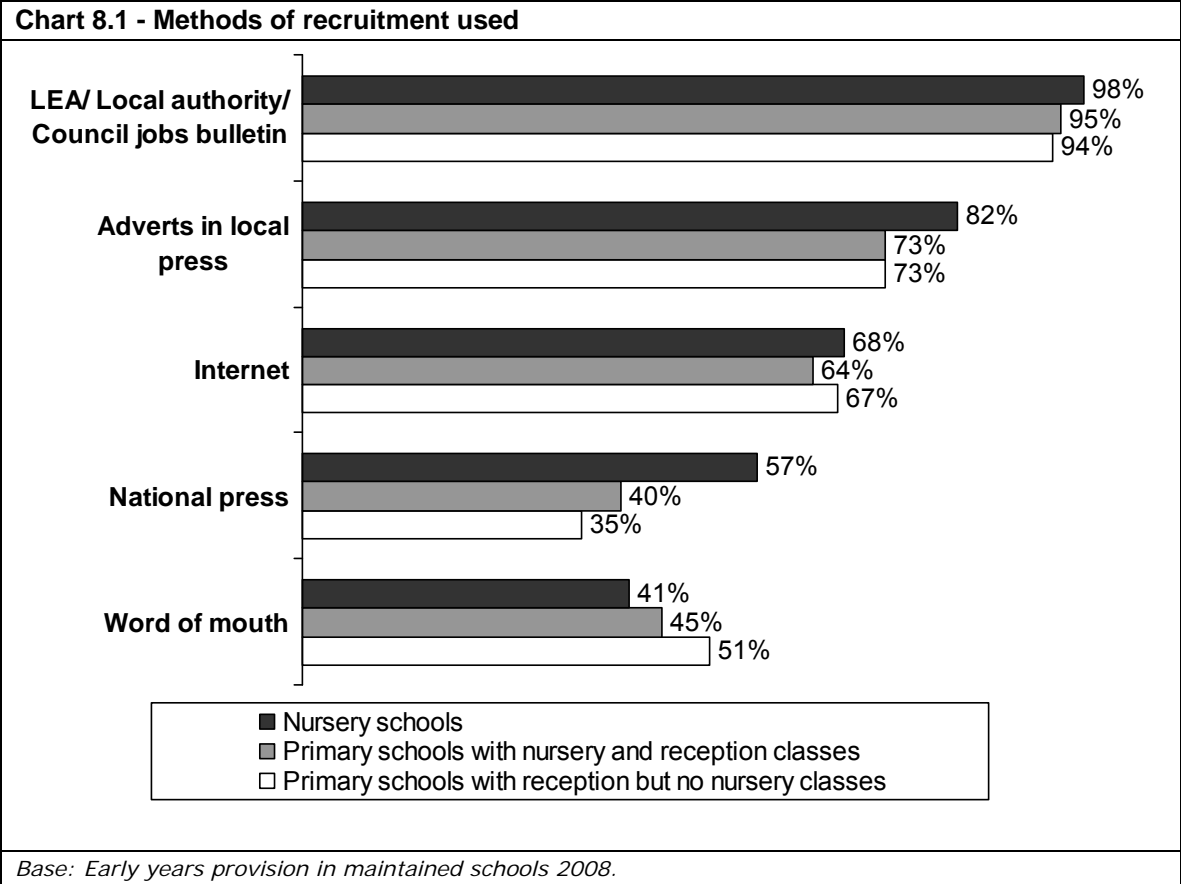
Recruitment rates among early years providers have been relatively stable over the years compared with recruitment rates for childcare providers, all at around 20 per cent, as table 8.6 shows.

Table 8.6 - Recruitment rate for childcare and early years providers					
	2008	2007	2006	2005	2003
Full day care	42%	38%	22%	37%	31%
<i>Full day care in children's centres</i>	42%	42%	36%	<i>N/A</i>	<i>N/A</i>
Sessional	24%	27%	19%	21%	22%
After school clubs	40%	64%	26%	<i>N/A</i>	36%
Holiday clubs	49%	60%	46%	<i>N/A</i>	56%
Nursery schools	20%	20%	26%	<i>N/A</i>	24%
Primary schools with nursery and reception	23%	25%	22%	<i>N/A</i>	20%
Primary schools with reception but no nursery	19%	19%	23%	<i>N/A</i>	23%
<i>Base: Module B childcare providers 2008, 2007, 2006, 2005. All childcare providers 2003. Early years provision in maintained schools 2008, 2007, 2006, 2003.</i>					

8.3 Recruitment methods

All early years providers in maintained schools⁵⁶ were asked which methods, if any, they used for recruiting staff.

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



As was the case in 2007, nearly all reported using LEA/local authority/council jobs bulletins in 2008 (98 per cent of nursery schools, 95 per cent of primary schools with nursery and reception classes and 94 per cent of primary schools with reception but no nursery classes in 2008 compared to 99, 98 and 94 per cent respectively in 2007). In 2006 LEA / local authority / council jobs bulletins were also the most commonly reported methods of recruitment used although at lower levels (97 per cent of nursery schools, 86 per cent of primary schools with nursery and reception classes and 88 per cent of primary schools with reception but no nursery classes).

The second most widely used method was adverts in local press, at similar levels to those reported in 2007 (82 per cent of nursery schools, 73 per cent of primary schools with nursery and reception classes and 73 per cent of primary schools with reception but no nursery classes in 2008 - compared to 82, 75 and 77 per cent respectively in 2007).

Other notable trends over time were that there were increases in the proportion of primary schools with nursery and reception classes using the internet to recruit staff (30 per cent in 2006, 70 per cent in 2007 and 64 per cent in 2008) and in the proportion of nursery schools using the national press to recruit staff (13 per cent in 2006, 44 per cent in 2007 and 57 per cent in 2008).

⁵⁶ These questions were not asked of childcare providers.

When comparing 2007 and 2008, there has been a fall in the proportion of primary schools with nursery and reception classes and primary schools with reception but no nursery classes using the national press (from 46 to 40 per cent and 41 to 35 per cent respectively). There has also been a fall in the proportion of nursery schools and primary schools with nursery and reception classes using word of mouth (from 62 to 41 per cent and 51 to 45 per cent respectively).

8.4 Problems with recruitment

Early years providers in maintained schools⁵⁷ were asked to what extent they had experienced difficulty in recruiting paid staff over the previous twelve months. Nineteen per cent of nursery schools, nine per cent of all primary schools with nursery and reception classes and four per cent of primary schools with reception but no nursery classes reported that they had experienced either a fair amount or a great deal of difficulty. This was similar to 2007 when 22 per cent, nine per cent and three per cent respectively reported they had experienced either a fair amount or a great deal of difficulty.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	%	No.	%	No.	%	No.
A great deal	6%	50	3%	200	1%	100
A fair amount	13%	50	6%	400	3%	250
Not very much	9%	50	9%	600	6%	500
Not at all	44%	200	53%	3,550	46%	4,000
Not applicable / haven't tried recruiting	27%	100	28%	1,900	43%	3,800
Don't know	2%	0	1%	100	1%	100

Base: Early years provision in maintained schools 2008.

8.4.1 Type of staff that settings had difficulty recruiting

Early years providers in maintained schools⁵⁸ who had experienced difficulties in recruiting were then asked which types of staff they have had difficulty recruiting. Caution must be taken with these results due to small base sizes⁵⁹.

Primary schools with nursery and reception classes most commonly experienced difficulty trying to recruit qualified early years teachers (57 per cent). One in five had difficulty recruiting nursery nurses (23 per cent), support staff for children with special needs (22 per cent), other childcare staff (20 per cent) and supply staff (17 per cent), with one in ten having problems recruiting senior managers (13 per cent).

⁵⁷ These questions were not asked of childcare providers.

⁵⁸ These questions were not asked of childcare providers.

⁵⁹ 36 nurseries, 44 primary schools with nursery and reception classes and 26 primary schools with reception but no nursery classes reported having difficulty recruiting staff.

Nursery schools also reported that problems were most commonly experienced trying to recruit qualified early years teachers (49 per cent) although they were almost as likely to experience difficulty when trying to recruit nursery nurses (47 per cent). Three in ten nursery schools experienced difficulties recruiting senior managers (30 per cent).

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

8.4.2 Types of difficulties

Early years providers in maintained schools⁶⁰ who had experienced difficulty recruiting early years staff were also asked about the types of problems which they had encountered. Caution must be taken with these results due to small base sizes⁶¹.

The most common difficulties for primary schools with nursery and reception classes were with the number of applicants, 41 per cent said there were 'too few applicants with the right experience', 35 per cent 'no qualified applicants at all', and 27 per cent 'too few applicants in total'. There was then a sizeable drop to the next most common problem of 'quality of staff' (seven per cent reported this).

Amongst nursery schools, 'too few applicants with the right experience was the most frequently mentioned problem (51 per cent reported this), followed by 'too few applicants' (38 per cent). The third most mentioned response was 'having no qualified applicants' (33 per cent).

8.5 Time taken to fill vacancies

In early years settings in maintained schools⁶² where there were no current vacancies, respondents were asked how long it took them on average to fill a vacancy. Results were similar to those reported in 2007 for all early years provider types, as shown in table 8.8.

Table 8.8 - Length of time settings would expect to take to fill a vacancy

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2008	2007	2008	2007	2008	2007
Within one month	24%	24%	37%	33%	40%	42%
Between one and two months	54%	49%	45%	49%	42%	43%
Three months or longer	14%	21%	9%	10%	8%	6%

Base: All early years providers who do not currently have any vacancies for which they are actively trying to recruit 2008, 2007.

⁶⁰ These questions were not asked of childcare providers.
⁶¹ 36 nurseries, 44 primary schools with nursery and reception classes and 26 primary schools with reception but no nursery classes reported having difficulty recruiting staff.
⁶² These questions were not asked of childcare providers.

8.6 Average length of service

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

	2008	2007	2006	2003
Full day care	4 years and 9 months	4 years and 3 months	5 years and 2 months	3 years and 5 months
<i>Full day care in children's centres</i>	4 years and 5 months	<i>3 years and 6 months</i>	<i>3 years and 10 months</i>	N/A
Sessional	6 years and 3 months	6 years and 2 months	6 years and 6 months	5 years and 5 months
After school clubs	4 years and 2 months	3 years and 9 months	4 years and 4 months	3 years and 2 months
Holiday clubs	4 years	4 years	4 years and 3 months	3 years and 4 months
Nursery schools	8 years and 3 months	8 years	7 years and 9 months	6 years
Primary schools with nursery and reception classes	7 years and 4 months	7 years	7 years and 3 months	6 years and 10 months
Primary schools with reception but no nursery classes	6 years and 11 months	7 years	7 years and 3 months	6 years and 9 months

Base: All paid childcare staff 2008, 2007, 2006, 2003. All paid early years staff 2008, 2007, 2006, 2003.

Sessional providers continued to have the longest average length of service among the childcare settings (at six years and three months). Conversely full day care settings in children's centres continued to have the shortest average length of service (at three years and five months), though this is to be expected given that children's centres are a relatively new type of provision.

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

The average length of service reported amongst early years providers ranged from six years and 11 months for primary schools with reception but no nursery classes, to eight years and three months for nursery school staff.

Among all childcare and early years settings the average length of service had increased from 2003.

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

	Less than a year	Between 1 and 5 years	Between 5 and 10 years	Between 10 and 15 years	More than 15 years
Full day care	19%	50%	20%	6%	4%
<i>Full day care in children's centres</i>	20%	56%	13%	3%	6%
Sessional	15%	39%	26%	9%	9%
After school clubs	25%	49%	16%	5%	2%
Holiday clubs	22%	54%	16%	3%	3%
Nursery schools	10%	33%	26%	13%	18%
Primary schools with nursery and reception classes	15%	34%	24%	12%	14%
Primary schools with reception but no nursery classes	14%	35%	28%	12%	9%

Base: All paid childcare staff 2008. All paid early years staff 2008.

8.7 Annual staff losses

Annual staff losses were at very similar levels for all provider types in 2008 as in 2007, with the exception of after school clubs, where the proportion of providers that had at least one member of staff leave in the year prior to the survey had increased, as table 8.11 shows.

	2008	2007	2006
Full day care	63%	62%	62%
<i>Full day care in children's centres</i>	64%	61%	57%
Sessional	40%	40%	38%
After school clubs	66%	48%	48%
Holiday clubs	54%	53%	54%
Nursery schools	38%	33%	45%
Primary schools with nursery and reception classes	27%	28%	24%
Primary schools with reception but no nursery classes	17%	17%	14%

Base: All paid childcare staff (module B) 2008, 2007, 2006. All paid early years staff 2008, 2007, 2006.

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

Table 8.12 - Total number of staff losses and average number of losses per setting, in the last 12 months		
	Total number of staff losses	Average number of staff losses per setting
Full day care	21,400	2
<i>Full day care in children's centres</i>	1,200	1
Sessional	5,100	1
After school clubs	5,600	1
Holiday clubs	8,000	1
Nursery schools	300	1
Primary schools with nursery and reception classes	2,400	*
Primary schools with reception but no nursery classes	1,600	*
Total	44,400	1
<i>Base: All paid childcare staff (module B) 2008. All paid early years staff 2008.</i>		

The turnover rate gives the number of staff that have left as a proportion of all staff who would have been employed at the start of the twelve month period covered by the survey. If no staff have left their employment the turnover rate will be zero. If staff have left, but no more have been recruited, the turnover rate will fall⁶³.

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

Of all types of provider, holiday clubs had the highest turnover rates (23 per cent), followed by full day care providers (16 per cent), and after school clubs (15 per cent). Turnover rates for most providers had remained stable since 2007 with the exception of after school clubs whose turnover rate fell to 15 per cent in 2008, following a peak of 23 per cent in 2007.

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

⁶³ For a full explanation of how the turnover rate is calculated please refer to the Technical Report.

