

Fitting It All Together

How Families Arrange their Childcare and the Influence on Children's Home Learning

Ruth Smith, Svetlana Speight and Ivana La Valle
National Centre for Social Research



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Executive summary

Key Findings

This study explores the *packages* of care families put together and examines how different types of formal and informal childcare are combined, the reasons for using different types of provision and how much time children spend in non-parental care.

- Over half of children under 1 were looked after solely by their parents (57%). Twenty-four per cent were cared for by informal providers (i.e. relatives and friends), typically for a short amount of time and to allow parents some free time for non-economic related reasons (e.g. shopping, socialising).
- Thirty-six per cent of 1-2 year were looked after solely by their parents, while the most common packages of non-parental care included: centre based childcare only (21%), informal childcare only (19%) or a combination of the two (15%). Economic reasons (i.e. enabling parents to work, look for work or study) featured strongly for all packages of care, and where this was the case children were typically in non-parental care for 20 hours a week. When an early years setting was used for child development reasons or an informal carer was used to allow parents some free time for non-economic reasons, the amount of childcare used was considerably smaller (an average of 5 hours per week).
- The majority of 3-4 year olds used centre based childcare - 43% attended just centre based childcare and 29% combined it with informal childcare. All types of centre based childcare were used primarily for a child's development except day nurseries where economic reasons predominated. The longest time was spent at reception classes (30 hours per week) and day nurseries (22.5 hours per week), while the number of hours in other settings typically matched the free early education offer (12.5 hours per week).
- Many young school age children (5-11 year olds) were looked after solely by their parents. Where they did receive non-parental care, this was usually informal childcare (25%). Only a small proportion attended out of school settings only (8%) or out of school clubs in combination with informal childcare (6%). When childcare was used for economic reasons, children were in non-parental care for an average of 6.1 hours a week, while the corresponding figure was considerably smaller (2 hours) if childcare was used for child related reasons.
- Reliance on parental care only was also very common for older 12-14 years old (65%). Like younger school age children, the care they did receive was most commonly informal (23%).

For younger children the study also explores the relationship between childcare use and the learning activities parents and children do together:

- For 2 year old children, those using centre based childcare for 20-30 hours engaged in more learning activities with their parents than those not attending centre based childcare. In contrast, those attending centre based childcare for more than 30 hours engaged in fewer activities compared with those not using centre based childcare.
- For 3-5 year olds there was no association between use of childcare and learning activities.

Introduction

Over the last decade an enormous number of childcare initiatives have been introduced in order to provide “good quality, affordable childcare for children aged 0 to 14 in every neighbourhood” (National Childcare Strategy, DfEE 1998). It is hoped that these childcare initiatives could contribute to improve child outcomes, facilitate parents’ engagement with the labour market and help reduce child poverty. A considerable amount of research has therefore been carried out to explore patterns of childcare provision over this period. This study builds on such previous research by providing a detailed analysis of the *packages* of childcare parents put together for children of different ages. The report looks at how families combine different types of childcare, how many hours of childcare they use and for what reasons. Secondly, we explore the extent to which these packages influence young children’s home learning environment since different childcare packages and any associated effects on the parent-child relationship might be associated with more or less positive child outcomes (e.g. Mathers and Sylva 2007, Sylva et al. 2004, Cummings et al. 2007).

This analysis is based on data from the Childcare and Early Years Survey of Parents¹ which is a national survey series of over 7,000 parents in England with children aged 0-14 years. This survey focuses on the childcare children receive during school term-time and defines childcare as *any time when a child is not with their resident parent/ guardian or that parent/ guardian’s current partner*². This definition covers both formal and informal childcare thereby allowing us to explore the following types of childcare:

- Formal: Early Years Centre Based e.g. nursery schools, day nurseries, or play groups.
- Formal: Individual e.g. childminders, nannies, or au pairs.
- Formal: Out of School e.g. breakfast or after school clubs.
- Formal: Leisure / Other e.g. leisure or sporting activities.
- Informal e.g. grandparents, other relatives, friends, or ex-partners.

Childcare arrangements for children aged under 1

Some research has raised concerns about potentially negative effects of non-parental childcare on very young children, particularly continuous care for more than 10 or 20 hours per week (Belsky 2001). However, this research found that most children of this age either do not receive non-parental childcare or receive only small amounts of grandparental care, so even if the research concerns are well founded they apply to only a very small proportion of children.

Over half of children aged under 1 were looked after solely by their parents (57%) with 18% being looked after by the grandparents as well. Those children who received informal childcare were generally looked after for only short amounts of time (1 or 2 days, for an average of 4 hours per day), to allow parents to do domestic or recreational activities e.g. shopping, socialising, looking after other children. Finally, looking at the small number of children who did use centre based childcare e.g. a day nursery or play group, we saw that they were typically more advantaged children, who typically have stronger long term outcomes than disadvantaged children (e.g. Feinstein and Duckworth 2006, Sylva et al. 2007).

¹ Chapters 2-7 use data from 2007 only, but Chapter 8 uses data from 2004 and 2007 in order to provide a sufficient number of cases for analysis.

² As such, childcare includes periods of time with children’s non-resident parents since whilst the reason for this care might constitute ‘contact time’ it may also help the child’s resident parent undertake paid work or do domestic or recreational activities e.g. shopping, socialising, looking after other children.

Childcare arrangements for children aged 1-2

The packages of childcare used by children aged 1-2 were more diverse than for younger children, with fewer 1-2 year olds using no childcare, and more using centre based childcare. The prevalence of the childcare packages typically used by children aged 1-2 were:

- No childcare (36%)
- Centre based childcare only (21%)
- Informal childcare only (19%)
- A combination of centre based and informal childcare (15%)

Disadvantaged groups such as large families (those with three or more children), lower income households (those with less than £20,000 per annum), non-working families and lone parents were particularly likely to rely solely on parental care. Turning to those families that did use non-parental childcare, regardless of which package of childcare families used, on the whole, they used only modest amounts of non-parental childcare for children of this age. This may be linked to high levels of part-time maternal work among mothers with young children (Butt et al. 2007).

Centre based childcare (only) was most commonly used by higher income families. Children that used this type of childcare package primarily attended either a play group for their development or enjoyment, or a day nursery so that their parents could work. Where they attended a day nursery this was often for more, longer days, whereas children who attended a play group often attended for fewer, shorter days (26% of children used a day nursery for 5 days per week compared with 2% of children that used a play group, and day nurseries were usually used for 8 hours per day whilst play groups were usually used for 2.5 hours per day).

Just under one-fifth of children (19%) were looked after by **informal** carers. In practice this was usually their grandparents, who looked after children for one of two reasons - so that parents could work or so that parents could do domestic or recreational activities e.g. shopping, socialising, looking after other children. The length of time informal carers looked after these children varied between the different reasons for use. Children who were looked after for economic reasons on average spent 20 hours per week being looked after compared with 5 hours per week for children looked after so that their parents could do domestic or recreational activities. Typically children spent 1 or 2 days a week with informal carers (for 5.3 hours per day on average).

A combination of **centre based and informal** childcare (reported by 15%), was generally more common among affluent families (e.g. working households, higher income groups, and families with fewer children). The type of centre based provider used was usually a day nursery or play group whilst the informal carer was usually the child's grandparent (the two types were generally used on separate days). As observed earlier, day nurseries were used mainly for economic reasons and playgroups for child development reasons, when these types of childcare were combined with grandparental care, in both cases the grandparental care was more commonly used for economic reasons. In total, children who received this childcare package spent 3-5 days in childcare for approximately 6.5 hours per day.

Childcare arrangements for children aged 3-4

Children aged 3 to 4 are entitled to 12.5 hours of free early education and as such it was not surprising to find that the overwhelming majority of 3-4 year olds used **centre based** childcare. However, this care was generally only received for modest amounts of time unless the children had started school full-time. The typical packages of care for this age group included:

- Centre based childcare only (43%)
- A combination of centre based and informal childcare (29%)

These older children attended a wider range of settings than younger children, including nursery schools, nursery classes and reception classes in addition to day nurseries and play groups. Amongst users of **centre based childcare** the reasons for use were relatively similar. Indeed, all types of early years settings except day nurseries, were used for child related reasons, e.g. their development or enjoyment (in contrast day nurseries were primarily used for economic reasons). The time children spent at nursery schools, nursery classes and play groups typically matched the length of the free early education offer, whilst reception classes and day nurseries were used for longer lengths of time (on average 30 hours and 22.5 hours per week). Children mainly attended these providers for 5 days a week, particularly those attending nursery classes and reception classes. However, a substantial number of children also used day nurseries, nursery schools and play groups for 3 or 4 days per week.

Children in more affluent families often attended a combination of **centre based childcare and informal childcare** (again mainly grandparents) and for many this constituted 'wrap around' care, i.e. the sessions with different providers followed each other consecutively. Children that used a day nursery and grandparents were the most likely to have used this package for economic reasons, whilst children that used other types of centre based provider were far more likely to have used their informal carer for economic reasons, but their centre based carer for child related reasons. The hours of use were similar to those reported for 3 and 4 year olds using centre based childcare only - reception classes were used for full-time hours, day nurseries were used for approximately 19 hours per week, and other types of centre based provider for 12.5 hours per week on average.

Childcare arrangements for children aged 5-11

For school age children, the need for non-parental childcare seemed to diminish and even the use of out of school childcare was relatively uncommon. However, recent trends illustrate that use of out of school childcare has increased since 2001 but started from a very low level of use (Butt et al. 2007). As more primary and secondary schools become Extended Schools (schools that provide extended services e.g. opening from 8am to 6pm and providing holiday care) it is likely that take up of this type of childcare will increase further, with possible positive effects for children. For instance, there is some evidence to suggest that out of school activities are associated with better child outcomes (Posner and Vandell 1999, Cummings et al. 2007). The types of childcare package commonly used by children aged 5-11 were:

- No childcare (49%)
- Informal childcare only (25%)
- Out of school childcare only (8%)
- A combination of out of school and informal childcare (6%)

The types of families that were more likely to use no childcare were the less affluent, but also many couples (working couples and non-working couples) where the combination of school and possibly a shift parenting arrangement might allow parents to work and do other things without the need to use any non-parental care.

In contrast **informal** carers were generally used by more affluent families, e.g. working families and those with fewer children, but a substantial proportion of lone parents also relied on this arrangement. A wider range of informal carers looked after these older children compared with their younger peers, although the most common carer was still their grandparents. Grandparents, other relatives and friends were used for a relatively small number of hours mainly for economic reasons (an average 8 hours, 8.8 hours and 5.4 hours per week respectively; siblings were used for an average of 5 hours for either economic reasons or to provide parent's time for domestic or recreational activities e.g. shopping, socialising, looking after other children; and ex-partners provided care for an average of 24 hours a week mainly for child related reasons. This meant that on a daily basis, children were looked after for relatively short periods of time between 2.5 and 3 hours on average (ex-partners were the exception where the daily average was 7.5 hours).

There were two main patterns of use of **out of school** childcare only, firstly use of out of school childcare for economic reasons for 6.1 hours per week, and secondly use for child related reasons for 2 hours per week. In terms of days this meant that out of school childcare was most often used for 1, 2 or 5 days, for sessions of 1.5 hours on average. In contrast to younger children who generally used only one or two providers, 41% of 5-11 year olds who combined **out of school childcare with informal childcare**, had three or more providers - although given the low take up of this package of care this applied to only a small number of children. This package was used for both economic and child related reasons (informal carers were generally used for economic reasons and out of school providers were used for either economic or child related reasons). In terms of the pattern of care, children who went to a combination of out of school childcare and informal childcare attended for 2 to 5 days per week for an average of 2.5 hours per day. Use of both out of school childcare by itself and in combination with informal childcare was most commonly the case for more affluent families.

Childcare arrangements for children aged 12-14

Children aged 12-14 were most likely to use one of two childcare packages:

- No childcare (65%)
- Informal childcare only (23%)

The high prevalence of parental care only (particularly for workless, lower income and couple families) is probably attributable to these children's attendance at school and so the reduced need for non-parental childcare. However other research suggests that many parents with 12-14 year olds believe that their children are old enough to look after themselves (see Kazimirski et al. 2008). While Cummings et al. (2007) reported that Extended Schools found it difficult to engage teenagers in out of school activities, which suggests that schools have more to do to encourage the participation of older children.

Informal carers were usually used by working families and lone parents. Use of grandparents was less frequent than for younger children (under half of children of this age were looked after by their grandparents) and instead other informal carers (i.e. friends, ex-partners and other relatives including older siblings) played an increasingly important role. Where grandparents did look after these children, it was for only 8 hours per week and largely for economic reasons. Ex-partners on the other hand looked after children mainly for child related reasons and for considerably more time (generally 24 hours per week). The reasons for relying on older siblings were closely linked to the amount of care they provided

- use for economic reasons was for an average of 9.8 hours a week, compared with an average of 4.5 hours for domestic or recreational activities e.g. shopping, socialising, looking after other children. Other relatives and friends were used for between 7 and 9.7 hours a week for a variety of reasons. As for younger children, this meant that the daily average number of hours was short - sessions generally lasted 2.5 to 3.3 hours per day (ex-partners were the exception, where sessions lasted for 7.3 hours on average).

Family childcare packages

Turning to the combination of childcare arrangements that parents with more than one child put together for their different children, this analysis looked simultaneously at the packages of childcare families used for their oldest and youngest child (since the care for these children is likely to be indicative of the childcare used by any other children in the family). These findings showed that the package of care arranged by a family was strongly driven by the age of the children in the household. For example, families with a 3-4 year old tended to use centre based childcare for their 3-4 year old irrespective of the age of other children in the household, and families with a 5-14 year old tended to use no childcare for their 5-14 year old irrespective of the age of other children in the household. This was also demonstrated by the fact that where families had children in the same age bracket, they often used the same type of childcare package for each child.