Table 8.13 - Turnover rate for childcare and early years providers					
	2008	2007	2006	2005	2003
Full day care	16%	15%	13%	17%	18%
<i>Full day care in children's centres</i>	13%	11%	11%	N/A	N/A
Sessional	11%	11%	10%	11%	14%
After school clubs	15%	23%	15%	N/A	23%
Holiday clubs	23%	22%	22%	N/A	33%
Nursery schools	6%	5%	8%	N/A	11%
Primary schools with nursery and reception	5%	6%	5%	N/A	9%
Primary schools with reception but no nursery	5%	5%	6%	N/A	9%
<i>Base: Module B childcare providers 2008, 2007, 2006, 2005. All childcare providers 2003. Early years provision in maintained schools 2008, 2007, 2006, 2003.</i>					

8.8 Destination of staff who left

Early years providers in maintained schools⁶⁴ who reported that they had had staff leave their employment were asked where staff had moved on to.

Similar proportions of providers from each of the three early years settings believed that the staff who had left were still working in the childcare or early education sector (61 per cent of staff from primary schools with nursery and reception classes, 57 per cent of staff from primary schools with reception but no nursery classes and 64 per cent of staff from nursery schools).

Table 8.14 gives a fuller picture of where staff had moved on to, and give results over time. Results should be treated with caution, as there were low base sizes for nursery schools and primary schools with reception but no nursery classes⁶⁵, and there was a notable proportion of staff whose destination was unknown (varying between provider types and between years from around five per cent to 20 per cent).

⁶⁴ These questions were not asked of childcare providers.

⁶⁵ 69 nurseries and 96 primary schools with reception but no nursery classes.

	Nursery schools‡				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes‡			
	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
Left to work elsewhere in childcare and early years sector	64%	59%	62%	50%	61%	60%	55%	60%	57%	54%	46%	61%
Left to work outside the childcare and early years sector	11%	11%	16%	15%	11%	11%	14%	9%	18%	11%	23%	10%
Left to stop working	27%	31%	16%	26%	25%	22%	19%	19%	15%	25%	27%	24%

Base: All early years providers who have at least one member of staff leave in the previous 12 months 2008, 2007, 2006, 2003.

8.9 Employment growth rate

The employment growth rate gives the number of additional staff recruited as a proportion of those employed at the start of the twelve-month period covered by the survey. If the number of staff that left was equal to the number of staff recruited then the employment growth rate will be zero. If more staff have been recruited than the number who have left, then the employment growth rate will be greater than zero. If a larger number of staff have left than have been recruited then the employment growth rate will be negative⁶⁶.

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

Full day care providers in children's centres had the highest employment growth rate of all types of provider, at 33 per cent. As children's centres are newer establishments, their higher employment growth rate reflects their need to grow faster than some other types of provider.

The only childcare and early years providers whose employment rates had changed significantly from 2007 were full day care providers, after school clubs and holiday clubs.

The employment growth rate of full day care increased from 23 per cent to 27 per cent, and this was in line with the increase in 2008 of full day care providers and registered places. The employment growth rates of after school clubs and holiday clubs had both decreased since 2007, despite an increase in providers and places over the same period. These declines in employment growth rates perhaps reflect the longer term pattern of providers and places. The number of after school club and holiday club providers and places increased substantially between 2003 and 2006, with growth levelling off since 2006. This levelling off of providers and places may have taken a while to filter through, leading to the downturn in employment growth rates between 2007 and 2008.

⁶⁶ For a full explanation of how the employment growth rate is calculated please refer to the Technical Report.

Sessional providers had the lowest employment growth rates (14 per cent), mirroring the slowing of growth of that sector in terms of numbers of providers and places.

Each of the early years settings had an employment growth rate similar to those reported in 2007 and 2006, indicating that these providers were growing at a similar rate as the two previous years.

Table 8.15 - Employment growth rate for childcare and early years providers					
	2008	2007	2006	2005	2003
Full day care	27%	23%	10%	20%	13%
<i>Full day care in children's centres</i>	33%	31%	25%	N/A	N/A
Sessional	14%	16%	9%	8%	8%
After school clubs	25%	41%	11%	N/A	13%
Holiday clubs	26%	37%	23%	N/A	23%
Nursery schools	16%	16%	17%	N/A	13%
Primary schools with nursery and reception	19%	20%	17%	N/A	11%
Primary schools with reception but no nursery	15%	16%	17%	N/A	14%
<i>Base: Module B childcare providers 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2008, 2007, 2006, 2003.</i>					

9 Income and expenditure

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

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

9.1 Deposits or registration fees

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

The proportions of providers that charged these fees, along with amounts charged, are set out below in table 9.1

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Childminders	
	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007
Proportion of providers who charged a deposit	52%	48%	38%	39%	21%	18%	18%	17%	29%	24%	30%	30%
Proportion of providers who charged a registration fee	33%	29%	14%	15%	21%	22%	18%	16%	21%	18%	1%	1%
Average deposit charged	£88	£62	£87 [†]	£54 [†]	£42	£32	£42	£32	£37	£48	£90 ⁶⁷	£83 ⁶⁸
Average registration fee charged	£32	£35	†	†	£14	£12	£13	£14	£16	£21	†	†

Bases: Module B childcare providers 2008. All module B providers who charge a deposit 2008. All module B providers who charge a registration fee 2008. Bases: Module B childcare providers 2007. All module B providers who charge a deposit 2007. All module B providers who charge a registration fee 2007.

Among those who did charge a deposit, between 20 per cent and 30 per cent of all types of provider were unable or unwilling to say how much it was (except for sessional providers, where only six per cent were unable or unwilling to say how much it was), so the data on the average deposits charged should be treated with caution.

⁶⁷ The mean value for those charging a fixed deposit rate was around £90. However this is high considering that 50 per cent had charged £50 or less. This suggests the mean value has been skewed by a few providers who charged high deposits, so this figure should be treated with caution. Additionally, for those providers who charged a proportion of fees as a deposit instead of a fixed price was £51.

⁶⁸ The mean value in 2007 was around £83. However this is high considering that 47 per cent had charged £50 or less. This suggests the mean value has been skewed by a few providers who charged high deposits, so this figure should be treated with caution. Additionally, for those providers who charged a proportion of fees as a deposit instead of a fixed price was £54.

Full day care providers were the most likely provider type to charge a deposit and the most likely to charge a registration fee in 2008 (as was the case in 2007), with around half (52 per cent) of providers charging a deposit and a third (33 per cent) charging a registration fee. Profit making organisations were more likely than not for profit organisations to charge deposits and registration fees, and to charge higher than average fees, for the majority of provider types (table 9.2)

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

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	Profit	Not for profit	Profit	Not for profit	Profit	Not for profit	Profit	Not for profit	Profit	Not for profit
Proportion of providers who charged a deposit	64%	30%	46%	27%	38%	17%	29%	11%	36%	23%
Proportion of providers who charged a registration fee	38%	23%	12%	15%	22%	21%	17%	19%	23%	18%
Average deposit charged	£92	£73	£66‡	£120‡	£63	£29	£47	£33	£42	£32
Average registration fee charged	£34	£23	†	†	£22	£11	£17	£10	£22	£9

Bases: Module B childcare providers 2008. All module B providers who charge a deposit. All module B providers who charge a registration fee.

9.2 Fees

Caution must be taken with fees data as the figures have been derived from a number of variables and therefore may be prone to distortion. They should only be used as an indicative guide. All average fee data quoted exclude cases where respondents said they charged nothing, and exclude cases where the respondent could not or would not answer unless stated otherwise⁶⁹.

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

Table 9.3 - Proportion of providers who vary their fees

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
2008	53%	61%	20%	39%	39%	37%
2007	47%	60%	15%	34%	38%	36%
2006	53%	56%	15%	37%	40%	38%

Base: Module B childcare providers 2008, 2007. Module A childcare providers 2006. Childminders 2008, 2007, 2006.

Full day care providers in children's centres were the type of setting most likely to vary their fees (61 per cent), and sessional providers were the least likely (20 per cent). The results for all provider types were similar to those of 2007 and 2006.

⁶⁹ For details of how fees data was derived, please see the Technical Report.

The most common reason given by full day care providers for varying fees was the age of child (82 per cent of full day care providers). Sessional providers gave a more even spread of answers but were most likely to vary their fees if the parents were in receipt of a local authority grant (46 per cent of sessional providers).

For out of school providers and childminders the number of siblings enrolled was the most likely reason given for varying fees (73 per cent of after school clubs, 73 per cent of holiday clubs and 67 per cent of childminders). The results for all providers are shown in table 9.4. These results were broadly in line with the corresponding 2007 data.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
Age of the child	82%	85%	40%	11%	23%	22%
Number of siblings enrolled	55%	44%	38%	73%	73%	67%
Number of hours per week	47%	48%	24%	35%	31%	46%
Whether in receipt of a local authority grant	33%	33%	46%	11%	19%	10%
Time of day	17%	16%	6%	14%	16%	27%
What the fees covered	17%	13%	10%	16%	9%	28%
Parent's income	7%	13%	19%	13%	17%	11%

Base: All module B childcare providers that vary fees 2008.

The units which providers most commonly charged fees in 2008 were similar to 2007 for each provider type; the 2008 results were as follows.

Among full day care providers, the most common units used when charging parents were per half day or session (46 per cent) and per day (26 per cent) followed by per hour (13 per cent), per week (nine per cent), per month (three per cent) and per term (one per cent). For full day care in children's centres, the most common units used were also per half day or session (40 per cent) and per day (29 per cent) followed by per hour (16 per cent) and per week (13 per cent).

As would be expected, most sessional day care providers (87 per cent) charged parents on a per session basis. Five per cent of providers charged per hour, two per cent charged per week, one per cent charged per day, one per cent charged per term and one per cent did not charge parents a fee.

The most common unit used in after school clubs when charging parents was per half day or session (69 per cent) and per hour (17 per cent) followed by per day (six per cent) and per week (four per cent) - with one per cent not charging a fee. For holiday clubs the most common units used were per half day or session (43 per cent) and per day (37 per cent) followed by per hour (10 per cent), per week (six per cent), per month (one per cent) and per term (one per cent).

Eight in ten (80 per cent) childminders charged by the hour. One in ten (12 per cent) charged per day, five per cent charged per week, and just two per cent charged per session or half-day.

9.2.1 Average fees charged

Table 9.5 shows the average fees charged for each type of provider, by type of ownership of the provider. After school clubs and holiday clubs were not asked what hourly fees they charged in 2008.

Table 9.5 - Average fees charged by ownership			
	Full day care	<i>Full day care in children's centres</i>	Sessional
Overall mean average hourly fee	£3.50	£3.30	£2.30
<hr/>			
Private	£3.70	†	£2.50
Voluntary	£2.70	†	£2.20
Local authority	£3.10‡	£3.30	†
Schools / colleges	£3.80‡	†	†
Other	†	†	†
<i>Base: Module B childcare providers 2008.</i>			

The average fee charged was higher among full day care providers, at £3.50 per hour (£3.20 per hour in 2007) than full day care settings in children's centres, at £3.30 per hour, and sessional providers, with an average fee of £2.30 per hour (unchanged from £2.30 in 2007). Childminders reported charging on average £3.60 per hour (unchanged from £3.60 in 2007).

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

9.2.2 Average fees in deprived areas

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

Table 9.6 - Averages hourly fees by level of deprivation				
	Full day care	<i>Full day care in children's centres</i>	Sessional	Childminders
Overall mean average hourly fee	£3.50	£3.30	£2.30	£3.60
30% most deprived areas	£3.60	£3.20	£2.10‡	£3.70
70% least deprived areas	£3.40	£3.50‡	£2.40	£3.50
<i>Base: Module B childcare providers 2008. Childminders 2008.</i>				

Average fees varied depending on whether providers were from the most or least deprived areas for most provider types. However, table 9.6 shows that average fees were lower for some providers and higher for other providers in the 30 per cent most deprived areas compared with providers in the 70 per cent most deprived areas.

9.2.3 Average fees by Government Office Region

Table 9.7 shows average hourly fees by Government Office Region.

Due to low base sizes, table 9.7 can only be used for indicative purposes. The data suggest that sessional providers and childminders in London and the South East and full day care providers in London charged more than their counterparts in other regions.

Table 9.7 - Average hourly fees charged by Government Office Region				
	Full day care	<i>Full day care in children's centres</i>	Sessional	Childminders
Overall mean average hourly fee	£3.50	£3.30	£2.30	£3.60
East Midlands	£3.60	†	†	£3.20‡
East	£3.50	†	£2.30	£3.60
London	£4.60	†	£2.40	£4.30
North East	£3.20	†	†	£3.20
Yorkshire & Humberside	£3.00	†	£2.20	£3.20
North West	£3.60	†	£2.10	£3.00‡
South East	£3.50	†	£2.60	£3.80
South West	£3.30	†	£2.30	£3.60‡
West Midlands	£2.90	†	†	£3.00‡
<i>Base: Module B childcare providers 2008. Childminders 2008.</i>				

9.2.4 Average fees by qualification of the senior manager

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

Table 9.8 - Average hourly fees by qualification of senior manager			
	Full day care	<i>Full day care in children's centres</i>	Sessional
Overall mean average hourly fee	£3.50	£3.30	£2.30
Senior manager with Level 5 qualification or below	£3.50	£3.20	£2.30
Senior manager with a level six or above qualification	£3.60	£3.40	†
<i>Base: Module B childcare providers 2008. Childminders 2008.</i>			

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

9.2.5 Average fees for a child by age

Table 9.9 shows average hourly fees for a child by age and type of provider. If a provider said that they did not vary their fees depending on the age of the child, or if they did but did not have any children aged three or under, they were asked how much they charged for a typical child.

Table 9.9 - Averages hourly fees				
	Full day care	<i>Full day care in children's centres</i>	Sessional	Child-minders
Overall mean average hourly fee	£3.50	£3.30	£2.30	£3.60
Fees for a child aged 18 months	£3.90	£3.40	†	†
Base: Childcare providers and childminders who have children less than 2 years old enrolled and whose fees vary 2008.				
Fees for a child aged 3 years old	£3.40	£3.20	£2.20	†
Base: Childcare providers and childminders who have children aged 3 years old enrolled and whose fees vary 2008.				
Average fee for a typical child	†	†	†	£3.60
<i>Base: Childcare providers and childminders whose fees did not vary depending on the age of the child 2008.</i>				

Due to low base sizes, only limited data was collected. However, as an indicative guide, the data suggests that providers charge higher fees for younger children, as has been the case in previous years.

9.3 Changes to fees

Full day care providers in children's centres were the most likely provider type to have increased its fees in the last six months (44 per cent) whereas childminders and sessional providers were least likely (16 and 17 per cent respectively), as table 9.10 shows.

	Full day care			<i>Full day care in children's centres</i>			Sessional			After school clubs			Holiday clubs			Childminders		
	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006
Never changed fees	4%	9%	2%	13%	22%	19%	8%	7%	1%	10%	18%	6%	7%	10%	8%	24%	30%	31%
Increased fees in the last six months	34%	33%	33%	44%	39%	39%	17%	28%	19%	27%	25%	26%	33%	27%	31%	16%	18%	17%
Increased fees in the last year	76%	72%	76%	66%	65%	66%	57%	64%	61%	63%	52%	61%	59%	61%	63%	37%	37%	35%
Increased fees in the last two years	91%	86%	92%	78%	72%	72%	80%	84%	86%	81%	73%	84%	78%	80%	81%	63%	57%	56%

Base: Module A childcare providers 2008, 2007, 2006. Childminders 2008, 2007, 2006.

9.4 Income from fees

Caution must be taken with the fees data as significant proportions of respondents refused or were unable to provide fee data, such respondents have been excluded when averages have been calculated⁷⁰. The figures that are reported have been derived from a number of variables and therefore may be prone to distortion⁷¹. They should only be used as an indicative guide.

Table 9.11 shows the mean and median average incomes from parent's fees. As has been the case in previous years, full day care settings received by far the highest average income from fees, with sessional providers and childminders receiving the least income from fees.

Table 9.11 Average income from fees							
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Total
Mean income from fees							
2008	£167,000	£137,400	£14,400	£40,300	£45,700	£9,800	£277,100
2007	£151,800	£138,100	£13,800	£31,500	£47,000	£8,700	
2006	£133,500	£123,600	£14,900	£33,800	£42,200	£8,400	
Median income from fees							
2008	£120,000	£116,000	£7,500	£22,800	£19,300	£8,700	£178,200
2007	£100,000	£118,300	£6,600	£19,900	£22,800	£7,700	
2006	£96,000	£100,000	£5,200	£20,000	£18,000	£7,300	
<i>Base: Module A childcare providers providing fee income data 2008, 2007, 2006. Childminders providing fee income data 2008, 2007, 2006.</i>							

As was the case in 2007, providers set up as for-profit organisations reported a higher income from fees than not-for-profit organisations for all provider types except full day care in children's centres - for whom the opposite was the case⁷².

9.5 Awareness of childcare vouchers

The childcare voucher scheme is 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.

⁷⁰ The following proportions of respondents did not provide fee data: 39 per cent of full day care providers; 36 per cent of full day care providers in children's centres; 33 per cent of sessional providers; 32 per cent of after school clubs; 53 per cent of holiday clubs; and 15 per cent of childminders.

⁷¹ For information on the variables used please refer to the Technical Report.

⁷² This finding excludes childminders, as no data on whether childminders are for-profit or not-for-profit are collected.

As table 9.12 shows the majority of providers had heard of childcare vouchers⁷³, ranging from all full day care in children's centres (100 per cent) to 87 per cent of sessional providers. The range of proportions of providers that accepted vouchers was greater, from 97 per cent of full day care providers in children's centres to 71 per cent of sessional providers. Of the few providers that did not accept childcare vouchers between three in ten (32 per cent of after school clubs) and six in ten (56 per cent of childminders) said that they would consider accepting them in the future.

⁷³ The employee's child or children for whom the childcare voucher is provided is eligible up to 1 September following their 15th birthday or 1 September following their 16th birthday if he or she is disabled. Childcare vouchers are exempt from employee tax and National insurance contributions if the qualifying conditions are met, up to a limit of £55 per week, or £243 a month. For more information see: <http://www.hmrc.gov.uk/childcare/>

Table 9.12 - Awareness of childcare vouchers

	Full day care			Full day care in children's centres			Sessional			After school clubs			Holiday clubs			Childminders		
	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006
% of providers who had heard of childcare vouchers	99%	97%	94%	100%	98%	98%	87%	86%	83%	95%	92%	90%	96%	93%	89%	89%	90%	84%
Base: Module B childcare providers 2008, 2007, module A childcare providers 2006. Childminders 2008, 2007, 2006.																		
% of providers who accepted childcare vouchers	95%	90%	90%	97%	91%	87%	71%	67%	55%	84%	82%	73%	85%	76%	68%	79%	72%	64%
Base: All module B providers who have heard of childcare vouchers 2008, 2007. All childminders who have heard of childcare vouchers 2008, 2007, 2006.																		
% of providers who would consider accepting them in the future	†	59%	61%	†	55%	51%	45%‡	50%	43%	32%‡	46%	45%	46%‡	42%	34%	56%	55%	60%
Base: All module B providers who do not accept childcare vouchers 2008, 2007, 2006. All childminders who do not accept childcare vouchers 2008, 2007, 2006																		

9.6 Fees paid by employers

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

	2008	2007	2006
Full day care	86%	85%	70%
<i>Full day care in children's centres</i>	89%	82%	58%
Sessional	51%	44%	28%
After school clubs	81%	77%	62%
Holiday clubs	87%	81%	65%
Childminders	63%	55%	29%

Base: All module A providers who accept childcare vouchers 2008, 2007. All childminders who accept childcare vouchers 2008, 2007.

Table 9.14 shows that full day care providers had the highest average number of children that had at least part of their fees paid for by direct payments or voucher payments by parents' employers at 15 children per setting, with childminders having the lowest average number at two children per setting.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders	Total
Total number of children	144,300	6,000	13,800	29,100	19,600	50,100	256,900
Average number of children per setting	15	8	6	5	5	2	3

Base: All module B providers who have children where some of the fees are paid by parent's employer 2008. All childminders who have children whose childcare was paid for by a parent's employer 2008.

9.7 Income

9.7.1 Income from local authorities and central government

Caution must be taken with the income data as significant proportions of respondents refused or were unable to provide income data and figures that were recorded have been derived from a number of variables and therefore may be prone to distortion⁷⁴. They should only be used as an indicative guide.

As was the case in 2007, a greater proportion of full day care providers, full day care in children's centres and sessional providers received funding from local authorities and central government than out of school clubs and childminders (table 9.15). Ninety-three per cent of childminders said that they did not receive any funding at all from local authorities and central government.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
Received funding from LAs and central government	51%	53%	73%	20%	19%	4%
Received no funding from LAs and central government	12%	8%	6%	60%	51%	93%
Unable to say how much money received from LAs and central government ⁷⁵	37%	39%	21%	20%	30%	2%

Base: Module A childcare providers 2008. Childminders 2008.

As table 9.16 shows, the mean and median incomes received varied widely between providers⁷⁶. Looking at the median income over time, compared with other types of provider, full day care providers in children's centres had the largest increase in income from local authority and central government between 2007 and 2008 (from £61,000 to £104,900). Full day care providers as a whole and sessional providers received more funds on average than the out of school providers and childminders from this source. The mean incomes showed the same story with the exception of holiday clubs, whose mean income was second only to full day care in children's centres, due to a relatively small number of providers receiving large sums from local authorities and central government.

⁷⁴ For details of how income data were derived, please refer to the Technical Report.

⁷⁵ Or did not provide enough information to derive an annual sum.

⁷⁶ The median gives an average that is not affected by outliers whereas the mean takes into account all values, although extreme outliers were capped as part of the data processing stage. Mean and median amounts excluded those who received nothing and those who were unable to provide the information.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Child-minders	Total
Mean local authority and central government income							
2008	£41,900	£181,500	£33,800	£16,100	£59,900	£2,800	£154,500
2007	£39,900	£128,200	£29,100	£17,800	£49,000	£2,200	
2006	£40,100	£159,600	£34,800	£23,700	£33,000	£3,600	
Median local authority and central government income							
2008	£30,000	£104,900	£27,500	£5,400	£25,000	£1,200	£89,100
2007	£24,000	£61,000	£24,900	£6,000	£15,000	£1,200	
2006	£24,000	£40,000	£22,600	£6,000	£13,000	£2,900	
Base: Module A childcare providers providing government funding data 2008, 2007, 2006. Childminders providing government funding data 2008, 2007, 2006.							

9.7.2 Income from other sources

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

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
No other sources of income	60%	50%	28%	68%	66%	93%
Fundraising	28%	26%	59%	17%	21%	*
Sure Start	2%	13%	2%	2%	1%	0%
Neighbourhood Nursery Initiative	1%	2%	1%	0%	*	0%
Grants	2%	2%	3%	1%	2%	0%
Other	5%	8%	6%	5%	6%	6%
Base: Module A childcare providers 2008. Childminders 2008.						

Six in ten (60 per cent) registered full day care providers said fees and/or central and local government funding were their only sources of income (also 60 per cent in 2007). Around three in ten (30 per cent) of settings had raised additional income through fundraising.

Half of full day care providers in children's centres (50 per cent) said that they had no other sources of income apart from the fees and central and local government income already mentioned (45 per cent in 2006).

In total, 28 per cent of sessional providers said that they had no income from other sources (31 per cent in 2006). Fifty-nine per cent of all sessional providers gave fundraising as a source of income and the remaining sources were each mentioned by three per cent or less of sessional providers.

Two thirds of after school and holiday clubs (68 and 66 per cent respectively) said fees and/or central and local government funding were their only sources of income, with around two in five (17 and 21 per cent respectively) having raised additional income through fundraising.

Unsurprisingly higher proportions of providers set up as not for profit or charities had generated income through fundraising activities, than those set up as profit making organisations for all of the above provider types.

Childminders were the most likely to say they had no other sources of income (93 per cent), with just six per cent mentioning sources of income apart from fees and central or local government funding. All childminders were asked whether they supplemented their income from childminding with other non-childminding sources and 18 per cent said that they did. Childminders with fewer children attending were more likely to supplement their income than those looking after a larger number of children (29 per cent of those with only one or two children on their books supplemented their incomes, compared with 13 per cent of those with seven or more).

Table 9.18 also shows the mean and median amounts received among those that were able to give an amount. However, the proportion of providers who were unable to say how much they received from other sources was substantial for all provider types, as table 9.18 shows.

Table 9.18 - Average income received from other sources, excluding those who received nothing from this source							
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders	Total
Mean income from other sources							
2008	£5,300	£12,600	£3,100	£6,400	£11,600	£7,000	£33,500
2007	£5,200	£7,500	£3,200	£4,800	£8,700	£4,800	
2006	£4,300	£21,900	£2,400	£8,700	£12,100	£4,000	
Median income from other sources							
2008	£2,000	£2,500	£1,500	£500	£2,400	£5,300	£11,700
2007	£1,400	£2,400	£1,400	£1,000	£2,000	£3,900	
2006	£1,000	£11,000	£1,000	£600	£3,000	£3,500	
<i>Base: Module A childcare providers providing income from other sources data 2008, 2007, 2006. Childminders providing income from other sources data 2008, 2007, 2006.</i>							
Unable to say how much received from other sources in 2008		9%	14%	11%	5%	12%	2%
<i>Base: Module A childcare providers 2008, 2007, 2006. Childminders 2008, 2007, 2006.</i>							

9.7.3 Total income

Caution must be taken with all income data as significant proportions of respondents refused or were unable to provide income data and the figures have been derived from a number of variables and therefore may be prone to distortion⁷⁷. They should only be used as an indicative guide.

Chart 9.1 shows the proportions of childcare providers' overall income that came from each source of income.