The strongest trends for lower income and non-working families were the use of no childcare for either child, or use of no childcare and centre based childcare only for a 3-4 year old (as a result of the free early education offer). In contrast, use of informal childcare only for both children, or use of informal childcare and centre based childcare only for a 3-4 year old was most common for working families (typically with older children - perhaps in order to 'wrap around' school time) and lone parents (perhaps due to the inclusion of ex-partners as a type of informal carer and lone parents' greater reliance on informal support networks). Finally, where families used centre based childcare for their 0-2 year old, this was most frequently the case for higher income families. Therefore, it seems that even taking into account the combination of arrangements families have for different children the patterns of childcare use and factors that affect childcare use for each child remain the same.

Use of childcare and home learning environment

Both children's home learning environment (e.g. the frequency with which they and their parents engage in activities like reading, painting, recognising shapes) and childcare are known to be associated with child outcomes such as literacy and numeracy (CMPO 2006, Melhuish et al. 2008, Sammons et al. 2004, Sylva et al. 2004). However, what is not known is whether there is an association between childcare use and the home learning environment (HLE). There could be either positive or negative effects of childcare on home learning, since where children spend some time in childcare, parents might have *less time available* to spend doing home learning activities, or childcare settings could play an active role in *encouraging* parents to engage in a range of home learning activities.

Initial examination of the relationships between the HLE and family and children's socio-demographic characteristics revealed that families who undertook *more* home learning with their children were those where the mother had a higher level of education, where the family had a higher socio-economic status and where the child was girl rather than a boy. In addition, less home learning was evident in families where the mother worked full-time, where there were a greater number of children in the family, and in minority ethnic groups.

We explored the relationship between the HLE and childcare use separately for 2 year old, 3-4 year old and 5 year old children. For 2 year old children, there was no association between the HLE and the package of care used, or between the HLE and the total amount of formal and / or informal childcare. However there was an association between the HLE and the total amount of centre based childcare received. It seems that children using centre based childcare for 20-30 hours experienced more home learning than those not attending centre based childcare, while those attending centre based childcare for more than 30 hours experienced less home learning compared with those not using centre based childcare. For 3-4 year olds and for 5 year olds, we found no association between use of childcare and the level of home learning.

These findings are difficult to explain and would benefit from more research. For 2 year olds it would be useful to explore the type and quality of childcare used e.g. whether this childcare is in the private, voluntary or maintained sector, and how this influences children's HLE. Similarly this may be beneficial for 3-4 year olds since it is difficult to compare children in terms of the quantity of childcare they use due to the high take up of the free early education offer. Lastly, for 5 year olds it may be valuable to look at the relationship between school practices and children's HLE as schools become much more influential in the lives of children of this age group than childcare providers.

1 Introduction

Over the last decade an enormous number of childcare initiatives have been introduced in order to better provide for children and their families. It is hoped that success in this area could contribute to improve child outcomes, facilitate parents' engagement with the labour market and help reduce child poverty. However, the way in which parents combine different types of childcare and the pattern of their use is likely to mediate such effects. Therefore within this report we look firstly at *packages* of childcare for children of different ages, i.e. looking at how families combine different types of childcare, how many hours of childcare they use and for what reasons, and secondly explore the extent to which these packages influence young children's home learning environment.

1.1 Research and Policy Background

Prior to 1998 the nature of the childcare sector in the UK was determined almost exclusively by the market and as such childcare was often expensive, of variable quality and inaccessible to parents in many areas of the country due to a lack of childcare places and poor provision of information. This was recognised in the National Childcare Strategy (DfEE 1998) where the government committed to ensuring "good quality, affordable childcare for children aged 0 to 14 in every neighbourhood". The aim of doing so was to facilitate better social, cultural and psychological development for children and enable more parents to take up work, education or training. In order to achieve the childcare market envisaged by the National Childcare Strategy it was recognised that government intervention was required and since then National Standards in quality have been introduced along with a wide range of childcare initiatives and both demand side and supply side funding streams.

On the demand side a range of childcare subsidies are available directly to parents. The main one of these is the childcare element within the Working Tax Credit (WTC), which is available to low and middle income parents working more than 16 hours a week (both parents in couple families). Likewise there has been a drive to encourage employers to provide childcare support with HM Revenue and Customs introducing tax exemptions for employer-supported childcare which benefits both the employer offering childcare support and the employee that receives the support.

The universal provision of (part-time) free early education for 3 and 4 year olds constitutes an example of supply side funding that currently provides 12.5 hours of early education for 38 weeks of the year. This initiative has been very successful with extremely high levels of take up, including amongst disadvantaged children who were previously less likely to receive early years education (Butt et al. 2007). This success is particularly welcome when considered in the light of a growing body of research which shows that early access to good quality early years education can have benefits for children's outcomes, especially disadvantaged children (e.g. Sylva et al. 2004). Consequently, the government have committed to extend this provision so that by 2010 all 3 and 4 year olds will be entitled to 15 hours of free early education, which children will be able to receive flexibly i.e. parents will be able take up these hours over a high number of days with shorter sessions, or a low number of days with longer sessions, as they prefer. Furthermore, a pilot scheme is now underway which provides part-time early education to disadvantaged 2 year olds. There are also commitments in the Children's Plan to extend this offer to a greater number of disadvantaged 2 year olds and at the recent Labour Party conference the government stated their aim to make this provision universal. Other supply sided initiatives have also been designed to target specific populations such as families living in disadvantaged areas (e.g. the Neighbourhood Nursery Initiative, Sure Start Local Programmes).

In 2002 Children's Centres were proposed in the Inter-Departmental Childcare Review (Strategy Unit 2002) to build on the experiences of Early Excellence Centres, Neighbourhood Nurseries and Sure Start Local Programmes. The remit of Children's Centres is to provide easy access to integrated services offering information, health, family support, childcare and other services for children. They are at the heart of the *Every Child*

Matters: Change for Children agenda, which was given legal force in the Children's Act 2004. The Ten Year Strategy for Childcare (HM Treasury et al. 2004) committed significant funding to further improve the quality, affordability, accessibility and flexibility of childcare and early years services, and voiced the aim to roll out Children's Centres nationwide by 2010. Most recently, the Childcare Act was introduced in 2006 which spelt out the duties local authorities have to implement the Ten Year Childcare Strategy at the local level, and reinforces the framework for facilitating local childcare markets.

The strategy is also closely linked to other key policy priorities, such as tackling child poverty and social exclusion. From the 1980s to the 1990s child poverty rose to the point where the UK had amongst the highest child poverty rates of all industrialised nations. The government therefore set an ambitious target of halving child poverty by 2010 and eradicating it by 2020. There is of course a large overlap between families experiencing child poverty and workless households, with appropriate childcare being central to parents' ability to engage with the labour market and break the cycle of disadvantage. Since 1999 (Butt et al. 2007) there has been an increase in maternal part-time work (16-29 hours per week) and recent proposals to encourage lone parents to return to work as their children get older may also contribute towards this aim.

Progress has been made towards the aims of the Every Child Matters agenda. For instance, the Childcare and Early Years Survey of Parents (Bryson et al. 2006, Kazimirski et al. 2008) showed a considerable increase in the use of formal childcare between 2001 and 2004 (up by 10 percentage points from 31% in 2001 to 41% in 2004) although this has since stabilised in 2007. Furthermore it appears that gaps between the rich and poor have narrowed although this can largely be attributed to increases in the use of early years education (Butt et al. 2007) and barriers to childcare use still remain. For example, there is evidence that use of formal childcare continues to be lower than average amongst certain ethnic minority groups (Kazimirski et al. 2006), cost remains an important barrier to the use of childcare for some parents, especially those with a greater number of children or with younger children (Kazimirski et al. 2008), and parents still report difficulty in finding childcare during the school holidays and at atypical times (Kazimirski et al. 2008). This later issue will in part be addressed by the Extended Schools agenda that aims to offer services from 8am to 6pm and during school holidays, however its scope limits its potential in relation to availability at atypical hours and previous research has identified reluctance amongst childcare providers towards working atypical hours, primarily because of the impact on their own families (Statham and Mooney 2003).

As previously mentioned, recent research has explored the effect of childcare on child development and found that attending a high quality childcare centre or a centre with a high proportion of high achieving children is associated with improved cognitive development (CMPO 2006, Melhuish et al. 2008, Sammons et al. 2004, Sylva et al. 2004). Similarly, the link between the home learning environment (HLE) and child development is relatively well researched. Various studies have shown that young children whose parents frequently read books to them and engage in other developmental activities achieve higher levels of cognitive development than children whose parents did these activities less often (CMPO 2006, Melhuish et al. 2008, Sammons et al. 2004, Sylva et al. 2004). However, little research has been done to look at whether childcare use as such affects the HLE, for instance exploring whether parents using childcare do less home learning, which might be the case if they had less time available with their children to engage in these activities, or whether they do more home learning, perhaps as a result of encouragement by their childcare provider.

1.2 Aims of the study

We know from qualitative research that the childcare arrangements families put together can vary considerably depending on parents' and children's needs and circumstances (e.g. Harries et al. 2004, Bell et al. 2005). However, these issues have never been explored using a large scale quantitative survey and this study was commissioned to fill this gap and to gain a better understanding of:

- The most common 'childcare packages' families use, for example, whether they rely on a combination of formal and informal childcare, on the same or different days of the week and for how many hours.
- The factors driving parents' decision to use a particular childcare package, for example, whether parents who use childcare in order to work are likely to use different arrangements than parents who primarily use childcare because it is believed to have positive effects in terms of a child's cognitive and social development.
- To what extent socio-demographic characteristics, such as family structure, size, income and employment, might be associated with different childcare packages.

Evidence on these issues is important to inform policy developments in relation to childcare, particularly as different childcare packages might be associated with more or less positive child outcomes. For example, arrangements that involve the regular use of many different providers might not be ideal for children, particularly very young ones. Similarly, research has found that long hours of non-parental care among young children are associated with some negative effects on children's behaviour (e.g. Mathers and Sylva 2007). On the other hand, there is a growing body evidence on the positive impact associated with part-time early years education among 2-4 year olds (e.g. Mathers and Sylva 2007, Sylva et al. 2004, CMPO Research Team 2006) and some evidence that attending out-of-school activities can have positive effects on older children (Posner and Vandell 1999, Cummings et al. 2007).

Whilst the link between childcare and child outcomes has been extensively explored one issue that has received less attention is whether the use of non-parental care might affect the parent-child relationship. This issue is addressed by this study, which explores to what extent use of non-parental childcare in general and different childcare packages in particular affect what we have termed the 'home learning environment', that is activities, such as reading, and playing games, which can contribute to stimulate a child's development.

1.3 Report Outline

The types of childcare explored in this paper are:

- Formal: Early Years Centre Based e.g. nursery schools, day nurseries, or pre-schools / play groups.
- Formal: Individual e.g. childminders, nannies, or au pairs.
- Formal: Out of School e.g. breakfast or after school clubs.
- Formal: Leisure / Other e.g. leisure or sporting activities.
- Informal e.g. ex-partners, grandparents, other relatives, or friends.

To identify *packages of childcare* we look at how parents combine the types of childcare listed above. Therefore we looked at those who were using no childcare i.e. parental care only, one type of childcare, all the different combinations of two types of childcare, and some combinations of three types of childcare. For further details on how the analysis was undertaken please see Appendix A.

Chapters 2-6 of this report focus on analysis of the childcare used by *children*, looking separately at children of different ages because age is a strong determinant of the type of childcare they are likely to receive (Kazimirski et al. 2008). We explore the proportion of children using each kind of childcare package, and then the more typical childcare packages are explored in greater detail by looking at which types of family were the most likely to use different packages for how many hours and the reasons for using different packages of care. These reasons were classified as: economic (e.g. for work or study); related to parental time (e.g. to look after the home, go shopping, socialise, or have a break); or child related (e.g. for social or educational development, to attend a leisure activity, or because the child likes going to the childcare provider).

For each of the most common packages of care identified further analysis has been conducted in order to look at the times children used childcare in more detail, covering the number of days children used childcare and the number of hours they attended each day. Furthermore, since it provides detailed information on the timing of childcare sessions, where children used more than one type of childcare we look at whether the different sessions of childcare were consecutive or spaced apart across the day, which provides a measure of the prevalence of 'wrap around' childcare (where consecutive sessions with different providers would constitute 'wrap' and sessions that were spaced apart would not).

Chapter 7 extends the analysis to look at childcare packages used by the *family*. The focus for this chapter is on families with two or more children, since the packages of care used by families with only one child closely reflects the analysis presented in Chapters 2-6. The approach here involves looking at the childcare received by the oldest and youngest children in a family (since the childcare received by these children constitutes a good proxy for the childcare used by any other children in the family and looking at the combination of childcare used by all children in large families would not be feasible). Again, since age is a strong determinant of the type of childcare children are likely to receive, we look separately at families with children of different ages.

Chapter 8 explores the association between children's home learning environment (HLE) and patterns of childcare use, focussing in particular on different childcare packages as analysed in Chapters 2-7, and on the amount of childcare used. Given the differences in patterns of childcare used for children of different ages (see Chapters 2-7) the analysis of the relationship between the HLE and childcare is carried out separately for 2 year olds, 3-4 years olds, and 5 year olds. The chapter first examines associations between children's HLE and a number of family and child socio-demographic characteristics and secondly explores the relationship between the HLE and childcare use.

1.4 Interpreting the Results

This section provides information about the data and tables in the report to aid interpretation.

Data

This analysis is based on data from the Childcare and Early Years Survey of Parents³ which is a national survey series of over 7,000 parents in England with children aged 0-14 years. The survey collects information on parents' views and experiences of using childcare, where childcare covers any time that someone other than the respondent or their current partner was looking after their children. The survey was conducted by the National Centre for Social Research on behalf of the Department for Children, Schools and Families, and the sample was randomly selected from Child Benefit records since these records provide a comprehensive sampling frame for families with dependent children. Excluding parents who opted out of the study (9% of families) 71% of selected families were interviewed which represents a good response rate and the socio demographic profile of respondents closely matches those of the Child Benefit population (see Kazimirski et al. 2008 for further technical details regarding the Childcare and Early Years Survey of Parents).

Weights

A weight is applied to the analysis which ensures that the research findings are representative of the population of families in England in receipt of Child Benefit. Full details of the weighting are provided in the 2007 Childcare and Early Years Survey of Parents report (Kazimirski et al. 2008).