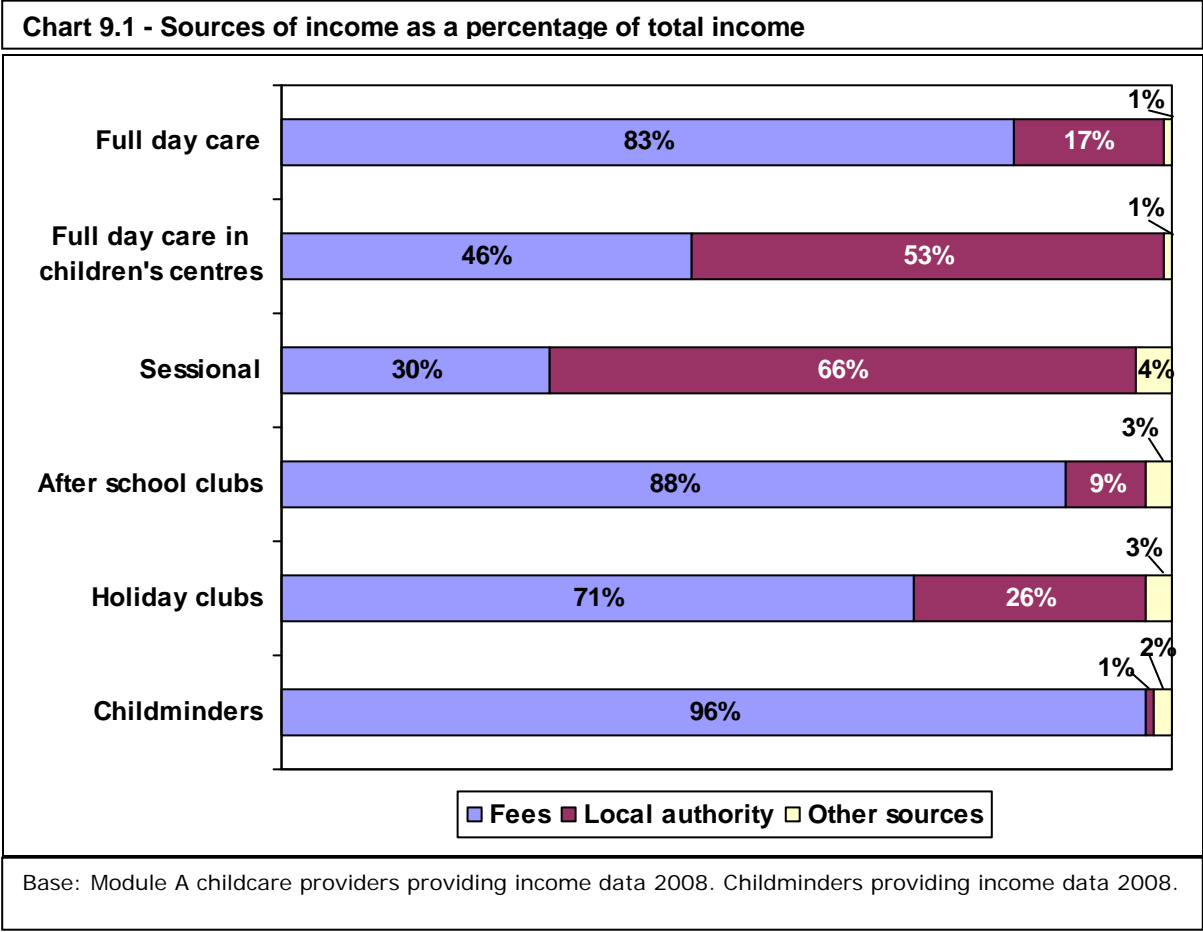


Table 9.19 shows the average total income which providers received broken down by the average income from each source, for providers that reported having any income. These average income figures have been calculated excluding answers of don't know and refused but, unlike all other income figures quoted in this chapter, these include those who received nothing from the source, in order to sum the income components to calculate an overall income figure.

⁷⁷ For details of how income data were derived, please see section 1.7.1 of the Technical Report.

Table 9.19 - Sources of income including those who received nothing from the source						
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
Fees	£167,000	£137,400	£14,400	£39,900	£45,200	£9,700
Local Authority	£33,900	£158,100	£31,200	£4,100	£16,200	£100
Other sources	£1,500	£3,500	£1,900	£1,200	£2,000	£200
Total income						
2008	£202,400	£299,000	£47,500	£45,300	£63,400	£10,100
2007	£188,100	£257,600	£42,700	£40,800	£72,700	£9,000
2006	£167,100	£267,600	£45,700	£39,600	£53,200	N/A
<i>Base: Module A childcare providers providing income data. Childminders providing income data.</i>						

Of all childcare groups, full day care providers within children's centres settings had the highest average total income at £299,000, followed by the full day care sector as a whole with £202,400 and holiday clubs with an average of £63,400 - the same pattern as in 2007. These providers tend to have a higher average number of places than the other types of providers; this is likely to explain their higher income from fees, compared with other providers.

Childminders received an average total income of £10,100 in the twelve months prior to the survey. Childminders were also asked how much their income from childminding had been after Tax and National Insurance contributions were deducted so that all figures were net values of income. One-fifth (21 per cent) of childminders either could not (12 per cent) or would not (nine per cent) give an answer to this. Given that such a high proportion did not provide an answer these results should be treated with caution.

Of those that did provide an answer, one per cent of childminders said they had earned nothing in the last twelve months. Twelve per cent had taken home £2,500 or less, 34 per cent had taken home £5,000 or less, and 20 per cent had taken home over £10,000. This gave an average net income from childminding over the twelve months prior to the survey of £7,400 compared with an average net income £11,100 in 2007.

9.8 Breaking even

Providers were asked what proportion of their registered places they needed to fill in order to break even.

Table 9.20 - Proportion of places filled in order to break even

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
1-25%	2%	3%	2%	4%	6%	8%
26-50%	8%	5%	13%	24%	23%	27%
51-75%	24%	17%	23%	24%	18%	14%
76-100%	31%	37%	39%	23%	19%	20%
Proportion of providers who could not give an answer	34%	37%	23%	24%	31%	16%

Base: Module A childcare providers 2008. Childminders 2008.

Of those providers who were able to give an answer, full day care providers, full day care providers in children's centres and sessional providers were more likely to need a higher proportion of their registered places to be filled in order to break even, than after school clubs, holiday clubs and childminders. Over time, the average proportion of registered places providers said that they needed to fill in order to break even showed little variation for all groups, as Table 9.21 shows.

Table 9.21 - Average (mean) proportion of places filled in order to break even

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
2008	72%	76%	73%	62%	58%	50%
2007	70%	78%	73%	62%	59%	52%
2006	74%	78%	76%	68%	66%	53%

Base: Module A childcare providers 2008. Childminders 2008.

9.9 Profitability

Table 9.22 shows the proportion of providers reporting that they made a profit or surplus, covered costs or operated at a loss⁷⁸.

	Full day care				<i>Full day care in children's centres</i>			Sessional				After school clubs				Holiday clubs			
	2008	2007	2006	2003	2008	2007	2006	2008	2007	2006	2003	2008	2007	2006	2003	2008	2007	2006	2003
Made a profit or surplus	34%	30%	30%	43%	10%	7%	12%	32%	30%	25%	28%	24%	24%	25%	29%	25%	27%	19%	27%
Covering costs	33%	33%	32%	27%	34%	24%	28%	43%	47%	53%	56%	39%	42%	43%	42%	41%	39%	48%	42%
Operating at a loss	16%	18%	16%	12%	34%	52%	37%	16%	14%	15%	11%	24%	24%	17%	19%	26%	24%	24%	22%
Don't know	18%	19%	21%	18%	21%	17%	23%	9%	9%	8%	5%	12%	11%	14%	10%	8%	10%	9%	8%

Base: Module A childcare providers 2008, 2007, 2006. Childcare providers 2003.

⁷⁸Profit making organisations were asked if they had made a profit and not-for profit organisations were asked if they had made a surplus.

Sessional and full day care providers were most likely to have made a profit or a surplus (32 and 34 per cent respectively), however full day care providers within children's centres were the least likely to be making a profit or surplus (10 per cent) and were most likely to have been operating at a loss (34 per cent). The financial situation of full day care providers within children's centres appeared to be in line with their financial situation of 2006, after it had worsened in 2007, as table 9.22 shows.

The proportion of holiday clubs and after school clubs that had made a profit or a surplus was in line with 2007 (25 and 24 per cent respectively). Similar proportions were operating at a loss (26 and 24 per cent respectively), again this is in line with 2007.

Table 9.23 shows provider profitability by the level of deprivation. In most cases providers in the 70 per cent least deprived areas were more likely to make a profit or surplus and less likely to be operating at a loss than providers in the 30 per cent most deprived areas. The two exceptions to this were full day care providers in children's centres and holiday clubs.

Full day care providers in children's centres in the 70 per cent least deprived areas were less likely to make a profit or a surplus than those in the 30 per cent most deprived areas (six and 11 per cent respectively). The proportion of holiday clubs operating at a loss did not differ between providers in 70 per cent least deprived areas and those in the 30 per cent most deprived areas.

Table 9.23 - Provider profitability by deprivation

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
Made a profit or surplus	27%	36%	11%	6%‡	17%‡	35%	14%	29%	17%	28%
Covering costs	32%	33%	31%	42%‡	42%‡	43%	40%	39%	42%	40%
Operating at a loss	23%	14%	37%	28%‡	26%‡	14%	31%	22%	25%	26%
Don't know	18%	18%	21%	23%‡	14%‡	8%	16%	11%	15%	6%

Base: Module A childcare providers 2008.

9.10 Expenditure

Providers were asked how much they spent in total on outgoings; that is total amount spent on premises costs, wages and any other expense such as food, play equipment, other consumables.

Caution must be taken with the results as all figures have been derived from a number of variables and therefore may be prone to distortion. In addition, large proportions of providers were unable to give an answer, refused to provide the information or did not provide enough information for us to be able to derive an annual sum. Therefore these results should be

treated as an indicative guide only, and should not be directly compared with any data on income shown earlier⁷⁹.

For each provider type, the median and mean averages were calculated and these varied considerably from each other (table 9.24). The median gives an average that is not affected by outliers whereas the mean takes into account all values, although extreme outliers were capped as part of the data processing stage.

Full day care providers in children's centres had the highest average annual outgoings whereas after school clubs had the lowest average annual outgoings on each average measure used. Full day care providers as a whole also had a high expenditure compared with the remaining provider types - this makes sense as they tend to operate for longer periods than other provider types.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Total
Expenditure on the use of the premises	£18,200	£18,000	£4,800	£5,800	£7,400	£36,200
Total annual mean expenditure ⁸¹	£146,700	£266,500	£103,700	£33,700	£211,000	£495,000
Total annual median expenditure ⁸²	£90,000	£205,500	£31,700	£20,000	£36,000	£177,700

Bases: Module A childcare providers providing premises cost information. Module A childcare providers providing total expenditure information 2008.

Childminders were also asked to give their total expenditure in relation to childminding (total spent on food, play equipment, and other consumables), excluding the cost of premises. The average amount spent was £2,900⁸³. If childminders also paid rent or made mortgage re-payments they were asked how much they paid; the average annual amount spent on rent or mortgage re-payments was £7,100⁸⁴.

⁷⁹ Providers that did not provide an answer or that gave an answer of zero were excluded from the analysis.

⁸⁰ This is the amount spent on premises costs, wages and any other expense such as food, play equipment, other consumables.

⁸¹ Excluding answers of zero, 'don't know' and refusals.

⁸² Excluding answers of zero, 'don't know' and refusals.

⁸³ This was the mean average excluding answers of zero, answers of 'don't know' and 'refusal' answers. The median average was £2,100.

⁸⁴ Excluding answers of zero, answers of 'don't know' and 'refusal' answers.

Appendix 1 - Additional tables

Chapter 3 - Additional tables

	2008		2007		2006	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
	No.	No.	No.	No.	No.	No.
Full day care	4,000	9,900	4,000	9,500	3,500	9,200
<i>Full day care in children's centres</i>	<i>700</i>	<i>300</i>	<i>750</i>	<i>200</i>	<i>550</i>	<i>150</i>
Sessional	1,500	7,000	1,500	7,300	1,400	8,200
After school clubs	2,600	6,200	2,500	6,000	2,200	5,400
Holiday clubs	1,800	4,700	1,800	4,000	2,200	4,200
Childminders	11,200	45,000	10,600	49,200	10,800	47,000
Childcare total	21,700	73,100	21,200	76,200	19,200	71,000
Nursery schools	250	150	300	150	250	200
Primary schools with nursery and reception classes	3,300	3,400	3,000	3,800	3,200	3,500
Primary schools with reception but no nursery classes	900	7,800	1,200	7,700	1,000	8,000
Early years total	4,500	11,400	4,500	11,700	4,500	11,700
<i>Base: Childcare providers 2008, 2007, 2006. Early years provision in maintained schools 2008, 2007, 2006.</i>						

Table 3.3a - Distribution of providers by Government Office Region									
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Child-minders	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery
	No.	No.	No.	No.	No.	No.	No.	No.	No.
Total number of providers	13,800	1,000	8,500	8,800	6,500	56,200	450	6,700	8,700
East Midlands	1,100	50	900	600	400	4,700	50	500	1,000
East	1,300	100	1,400	700	700	6,700	50	600	1,200
London	2,000	200	1,000	1,400	1,000	9,600	100	1,300	300
North East							50	600	250
Yorkshire & Humberside	1,800	200	800	1,200	900	7,900	50	1,000	700
North West	1,900	150	900	1,800	800	6,400	100	1,200	1,200
South East	2,400	100	1,800	1,200	1,100	10,800	50	500	1,800
South West	1,600	50	1,100	700	800	5,200	50	250	1,500
West Midlands	1,700	150	700	1,100	800	4,800	50	900	800
<i>Base: Childcare providers 2008. Early years provision in maintained schools 2008.</i>									

Table 3.5c - Distribution of childcare providers by ownership

	Full day care			<i>Full day care in children's centres</i>			Sessional		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
Total number of places	13,800	13,600	12,700	1,000	1,000	700	8,500	8,700	9,700
Private, Voluntary & Independent	12,000	11,500	11,200	300	350	250	7,900	8,200	9,300
<i>Private</i>	9,000	8,700	8,200	100	150	150	2,500	2,500	2,700
<i>Voluntary</i>	3,000	2,800	3,000	200	200	100	5,400	5,700	6,600
Maintained	1,500	1,700	1,300	700	550	400	500	550	450
<i>Local Authority</i>	700	800	700	600	450	350	300	300	350
<i>School/college</i>	800	900	600	100	100	50	200	250	100
Other	400	300	250	50	50	50	100	100	50

Base: Childcare providers 2008, 2007, 2006.

Table 3.5d - Distribution of childcare providers by ownership

	<i>After school clubs</i>			Holiday Clubs		
	2008	2007	2006	2008	2007	2006
Total number of places	8,800	8,400	7,700	6,500	5,800	6,400
Private, Voluntary & Independent	5,900	5,700	5,800	4,700	4,400	4,650
<i>Private</i>	3,300	3,500	2,500	2,500	2,400	2,300
<i>Voluntary</i>	2,600	2,200	3,300	2,200	1,900	2,300
Maintained	2,700	2,700	1,700	1,600	1,500	1,500
<i>Local Authority</i>	800	650	900	900	800	1,200
<i>School/college</i>	2,000	2,100	900	600	700	300
Other	250	150	100	300	150	250

Base: Childcare providers 2008, 2007, 2006.