Bases

The tables in this report contain the total number of cases in the whole sample or in the particular sub-group being analysed, and the base for different columns (e.g. different types of families, income groups, etc.). The total base figure includes all the eligible cases (i.e. all respondents or all respondents who were asked a particular question) minus any coded as 'don't know' or 'not answered'. Thus, whilst the base description may be the same across several tables (e.g. all children aged 1-2), the base sizes may differ slightly due to the exclusion of those coded 'don't know' or 'not answered'. In some tables, the column bases do not add up to the total base and this is mainly because some categories might not be included in the table, either because they are too small or are not useful for the purpose of the analysis.

Percentages

Due to rounding, percentage figures may not add up to exactly 100%. Furthermore, where the information in tables is based on questions that could yield more than one response, the percentages in the table could add up to more than 100%.

Significance testing

The large sample size used for this survey means that the differences between percentages for most sub-groups of the sample are statistically significant. However, some bases for some estimates are still relatively small. It is therefore important to note the unweighted bases at the foot of the tables when drawing comparisons. Throughout the report, whenever the text comments on differences between sub-groups of the sample these differences have been tested for significance and found to be statistically significant at the 95% confidence level or above.

³ Chapters 2-7 use data from 2007 only, but Chapter 8 uses data from 2004 and 2007 in order to provide a sufficient number of cases for analysis.

Symbols in tables

The symbols below have been used in the tables and they denote the following:

- N/A to indicate that this category does not apply (given the base of the table)
- [] to indicate a percentage based on fewer than 50 respondents and as such should be treated with caution
- + to indicate a percentage value of less than 0.5%
- 0 to indicate a percentage value of zero.

2 Childcare arrangements for children aged under 1

The concerns and research evidence about the potential negative effects of formal non-parental childcare often focus on children aged under 1, particularly those that receive more than 10 or 20 hours of childcare per week (Belsky 2001). Recent government policies go some way towards addressing these concerns, e.g. the 2003 extensions to statutory maternity pay and the maternity allowance, further policy developments are expected in this area, for example statutory maternity pay and the maternity allowance may be increased to 12 months. This chapter describes the childcare currently used for children of this age, illustrating the prevalence and extent of non-parental childcare⁴.

Table 2.1 demonstrates that it was most common for children aged under 1 to use no childcare (57%), while informal childcare only was the next most common package of care (24%). Other packages of childcare were used for 5% or fewer children aged under 1.

Table 2.1 Childcare packages for children aged under 1⁵

Base: Children aged under 1

Packages of Childcare	%
No childcare	57
Informal only	24
- Grandparents	18
Formal: Early Years Centre Based only	5
Formal: Early Years Centre Based & Informal	5
Formal: Individual only	3
Formal: Individual & Informal	2
Formal: Leisure / Other only	1
Formal: Leisure / Other & Informal	1
Formal: Early Years Centre Based & Formal: Leisure / Other & Informal	1
<i>Unweighted base</i>	<i>684</i>
<i>Weighted base</i>	<i>647</i>

⁴ Due to a lag between children being born and their entry onto the Child Benefit records, first time parents of very young children (i.e. those under 6 months) are under represented in the Childcare and Early Years Survey of Parents data.

⁵ 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base. 2) Other types of informal childcare are excluded from tables in this chapter because the number of people using them was too small.

2.1 No childcare

As might be expected, given the increases to statutory maternity pay and the maternity allowance, use of parental care only was particularly common for children whose mothers' were on maternity leave. However this was also the case for larger families (e.g. those with three or more children), lower income families (those whose annual household income was less than £20,000) and workless families (see Appendix B - section B.1 for tables containing this analysis). This could be attributed to the fact that workless households are less likely to need non-parental childcare, but it is notable that a minority of dual earning couple households also used parental care only (10%), presumably because parents were able to work through a 'shift parenting' arrangement i.e. through working at alternate times to eliminate the need for non-parental childcare.

2.2 Informal childcare only

Just under one-quarter of children aged under 1 year of age received informal childcare only (24%) and there were no differences in use of informal childcare for families with different characteristics (see Appendix B - section B.1). In the large majority of cases families using informal childcare only used just one type of informal childcare (77%) and in most instances this constituted grandparental care (76%, compared with only 19% of cases where children were looked after by other relatives). This was particularly the case for children living in smaller families where 24% of families with one child were looked after by their grandparents compared with 12% of families with three or more children (Table B.3).

Informal childcare was most often used for reasons related to parental time e.g. shopping, socialising, looking after other children (60%), compared with 37% where informal childcare was used for economic reasons e.g. for work or study, and 30% where it was used for child related reasons e.g. children's development or enjoyment (see Table 2.2).

Table 2.2 Reasons for using informal childcare - children aged under 1

Base: Children aged under 1 who used informal childcare only

Childcare Package	Reasons for using Informal Childcare			Unweighted base	Weighted base
	Economic %	Child development/preference %	Parental time %		
Informal only	37	30	60	149	154
- Grandparents	40	34	57	112	117

Table 2.3 shows how the number of hours children aged under 1 spent in informal childcare differed by the reason for use. The average length of time children aged under 1 year of age were looked after by informal carers was 5.6 hours per week. However, children who used informal childcare for reasons related to parental time generally used childcare for fewer hours per week than those who used informal childcare for economic reasons (3.5 hours per week compared with 16 hours per week respectively).

Table 2.3 Average (median) weekly hours of informal childcare for children aged under 1 - by reasons for use

Base: Children aged under 1 who used informal childcare only

Reason for use	Hrs per week	<i>Unweighted base</i>	<i>Weighted base</i>
Economic	16.0	50	56
Child development / preference	[9.2]	44	46
Parental time	3.5	94	93
Total	5.6	149	154

Typically, children aged under 1 went to informal childcare for only 1 day or 2 days of the week (38% and 29% respectively, see Table 2.4). Furthermore, they were generally looked after for a relatively short time (4 hours per day on average) which might be expected, given the tendency for these children to receive childcare for parental time reasons (e.g. shopping, socialising, looking after other children), rather than for economic reasons.

Table 2.4 Number of days and average (median) time per day in informal childcare - children aged under 1⁶

Base: Children aged under 1 who used informal childcare only

Number of Days per Week	%
1	38
2	29
3	16
4	12
5	4
6	1
7	0
Average time (hrs per day)	4.0
<i>Unweighted base</i>	<i>76</i>
<i>Weighted base</i>	<i>62</i>

⁶ 1) This analysis is based on the 'selected child' in the survey and therefore the base is smaller than the preceding analysis in each section.

2.3 Summary

It was most common for children under 1 to receive **no childcare** (57%), which is partly due to a number of mothers being on maternity leave (23%). This was more often the case for non-working families than for working families, but 10% of dual earning couple families also managed to provide parental care only for their children.

This is further substantiated by looking at the second most common care package (reported for 24% of under 1s) which was **informal childcare only**. This was typically provided by grandparents for only a small amount of time per week (largely on 1 or 2 days, for an average of 4 hours per day) and was mainly used for parental time reasons (e.g. shopping, socialising, looking after other children) with just over a third of these children receiving informal childcare for economic reasons.

As such, whilst there has been some concern that non-parental childcare can have negative effects on very young children, the majority of children aged under 1 are either looked after by their parents only or have some care provided by their grandparents for only a small number of hours. Furthermore, those that do use centre based childcare are typically more advantaged children (e.g. from two parent families, working and higher income households). Since this analysis suggests that the prevalence of extensive non-parental care for children of this age is very low it appears that there should generally be little cause for concern.

3 Childcare arrangements for children aged 1-2

Given that mothers of children aged 1-2 would no longer be on maternity leave it is natural that Table 3.1 shows more variety in the packages of childcare received by children aged 1-2 than their younger counterparts. However using no childcare was still most common (36%). This was followed by using centre based childcare only (21%), informal childcare only (19%) and centre based childcare combined with informal childcare (15%).

Table 3.1 Childcare packages for children aged 1-2 ⁷

Base: Children aged 1-2

Packages of Childcare	%
No childcare	36
Formal: Early Years Centre Based only	21
- Day nursery	12
- Pre-school / play group	6
Informal only	19
- Grandparents	15
Formal: Early Years Centre Based & Informal	15
- Day nursery	8
- Pre-school / play group	4
Formal: Individual only	3
Formal: Individual & Informal	2
Formal: Leisure / Other only	1
Formal: Early Years Centre Based & Formal: Individual	1
Formal: Leisure / Other & Informal	1
Formal: Early Years Centre Based & Formal: Individual & Informal	1
<i>Unweighted base</i>	<i>2082</i>
<i>Weighted base</i>	<i>1615</i>

3.1 No childcare

Fewer children aged 1-2 received no childcare than children aged under 1, however use of parental care only was still the most common arrangement for children of this age (36%). The types of families most likely to use parental care only were similar to those identified for children aged under 1 (in Chapter 2), including larger families (e.g. those with three or more children compared with those with one or two children), lone parent families, and lower income families (e.g. those whose annual household income was less than £20,000 compared with those whose household income was £20,000 or more) who perhaps cannot afford the relatively high cost of childcare for children of this age (Kazimirski et al. 2008) (see Appendix B - section B.2).

⁷ 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base. 2) Other types of centre based childcare are excluded from tables in this chapter because the number of people using them was too small. 3) The breakdown of day nursery and pre-school/ play group is mutually exclusive so respondents who used a day nursery and a pre-school/ play group are excluded from the breakdown of prevalence in this table but included in the total.

In addition workless families were more likely than working families to use parental care only, but as seen for children aged under 1, a minority of dual working families also implemented this arrangement. Indeed 6% of dual working families used no childcare, possibly because they are able to work through a 'shift parenting' arrangement i.e. through working at alternate times to eliminate the need for non-parental childcare.

3.2 Centre based childcare only

We saw earlier that just over one-fifth of children aged 1-2 received centre based childcare only (21%) in almost all cases children attended only one centre based provider (95%). This type of childcare package was primarily associated with higher income families (see Appendix B - Table B.7). In terms of type of childcare provider, the vast majority of children attended either a day nursery (58%) or a play group (32%). Day nurseries were used by more affluent families including couples, working families, smaller families and those with a higher income. This may reflect one of two things, firstly it might suggest that these families can better afford this type of formal childcare for their children but may also be due to an increased need for formal childcare by working families. These types of families were not those most likely to use play groups however, instead play groups were more likely to be used by workless families and by lower income families, with no other significant differences between different family types (see Appendix B - section B.2).

Table 3.2 illustrates a clear variation in reasons for use by the type of provider used. Children who attended a day nursery largely did so for economic reasons e.g. for work or study (83%) whilst children who attended a play group largely did so for child related reasons e.g. children's development or enjoyment (89%).

Table 3.2 Reasons for using centre based childcare - children aged 1-2

Base: Children aged 1-2 who used centre based childcare only

Childcare Package	Reasons for using Centre Based Childcare			Unweighted base	Weighted base
	Economic %	Child development / preference %	Parental time %		
Formal: Early Years Centre Based only	58	59	24	400	335
- Day nursery	83	43	18	208	194
- Pre-school / play group	18	89	35	143	106

As might be expected given the differences in reasons for use, the average length of time spent at each type of childcare provider differed (see Table 3.3). Children aged 1-2 who attended a day nursery used centre based childcare for an average of 20 hours per week, whereas children who attended a play group did so for an average of 5 hours per week.

Table 3.3 Average (median) weekly hours of centre based childcare for children aged 1-2 - by type of provider

Base: Children aged 1-2 who used centre based childcare only

Type of Childcare Provider	Hrs per week	Unweighted	Weighted
		base	base
Day nursery	20.0	208	194
Pre-school / play group	5.0	143	106
Total	11.3	400	335

Furthermore, there are clear differences between the number of days that children attended day nurseries and play groups (see Table 3.4). There is more variability in the number of days that children used day nurseries with a relatively even split between those using a day nursery for between 1 and 5 days per week. In contrast most children who used a play group did so for between 1 and 3 days per week (for example 43% used a play group for 2 days, with only 9% using a play group for 4 or 5 days in the week). As for children aged under 1, it is likely that these differences reflect the differences seen in reasons for use, with day nurseries primarily being used for economic reasons, and play groups generally being used for child related reasons. This explanation is supported by the differences that can be observed in the number of hours children used a day nursery, or play group in a day. Whilst children who used a day nursery tended to attend for 8 hours per day, children who attended a play group did so for only 2.5 hours per day.

Table 3.4 Number of days and average (median) time per day in centre based childcare - children aged 1-2⁸

Base: Children aged 1-2 who used centre based childcare only

Number of Days per Week	Type of Childcare Provider	
	Day nursery	Pre-school / play group
	%	%
1	17	28
2	19	43
3	21	20
4	15	7
5	26	2
6	1	0
7	2	0
Average time (hrs per day)	8.0	2.5
<i>Unweighted base</i>	123	83
<i>Weighted base</i>	113	60

⁸ 1) This analysis is based on the 'selected child' in the survey and therefore the base is smaller than the preceding analysis in each section.

3.3 Informal childcare only

Just under one-fifth of children aged 1-2 received informal childcare only (19%) and there were no differences in the use of this childcare package for different family types (see Appendix B - section B.2). As with children aged under 1, in most instances this meant that children were looked after by their grandparents (78%) and was particularly the case for children in working families and smaller families (see Appendix B - Table B.6 and Table B.9).

However, unlike children aged under 1, there were two prominent reasons why children received informal childcare only: parental time (48%) and economic reasons (51%) (child related reasons were reported for just under one-third of children (31%), see Table 3.5).

Table 3.5 Reasons for using informal childcare - children aged 1-2

Base: Children aged 1-2 who used informal childcare only

Childcare Package	Reasons for using Informal Childcare			Unweighted base	Weighted base
	Economic %	Child development / preference %	Parental time %		
Informal only	51	31	48	392	314
- Grandparents	54	34	48	288	245

Similarly to children aged under 1, Table 3.6 shows that the differences observed in the reasons for use were associated with having used childcare for differing lengths of time. Overall informal childcare was used for an average of 12 hours per week. However, where informal carers were used for economic reasons, the provider was used for 20 hours on average, compared with only 5 hours when the carer was used for reasons related to parental time.

Table 3.6 Average (median) weekly hours of informal childcare for children aged 1-2 - by type of provider

Base: Children aged 1-2 who used informal childcare only

Reason for use	Hrs per week	Unweighted base	Weighted base
Economic	20.0	183	160
Child development / preference	16.0	121	98
Parental time	5.0	198	152
Total	12.0	392	214

As we saw in section 2.2, most children aged under 1 used informal childcare for only 1 or 2 days and this was also the case for children aged 1-2 (see Table 3.7). However, children aged 1-2 used informal childcare for longer sessions than children aged under 1 (5.3 hours per day on average, compared with 4 hours per day for children under 1). Again this might be expected given that we have seen that an increased proportion of children begin to receive childcare for economic reasons once they reach this age.

Table 3.7 Number of days and average (median) time per day in informal childcare - children aged 1-2⁹

Base: Children aged 1-2 who used informal childcare only

Number of Days per Week	%
1	29
2	26
3	17
4	12
5	13
6	1
7	1
Average time (hrs per day)	5.3
<i>Unweighted base</i>	206
<i>Weighted base</i>	187

3.4 Centre based & informal childcare

A combination of centre based and informal childcare was received by 15% of children aged 1-2 and was more likely to be used by children living in working families, smaller families and higher income families (see Appendix B - section B.2). The most common composition of this package was for children to receive care from one centre based provider and one informal carer (72%). Grandparents were again the most common form of informal carer (79%) and day nurseries and play groups were the most common form of centre based provision (60% and 35% respectively).

As with families who used centre based childcare only, the types of families that used a combination of centre based and informal childcare were generally those who were more affluent e.g. working families, smaller families and higher income families. These groups were also more likely to use a day nursery, whilst in contrast there were no differences in the use of play groups between different types of family (see Appendix B - section B.2).

Within this package of childcare, children went to informal carers mainly for economic reasons (66%, see Table 3.8). This did not vary between children who went to different types of centre based provider i.e. children generally went to their informal carer for economic reasons regardless of whether this was combined with attendance at a day nursery or a play group. However, the reasons for using centre based providers did differ, with children attending a day nursery mainly for economic reasons (84%) and a play group mainly for child related reasons (93%).

⁹ 1) This analysis is based on the 'selected child' in the survey and therefore the base is smaller than the preceding analysis in each section.

Table 3.8 Reasons for using centre based and informal childcare - children aged 1-2*Base: Children aged 1-2 who used centre based and informal childcare*

Childcare Package	Reasons for using Centre Based Childcare			Reasons for using Informal Childcare			Unweighted base	Weighted base
	Economic %	Child development / preference %	Parental time %	Economic %	Child development/ preference %	Parental time %		
Formal: Early Years Centre Based & Informal	61	69	19	66	36	39	269	235
- Day nursery	84	57	13	69	36	34	150	140
- Pre-school / play group	28	93	21	66	39	41	103	81

The primary reasons given for using two (or more) childcare providers were: to give children a balance of social/ play/ education skills (48%), to give children a balance of people/ environments (43%), due to cost or affordability (35%), or because parents needed to work or study (26%).

We saw that informal childcare was usually used for economic reasons, regardless of whether it was combined with a day nursery or play group. Similarly the length of time that children went to an informal childcare was comparable and did not vary by whether it was combined with a day nursery or play group (informal childcare was used for an average of 9.4 hours per week when combined with a day nursery and 10 hours on average when combined with a play group, see Table 3.9). In contrast, children spent quite different lengths of time in centre based care depending on whether they attended a play group and day nursery. Children that went to a day nursery attended for markedly longer than children that went to a play group (15.8 hours compared with 4 hours respectively).

Table 3.9 Average (median) weekly hours of centre based and informal childcare for children aged 1-2 - by type of provider ¹⁰*Base: Children aged 1-2 who used centre based and informal childcare*

Element of Childcare Package	Unweighted base	Weighted base
Formal: Early Years Centre Based & Informal	269	235
- Day nursery	150	140
- Pre-school / play group	103	81

¹⁰ 1) Since the average in this table is the median the sum of the time spent in centre based childcare and the time spent in informal childcare does not total the time spent in the childcare package as a whole.

Table 3.10 presents data on the distribution of the time children spent in centre based and informal childcare across the week. We saw above that many children received this package of care for economic reasons and accordingly Table 3.10 demonstrates that in total children usually received childcare for between 3 and 5 days per week, with only a small minority having received it for 6 or 7 days of the week (9% in total). Furthermore, the number of hours per day was relatively high for this childcare package (6.5 hours per day on average).

Table 3.10 Number of days and average (median) time per day in centre based and informal childcare - children aged 1-2 ¹¹

Base: Children aged 1-2 who used centre based and informal childcare

Number of Days per Week	%
1	1
2	13
3	29
4	24
5	25
6	4
7	5
Average time (hrs per day)	6.5
<i>Unweighted base</i>	183
<i>Weighted base</i>	150

Given that these children went to at least two types of childcare, we explored whether they typically attended centre based childcare and informal childcare on separate days or on the same day. Most children went to only one type of childcare per day (61%) although 35% sometimes used more than 1 per day (only 4% always used more than one type of childcare per day).

Where children did go to more than one type of childcare per day we looked at whether there was a gap between the two sessions of childcare or the two sessions were consecutive, i.e. whether children were receiving a second type of childcare as ‘wrap around’ care, for instance to cover the total number of hours their parents were at work (which a formal childcare session may not always do). Of the children that ever received more than one type of childcare per day, 58% of children were receiving the two consecutively, i.e. using the second as ‘wrap around’ care.¹²

¹¹ 1) This analysis is based on the ‘selected child’ in the survey and therefore the base is smaller than the preceding analysis in each section.

¹² The second childcare provider was defined as being consecutive if it followed immediately or 1 minute after the first.

3.5 Summary

No childcare was most common for 1-2 year olds, and was reported for 36% of this age group. This was most common in large families, lower income groups, lone parents and also among workless households who perhaps cannot afford the relatively high cost of childcare for children of this age. However whilst this arrangement was most common amongst workless households, a small proportion of dual earning parents also managed to use no childcare, presumably through 'shift parenting' (6%).

Centre based childcare only was the second most common package for this age group (21%) and was typically used by higher income families. However, different types of setting were used for different reasons; day nurseries (used for an average of 20 hours a week) were more commonly used for economic reasons, while child development/ preference reasons were more typically reported for play groups (used for an average of 5 hours a week). Furthermore, day nurseries tended to be used for more and for longer days (1-5 days for 8 hours per day on average), whilst play groups were used for fewer, shorter days (1-3 days for 2.5 hours per day on average).

Reliance on **informal childcare only**, mainly grandparents, was the third most common care package (19%) and was not associated with particular family characteristics. For this age group children were as likely to go to informal childcare for economic reasons as they were for parental time, the later of which was the main reason that younger children were looked after by informal carers. The reasons for using informal childcare were closely linked to the amount of care used, with children attending for economic reasons receiving an average of 20 hours a week, compared with an average of 5 hours for those that received this care package for parental time. Informal childcare was used primarily over 1 or 2 days, for 5.3 hours per day on average.

A combination of **centre based and informal childcare** was the fourth most common childcare package (15%) and was used mainly by working households, higher income groups and families with fewer children. Day nurseries were more likely to be part of this package; they were used for an average of 15.8 hours a week, mainly for economic reasons. Play groups were used for a considerably smaller number of hours (i.e. 4 hours) and mainly for child related reasons. Use of informal childcare did not vary between children attending different types of formal care either in terms of time or reasons for use (9.4 hours per week for day nursery users and 10 hours per week for play group users - both primarily for economic reasons). Children that received this package of care tended to attend childcare on 3-5 days for 6.5 hours per day on average. Their centre based sessions and informal sessions tended to be on separate days rather than the same days, but for a minority this package constituted 'wrap around' care, i.e. informal childcare was being used to 'wrap around' formal provision.

It therefore appears that irrespective of which package of childcare families use, on the whole, they use only modest amounts of non-parental childcare for children of this age. This can perhaps be attributed to high level of part-time maternal work since these working hours would necessitate a limited amount of childcare.

4 Childcare arrangements for children aged 3-4

All 3 and 4 year old children in England are eligible for 12.5 hours of free early education for 38 weeks of the year. Almost all 3-4 year old children take up this offer and therefore Table 4.1 illustrates a huge increase in the number of children aged 3 and 4 that attended centre based childcare, compared with children aged 1-2. Here we can see that the most common childcare packages were formal: centre based childcare only (43%), a combination of centre based and informal childcare (29%), and then no childcare (12%)¹³.

Table 4.1 Childcare packages for children aged 3-4¹⁴

Base: Children aged 3-4

Packages of Childcare	%
Formal: Early Years Centre Based only	43
- Nursery school	6
- Nursery class	11
- Reception class	7
- Day nursery	7
- Pre-school / play group	9
Formal: Early Years Centre Based & Informal	29
- Nursery school	3
- Nursery class	7
- Reception class	6
- Day nursery	4
- Pre-school / play group	6
No childcare	12
Formal: Early Years Centre Based & Formal: Individual	4
Informal only	2
Formal: Early Years Centre Based & Formal: Individual & Informal	2
Formal: Early Years Centre Based & Formal: Leisure / Other	2
Formal: Early Years Centre Based & Formal: Out of School	1
Formal: Early Years Centre Based & Formal: Leisure / Other & Informal	1
Formal: Early Years Centre Based & Formal: Out of School & Informal	1
<i>Unweighted base</i>	<i>2466</i>
<i>Weighted base</i>	<i>1518</i>

¹³ However, 1) 3 year olds become eligible for the free entitlement the term after they turn 3 so very young 3 year olds would not yet be eligible for the free entitlement 2) when asked about their childcare use a small proportion of parents misreported that their 4 year old did not attend childcare (identified because they later reported that their 4 year old attended school e.g. a nursery class or reception class). These children were not classified as using centre based childcare in this analysis because the misreporting in the survey meant that there was no information for these cases on the hours and reasons they used centre based childcare.

¹⁴ 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base. 2) The breakdown of different types of centre based care is mutually exclusive so respondents who used more than one type of centre based care are excluded from the breakdown of prevalence in this table but included in the total.

4.1 Centre based childcare only

The most typical childcare package received by children aged 3-4 was centre based childcare only (43%) and, as with children aged 1-2, in almost all cases children attended only one centre based provider (93%). In contrast to Chapter 3 where we saw that higher income families were more likely to use centre based childcare only, for children aged 3-4 centre based childcare only was primarily used by more disadvantaged families such as workless households, larger families (e.g. those with three or more children compared with families with one or two children) and low income families (e.g. those with less than £20,000 per annum compared with £20,000 or more). However, couple families were also more likely to use centre based childcare only than lone parents (see Appendix B - section B.3). It is likely that this difference can be attributed to the 3 and 4 year olds' free early education offer, since whilst families of younger children would need to be more affluent in order to pay for centre based childcare, less advantaged families with 3-4 year olds can use centre based childcare for free.

The types of childcare received were relatively evenly spread amongst the different types of early years providers. Within this group use of nursery classes was most common, being attended by 28% of children. Play groups were attended by 24%, 20% of children attended a day nursery, 17% attended a reception class and 15% went to a nursery school. The most striking differences between the types of families likely to use these settings were for nursery classes and day nurseries, with nursery classes being used more frequently by less affluent families (workless families, larger families and lower income families) and day nurseries being used more frequently by more affluent families (working families, smaller families and higher income families). With regard to the other types of setting, larger families were more likely to use reception classes than smaller families, couple families were more likely to use play groups than lone parent families and there were no differences in the family types that used nursery schools.

As can be seen in Table 4.2, all the centre based providers were used primarily for child related reasons e.g. children's development or enjoyment (86%-90%) except for day nurseries which were used primarily for economic reasons e.g. for work or study (76%, although child related reasons were also mentioned by 62%).

Table 4.2 Reasons for using centre based childcare - children aged 3-4

Base: Children aged 3-4 who used centre based childcare only

Childcare Package	Reasons for using Centre Based Childcare			Unweighted base	Weighted base
	Economic	Child development / preference	Parental time		
	%	%	%		
Formal: Early Years	35	84	26	1085	649
Centre Based only					
- Nursery school	38	86	27	159	96
- Nursery class	25	89	29	317	182
- Reception class	21	87	19	213	112
- Day nursery	76	62	18	181	129
- Pre-school / play group	26	90	34	257	158

As might be expected given that the 3 and 4 year olds free early education offer is for 12.5 hours per week, this was the average length of time children spent at nursery classes and play groups (see Table 4.3). Nursery schools were used for a similar length of time to nursery classes (13.4 hours), but were used for longer than play groups.¹⁵

There was quite a big increase however in time spent at day nurseries and reception classes. Day nurseries were used for 22.5 hours on average, which reflects their role as a provider for economic reasons. Reception classes were used for 30 hours on average presumably because many of the children attending a reception class are effectively at full-time school. This is likely to be because whilst it is not legally compulsory for children to attend school until the term after they turn 5, many schools have entrance policies that require children to start at a younger age.

Table 4.3 Average (median) weekly hours of centre based childcare for children aged 3-4 - by type of provider

Base: Children aged 3-4 who used centre based childcare only

Type of Childcare Provider	Hrs per week	Unweighted base	Weighted base
Nursery school	13.4	159	96
Nursery class	12.5	317	182
Reception class	30.0	213	112
Day nursery	22.5	181	129
Pre-school / play group	12.5	257	158
Total	14.5	1085	649

Children aged 3-4 used centre based childcare for a greater number of days than younger children. The vast majority of children that used nursery classes and reception classes primarily did so for 5 days a week, presumably because most children attending these types of provision were using the free early education offer or were attending school full-time (Table 4.4). The hours of use per day supports this showing that nursery classes were usually used for 2.5 hours per day and reception classes were usually used for 6.3 hours per day.