Chapter 4 - Additional tables

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
	No.	No.	No.	No.	No.	No.
Under 2 years old	187,000	13,100	6,500	2,400	7,700	51,300
2 years old	218,800	17,200	61,000	3,300	9,700	40,100
3 years old	260,200	19,000	159,900	9,400	19,100	35,400
4 years old	169,700	12,300	117,500	28,600	27,600	30,000
5 to 7 years old	15,400	1,600	4,600	170,400	121,900	69,500
8 years old or over	8,800	900	5,900	191,000	136,800	69,100

Base: Childcare providers 2008.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Nursery schools	Primary schools with nursery and reception classes ⁸⁵	Primary schools with reception but no nursery classes
	No.	No.	No.	No.	No.	No.	No.	No.	No.
Total number of places	620,700	50,000	243,500	282,700	262,600	56,200	30,600	511,200	275,500
East Midlands	53,800	2,800	26,200	19,000	15,700	4,700	2,200	35,300	30,100
East	61,800	3,900	40,500	26,800	28,700	6,700	3,700	49,500	39,100
London	88,200	11,300	27,800	49,500	42,800	9,600	5,800	119,500	13,300
North East, Yorkshire & Humberside	84,600	10,300	23,100	33,800	35,300	7,900	4,200	102,300	28,000
North West	89,300	6,200	26,600	65,900	30,800	6,400	5,200	82,100	34,500
South East	109,300	5,800	53,200	38,900	49,200	10,800	3,100	36,400	64,800
South West	63,300	3,600	26,600	18,800	32,200	5,200	1,900	18,400	43,500
West Midlands	70,400	6,100	19,500	36,000	27,900	4,800	4,500	67,600	22,200

Base: Childcare providers 2008. Early years provision in maintained schools 2008.

⁸⁵ Data are not available for primary schools with nursery and reception classes in the North East and North West regions as an insufficient number of interviews were achieved in these areas. Data are also not available for primary schools with nursery and reception classes in Yorkshire & Humberside as this region was grouped with the North East and North West to ensure that national figures were representative. For further details please see the Technical Appendix.

Table 4.7c - Number of Ofsted registered places by ownership

	Full day care				<i>Full day care in children's centres</i>			Sessional			
	2008	2007	2006	2005	2008	2007	2006	2008	2007	2006	2005
Total number of places	620,700	596,500	544,200	511,100	50,000	51,100	37,700	243,500	248,100	278,300	265,400
Private, Voluntary & Independent	535,600	510,200	477,900	379,500	14,200	17,700	14,300	226,800	232,000	265,700	229,200
<i>Private</i>	436,700	417,300	379,400	303,000	5,300	8,300	7,000	71,400	70,200	83,000	81,700
<i>Voluntary</i>	98,900	92,900	99,700	77,600	8,900	9,300	7,400	155,400	161,700	183,500	49,300
Maintained	62,900	67,200	54,300	69,800	34,600	31,100	21,900	14,200	15,400	12,800	11,300
<i>Local Authority</i>	29,800	32,600	30,600	49,100	29,600	27,100	18,800	7,700	8,600	9,600	7,200
<i>School/college</i>	33,100	34,600	24,000	20,800	5,000	4,000	3,300	6,500	6,800	3,200	4,100
Other	26,100	14,500	14,500	41,600	1,700	2,700	1,700	3,800	3,300	700	8,300

Base: Childcare providers 2008, 2007, 2006, 2005.

Table 4.7d - Number of Ofsted registered places by ownership

	<i>After school clubs</i>			Holiday Clubs		
	2008	2007	2006	2008	2007	2006
Total number of places	282,700	259,900	260,100	262,600	230,300	263,900
Private, Voluntary & Independent	193,600	176,100	200,500	183,500	163,100	181,200
<i>Private</i>	111,800	113,700	90,100	105,800	97,000	97,500
<i>Voluntary</i>	81,800	62,500	110,700	77,800	66,100	83,600
Maintained	84,500	84,600	56,300	67,700	65,700	71,200
<i>Local Authority</i>	27,900	19,600	31,400	42,000	39,700	56,700
<i>School/college</i>	56,500	65,000	25,300	25,700	26,000	14,500
Other	6,600	4,600	3,500	13,300	6,000	12,400

Base: Childcare providers 2008, 2007, 2006, 2005.

Table 4.12c - Number of providers by proportion of children of black and minority ethnic (BME) origin

	Full day care			<i>Full day care in children's centres</i>			Sessional			After school clubs			Holiday clubs			Childminders		
	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006
None	2,600	2,700	2,300	100	100	100	2,500	3,000	3,300	2,100	2,100	1,900	1,300	1,100	1,200	38,200	43,000	40,000
1 to 5%	4,000	3,800	3,800	200	250	200	2,100	2,100	2,700	1,900	1,500	1,700	1,100	1,000	900	1,000	800	1,200
6 to 10%	2,200	2,100	2,000	150	150	100	1,500	1,300	1,400	1,300	1,500	1,200	1,100	900	1,100			
11% or more	4,700	4,600	4,100	550	450	350	2,200	2,300	2,300	3,200	3,200	2,700	2,500	2,500	2,600	16,400	15,600	15,500
Don't know	200	400	200	#	#	#	100	100	50	300	200	300	500	400	450	600	500	450

Base: Childcare providers 2008, 2007, 2006. Early years provision in maintained schools 2008, 2007, 2006.

Table 4.12d - Number of providers by proportion of children of black and minority ethnic (BME) origin									
	Nursery schools			<i>Primary schools with nursery and reception classes</i>			Primary schools with reception but no nursery classes		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
None	#	#	#	900	1,000	1,000	4,100	3,900	4,400
1 to 5%	50	100	100	1,600	1,600	1,700	1,300	1,700	1,700
6 to 10%	50	50	50	800	900	900	1,400	1,400	1,400
11% or more	250	250	250	3,000	3,000	2,600	1,800	1,800	1,500
Don't know	#	#	#	400	200	240	100	150	100
<i>Base: Childcare providers 2008, 2007, 2006. Early years provision in maintained schools 2008, 2007, 2006.</i>									

Table 4.13c Number of providers by proportion of children with Special Educational Needs (SEN) or a disability

	Full day care			<i>Full day care in children's centres</i>			Sessional			After school clubs			Holiday clubs			Childminders		
	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006
None	5,200	5,100	5,190	150	100	150	3,200	3,600	3,900	2,900	3,000	2,200	1,600	1,500	1,500	47,900	51,200	48,600
1 to 5%	6,200	6,000	5,300	400	350	200	3,000	2,800	3,200	2,500	2,200	2,500	1,700	1,500	1,700	1,300	1,600	4,400
6 to 10%	1,700	1,400	1,400	250	250	150	1,200	1,500	1,600	1,600	1,600	1,500	1,200	1,100	1,200			
11% or more	700	1,000	800	200	250	150	1,000	1,000	1,000	1,700	1,600	1,600	1,800	1,600	1,900	6,600	6,500	6,800
Don't know	#	100	#	#	#	#	#	100	#	200	200	100	250	200	300	250	500	250

Base: Childcare providers 2008, 2007, 2006. Early years provision in maintained schools 2008, 2007, 2006.

Table 4.13d Number of providers by proportion of children with Special Educational Needs (SEN) or a disability

	Nursery schools			<i>Primary schools with nursery and reception classes</i>			Primary schools with reception but no nursery classes		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
None	#	#	#	500	600	500	2,500	2,300	3,400
1 to 5%	50	100	100	2,100	2,200	2,100	1,600	1,600	1,500
6 to 10%	50	100	100	1,600	1,600	1,700	2,100	2,100	1,900
11% or more	250	200	200	2,300	2,300	1,200	2,400	2,800	2,300
Don't know	#	#	#	150	100	200	150	100	50

Base: Childcare providers 2008, 2007, 2006. Early years provision in maintained schools 2008, 2007, 2006.

Table 4.18a - Proportion of providers that allow children to take free early education sessions over 3 days rather than 5 by type of ownership

	Private	Voluntary	Local Authority	School	Other
Full day care	83%	90%	80%	79%	85%
Full day care in children's centres	†	88%	78%	†	†
Sessional	48%	39%	†	†	†

Base: Childcare providers 2008.

Table 4.18b - Proportion of providers that allow children to take free early education sessions over 3 days rather than 5 by Government Office Region

	East Midlands	East of England	London	North East, Yorkshire and Humberside	North West	South East	South West	West Midlands
Full day care	87%	78%	79%	88%	89%	81%	89%	84%
Full day care in children's centres	74%	79%	79%	85%	87%	83%	83%	78%
Sessional	41%	41%	35%	30%	44%	41%	55%	52%

Base: Childcare providers 2008.

Chapter 5 - additional tables

	Full day care		Full day care in children's centres		Sessional		After school clubs		Holiday clubs	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total staff	178,500	100%	13,900	100%	66,500	100%	53,100	100%	62,800	100%
Senior manager	13,600	8%	1,000	7%	8,000	12%	8,500	16%	6,400	10%
Supervisors	92,200	52%	8,900	64%	26,300	40%	22,900	43%	23,600	38%
Other paid childcare staff	60,000	34%	3,700	27%	20,500	31%	17,700	33%	21,000	33%
Students on placements	11,600	6%	1,000	7%	5,600	8%	2,300	4%	5,700	9%
Volunteers	4,200	2%	400	3%	7,800	12%	2,600	5%	7,000	11%

Base: Childcare providers 2008.

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	118,500	100%	24,800	100%	8,500	100%	8,000	100%	6,700	100%
Senior managers	9,000	8%	2,800	11%	700	8%	800	10%	400	6%
Supervisors	65,500	55%	13,100	53%	5,400	63%	5,000	62%	3,900	59%
Other paid staff	44,200	37%	9,000	36%	2,500	29%	2,300	29%	2,300	35%

Base: All paid staff in full day care providers 2008.

Table 5.6e - Numbers and proportions of paid staff by staff level and ownership: Full day care in children's centres

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	1,500	100%	2,400	100%	7,900	100%	1,400	100%	400	100%
Senior managers	150	8%	150	7%	600	7%	100	7%	50	7%
Supervisors	1,100	70%	1,400	59%	5,500	68%	900	62%	300	63%
Other paid staff	350	22%	800	34%	2,000	23%	400	31%	150	30%

Base: All paid staff in full day care in children's centres 2008.

Table 5.6f - Numbers and proportions of paid staff by staff level and ownership: Sessional

	Private		Voluntary		Local Authority		School/College		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	17,200	100%	34,000	100%	1,800	100%	1,300	100%	750	100%
Senior managers	2,400	14%	5,000	15%	300	16%	200	14%	100	15%
Supervisors	8,000	47%	16,200	48%	1,100	60%	800	58%	400	46%
Other paid staff	6,700	39%	12,800	38%	400	23%	400	28%	300	38%

Base: All paid staff in sessional providers 2008.

Table 5.6g - Numbers and proportions of paid staff by staff level and ownership: After school clubs

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	19,600	100%	14,100	100%	4,100	100%	9,900	100%	1,100	100%
Senior managers	3,200	16%	2,400	17%	700	17%	2,000	20%	200	19%
Supervisors	8,700	44%	6,200	44%	2,200	52%	5,300	54%	600	50%
Other paid staff	7,800	40%	5,600	40%	1,300	31%	2,800	29%	350	31%

Base: All paid staff in after school clubs 2008.

Table 5.6h - Numbers and proportions of paid staff by staff level and ownership: holiday clubs

	Private		Voluntary		Local Authority		School/ college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	17,500	100%	17,700	100%	8,700	100%	4,900	100%	2,300	100%
Senior managers	2,500	14%	2,100	12%	900	11%	600	13%	300	12%
Supervisors	8,300	48%	8,000	45%	4,200	49%	2,400	49%	800	35%
Other paid staff	6,700	38%	7,700	43%	3,600	41%	1,900	39%	1,200	54%

Base: All paid staff in holiday clubs 2008.

Table 5.7a - Proportions and numbers of staff in early years providers

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	No.	%	No.	%	No.	%
All staff	6,000	100%	63,600	100%	48,100	100%
Head teacher / Early years or foundation stage co-ordinator	450	7%	6,500	10%	8,300	17%
Early years teachers	1,200	20%	13,100	21%	8,200	17%
Nursery nurses	2,500	42%	15,800	25%	5,700	12%
Early years support staff	1,100	18%	13,100	21%	11,100	23%
Students on placements	600	10%	7,400	12%	4,000	8%
Volunteers	400	6%	7,200	11%	8,900	19%

Base: Early years provision in maintained schools 2008.

Table 5.8a - Proportion of providers using agency staff by type of ownership

	Private	Voluntary	Local Authority	School	Other
Full day care	29%	19%	71%	39%	46%
<i>Full day care in children's centres</i>	<i>46%</i>	<i>57%</i>	<i>77%</i>	<i>59%</i>	<i>59%</i>
Sessional	8%	9%	37%	14%	18%
After school clubs	7%	11%	18%	8%	10%
Holiday clubs	13%	13%	20%	18%	27%

Base: Childcare providers 2008.

Table 5.8b - Proportion of providers using agency staff by Government Office Region

	East Midlands	East of England	London	North East	Yorkshire and Humberside	North West	South East	South West	West Midlands
Full day care	23%	26%	53%	28%		26%	23%	24%	30%
<i>Full day care in children's centres</i>	54%	31%	90%	59%		78%	56%	66%	74%
Sessional	8%	8%	13%	11%		13%	7%	9%	16%
After school clubs	10%	4%	16%	7%		10%	8%	9%	7%
Holiday clubs	10%	12%	15%	26%		25%	10%	7%	15%
Nursery school	41%	50%	76%	72%	75%	53%	36%	50%	88%
Primary schools with nursery and reception classes	40%	27%	73%	38%	60%	60%	33%	57%	48%
Primary schools with reception but no nursery classes	40%	30%	69%	30%	45%	43%	38%	38%	35%

Base: Childcare providers 2008. Early years provision in maintained schools 2008.