Nursery schools and day nurseries were also used most commonly for 5 days a week, but also had a number of children attending for 3 or 4 days per week. However, nursery schools differed from day nurseries in the length of sessions with nursery schools generally being used for shorter sessions than day nurseries. On average nursery schools were used for half the time that day nurseries were (3.7 hours per week and 7.4 hours respectively). Play groups were used for slightly fewer days and hours still (used for between 3 and 5 days a week, with the average length of attendance during the day being 2.8 hours).

¹⁵ Nursery classes were also used for longer than play groups, although there was no difference between the medians, some parents used a nursery school for a relatively high number of hours and this was less the case for parents using a play group. For instance the 80th percentile for nursery classes was 22.5 hours per week in comparison with the 80th percentile for play groups which was 15.1 hours per week.

Table 4.4 Number of days and average (median) time per day in centre based childcare - children aged 3-4¹⁶

Base: Children aged 3-4 who used centre based childcare only

Number of Days per Week	Type of Childcare Provider				
	Nursery school %	Nursery class %	Reception class %	Day nursery %	Pre-school / play group %
1	3	1	1	1	6
2	10	2	1	8	6
3	22	9	7	23	32
4	20	8	8	22	25
5	45	79	84	46	31
6	0	1	0	0	1
7	0	1	0	0	0
Average time (hrs per day)	3.7	2.5	6.3	7.4	2.8
<i>Unweighted base</i>	83	180	115	112	137
<i>Weighted base</i>	56	116	72	77	90

4.2 Centre based & informal childcare

A combination of centre based and informal childcare was received by 29% of children aged 3-4. The most common composition of this package was for children to receive care from one centre based provider and one informal carer (71%). In contrast to users of centre based childcare only, families who combined centre based childcare with informal childcare were generally more affluent families e.g. working families and smaller families. Furthermore, whilst centre based childcare only was more commonly used by couples, centre based and informal childcare was more commonly used by lone parents which perhaps suggests that their reduced capacity for 'shift parenting' (working at alternate times to eliminate the need for non-parental childcare) increases their reliance on informal childcare (see Appendix B - section B.3 for all the family characteristics analysis on packages of childcare used by children aged 3-4).

As seen for both younger age groups, grandparents were again the most common form of informal childcare (used by 73% of children using centre based and informal childcare) however children received care from a wide range of centre based providers. Amongst this group, 29% of children received care from a nursery class, 27% from a play group, 22% from a reception class, 19% from a day nursery and 10% from a nursery school. Use of day nurseries was again associated with more affluent families (working families, smaller families and higher income families), and similarly play groups were more likely to be used by smaller families. Nursery classes on the other hand were used by more children in lone parent families than couple families. There were no differences in the use of nursery schools or reception classes by family characteristics.

Within this package of childcare, over half of children were looked after by their informal childcare provider for economic reasons (56%, see Table 4.5). However, the extent to which this was the case varied between children who attended different types of centre based provider. Children that used nursery schools, nursery classes and day nurseries were the more likely to go to their informal childcare provider for economic reasons than for other

¹⁶ 1) This analysis is based on the 'selected child' in the survey and therefore the base is smaller than the preceding analysis in each section.

reasons (64%, 57% and 72% respectively). Turning to children attending play groups, whilst over half went to their informal carer for economic reasons (53%), there was no significant difference between economic reasons and child related reasons. Lastly, there was no predominant reason why children went to an informal carer alongside a reception class, 44% used their informal carer for economic reasons, 39% for child related reasons, and 37% for reasons related to parental time.

The reasons children attended their centre based provider were more clear cut. Those using a nursery school, nursery class, reception class or play group overwhelmingly did so for child related reasons (between 84% and 88%). Day nursery users were the exception, where 79% of children attended centre based childcare for economic reasons.

Table 4.5 Reasons for using centre based and informal childcare - children aged 3-4

Base: Children aged 3-4 who used centre based and informal childcare

Childcare Package	Reasons for using Centre Based Childcare			Reasons for using Informal Childcare			Unweighted base	Weighted base
	Economic %	Child development / preference %	Parental time %	Economic %	Child development / preference %	Parental time %		
Formal: Early Years Centre Based & Informal	40	82	19	56	40	37	676	440
- Nursery school	44	84	24	64	42	34	70	46
- Nursery class	33	88	19	57	36	36	201	130
- Reception class	27	84	15	44	39	37	157	96
- Day nursery	79	61	15	72	39	33	116	83
- Pre-school / play group	40	88	23	53	44	42	182	120

The primary reasons given for using two (or more) providers were: to give children a balance of social / play / education skills (36%), to give children a balance of people / environments (32%), because parents needed to work or study (30%), and so that children could get used to school/ education (29%).

For users of this package of childcare there was no significant difference in the time that children went to their informal childcare provider between those who attended a nursery school, nursery class, day nursery and play group (the average ranged between 6 and 11.6 hours). However, children who attended a reception class generally appeared to go to their informal childcare provider for fewer hours, probably because the children spent longer in the reception class when compared with other centre based providers.

Turning to the lengths of time these children used their centre based provider, this also reflects earlier findings. In Table 4.6 we can see that nursery schools, nursery classes and play groups were used for an average of 12.5 hours per week (which corresponds to the free early education offer). Whilst day nurseries on the other hand were used for a little longer (19 hours per week), and reception classes were used for full-time hours (30.1 hours per week).

Table 4.6 Average (median) weekly hours of centre based and informal childcare for children aged 3-4 - by type of provider¹⁷

Base: Children aged 3-4 who used centre based and informal childcare

	Element of Childcare Package		Unweighted base	Weighted base
	Early Years Centre Based Hrs per week	Informal Hrs per week		
Formal: Early Years Centre Based & Informal	14.0	7.6	676	440
- Nursery school	12.5	11.6	70	46
- Nursery class	12.5	10.0	201	130
- Reception class	30.1	5.0	157	96
- Day nursery	19.0	8.0	116	83
- Pre-school / play group	12.5	6.0	182	120

Table 4.7 presents data on the distribution of the time children spent in centre based and informal childcare across the week. In total children aged 3-4 most commonly used childcare (either centre based and/or informal childcare) on 5 days of the week (45%). Very few used childcare for only 1 or 2 days in the week (2% in total), but one-quarter (26%) used childcare for either 6 or 7 days of the week. This is likely to be due to the inclusion of ex-partners as childcare providers since their contact time will often be at the weekends. The average length of time children aged 3-4 used this package of childcare per day was 5.9 hours.

Table 4.7 Number of days and average (median) time per day in centre based and informal childcare - children aged 3-4¹⁸

Base: Children aged 3-4 who used centre based and informal childcare

Number of Days per Week	%
1	0
2	2
3	10
4	16
5	45
6	16
7	10
Average time (hrs per day)	5.9
Unweighted base	435
Weighted base	281

¹⁷ 1) Since the average in this table is the median the sum of the time spent in centre based childcare and the time spent in informal childcare does not total the time spent in the childcare package as a whole.

¹⁸ 1) This analysis is based on the 'selected child' in the survey and therefore the base is smaller than the preceding analysis in each section.

In terms of whether centre based childcare and informal childcare were generally used on the same or different days, 35% of children always received just one type of childcare in a day, compared with 55% who sometimes used one and sometimes used two types of childcare in a day (9% always received more than one type of childcare in a day).

Of those who sometimes used more than one type of childcare in a day, in 66% of cases this constituted 'wrap around' care.

4.3 No childcare

Amongst 3-4 year olds, 12% were looked after solely by their parents. However, it should be noted that this might slightly underestimate the level of take up of the 3 and 4 year olds free early education offer. Firstly because this group of children includes some 3 year olds who are not yet eligible for the offer (given that eligibility starts the term after they turn 3). Secondly, in a small proportion of cases parents misreported that their 4 year olds did not attend an early years setting¹⁹. The children most likely to receive no childcare were those from less affluent families, including children in workless families, larger families and lower income families (see Appendix B - section B.3).

4.4 Summary

As a result of the free early education offer, the overwhelming majority of 3-4 year olds used centre based childcare. The largest group used **centre based childcare only** (43%). Most families also only used one setting, with the type of setting used being associated with families' socio-economic profile. Children who attended nursery classes were more likely to be from workless, lower income and large families, whilst in contrast day nurseries were generally used by children from working and higher income families. However, the reasons for use were relatively similar with all types of early years settings except day nurseries being used for child related reasons (day nurseries were primarily used for economic reasons). In terms of time, day nurseries were used for an average of 22.5 hours a week and attendance at reception classes seems to be mainly full-time (i.e. 30 hours a week), while use of other settings generally matched the free early education offer (i.e. 12.5 hours a week). Furthermore, in terms of the duration of sessions, children that used day nurseries or reception classes attended for days that were approximately twice as long as users of other centre based providers.

A combination of **centre based and informal** (again mainly grandparental) childcare was the second most common childcare package for this age group (29%). This package was most common among children from lone parent families, working households and families with fewer children. Over half of children used informal childcare for economic reasons, with this being particularly likely to be reported for children who were also using a day nursery. In contrast, child related factors were commonly mentioned for using the centre based provider. Variations in the number of hours different settings were used for were similar to those observed for children receiving centre based childcare only. Children that used centre based and informal childcare usually spent a total of 5.9 hours per day in childcare. Most attended for 5 days of the week, although one-quarter attended for 6 to 7 days (probably due to the inclusion of ex-partners as types of informal childcare). Over half these children sometimes had more than one provider in a day and, where this was the case, it often constituted 'wrap around' care.

¹⁹ These children were not classified as using centre based childcare in this analysis because the misreporting in the survey meant that there was no information for these cases on the hours and reasons they used centre based childcare.

No childcare was the third most common package of childcare, but it was only reported for 12% of 3-4 year olds. Use of parental care only was more common among workless households, lower income parents and large families.

As with children aged 1-2, we can see that on average children received only modest amounts of non-parental childcare, which corresponds to the relatively high level of part-time work amongst mothers of young children. The only notable exception to this relates to reception class but this is because children have started school this tends to be full-time.

5 Childcare arrangements for children aged 5-11

Since children aged 5 and over attend compulsory school it is perhaps not surprising that most children aged 5-11 were not using any childcare (49%, see Table 5.1). One-quarter of children aged 5-11 received informal childcare only (25%), and only a minority received out of school childcare only (8%) or a combination of out of school childcare and informal childcare (6%). The relatively low use of out of school activities is perhaps surprising given the introduction of extended schools, and it might be expected that this proportion will increase as the roll out of extended schools continues.

Table 5.1 Childcare packages for children aged 5-11 ²⁰

Base: Children aged 5-11

Packages of Childcare	%
No childcare	49
Informal only	25
- Ex-partners	2
- Grandparents	10
- Siblings	1
- Other relatives	2
- Friends / neighbours	3
Formal: Out of School only	8
Formal: Out of School & Informal	6
- Ex-partners	+
- Grandparents	3
- Siblings	+
- Other relatives	+
- Friends / neighbours	1
Formal: Leisure / Other only	3
Formal: Individual only	3
Formal: Leisure / Other & Informal	2
Formal: Individual & Informal	2
Formal: Out of School & Formal: Leisure / Other	1
Formal: Out of School & Formal: Leisure / Other & Informal	1
<i>Unweighted base</i>	<i>7116</i>
<i>Weighted base</i>	<i>5390</i>

5.1 No childcare

Again, as found for younger children, the children that received no childcare when aged 5-11 were more frequently those in less affluent circumstances. This included children living in workless households, larger families (families with three or more children compared with families with one or two children) and lower income families (e.g. families with an annual income of less than £20,000 compared with those with an income of £20,000 or more) but also included children in couple households where parents may have more scope to 'shift parent' (working at alternate times to eliminate the need for non-parental childcare) and thereby avoid the use of non-parental childcare (see Appendix B - section B.4).

²⁰ 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base. 2) The breakdown of different types of informal care is mutually exclusive so respondents who used more than one type of informal care are excluded from the breakdown of prevalence in this table but included in the total.

5.2 Informal childcare only

Informal childcare on the other hand was used by *more* affluent families (e.g. working households and smaller families) and it may be that this constitutes ‘wrap around’ childcare i.e. childcare that wraps around school to help parents cover a standard working day. Children in lone parent families were the other group that were more likely to use informal childcare than their counterparts in couple families, which may be attributable to their reduced ability to ‘shift parent’ (working at alternate times to eliminate the need for non-parental childcare) and increased need for ‘wrap around’ childcare. (Appendix B - section B.4 contains tables with the findings for the analysis by family characteristics of children aged 5-11).

One-quarter of children aged 5-11 received informal childcare only (25%) and in the majority of instances children received childcare from only one informal carer (76%). Although grandparental care was still the most common form of informal childcare only, only 60% of 5-11 year olds in this group were looked after by their grandparents, which represents a notable drop in receipt of this type of care compared with younger children (where for instance 78% of 1-2 year olds that received informal childcare only were looked after by their grandparents). The next most common type of informal childcare was friends (19%). Ex-partners and other relatives were both used by 14% of children, and older siblings looked after 11% of these children.

We see in Table 5.2 that informal childcare was largely used for economic reasons (e.g. for work or study) but with some exceptions. Those used primarily for economic reasons included: grandparents, other relatives and friends (between 64% and 65%). The types of families that used these types of care represent more affluent groups thereby reflecting the primary reason for use. All three types of informal childcare were used more commonly by smaller families; grandparents and friends were used by more high income families; and grandparents were more often used by working families. Older siblings were used for either economic reasons (54%) or for parental time reasons (47%) which in part may be associated with the greater use of older siblings by families that have a child with a disability. Lastly, in the majority of instances ex-partner’s cared for children for reasons relating to children’s development and enjoyment (75%). As might be expected ex-partners most commonly looked after children living in lone parent families - they also more commonly looked after children in workless households and lower income households.

Table 5.2 Reasons for using informal childcare - children aged 5-11

Base: Children aged 5-11 who used informal childcare only

Childcare Package	Reasons for using Informal Childcare			Unweighted base	Weighted base
	Economic %	Child development / preference %	Parental time %		
Informal only	57	39	34	1594	1339
- Ex-partners	47	75	26	239	194
- Grandparents	64	42	34	948	797
- Siblings	54	30	47	149	149
- Other relatives	65	38	34	196	191
- Friends / neighbours	65	36	34	287	253

Table 5.3 shows that on the whole children were looked after by informal carers for only short periods of time. The length of time that children were looked after by grandparents and other relatives was similar, 8 hours and 8.8 hours a week respectively. Friends and older siblings looked after children for a slightly shorter length of time - 5.4 hours and 5 hours a week respectively. Ex-partners however were the exception since on average they looked after children for much longer - 24 hours per week (this probably represents “contact” time as demonstrated by the high likelihood that ex-partners tend to constitute a childcare provider for child related reasons).

Table 5.3 Average (median) weekly hours of informal childcare for children aged 5-11 - by type of provider

Base: Children aged 5-11 who used informal childcare only

Type of Childcare Provider	Hrs per week	Unweighted base	Weighted base
Ex-partner	24.0	239	194
Grandparents	8.0	948	797
Siblings	5.0	149	149
Other relatives	8.8	196	191
Friends / neighbours	5.4	287	253
Total	7.0	1307	1086

The number of days that children aged 5-11 used informal childcare was varied (see Table 5.4). The distribution was split relatively evenly across 1 to 5 days per week for ex-partners, older siblings and other relatives. Grandparents and friends were more likely to look after children for 1 to 2 days per week, but in a relatively large number of cases these providers also looked after children for between 3 and 5 days per week. Furthermore, a substantial minority of children received childcare for 6 or 7 days a week. Most informal carers were used for an average of 2.5 to 3 hours per day, the exception being ex-partners who were generally used for 7.5 hours per day (as mentioned when discussing the total time children spent with ex-partners per week, this probably represents “contact” time).

Table 5.4 Number of days and average (median) time per day in informal childcare - children aged 5-11 ²¹

Base: Children aged 5-11 who used informal childcare only

Number of Days per Week	Type of Childcare Provider				
	Ex-partner %	Grandparent s %	Siblings %	Other relatives %	Friends / neighbours %
1	14	25	28	19	29
2	22	28	24	23	31
3	21	16	12	14	15
4	18	12	14	13	11
5	11	13	14	22	8
6	8	4	6	5	4
7	5	2	2	4	3
Average time (hrs per day)	7.5	3.0	2.5	2.7	3.0
<i>Unweighted base</i>	97	405	73	98	131
<i>Weighted base</i>	114	474	87	120	154

5.3 Out of school childcare only

Eight per cent of children aged 5-11 attended an out of school provider only, and in general they only attended one type of provider (84%). Table 5.5 shows that 60% of children attended an out of school provider for child related reasons, although there was also a sizeable group of children who attended this setting for economic reasons (47%). As such it is unsurprising to find that out of school childcare was more commonly used by higher income families than lower income families (see Table B.17). The likelihood of children attending for either economic or child related reasons differed depending upon whether the child attended one or more than one setting. Where children attended more than one provider it was more likely that they attended for child related reasons (71% compared with 58% of children attending only one setting).

Table 5.5 Reasons for using out of school childcare - children aged 5-11

Base: Children aged 5-11 who used out of school childcare only

Childcare Package	%
Economic	47
Child development / preference	60
Parental time	5
<i>Unweighted base</i>	405
<i>Weighted base</i>	502

²¹ 1) This analysis is based on the 'selected child' in the survey and therefore the base is smaller than the preceding analysis in each section.

The length of time children attended an out of school provider differed by the reason for use; children who attended for economic reasons went for 6.1 hours a week on average whilst children who attended for child related reasons attended for 2 hours on average (see Table 5.6).

Table 5.6 Average (median) weekly hours of out of school childcare for children aged 5-11 - by reasons for use

Base: Children aged 5-11 who used out of school childcare only

Reason for use	Hrs per week	<i>Unweighted base</i>	<i>Weighted base</i>
Economic	6.1	223	190
Child development / preference	2.0	314	243
Parental time	[2.7]	30	21
Total	3.0	502	405

In Table 5.7 we can see that out of school childcare was typically received on only 1 or 2 days per week, or on every school day during the week, i.e. 5 days per week. Only one-quarter of children attended out of school childcare for 3 or 4 days during the week. In contrast to the packages of care discussed to this point, the duration of each session of out of school childcare was very short, being only 1.5 hours per day.

Table 5.7 Number of days and average (median) time per day in out of school childcare - children aged 5-11 ²²

Base: Children aged 5-11 who used out of school childcare

Number of Days per Week	%
1	31
2	21
3	14
4	11
5	22
6	1
7	1
Average time (hrs per day)	1.5
<i>Unweighted base</i>	223
<i>Weighted base</i>	266

²² 1) This analysis is based on the 'selected child' in the survey and therefore the base is smaller than the preceding analysis in each section.

5.4 Out of school & informal childcare

A combination of out of school and informal childcare was received by 6% of children aged 5-11 (most commonly by children in working families, smaller families and higher income families, see Appendix B - section B.4). The most common composition of this package was for children to receive care from one out of school provider and one informal carer (59%). However, a substantial minority received care from one out of school provider and two or more informal carers (20%) or two or more out of school providers and one informal carer (13%).

The informal carers who looked after children aged 5-11 were most likely to be grandparents (63%) and then friends (22%). Where children were looked after by grandparents or friends, the informal carer was primarily used for economic reasons (69% and 65% respectively, see Table 5.8) and correspondingly both types of childcare were more frequently used by working families (in addition grandparents were more frequently used by smaller families and higher income families, see Appendix B - section B.4).

Turning to out of school clubs, these were used equally for economic reasons and child related reasons (56% and 59% respectively, compared with only 7% who used out of school childcare for reasons related to parental time, see Table 5.8).

Table 5.8 Reasons for using out of school and informal childcare - children aged 5-11

Base: Children aged 5-11 who used out of school and informal childcare

Childcare Package	Reasons for using Out of School Childcare			Reasons for using Informal Childcare			Unweighted base	Weighted base
	Economic %	Child development / preference %	Parental time %	Economic %	Child development / preference %	Parental time %		
Formal: Out of School & Informal	56	59	7	60	40	36	341	311
- Grandparents	57	58	6	69	47	31	214	198
- Friends/ neighbours	53	63	5	65	37	40	79	70

The primary reasons given for using two (or more) providers were: because parents needed to work or study (35%), to give children a balance of social / play / education skills (29%), and to give children a balance of people / environments (30%).

Children who were looked after by their grandparents received a similar number of hours from informal carers to children who were looked after by friends (6 hours per week and 4.6 hours per week respectively, see Table 5.9). Likewise, there was no difference in the length of time out of school providers were used between children who used grandparents, and friends and neighbours as their informal carer (both used 3 hours of out of school childcare per week).

Table 5.9 Average (median) weekly hours of out of school and informal childcare for children aged 5-11 - by type of provider ²³

Base: Children aged 5-11 who used out of school and informal childcare

	Element of Childcare Package		Unweighted base	Weighted base
	Out of School	Informal		
	Hrs per week	Hrs per week		
Formal: Out of School & Informal	3.0	5.0	341	311
- Grandparents	3.0	6.0	214	198
- Friends / neighbours	3.0	4.6	79	70

Table 5.10 presents data on the distribution of the time children spent in out of school and informal childcare across the week. In total children aged 5-11 who received this childcare package went to childcare for 2 to 5 days per week (although a substantial minority (17%) received childcare on 6 or 7 days of the week). On average the duration of the time they spent with childcare providers was 2.5 hours per day.

Table 5.10 Number of days and average (median) time per day in out of school and informal childcare - children aged 5-11 ²⁴

Base: Children aged 5-11 who used out of school and informal childcare

Number of Days per Week	Total %
1	1
2	17
3	17
4	25
5	22
6	10
7	7
Average time (hrs per day)	2.5
<i>Unweighted base</i>	169
<i>Weighted base</i>	207

As for 1-2 year olds children, most children aged 5-11 received only one type of childcare per day (58%) meaning that they usually went to their out of school club for only 1 to 2 days per week, and similarly received informal childcare for only 1 to 2 days per week. Just over one-third (37%) sometimes received more than one type of childcare per day (only 5% of children always received more than one type of childcare). Unfortunately we can not usefully look at 'wrap around' care for children of this age because the survey did not collect information on the time that school finished.

²³ 1) Since the average in this table is the median the sum of the time spent in out of school childcare and the time spent in informal childcare does not total the time spent in the childcare package as a whole.

²⁴ 1) This analysis is based on the 'selected child' in the survey and therefore the base is smaller than the preceding analysis in each section.

5.5 Summary

When children go to school the need for non-parental childcare seems to reduce considerably, since just under half (49%) of 5-11 year olds received **no childcare**. This was more commonly reported by workless households, lower income groups and large families, but also by many couples (working couples and non-working couples) where the combination of school and possibly a shift parenting arrangement (i.e. working at alternate times to eliminate the need for non-parental childcare) meant that they were able to provide solely parental care for their children.

Informal childcare only was the second most common package for 5-11 year olds (25%). This was most common among children in working and lone parent families, and families with fewer children. While grandparents were again the main informal carers, other relatives, friends, ex-partners and older siblings play a more significant role in caring for this age group. Grandparents, other relatives and friends were used for an average of 8 hours, 8.8 hours and 5.4 hours per week respectively, mainly for economic reasons. Siblings were used for an average of 5 hours with economic and parental time reasons being reported by similar proportions. Ex-partners provided care for an average of 24 hours a week and mainly for child related reasons. The number of days children were looked after by informal carers varied between 1 and 5 (but for grandparents and friends was more commonly 1 or 2 days), and these periods of time generally lasted 2.5 to 3 hours per day (ex-partners were the exception where the period of time lasted for 7.5 hours on average).

The third most common care package for this group was **out of school childcare only**, although this was only reported for a small group (8%). This was most common among children in higher income families. The time children spent in an out of school club was closely associated with the reasons for using it, with settings used for economic reasons being used for an average of 6.1 hours a week, compared with 2 hours a week for clubs used for child related reasons. Users of out of school childcare tended to do so for either 1 or 2 days a week, or for every school day in the week i.e. for 5 days per week. However the sessions were notably shorter being only 1.5 hours per day on average.

A combination of **out of school childcare and informal childcare** was also reported for a small minority (6%), again this was more likely to be used by higher income groups, and also by working parents and those with fewer children. While the combination of one formal setting and one informal carer was most common, more than one-third of these children had three or more providers. The hours of care these children received from each provider did not vary greatly depending on the type of (informal or formal) provider used. Children that used a combination of out of school and informal childcare tended to do so on 2 to 5 days per week, although a substantial minority did so on 6 or 7 days of the week (probably due to the inclusion of ex-partners as a type of childcare provider). They usually received only one type of care per day, and on average the duration of the sessions was 2.5 hours per day.

6 Childcare arrangements for children aged 12-14

Table 6.1 outlines the packages of childcare used by 12-14 year olds. Most children aged 12-14 were using no childcare (65%), while 23% received informal childcare only. Out of school childcare was used by only a very small proportion of children, which could reflect difficulties in getting teenagers interested in out of school activities (Cummings et al. 2007) and parents' views that children of this age are often old enough to look after themselves (Kazimirski et al. 2008).

Table 6.1 Childcare packages for children aged 12-14 ²⁵

Base: Children aged 12-14

Packages of Childcare	%
No childcare	65
Informal only ²⁶	23
- Ex-partners	3
- Grandparents	8
- Siblings	4
- Other relatives	2
- Friends / neighbours	2
Formal: Leisure / Other only	3
Formal: Out of School only	2
Formal: Leisure / Other & Informal	2
Formal: Out of School & Informal	1
Formal: Out of School & Formal: Leisure / Other	1
Formal: Individual only	1
<i>Unweighted base</i>	<i>2802</i>
<i>Weighted base</i>	<i>2703</i>

6.1 No childcare

Whilst more 12-14 year olds received no childcare than 5-11 year olds (65% compared with 49%), the types of families most likely to use no childcare for their 12-14 year old were the same. These were workless families, lower income families (those with less than £20,000 per annum) and couple families. (Tables displaying use of different childcare packages for children aged 12-14 by socio-demographic characteristics can be found in Appendix B - section B.5).

6.2 Informal childcare only

Just under one-quarter of children aged 12-14 received informal childcare only (23%) and this was particularly the case for children in lone parent households and working households (see Table B.21 and Table B.25). It is likely that for children in lone parent families this reflects the inclusion of ex-partners as a type of informal carer, and for working households may indicate that informal childcare is being used to 'wrap around' school hours. Use of informal carers was again more diverse than for younger children, however, in line with childcare for younger children the large majority of families used only one type of informal childcare (78%). Just under half of children in this category were looked after by

²⁵ 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base.

²⁶ The breakdown of different types of informal care is mutually exclusive so respondents who used more than one type of informal care are excluded from the breakdown of prevalence in this table but included in the total.

their grandparents (48%), compared with 27% who were looked after by older siblings, 18% who were looked after by their resident parents' ex-partner, 16% who were looked after by friends, and 12% who were looked after by other relatives.

Table 6.2 demonstrates that different informal carers were used for quite different reasons. Where children were looked after by an ex-partner, this was usually for child related reasons e.g. children's development or enjoyment (77%). Grandparents on the other hand were primarily used for economic reasons e.g. for work or study (68%), whilst the remaining types of informal carer had more varied use. For instance, older siblings looked after children either for economic reasons (55%) or for reasons related to parental time e.g. shopping, socialising, looking after other children (50%). There was no predominant reason that other relatives and friends looked after children, around half the children going to these types of informal childcare were doing so for economic reasons (50% and 53% respectively) with reasons related to children or parental time being reported for between 46% and 37% of children.

There were no differences in the types of families that were likely to use older siblings and other relatives. However, friends were most commonly used by children living in smaller families (families with one or two children compared with three or more children). As expected, ex-partners were used by more lone parents than by parents in couples but in addition ex-partners were used more frequently by lower income families and families containing a child with a disability. Finally reflecting the use of grandparents for economic reasons, working families were the most likely to make use of grandparental childcare, as were higher income families.