Table 5.8c - Proportion of providers using agency staff by area deprivation and population density

	Area Deprivation		Population density		
	30% most deprived	70% least deprived	Low	Medium	High
Full day care	38%	26%	18%	29%	38%
<i>Full day care in children's centres</i>	74%	52%	42%	64%	74%
Sessional	18%	8%	7%	8%	13%
After school clubs	13%	8%	7%	7%	13%
Holiday clubs	21%	13%	11%	14%	18%
Nursery school	64%	60%	72%	42%	65%
Primary school with nursery and reception classes	64%	41%	36%	45%	62%
Primary school with reception but no nursery classes	47%	38%	34%	47%	48%

Base: Childcare providers 2008. Early years provision in maintained schools 2008 .

Table 5.9c - Proportions and numbers of paid staff by staff type and age band: full day care

Age band	All		Senior manager		Supervisor		Other paid staff	
	No.	%	No.	%	No.	%	No.	%
16-19	8,300	5%	-	*	1,100	1%	7,200	12%
20-24	41,200	25%	400	3%	21,800	24%	19,000	32%
25-39	71,700	43%	5,700	42%	42,000	50%	19,400	32%
40-49	26,500	16%	4,300	32%	14,400	16%	7,800	13%
50+	14,800	9%	2,900	22%	7,200	8%	4,600	8%

Base: All paid staff in full day care providers 2008.

Table 5.9d - Proportions and numbers of paid staff by staff type and age band: full day care in children's centres

Age band	All		Senior manager		Supervisor		Other paid staff	
	No.	%	No.	%	No.	%	No.	%
16-19	250	2%	0	0%	*	0%	200	6%
20-24	2,400	18%	*	0%	1,300	15%	1,100	29%
25-39	6,200	45%	300	33%	4,400	49%	1,400	38%
40-49	2,800	21%	350	35%	1,900	22%	600	15%
50+	1,600	12%	300	31%	1,000	11%	300	9%

Base: All paid staff in full day care in children's centres 2008.

Table 5.9e - Proportions and numbers of paid staff by staff type and age band: Sessional providers

Age band	All		Senior manager		Supervisor		Other paid staff	
	No.	%	No.	%	No.	%	No.	%
16-19	900	2%	0	0%	250	1%	600	3%
20-24	2,800	5%	50	1%	1,500	6%	1,300	6%
25-39	19,200	35%	1,600	20%	9,400	36%	8,300	40%
40-49	21,000	38%	3,500	45%	10,600	40%	6,900	33%
50+	10,100	18%	2,700	34%	4,200	16%	3,100	15%

Base: All paid staff in sessional providers 2008.

Table 5.9f - Proportions and numbers of paid staff by staff type and age band: After school clubs

Age band	All		Senior manager		Supervisor		Other paid staff	
	No.	%	No.	%	No.	%	No.	%
16-19	3,200	7%	0	0%	600	3%	2,600	15%
20-24	8,100	17%	200	3%	4,200	18%	3,700	21%
25-39	15,400	32%	2,700	33%	8,100	35%	4,700	26%
40-49	12,500	26%	2,800	35%	6,100	27%	3,600	20%
50+	8,500	17%	2,400	29%	3,500	15%	2,700	15%

Base: All paid staff in after school clubs 2008.

Table 5.9g - Proportions and numbers of paid staff by staff type and age band: Holiday clubs

Age band	All		Senior manager		Supervisor		Other paid staff	
	No.	%	No.	%	No.	%	No.	%
16-19	5,700	11%	-	*	800	3%	4,900	23%
20-24	13,600	27%	400	6%	6,500	27%	6,800	32%
25-39	17,000	33%	2,200	35%	9,600	41%	5,100	24%
40-49	8,300	16%	2,100	33%	4,200	18%	2,000	10%
50+	4,900	10%	1,500	24%	1,900	8%	1,400	7%

Base: All paid staff in holiday clubs 2008.

Table 5.10a - Proportions and numbers of staff by staff type and age band: Nursery schools

Age band	All		Early years co-ordinator		Qualified early years teachers		Nursery nurses		Other paid early years support staff	
	No.	%	No.	%	No.	%	No.	%	No.	%
16-19	20	*	0	0%	0	0%	10	*	10	1
20-24	250	5%	0	0%	30	2%	100	5%	100	8%
25-39	1,700	33%	20	4%	350	28%	900	36%	500	42%
40-49	1,800	34%	100	25%	400	32%	1,000	37%	350	31%
50+	1,500	28%	300	69%	450	37%	600	22%	200	17%

Base: All paid staff in nursery schools 2008.

Table 5.10b - Proportions and numbers of staff by staff type and age band: Primary schools with nursery and reception classes

Age band	All		Early years co-ordinator		Qualified early years teachers		Nursery nurses		Other paid early years support staff	
	No.	%	No.	%	No.	%	No.	%	No.	%
16-19	200	*	0	0%	0	0%	100	1%	200	1%
20-24	3,300	7%	50	1%	1,200	9%	1,100	7%	900	7%
25-39	19,100	40%	2,200	37%	5,800	44%	5,800	37%	5,200	40%
40-49	14,500	30%	1,600	26%	2,700	20%	5,700	36%	4,600	35%
50+	10,300	21%	2,100	35%	3,000	23%	3,000	19%	2,100	16%

Base: All paid staff in primary schools with nursery and reception classes 2008.

Table 5.10c - Proportions and numbers of staff by staff type and age band: Primary schools with reception but no nursery classes

Age band	All		Early years co-ordinator		Qualified early years teachers		Nursery nurses		Other paid early years support staff	
	No.	%	No.	%	No.	%	No.	%	No.	%
16-19	50	*	0	0%	0	0%	20	*	50	*
20-24	1,300	4%	150	2%	500	6%	200	4%	500	5%
25-39	11,700	37%	2,600	39%	4,000	49%	1,600	29%	3,500	32%
40-49	9,800	31%	1,700	26%	1,200	15%	2,500	45%	4,300	39%
50+	7,900	25%	2,100	32%	2,100	26%	1,200	21%	2,500	23%

Base: All paid staff in primary schools with reception but no nursery classes 2008.

Table 5.14a - Hours worked (mean) by type of provider and staff type in 2006, 2007 and 2008: childcare providers

	Full day care			Full day care in children's centres			Sessional			After school clubs			Holiday clubs		
	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006	2008	2007	2006
All paid staff	34	33	33	34	34	34	19	18	17	18	18	19	27	29	27
Senior managers	36	37	37	36	37	37	24	23	22	24	24	26	33	35	34
Supervisory staff	35	35	35	35	35	35	20	19	18	19	19	20	29	30	28
Other paid childcare staff	31	30	30	32	32	31	16	14	13	15	14	15	23	26	24

Base: All paid childcare staff 2008.

Table 5.14b - Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: full day care

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	36	27	32	33	34	36	30
Senior managers	38	31	36	35	34	38	33
Supervisory staff	37	29	33	34	35	37	32
Other paid childcare staff	34	22	29	30	32	34	26

Base: All paid staff in full day care providers 2008.

Table 5.14c - Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: Full day care in children's centres

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	36	34	34	34	36	34	34
Senior managers	37	36	36	36	37	35	36
Supervisory staff	36	36	35	35	35	35	35
Other paid childcare staff	35	32	31	32	36	31	32

Base: All paid staff in full day care in children's centres 2008.

Table 5.14d - Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: Sessional

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	18	18	22	26	29	20	18
Senior managers	23	23	29	29	28	25	23
Supervisory staff	20	20	25	25	25	22	20
Other paid childcare staff	16	15	24	16	19	17	15

Base: All paid staff in sessional providers 2008.

Table 5.14e - Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: After school clubs

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	22	16	19	14	19	21	16
Senior managers	26	23	25	20	21	25	23
Supervisory staff	24	16	19	14	18	22	17
Other paid childcare staff	19	12	15	11	19	18	13

Base: All paid staff in after school clubs 2008.

Table 5.14f - Hours worked (mean) in childcare providers by staff level: Type of ownership and profit making status - Holiday clubs

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	29	24	28	26	30	28	26
Senior managers	34	30	33	33	34	34	31
Supervisory staff	31	25	31	27	33	30	27
Other paid childcare staff	25	20	23	23	28	24	23

Base: All paid staff in holiday clubs 2008.

Table 5.15a - Hours worked (mean) by type of provider and staff type in 2006 and 2007: early years providers in maintained schools

	Nursery schools			Primary schools with nursery and reception classes			Primary schools with reception but no nursery classes		
	2008	2007	2006	2008	2007	2006	2008	2007	2006
All paid staff	30	31	32	29	29	31	26	27	29
Early years co-ordinators	35	41	44	32	34	37	32	33	38
Early years teachers	30	33	35	30	31	34	28	30	33
Nursery nurses	32	32	32	30	30	30	26	26	27
Other early years support staff	24	23	24	25	24	25	22	21	23

Base: All paid early years staff 2008.

Table 5.15b - Hours worked (mean) by area deprivation

	30% most deprived areas	70% least deprived areas
Full day care	35	34
<i>Full day care in children's centres</i>	35	33
Sessional providers	22	18
After school clubs	20	18
Holiday clubs	27	27
Nursery schools	30	29
Primary schools with nursery and reception classes	30	28
Primary schools with reception but no nursery classes	29	26

Base: Childcare providers 2008. Early years provision in maintained schools 2008.

Table 5.16c - Average pay (mean) by staff type and type of ownership: Full day care

	Private	Voluntary	Local authority	School/college	Other
All paid staff	£7.00	£7.30	£10.10	£8.50	£7.80
Senior managers	£9.60	£9.60	£14.00	£12.60	£11.80
Supervisors	£7.30	£7.60	£10.70	£8.50	£8.30
Other paid staff	£6.00	£6.30	£8.00	£7.40	£6.50

Base: All paid staff in full day care providers 2008.

Table 5.16d - Average pay (mean) by staff type and type of ownership: Full day care in children's centres

	Private	Voluntary	Local authority	School/college	Other
All paid staff	£8.30	£8.60	£11.60	£10.80	£9.30
Senior managers	£11.40	£13.20	£17.60	£18.10	£14.90
Supervisors	£8.50	£9.50	£12.00	£11.60	£8.90
Other paid staff	£7.00	£6.40	£9.00	£7.30	£9.00

Base: All paid staff in full day care in children's centres 2008.

	Private	Voluntary	Local authority	School/college	Other
All paid staff	£7.10	£7.00	£9.50	£10.50	£7.40
Senior managers	£8.80	£8.70	£12.60	£13.90	£10.40
Supervisors	£7.30	£7.20	£9.40	£10.30	£7.20
Other paid staff	£6.40	£6.20	£8.20	£9.60	£6.30

Base: All paid staff in sessional providers 2008.

	Private	Voluntary	Local authority	School/college	Other
All paid staff	£7.10	£7.70	£9.50	£8.90	£7.80
Senior managers	£9.40	£10.50	£12.30	£11.70	£11.40
Supervisors	£7.20	£7.60	£9.50	£8.90	£7.90
Other paid staff	£6.20	£6.60	£7.40	£7.50	£6.50

Base: All paid staff in after school clubs 2008.

	Private	Voluntary	Local authority	School/college	Other
All paid staff	£7.70	£8.00	£9.20	£8.80	£8.30
Senior managers	£11.20	£10.70	£13.60	£13.00	£12.70
Supervisors	£7.90	£8.50	£9.60	£9.40	£9.10
Other paid staff	£6.50	£6.80	£8.00	£7.00	£7.00

Base: All paid staff in holiday clubs 2008.

	Full day care		Full day care in children's centres		Sessional		After school clubs		Holiday clubs	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
All paid staff	£7.60	£7.10	£10.60	£10.00	£7.40	£7.20	£8.40	£7.60	£8.30	£8.10
Senior managers	£10.40	£9.90	£15.70	£16.40	£9.30	£8.90	£11.40	£10.10	£11.60	£11.50
Supervisors	£8.00	£7.50	£11.20	£10.30	£7.50	£7.30	£8.40	£7.70	£8.30	£8.70
Other paid staff	£6.40	£6.20	£7.40	£7.20	£6.40	£6.40	£6.90	£6.50	£7.30	£6.80

Base: All paid staff in childcare settings 2008.

Table 5.18a - Average (mean) hourly pay by staff type and area deprivation - early years

	Nursery classes		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
All paid staff	£13.40	£13.40	£11.20	£10.70	£13.30	£13.60
Early years coordinator	£27.40	£27.70	£21.60	£21.90	£18.90	£20.10
Early years teachers	£20.50	£21.60	£19.00	£18.20	£19.10	£19.20
Nursery Nurses	£11.00	£10.90	£10.50	£10.10	£9.90	£9.90
Other paid childcare staff	£8.70	£8.50	£8.90	£8.80	£8.50	£8.70

Base: All paid staff in early years settings in maintained schools 2008.

Table 5.19a - Average (mean) pay by profit making status and qualification of senior manager: full day care

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£7.70	£7.10	£7.10	£8.00
Senior managers	£10.30	£9.80	£9.70	£11.70
Supervisors	£8.10	£7.50	£7.50	£8.50
Other paid staff	£6.60	£6.00	£6.10	£6.60

Base: All paid staff in full day care providers 2008.

Table 5.19b - Average (mean) pay by profit making status and qualification of senior manager: full day care in children's centres

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£10.00	£10.80	£9.50	£11.40
Senior managers	£15.10	£16.40	£13.30	£19.70
Supervisors	£10.50	£11.20	£9.90	£12.20
Other paid staff	£7.60	£8.40	£7.50	£8.50

Base: All paid staff in full day care in children's centres 2008.