Table 6.2 Reasons for using informal childcare - children aged 12-14

Base: Children aged 12-14 who used informal childcare only

Childcare Package	Reasons for using Informal Childcare			Unweighted base	Weighted base
	Economic %	Child development / preference %	Parental time %		
Informal only	55	40	34	599	635
- Ex-partners	36	77	20	116	116
- Grandparents	68	42	30	299	304
- Siblings	55	35	50	133	172
- Other relatives	50	39	43	67	74
- Friends / neighbours	53	46	37	86	102

As for children aged 5-11 where ex-partners looked after children this was for a relatively large number of hours (24 hours a week on average, see Table 6.3). Next in terms of duration were other relatives and grandparents who looked after children for 9.7 hours and 8 hours respectively. Finally friends and neighbours, and older siblings both looked after children for 7 hours on average.

We saw above that older siblings looked after children for two main reasons (economic and child related). In turn, the length of time older siblings cared for children varied by these reasons. Specifically, if children were being looked after for economic reasons the duration was 9.8 hours a week on average, whereas if children were being looked after for reasons related to parental time the duration was 4.5 hours on average.

Table 6.3 Average (median) weekly hours of informal childcare for children aged 12-14 - by type of provider

Base: Children aged 12-14 who used informal childcare only

Type of Childcare Provider	Hrs per week	Unweighted base	Weighted base
Ex-partner	24.0	116	116
Grandparents	8.0	299	304
Siblings	7.0	133	172
Other relatives	9.7	67	74
Friends / neighbours	7.0	86	102
Total	7.0	599	635

Again, as for 5-11 year olds, children aged 12-14 received informal childcare between 1 and 5 days per week (with a small proportion receiving childcare on 6 to 7 days per week, see Table 6.4). The duration of informal childcare was no greater than for younger children, remaining between 2.5 and 3.3 hours per day, although as before ex-partners were used for about double this length of time (7.3 hours per day).

Table 6.4 Number of days and average (median) time per day in informal childcare - children aged 12-14 ²⁷

Base: Children aged 12-14 who used informal childcare only

Number of Days per Week	Type of Childcare Provider				
	Ex-partner	Grandparent	Siblings	Other relatives	Friends/ neighbours
	%	%	%	%	%
1	18	27	24	[24]	26
2	23	20	24	[20]	14
3	19	17	12	[17]	27
4	16	8	15	[9]	18
5	12	23	16	[20]	9
6	8	3	5	[8]	4
7	4	3	3	[3]	2
Average time (hrs per day)	7.3	3.0	2.5	[3.2]	3.3
Unweighted base	69	168	88	35	54
Weighted base	74	181	100	40	60

²⁷ 1) This analysis is based on the 'selected child' in the survey and therefore the base is smaller than the preceding analysis in each section.

6.3 Summary

As with primary school children, since all 12-14 year olds attend school, the majority used **no childcare** (65%), particularly those from workless households, lower income groups, and two-parent families. This may be the case because many parents with children of this age believe that their children are old enough to look after themselves.

Informal childcare only was the second most common package for 12-14 year olds (23%). This was most common among working families and lone parents. For this group just under half of children were looked after by their grandparents with other informal carers playing an increasingly important role. Where grandparents played a role it was still largely for economic reasons and for a small amount of time (8 hours per week), while ex-partners looked after children for child related reasons for considerably more time (24 hours per week). The reasons for relying on older siblings were closely linked to the amount of care they provided - economic reasons translated into average of 9.8 hours a week, compared with 4.5 hours for parental time reasons. Other relatives and friends were used for between 7 and 9.7 hours for a variety of reasons. The number of days children were looked after by informal carers varied between 1 and 5, with sessions generally lasting 2.5 to 3.3 hours per day (ex-partners were the exception with sessions lasting for 7.3 hours on average).

7 Childcare packages used by families

This chapter extends the analysis of the childcare packages used by *children* to look at the childcare packages used by *families*. As in the previous chapters we look separately at households with children of different ages, focusing on families with more than one child as the packages used by families with one child were similar to those covered in Chapters 2-6. To ensure that the analysis of families covered a manageable number of family types we defined family type through the age of the youngest and oldest children in the family and looked only at their use of childcare since this is a good proxy measure of the childcare used by the family as a whole. Having described the types of childcare packages used by families with children of different ages, we then explore how take up of the main childcare packages varies for different family circumstances.

For further details on how the analysis was undertaken see Appendix A - section A.2.

7.1 Two Children Aged 0-2

As demonstrated in Table 7.1, families where the oldest and youngest children were both aged 0-2 most commonly used no childcare (34%). Where families used childcare this almost always took the form of centre based childcare, but was frequently combined with informal childcare. The second and third most prevalent childcare packages involved centre based childcare for older children only, with younger children being cared for by their parents or an informal carer (17% and 11% respectively). These were followed by packages where both children attended centre based childcare (either solely or in combination with informal childcare, both 9%), or where both children went to informal childcare only (also 9%).

Table 7.1 Childcare packages for families where the oldest and youngest children are aged 0-2²⁸

Base: All families where the youngest and oldest children were aged 0-2

Oldest Child	Youngest Child	Total
0-2	0-2	%
No childcare	No childcare	34
Centre Based only	No childcare	17
Centre Based & Informal	Informal only	11
Centre Based & Informal	Centre Based & Informal	9
Centre Based only	Centre Based only	9
Informal only	Informal only	9
Informal only	No childcare	2
No childcare	Informal only	2
<i>Unweighted base</i>		151
<i>Weighted base</i>		127

Limited analysis by family characteristics was possible for families with children of this age because of the small number of these families in the sample. However, Table C.1 shows that higher income families (those receiving £20,000 or more per annum) were those most likely to use centre based and informal childcare for their older child, and informal childcare only for their younger child (17% compared with 1% of families with less than £20,000 per year). This is likely to be related to the high cost of formal childcare for young children.

²⁸ 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base.

7.2 Children Aged 3-4 and 0-2

As seen in the analysis of children’s childcare packages, Table 7.2 demonstrates that almost all 3-4 year received centre based childcare, and that this was sometimes combined with informal childcare or a formal individual provider e.g. a childminder or a nanny or au pair. In terms of the childcare packages used by families, those whose oldest child was aged 3-4 and youngest child aged 0-2 most frequently used centre based childcare for their 3-4 year old and no childcare for their 0-2 year old (34%). In 14% of families, informal carers were used for both children i.e. they used centre based childcare with informal childcare for their 3-4 year old and informal childcare only for their 0-2 year old. Use of centre based childcare for 0-2 year olds in these families was less common, with only 10% of families using centre based childcare only for their 0-2 year old (as well as their 3-4 year old) and 6% using centre based childcare with informal childcare (for both children).

Table 7.2 Childcare packages for families where the oldest child is aged 3-4 and the youngest child is aged 0-2²⁹

Base: All families where the oldest child was aged 3-4 and the youngest child was aged 0-2

Oldest Child 3-4	Youngest Child 0-2	Total %
Centre Based only	No childcare	34
Centre Based & Informal	Informal only	14
Centre Based only	Centre Based only	10
No childcare	No childcare	8
Centre Based & Informal	Centre Based & Informal	6
Centre Based & Informal	No childcare	4
Centre Based only	Informal only	4
Centre Based & Individual	Individual only	3
<i>Unweighted base</i>		524
<i>Weighted base</i>		329

Use of no childcare for either child was more often the case for lower income than higher income families (as well as with non-working families and lone parent families, see Appendix C - section C.2). Likewise, low income families were more likely to use centre based childcare only for a 3-4 year old and no childcare for a 0-2 year old than families with a higher income (see Table C.2). This is probably due to families’ inability to afford the high cost of formal childcare for their youngest child, but their ability to take up the free early education offer for their older child. This suggestion is supported by the finding that use of centre based childcare for both children was most commonly the case for higher income families. Finally, Table C.4 demonstrates that the families most likely to have used centre based and informal childcare for their 3-4 year old and informal childcare only for their 0-2 year old were lone parent families, which again illustrates lone parents’ greater reliance on informal childcare than couple families.

7.3 Two Children Aged 3-4

Parents with two children aged 3-4 tended to use the same package of care for both children (see Table 7.3). The most common of these packages was centre based childcare only for both (34%) with the second most common being centre based and informal childcare for both (27%). Other packages of care were used by 8% or fewer of families. Too few families had two 3-4 year olds to undertake analysis by family characteristics for this group.

²⁹ 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base.

Table 7.3 Childcare packages for families where the oldest and youngest children are aged 3-4 ³⁰

Base: All families where the oldest and youngest child were aged 3-4

Oldest Child	Youngest Child	Total
3-4	3-4	%
Centre Based only	Centre Based only	34
Centre Based & Informal	Centre Based & Informal	27
No childcare	No childcare	8
Centre Based & Individual	Centre Based & Individual	6
Centre Based only	No childcare	6
Centre Based only	Centre Based & Informal	4
Centre Based & Out of School/Leisure	Centre Based & Out of School/Leisure	3
No childcare	Centre Based only	2
Centre Based & Informal	No childcare	2
Centre Based & Informal	Informal only	2
Informal only	Centre Based & Informal	2
<i>Unweighted base</i>		56
<i>Weighted base</i>		29

7.4 Children Aged 5-14 and 0-2

As seen earlier, the findings in Table 7.4 suggest that because most 5-14 year olds are at school families frequently used no childcare. Indeed, 42% of families with a 5-14 year old and a 0-2 year old use parental care only for both children. Other packages of care were used by far fewer families, for instance, the next most frequent package of care was informal childcare only for both children, which was used by 11% of families.

Table 7.4 Childcare packages for families where the oldest child is aged 5-14 and the youngest child is aged 0-2 ³¹

Base: All families where the oldest child was aged 5-14 and the youngest child was aged 0-2

Oldest Child	Youngest Child	Total
5-14	0-2	%
No childcare	No childcare	42
Informal only	Informal only	11
No childcare	Centre Based only	9
No childcare	Informal only	5
Informal only	Centre Based & Informal	4
Out of School / Leisure only	No childcare	4
Out of School / Leisure only	Centre Based only	3
Informal only	No childcare	3
Out of School / Leisure & Informal	Informal only	2
Out of School / Leisure only	Informal only	2
No childcare	Centre Based & Informal	2
<i>Unweighted base</i>		1276
<i>Weighted base</i>		743

³⁰ 1) Too few families had two 3-4 year olds to undertake analysis by family characteristics for this group.

³¹ 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base.

The types of families most likely to use each of the prevalent childcare packages were similar to those seen in previous sections of this report. Firstly, use of no childcare for either child was most commonly the case for less affluent families, e.g. lower income and workless households. Secondly, using informal childcare for both children was more frequently the case for lone parents than for parents in couples (see Appendix C = section C.4).

7.5 Children Aged 5-14 and 3-4

The childcare used by families with a child aged 5-14 and 3-4 mirrors the findings from earlier chapters with the 5-14 year old primarily using no childcare or informal childcare, and the 3-4 year old using centre based childcare only or centre based childcare combined with informal childcare. We can see in Table 7.5 that the most prevalent package was for the 5-14 year old to receive no childcare and the youngest child to receive centre based childcare only (31%), in practice this may often mean that they were using no childcare other than the free early education offer for their 3-4 year old. The second most prevalent package was similar but in addition to using the free early education offer for their 3-4 year old, they also used informal childcare for both children (17%), i.e. they used informal childcare only for their 5-14 year old and centre based and informal childcare for their 3-4 year old. 13% of families with children in these two age groups used no childcare for either child.

Table 7.5 Childcare packages for families where the oldest child is aged 5-14 and the youngest child is aged 3-4³²

Base: All families where the oldest child was aged 5-14 and the youngest child was aged 3-4

Oldest Child	Youngest Child	Total
5-14	3-4	%
No childcare	Centre Based only	31
Informal only	Centre Based & Informal	17
No childcare	No childcare	13
No childcare	Centre Based & Informal	7
Out of School / Leisure only	Centre Based only	6
Out of School / Leisure & Informal	Centre Based & Informal	4
Out of School / Leisure only	Centre Based & Out of School / Leisure	2
Individual only	Centre Based & Individual	2
Out of School / Leisure & Informal	Centre Based & Out of School / Leisure & Informal	2
No childcare	Centre Based & Individual	2
<i>Unweighted base</i>		<i>1038</i>
<i>Weighted base</i>		<i>579</i>

Childcare packages in which families used no childcare for their 5-14 year old and either no childcare or centre based childcare only for their 3-4 year old were most frequently used by lower income and non-working families. This may reflect one of two things, firstly it might suggest that these families cannot afford formal childcare for their children (but are able to take up the free early education offer for their 3-4 year old), but may also be due to lack of need for formal childcare where families have no-one in work. Indeed, working families were instead more likely to have used informal childcare for their 5-14 year old, and centre based and informal childcare for their 3-4 year old (see Appendix C- section C.5). Therefore it is possible that they are using informal childcare to 'wrap around' the provision available from school and the free early education offer.

³² 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base.

7.6 Two Children Aged 5-14

Families where the youngest and oldest children were both aged 5-14 tended to use the same package of care for the two children (see Table 7.6). In 47% of cases this meant that they used no childcare for either child, which reflects the findings on children's childcare packages in Chapters 7 and 6. Again reflecting the findings from earlier chapters, the second most frequent childcare package was for families to have used informal childcare for both children (20%). Other childcare packages were used by 6% or fewer families.

Table 7.6 Childcare packages for families where the oldest and youngest children are aged 5-14³³

Base: All families where the youngest and oldest children were aged 5-14

Oldest Child 5-14	Youngest Child 5-14	Total %
No childcare	No childcare	47
Informal only	Informal only	20
Out of School / Leisure only	Out of School / Leisure only	6
Out of School / Leisure & Informal	Out of School / Leisure & Informal	4
No childcare	Informal only	4
No childcare	Out of School / Leisure only	4
Informal only	Out of School / Leisure & Informal	2
Individual only	Individual only	2
<i>Unweighted base</i>		2147
<i>Weighted base</i>		1721

Again lower income and non-working families were more likely to use no childcare for either child than higher income and working families. Whilst in contrast working families were more likely to use informal childcare for both children, perhaps to 'wrap around' the provision available from school. Lone parents were also more likely to use informal childcare for both children, and this is likely to reflect the inclusion of ex-partners as a form of childcare provider (see Appendix C - section C.6).