Table 5.19c - Average (mean) pay by profit making status and qualification of senior manager: sessional

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£7.10	£7.60	£7.10	£8.10
Senior managers	£8.80	£9.70	£8.70	£11.20
Supervisors	£7.20	£7.80	£7.30	£8.20
Other paid staff	£6.30	£6.60	£6.30	£6.90

Base: All paid staff in sessional providers 2008.

Table 5.19d - Average (mean) pay by profit making status and qualification of senior manager: After school club

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£7.90	£7.70	£7.70	£8.60
Senior managers	£10.60	£10.40	£10.00	£14.40
Supervisors	£7.90	£8.00	£7.80	£8.40
Other paid staff	£6.80	£6.40	£6.60	£6.90

Base: All paid staff in after school clubs 2008.

Table 5.19e - Average (mean) pay by profit making status and qualification of senior manager: Holiday club

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£8.30	£8.00	£8.00	£8.70
Senior managers	£11.50	£11.60	£11.00	£14.90
Supervisors	£8.80	£8.30	£8.50	£8.90
Other paid staff	£7.00	£6.80	£6.80	£7.20

Base: All paid staff in holiday clubs 2008.

Appendix 2 - Unweighted base sizes

Childcare

Childcare providers 2008: Full day care (2,006); Full day care in children's centres (388); Sessional (1,138); After school clubs (1,229); Holiday clubs (728).

Childcare providers 2007: Full day care (2,000); Full day care in children's centres (509); Sessional (1,139); After school clubs (1,183); Holiday clubs (732).

Childcare providers 2006: Full day care (3,322); Sessional (1,172); After school clubs (969); Holiday clubs (756).

Childcare providers 2005: Full day care (1,171); Sessional (1,007).

Childcare providers 2003: Full day care (850); Sessional (850); After school clubs (850); Holiday clubs (850).

Childcare providers 2001: Full day care (850); Sessional (868); After school clubs (850).

Module A childcare providers 2008: Full day care (907); Full day care in children's centres (181); Sessional (360); After school clubs (581); Holiday clubs (338).

Module A childcare providers 2007: Full day care (930); Full day care in children's centres (187); Sessional (517); After school clubs (555); Holiday clubs (386).

Module A childcare providers 2006: Full day care (1,620); Full day care in children's centres (119); Sessional (561); After school clubs (458); Holiday clubs (363).

Module A childcare providers 2008 who have not expanded in the last 12 months: Full day care (743); Full day care in children's centres (148); Sessional (320); After school clubs (485); Holiday clubs (283).

Module A childcare providers 2007 who have not expanded in the last 12 months: Full day care (775); Full day care in children's centres (149); Sessional (451); After school clubs (459); Holiday clubs (323).

All children's centres 2008: (1123).

All children's centres 2007: (509).

All full day care, full day care in children's centres and sessional providers 2008: (2,006); (388); (1,138).

All full day care, full day care in children's centres and sessional providers 2007: (2,000); (509); (1,139).

Childcare providers with a member of staff responsible for early years leadership 2008: Full day care (1,265); Full day care in children's centres (224); Sessional (758).

Childcare providers with a member of staff responsible for early years leadership 2007: Full day care (1,456); Full day care in children's centres (302); Sessional (826).

All respondents in childcare surveys 2008: (5,489).

All respondents in childcare surveys 2007: (5,563).

All paid childcare staff 2008: Full day care (11,376); Full day care in children's centres (2,191); Sessional (5,568); After school clubs (5,344); Holiday clubs (3,572).

All paid childcare staff 2007: Full day care (11,693); Full day care in children's centres (2,382); Sessional (5,590); After school clubs (5,123); Holiday clubs (3,667).

All paid childcare staff including childminders 2008: Full day care (11,376); Full day care in children's centres (2,191); Sessional (5,568); After school clubs (5,344); Holiday clubs (3,572); Childminders (850).

All paid childcare staff including childminders 2007: Full day care (11,693); Full day care in children's centres (2,382); Sessional (5,590); After school clubs (5,123); Holiday clubs (3,667); Childminders (845).

All paid childcare staff 2006: Full day care (19,264); Full day care in children's centres (1,502); Sessional (5,714); After school clubs (4,578); Holiday clubs (3,869).

All paid childcare staff 2005: Full day care (6,532); Sessional (4,776); Out of school (5,041).

All paid childcare staff 2003: Full day care (9,567); Sessional (4,812); After school clubs (4,898); Holiday clubs (6,359).

All paid staff in full day care providers 2008: (11,376).

All paid staff in full day care providers 2007: (11,693).

All paid staff in full day care in children's centres 2008: (2,191).

All paid staff in full day care in children's centres 2007: (2,382).

All paid staff in sessional providers 2008: (5,568).

All paid staff in sessional providers 2007: (5,590).

All paid staff in after school clubs 2008: (5,344).

All paid staff in after school clubs 2007: (5,123).

All paid staff in holiday clubs 2008: (3,572).

All paid staff in holiday clubs 2007: (3,667).

Module A childcare providers 2008 with a business plan: Full day care (656); Full day care in children's centres (160); Sessional (170); After school clubs (406); Holiday clubs (234).

Module A childcare providers 2007 with a business plan: Full day care (749); Full day care in children's centres (163); Sessional (292); After school clubs (392); Holiday clubs (306).

Module B childcare providers 2008: Full day care (1,098); Full day care in children's centres (199); Sessional (492); After school clubs (648); Holiday clubs (390).

Module B childcare providers 2007: Full day care (1,070); Full day care in children's centres (208); Sessional (622); After school clubs (628); Holiday clubs (346).

Module B childcare providers 2006: Full day care (1,702); Full day care in children's centres (533); Sessional (611); After school clubs (511); Holiday clubs (393).

Module B childcare providers 2005: Full day care (615); Sessional (513).

Module B childcare providers actively trying to recruit 2008: Full day care (271); Full day care in children's centres (80); Sessional (49); After school clubs (111); Holiday clubs (78).

Module B childcare providers actively trying to recruit 2007: Full day care (253); Full day care in children's centres (84); Sessional (73); After school clubs (142); Holiday clubs (72).

All module B providers who charge a deposit 2008: Full day care (566); Full day care in children's centres (73); Sessional (103); After school clubs (119); Holiday clubs (114); Childminders (251).

All module B providers who charge a deposit 2007: Full day care (503); Full day care in children's centres (81); Sessional (120); After school clubs (106); Holiday clubs (82); Childminders (245).

All module B providers who charge a registration fee 2008: Full day care (363); Full day care in children's centres (27); Sessional (103); After school clubs (119); Holiday clubs (81); Childminders (7).

All module B providers who charge a registration fee 2007: Full day care (320); Full day care in children's centres (30); Sessional (139); After school clubs (103); Holiday clubs (60); Childminders (11).

All module B providers who have heard of childcare vouchers 2008: Full day care (1,082); Full day care in children's centres (198); Sessional (428); After school clubs (620); Holiday clubs (376).

All module B providers who have heard of childcare vouchers 2007: Full day care (1,032); Full day care in children's centres (204); Sessional (533); After school clubs (577); Holiday clubs (321).

All childminders who have heard of childcare vouchers 2008: (756).

All childminders who have heard of childcare vouchers 2007: (760).

All childminders who have heard of childcare vouchers 2006: (612).

All module B providers who do not accept childcare vouchers 2008: Full day care (47); Full day care in children's centres (3); Sessional (98); After school clubs (75); Holiday clubs (50).

All module B providers who do not accept childcare vouchers 2007: Full day care (86); Full day care in children's centres (14); Sessional (137); After school clubs (91); Holiday clubs (67).

All childminders who do not accept childcare vouchers 2008: (162).

All childminders who do not accept childcare vouchers 2007: (209).

All childminders who do not accept childcare vouchers 2006: (202).

All module B providers who accept childcare vouchers 2008: Full day care (1027); Full day care in children's centres (193); Sessional (305); After school clubs (522); Holiday clubs (321).

All module A providers who accept childcare vouchers 2007: Full day care (923); Full day care in children's centres (186); Sessional (360); After school clubs (478); Holiday clubs (246).

All childminders who accept childcare vouchers 2008: (594).

All childminders who accept childcare vouchers 2007: (551).

All module B providers who have children where some of the fees are paid by parent's employer 2008: Full day care (885); Full day care in children's centres (172); Sessional (154); After school clubs (428); Holiday clubs (281).

All module B providers who have children where some of the fees are paid by parent's employer 2007: Full day care (774); Full day care in children's centres (153); Sessional (159); After school clubs (365); Holiday clubs (200).

All childminders who have children whose childcare was paid for by a parent's employer: (373).

Module B childcare providers providing fee income data 2008: Full day care (550); Full day care in children's centres (114); Sessional (242); After school clubs (390); Holiday clubs (156).

Module A childcare providers providing fee income data 2007: Full day care (534); Full day care in children's centres (126); Sessional (338); After school clubs (369); Holiday clubs (196).

Module A childcare providers providing fee income data 2006: Full day care (913); Full day care in children's centres (72); Sessional (364); Out of school (460).

Module A childcare providers providing government funding data 2008: Full day care (468); Full day care in children's centres (109); Sessional (263); After school clubs (114); Holiday clubs (65).

Module A childcare providers providing government funding data 2007: Full day care (483); Full day care in children's centres (107); Sessional (340); After school clubs (123); Holiday clubs (99).

Module A childcare providers providing government funding data 2006: Full day care (891); Full day care in children's centres (67); Sessional (375); Out of school (166).

Module A childcare providers providing income from other sources data 2008: Full day care (229); Full day care in children's centres (43); Sessional (195); After school clubs (107); Holiday clubs (51).

Module A childcare providers providing income from other sources data 2007: Full day care (182); Full day care in children's centres (54); Sessional (285); After school clubs (91); Holiday clubs (73).

Module A childcare providers providing income from other sources data 2006: Full day care (478); Full day care in children's centres (32); Sessional (341); Out of school (183).

Module A childcare providers providing premises cost information 2008: Full day care (427); Full day care in children's centres (37); Sessional (230); After school clubs (278); Holiday clubs (115).

Module A childcare providers providing premises cost information 2007: Full day care (407); Full day care in children's centres (41); Sessional (347); After school clubs (249); Holiday clubs (168).

Module A childcare providers providing expenditure information 2008: Full day care (511); Full day care in children's centres (95); Sessional (245); After school clubs (348); Holiday clubs (121).

Module A childcare providers providing expenditure information 2007: Full day care (468); Full day care in children's centres (107); Sessional (342); After school clubs (365); Holiday clubs (199).

Childcare providers 30% most deprived areas 2008: Full day care (557); Full day care in children's centres (423) Sessional (193); After school clubs (344); Holiday clubs (198).

Childcare providers 30% most deprived areas 2007: Full day care (568); Full day care in children's centres (372) Sessional (183); After school clubs (334); Holiday clubs (219).

Childcare providers 30% most deprived areas 2006: Full day care (896); Full day care in children's centres (164); Sessional (1,172); After school clubs (273); Holiday clubs (251).

All module B childcare providers that vary fees 2008: Full day care (574); Full day care in children's centres (121); Sessional (97); After school clubs (251); Holiday clubs (151).

All module B childcare providers that vary fees 2007: Full day care (492); Full day care in children's centres (125); Sessional (95); After school clubs (204); Holiday clubs (129).

Childcare providers and childminders who have children less than 2 years old enrolled and whose fees vary 2008: Full day care (603); Full day care in children's centres (161); Sessional (31); Childminders (20).

Childcare providers and childminders who have children less than 2 years old enrolled and whose fees vary 2007: Full day care (567); Full day care in children's centres (184); Sessional (38); Childminders (44).

Childcare providers and childminders who have children aged 3 years old enrolled and whose fees vary 2008: Full day care (964); Full day care in children's centres (174); Sessional (432); Childminders (29).

Childcare providers and childminders who have children aged 3 years old enrolled and whose fees vary 2007: Full day care (1,019); Full day care in children's centres (197); Sessional (590); Childminders (25).

Childcare providers and childminders whose fees did not vary depending on the age of the child 2008: Full day care (9); Full day care in children's centres (1); Sessional (4); After school clubs (522); Holiday clubs (255).

Childcare providers and childminders whose fees did not vary depending on the age of the child 2007: Full day care (35); Full day care in children's centres (4); Sessional (27); After school clubs (473); Holiday clubs (239).

Childcare providers excluding answers of don't know and zero. All childminders excluding answers of don't know and zero: Full day care (Fees: 550, Local Authority: 468, Other sources: 229); Full day care in children's centres (Fees: 114, Local Authority: 109, Other sources: 43); Sessional (Fees: 242, Local Authority: 263, Other sources: 195); After school clubs (Fees: 390, Local Authority: 114, Other sources: 107); Holiday clubs (Fees: 156, Local Authority: 65, Other sources: 51); Childminders (Fees: 723, Local Authority: 40, Other sources: 29).

Childminders 2008: (850).

Childminders 2007: (845).

Childminders 2006: (723).

Childminders 2005: (1,132).

Childminders 2003: (850).

Childminders who have not expanded in the last 12 months 2008: (723).

Childminders who have not expanded in the last 12 months 2007: (737).

Childminders who had received training in last 12 months 2008: (682).

Childminders who had received training in last 12 months 2007: (570).

All children childminders look after in term-time: (3,977).

All children childminders look after in school holidays: (3,607).

All paid childcare staff with at least a level 5 qualification 2008: Full day care (902); Full day care in children's centres (367); Sessional (353); After school clubs (425); Holiday clubs (387).

All paid childcare staff (module B) 2008: Full day care (6,156); Full day care in children's centres (1,113); Sessional (2,439); After school clubs (2,782); Holiday clubs (1,899).

All paid childcare staff (module B) 2007: Full day care (6,267); Full day care in children's centres (1,223); Sessional (3,097); After school clubs (2,697); Holiday clubs (1,705).

All paid childcare staff (module B) 2006: Full day care (9,794); Full day care in children's centres (553); Sessional (2,974); After school clubs (4,489); Holiday clubs (2,005).

All senior managers in childcare providers 2008: Full day care (1,958); Full day care in children's centres (380); Sessional (1,066); After school clubs (1,136); Holiday clubs (706).

All senior managers in childcare providers 2007: Full day care (1,955); Full day care in children's centres (392); Sessional (1,027); After school clubs (1,106); Holiday clubs (697).

All senior managers in childcare providers 2006: Full day care (3,209); Full day care in children's centres (209); Sessional (1,032); After school clubs (908); Holiday clubs (725).

All senior managers in childcare providers 2003: Full day care (850); Sessional (868); Out of school (no base size available).

All supervisors in childcare providers 2008: Full day care (5,403); Full day care in children's centres (1,109); Sessional (2,574); After school clubs (2,414); Holiday clubs (1,600).

All supervisors in childcare providers 2007: Full day care (5,350); Full day care in children's centres (8,466); Sessional (2,483); After school clubs (2,338); Holiday clubs (1,661).

All supervisors in childcare providers 2006: Full day care (9,073); Full day care in children's centres (609); Sessional (2586); After school clubs (2,060); Holiday clubs (1,756).

All supervisors in childcare providers 2003: Full day care (5,384); Sessional (1,967); Out of school (no base size available).

All other paid childcare staff 2008: Full day care (4,015); Full day care in children's centres (702); Sessional (1,928); After school clubs (1,794); Holiday clubs (1,266).

All other paid childcare staff 2007: Full day care (3,893); Full day care in children's centres (731); Sessional (1,884); After school clubs (1,679); Holiday clubs (1,309).

All other paid childcare staff 2006: Full day care (6,168); Full day care in children's centres (391); Sessional (1,935); After school clubs (1,510); Holiday clubs (1,295).

All other paid childcare staff 2003: Full day care (3,333); Sessional (1,995); Out of school (no base size available).

Early years provision in maintained settings

Early Years provision in maintained schools 2008: Nursery schools (179); Primary schools with nursery and reception classes (561); Primary schools with reception but no nursery classes (579).

Early Years provision in maintained schools 2007: Nursery schools (201); Primary schools with nursery and reception classes (755); Primary schools with reception but no nursery classes (640).

Early Years provision in maintained schools 2006: Nursery schools (188); Primary schools with nursery and reception classes (535); Primary schools with reception but no nursery classes (513).

Early Years provision in maintained schools 2003: Nursery schools (200); Primary schools with nursery and reception classes (850); Primary schools with reception but no nursery classes (850).

Early years provision in maintained schools 30% most deprived areas 2008: Nursery schools (108); Primary schools with nursery and reception classes (270); Primary schools with reception but no nursery classes (59).

Early years provision in maintained schools 30% most deprived areas 2007: Nursery schools (126); Primary schools with nursery and reception classes (304); Primary schools with reception but no nursery classes (88).

Early years provision in maintained schools 30% most deprived areas 2006: Nursery schools (107); Primary schools with nursery and reception classes (262); Primary schools with reception but no nursery classes (513).

All respondents in early years survey 2008: (1,319).

All respondents in early years survey 2007: (1,596).

All paid staff in all nursery schools 2008: (1,071).

All paid staff in all nursery schools 2007: (1,181).

All paid staff in all primary schools with nursery and reception classes 2008: (2,923).

All paid staff in all primary schools with nursery and reception classes 2007: (4,025).

All paid staff in all primary schools with reception but no nursery classes 2008: (1,930).

All paid staff in all primary schools with reception but no nursery classes 2007: (2,148).

Early years providers who help staff get other training 2008: Nursery schools (177); Primary schools with nursery and reception classes (546); Primary schools with reception but no nursery classes (565).

Early years providers who help staff get other training 2007: Nursery schools (199); Primary schools with nursery and reception classes (736); Primary schools with reception but no nursery classes (631).

Early years providers actively trying to recruit 2008: Nursery schools (41); Primary schools with nursery and reception classes (84); Primary schools with reception but no nursery classes (67).

Early years providers actively trying to recruit 2007: Nursery schools (49); Primary schools with nursery and reception classes (121); Primary schools with reception but no nursery classes (88).

All early years providers who do not currently have any vacancies for which they are actively trying to recruit 2008: Nursery schools (138); Primary schools with nursery and reception classes (477); Primary schools with reception but no nursery classes (512).

All early years providers who do not currently have any vacancies for which they are actively trying to recruit 2007: Nursery schools (152); Primary schools with nursery and reception classes (634); Primary schools with reception but no nursery classes (552).

All early years providers who do not currently have any vacancies for which they are actively trying to recruit 2006: Nursery schools (139); Primary schools with nursery and reception classes (490); Primary schools with reception but no nursery classes (461).

All nursery schools who don't currently have any vacancies for which they are actively recruiting 2008: (138).

All nursery schools who don't currently have any vacancies for which they are actively recruiting 2007: (152).

All nursery schools who don't currently have any vacancies for which they are actively recruiting 2006: (139).

All primary schools with nursery and reception classes who don't currently have any vacancies for which they are actively recruiting 2008: (477).

All primary schools with nursery and reception classes who don't currently have any vacancies for which they are actively recruiting 2007: (634).

All primary schools with nursery and reception classes who don't currently have any vacancies for which they are actively recruiting 2006: (490).

All primary schools with reception but no nursery classes who don't currently have any vacancies for which they are actively recruiting 2008: (512).

All primary schools with reception but no nursery classes who don't currently have any vacancies for which they are actively recruiting 2007: (552).

All primary schools with reception but no nursery classes who don't currently have any vacancies for which they are actively recruiting 2006: (461).

All paid early years staff 2008: Nursery schools (1,071); Primary schools with nursery and reception classes (2,923); Primary schools with reception but no nursery classes (1,930).

All paid early years staff 2007: Nursery schools (1,181); Primary schools with nursery and reception classes (4,025); Primary schools with reception but no nursery classes (2,148).

All paid early years staff 2006: Nursery schools (1,107); Primary schools with nursery and reception classes (2,688); Primary schools with reception but no nursery classes (1,593).

All paid early years staff 2003: Nursery schools (2,518); Primary schools with nursery and reception classes (8,623); Primary schools with reception but no nursery classes (5,315).

All other early years coordinators / head teachers in early years providers in maintained schools 2008: Nursery schools (179); Primary schools with nursery and reception classes (545); Primary schools with reception but no nursery classes (550).

All other early years coordinators / head teachers in early years providers in maintained schools 2007: Nursery schools (201); Primary schools with nursery and reception classes (748); Primary schools with reception but no nursery classes (622).

All other early years coordinators / head teachers in early years providers in maintained schools 2006: Nursery schools (186); Primary schools with nursery and reception classes (497); Primary schools with reception but no nursery classes (431).

All other early years coordinators / head teachers in early years providers in maintained schools 2003: (No base size available).

All qualified early years teachers in early years providers in maintained schools 2008: Nursery schools (317); Primary schools with nursery and reception classes (837); Primary schools with reception but no nursery classes (517).

All qualified early years teachers in early years providers in maintained schools 2007: Nursery schools (342); Primary schools with nursery and reception classes (1,124); Primary schools with reception but no nursery classes (500).

All qualified early years teachers in early years providers in maintained schools 2006: Nursery schools (322); Primary schools with nursery and reception classes (773); Primary schools with reception but no nursery classes (398).

All qualified early years teachers in early years providers in maintained schools 2003: (No base size available).

All nursery nurses in early years providers in maintained schools 2008: Nursery schools (352); Primary schools with nursery and reception classes (899); Primary schools with reception but no nursery classes (346).

All nursery nurses in early years providers in maintained schools 2007: Nursery schools (397); Primary schools with nursery and reception classes (1,173); Primary schools with reception but no nursery classes (385).

All nursery nurses in early years providers in maintained schools 2006: Nursery schools (373); Primary schools with nursery and reception classes (844); Primary schools with reception but no nursery classes (299).

All nursery nurses in early years providers in maintained schools 2003: (No base size available).

All other early years support staff in early years providers in maintained schools 2008: Nursery schools (224); Primary schools with nursery and reception classes (684); Primary schools with reception but no nursery classes (629).

All other early years support staff in early years providers in maintained schools 2007: Nursery schools (241); Primary schools with nursery and reception classes (980); Primary schools with reception but no nursery classes (641).

All other early years support staff in early years providers in maintained schools 2006: Nursery schools (226); Primary schools with nursery and reception classes (574); Primary schools with reception but no nursery classes (465).

All other early years support staff in early years providers in maintained schools 2003: (No base size available).

All paid early years staff with at least a level 5 qualification 2008: Nursery schools (504); Primary schools with nursery and reception classes (1,371); Primary schools with reception but no nursery classes (943).

All paid early years staff with at least a level 5 qualification 2007: Nursery schools (575); Primary schools with nursery and reception classes (1,825); Primary schools with reception but no nursery classes (1,097).

All early years providers who have at least one member of staff leave in the previous 12 months 2008: Nursery schools (69); Primary schools with nursery and reception classes (152); Primary schools with reception but no nursery classes (96).

All early years providers who have at least one member of staff leave in the previous 12 months 2007: Nursery schools (68); Primary schools with nursery and reception classes (224); Primary schools with reception but no nursery classes (109).

All early years providers who have at least one member of staff leave in the previous 12 months 2006: Nursery schools (86); Primary schools with nursery and reception classes (124); Primary schools with reception but no nursery classes (70).

Appendix 3 - Glossary

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

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

- **Full day care:** defined as “facilities that provide day care for children under eight for a continuous period of four hours or more in any day in premises which are not domestic premises⁸⁶.”
- **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 provider⁸⁷.”
- **Out-of-school clubs:** defined as “clubs...open before and after school and all day long during school holidays, giving three 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 homework⁸⁸.” For the purposes of this research, the questionnaire focused on After-school and Holiday care.
- **Children’s centres:** defined as “places where children under five years old and their families can receive seamless holistic integrated services and information, and where they can access help from multi-disciplinary teams of professionals⁸⁹.” 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 on site.
- **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 two hours in any day.”⁹⁰
- **Nursery schools:** these “provide education for children under the age of five and over the age of two⁹¹.” Maintained nursery schools generally accept children in term time.
- **Primary schools with reception but no nursery classes:** some primary schools are able to admit four and five year old children into a reception class. Such classes operate throughout the school year.
- **Primary schools with reception and nursery classes:** some primary schools offer both nursery and reception classes, and again, these operate throughout the school year.

⁸⁶ <http://www.surestart.gov.uk/doc/0-ACA52E.PDF>

⁸⁷ <http://www.childcarelink.gov.uk/pdf/ofsted/Module5.pdf>

⁸⁸ <http://www.surestart.gov.uk/surestartservices/childcare/outofschoolchildcare/>

⁸⁹ <http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/>

⁹⁰ <http://www.childcarelink.gov.uk/pdf/ofsted/Module2.pdf>

⁹¹ <http://www.edubase.gov.uk/glossary.xhtml?letter=N>

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)⁹².”

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 claimant’s 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.

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.

Index of Multiple Deprivation (IMD): measures deprivation at the “small area level”⁹³. 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)⁹⁴. 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”⁹⁵.

- **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.

⁹² <http://www.hmrc.gov.uk/research/report23-final.pdf> (pages 50/51)

⁹³ <http://www.communities.gov.uk/documents/communities/pdf/131209.pdf>

⁹⁴ *ibid.*

⁹⁵ <http://www.surestart.gov.uk/doc/P0000411.PDF>

- **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 qualification⁹⁶.
- **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.
- **Early years leadership:** because no one in childcare and early years settings had gained EYPS at the time of data collection, a question was asked about early years leadership more generally in order to determine how many providers had staff acting in this capacity less formally.
- **Nursery Nurses:** are subject to the same requirements as supervisors in full day care settings⁹⁷.
- **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 six months of beginning working as a childminder. First aid certificates should be kept up to date⁹⁸.

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"⁹⁹.

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"¹⁰⁰.

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 operation¹⁰¹. Providers are subject to an Ofsted inspection within seven months of registration and at least once every three years thereafter¹⁰².

⁹⁶ <http://www.surestart.gov.uk/doc/P0002407.pdf>

⁹⁷ http://www.bbc.co.uk/schools/parents/life/you_and_school/working_in_schools/training_nursery_nurse.shtml

⁹⁸ <http://www.surestart.gov.uk/doc/P0002411.pdf>

⁹⁹ http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069

¹⁰⁰ http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SpecialEducationalNeeds/DG_4008600

¹⁰¹ http://www.daycaretrust.org.uk/mod.php?mod=userpage&page_id=40

¹⁰² <http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828a0d8308c08a0c/?vqnextoid=013a8487a73dc010VqnVCM1000003507640aRCRD>

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 Assessor¹⁰³.

NVQ Assessors: appropriately qualified and experienced childcare staff can apply to become NVQ Assessors, for which they are required to complete a further training course. NVQ Assessors assess on-site and can assess their own staff or those working in other settings.

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

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

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

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

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

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

Graduate leader fund: The Graduate Leader fund (GLF) is a three year government grant allocated as part of the SureStart, Early Years and Childcare Grant replacing the Transformation Fund.

Its aim is specifically to support progression toward creating and sustaining sufficient graduate Early Years Professionals in the private, voluntary and independent sectors, ensuring all full day care settings can have a graduate leader by 2015, with two in settings for children in the 30% most disadvantaged areas.

¹⁰³[http://www.edexcel.org.uk/VirtualContent/64456/Edexcel NVQ guidance for candidates.pdf](http://www.edexcel.org.uk/VirtualContent/64456/Edexcel_NVQ_guidance_for_candidates.pdf)

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