7.7 Summary

The analysis of families' childcare packages shows that the package of care constructed by a family is strongly driven by the age of the children in the household. For example, families with a 3-4 year old tended to use centre based childcare for their 3-4 year old irrespective of the age of other children in the household, and families with a 5-14 year old tended to use no childcare for their 5-14 year old irrespective of the age of other children in the household. This is also demonstrated by the fact that where families have children in the same age bracket, they often use the same type of childcare package for each child.

Turning to the analysis by family characteristics, the strongest trends are that use of no childcare for either child, or use of no childcare and centre based childcare only for a 3-4 year old (as a result of the free early education offer) were most common for lower income and non-working families. In contrast the families that used centre based childcare for their 0-2 year old were most often higher income families, probably because childcare for young children tends to be more expensive than for older children. Where families contained a 0-2 year old (e.g. a 3-4 year old and 0-2 year old, or a 5-14 year old and 0-2 year old) lone parents were particularly likely to use informal childcare for both children (combined with centre based childcare for a 3-4 year old). However, where families contained older children who are eligible for the free early education offer or attend school, working families were often the more likely to use informal childcare for both children (combined with centre based

³³ 1) The childcare packages explored in more detail are highlighted in grey in the initial table and rare packages of childcare are excluded from the table but included in the base.

childcare for a 3-4 year old), perhaps to 'wrap around' the other provision available. Therefore, it seems that even taking into account the combination of arrangements families have for different children the patterns of childcare use and factors that affect childcare use remain the same as those seen in previous chapters.

8 Home learning environment and childcare

The link between the home learning environment (HLE) and child development is relatively well researched. Various studies have shown that young children whose parents frequently read books to them and engage in other developmental activities achieve higher levels of cognitive development than children whose parents did these activities less often (CMPO 2006, Melhuish et al. 2008, Sammons et al. 2004, Sylva et al. 2004). Some recent research also explored the effect of childcare (e.g. attending a nursery or being cared for by a grandparent) on child development and found that attending a high quality childcare centre or a centre with a high proportion of high achieving children is associated with improved cognitive development, independently of other factors (CMPO 2006, Melhuish et al. 2008, Sammons et al. 2004, Sylva et al. 2004).

However, little research has been done to look at whether childcare use as such affects the HLE. It might be that childcare use is associated with *lower* levels of the HLE, because the more time parents spend away from the child (i.e. the more childcare they use) the less time they have together for home learning activities. If so, we should find that children from families who do not use childcare experience the most home learning, and children from families using a lot of childcare experience the least home learning. Alternatively, families using childcare might have *higher* levels of the HLE than those not using childcare – for instance parents might make extra effort in the time that they do spend with their children or through being a bit more knowledgeable about what activities they could do with a child at home e.g. through picking up tips from staff in formal childcare and early years settings. If this is the case, we should find that children from families not using childcare experience the least home learning, and children from families using formal centre based childcare experience the most home learning.

The data used in this chapter are from two years of the Childcare and Early Years Parents' Survey series - 2004 and 2007 (Bryson et al. 2006 and Kazimirski et al. 2008). The same questions about the HLE were asked in both years, and merging the two years together gives us a larger sample for analysis and therefore more power to identify patterns in the data.

The first section of this chapter examines associations between the HLE and a number of family and child socio-demographic characteristics, because these influence both which childcare package the family uses and how much home learning they do. Subsequent sections explore the relationship between the HLE and childcare use for 2 year olds, 3-4 year olds and 5 year olds separately, because patterns of childcare use tend to be different for these age groups.

8.1 Key family and child characteristics associated with the HLE

To measure the extent to which children experience home learning we constructed an HLE index on the basis of seven questions about home learning asked in the survey. This index was then used to describe HLE throughout the analysis (for details see Appendix A). To illustrate how children's home learning environment differs between those experiencing the most and least home learning, Table 8.1 shows the distribution of parents' answers to the questions about the home learning environment for children with the lowest values on the HLE index and those with the highest values (as well as for all children). For example, 33% of children in the group with the lowest values on the HLE index looked at books and read stories with their parents every day or most days, compared with all (100%) children in the group with the highest values on the HLE index, and 86% of children overall.

Comparisons between different groups of families and children revealed the following differences (see Table D.1 in Appendix D for mean values and bases):

- Families where mothers had higher levels of educational attainment did more home learning with their children than those where mothers were less well-educated.³⁴
- Families with higher socio-economic status did more home learning with their children than those from lower socio-economic groups.³⁵
- Higher income families did more home learning with their children than those with lower incomes.
- Non-working families did less home learning with their children than working families.
- Families where the mother worked full-time or part-time did more home learning with their children than those where the mother did not work.³⁶
- Lone parent families did less home learning with their children than couples.
- Families with three or more children did less home learning than those with one or two children.
- Girls did more home learning than boys.
- Children from Black, Asian and other minority ethnic groups did less home learning than those from White ethnic groups.

We also examined the relationship between the HLE and parents working atypical hours³⁷ and the child's age, and found no associations.

³⁴ For most cases, this variable is for mother's educational attainment. However, for lone-father families (0.4% of all families in the analysis), we used father's educational attainment. Also, where it was the father who was interviewed and we did not have information about the mother's educational attainment, we used the father's educational attainment as a proxy.

³⁵ Where both parents were employed and had a different socio-economic status, the family's socio-economic status was calculated to be the highest of the two.

³⁶ For most cases, this variable is for maternal employment. However, for lone-father families (0.4% of all families in the analysis), we used father's employment status.

³⁷ We have looked at three variables: (1) at least one of the parents usually working in the evening, (2) at least one of the parents usually working at the weekend, and (3) at least one of the parents usually working in the evening, at the weekend, or either.

Table 8.1 Home learning environment for children aged 2-5*Base: all children aged 2-5*

	Children in the lowest HLE index group (bottom 10%) %	Children in the highest HLE index group (top 10%) %	All children %
Look at books and read stories			
Every day / most days	33	100	86
Once or twice a week	49	0	12
Occasionally, at least once every two months	8	0	1
Rarely	5	0	0
Never	6	0	1
Play indoor or outdoor games			
Every day / most days	22	100	72
Once or twice a week	47	0	24
Occasionally, at least once every two months	13	0	2
Rarely	8	0	1
Never	10	0	1
Paint or draw together			
Every day / most days	6	96	40
Once or twice a week	32	4	45
Occasionally, at least once every two months	19	0	9
Rarely	9	0	2
Never	33	0	5
Recite nursery rhymes or sing songs			
Every day / most days	21	98	68
Once or twice a week	33	2	22
Occasionally, at least once every two months	14	0	5
Rarely	9	0	2
Never	23	0	4
Play at recognising letters, words, numbers or shapes			
Every day / most days	20	100	65
Once or twice a week	40	0	27
Occasionally, at least once every two months	12	0	3
Rarely	6	0	1
Never	22	0	4
Use a computer, for example to play games, draw or look for information			
Every day / most days	7	43	17
Once or twice a week	15	44	31
Occasionally, at least once every two months	10	12	14
Rarely	5	1	3
Never	64	0	35
Take child to the library			
Every day / most days	0	6	1
Once or twice a week	6	30	11
Occasionally, at least once every two months	14	60	32
Rarely	9	4	9
Never	70	0	46
<i>Unweighted Base</i>	491	503	5122
<i>Weighted Base</i>	380	374	3802

However these associations between socio-demographic characteristics and home learning may be driven by other factors. For example, the association found between maternal employment and the HLE may be due to the educational level of mothers and not to their employment status, because women working full-time tend to be better educated than those working part-time or home makers, and similarly part-time workers are better educated than home makers. Multiple linear regression analysis allows us to explore the effect of different

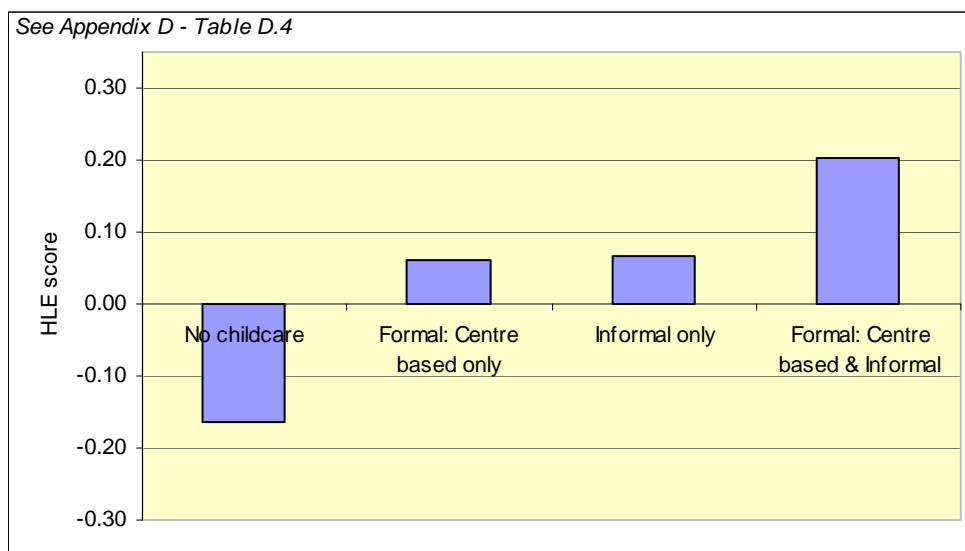
family and child characteristics on home learning when other characteristics are controlled for (see Table D.2 in Appendix D). This shows that the level of home learning is positively associated with higher levels of mother's education, higher family socio-economic status and girls, and is negatively associated with mother's full-time employment, larger families, and ethnic minority groups. Household income, family work status (working vs. non-working) and family type (lone parent vs. couple) are not significantly related to home learning once other characteristics are controlled for (because these family characteristics are strongly associated with family's socio-economic status and educational attainment).

Many of these findings are in line with previous studies, especially with regard to the effect of maternal education and family socio-economic characteristics (Bradshaw et al. 2008, Gutman and Feinstein 2007). The differences detected may be due to a variety of factors, including financial and physical barriers to the HLE as well as cultural attitudes. For example, it may be that the frequency of reading books to children (one of the HLE index components) is affected by how many books the family can afford to buy and whether the library is easily accessible for those without private transport. Similarly, for minority ethnic groups, who tend to have lower HLE index values even after socio-economic position is controlled for, the scarce availability of books in their first language could be an important factor inhibiting reading at home. However, it is also possible that the survey questions failed to capture some activities which might be very important in terms of stimulating children but are very specific to some cultures or ethnic groups. With regard to the difference between girls and boys, it could be suggested that gender-role attitudes may play a role here, with parents possibly perceiving most of the home learning activities as more suitable for girls than for boys. Further research looking more closely at different dimensions of the HLE and a variety of structural and attitudinal factors that are associated with the level of HLE would be very useful, as we know that the role of the HLE in the child's development is immense, and that the effect of the HLE on child outcomes even outweighs the effect of the child's socio-economic background (Sylva et al. 2004).

8.2 HLE and childcare for children aged 2

Figure 8.1 illustrates the relationship between the level of home learning and childcare packages used for 2 year old children.³⁸ The way the HLE index was constructed means that zero values on the index indicate an average amount of home learning, positive values indicate a higher than average level, and negative values indicate a lower than average level.

Figure 8.1 Home learning environment and childcare packages for children aged 2



Families who did not use childcare did less home learning with their 2 year olds than families using any of the three most common care packages (that is: formal centre based childcare only, informal childcare only, or a combination of centre based and informal childcare). Among families using childcare, those using centre based childcare in combination with informal childcare did more home learning with their 2 year olds than those using centre based childcare only. The difference between those using centre based and informal care and those using informal care only was not statically significant.

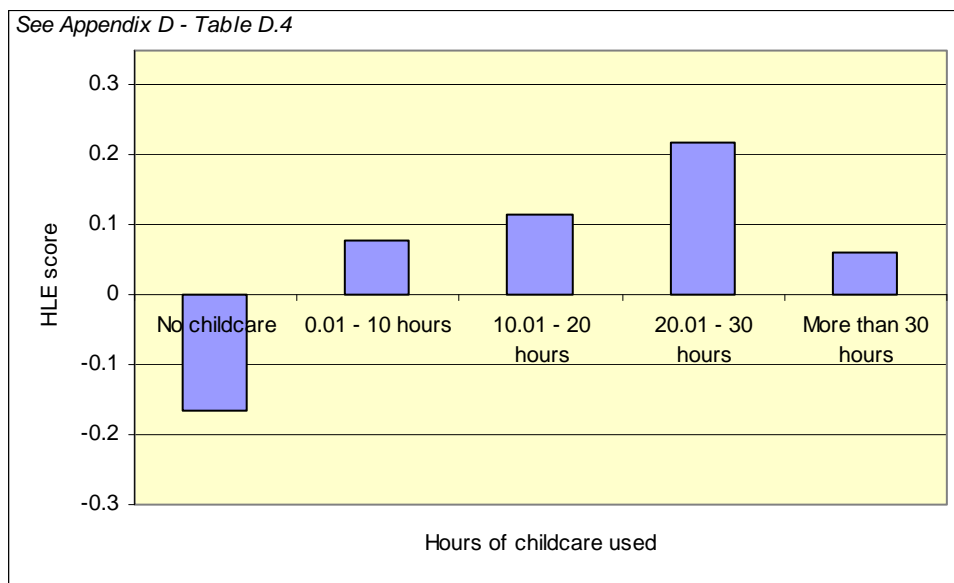
We saw in section 8.1 that various socio-demographic characteristics were independently associated with both home learning and childcare use, these factors therefore need to be controlled for when exploring the relationship between childcare use and the HLE. After controlling for these characteristics there was no association between the childcare package used and the degree of home learning experienced by 2 year olds (see Table D.3 in Appendix D). So, the apparent association in Figure 8.1 can be attributed to the fact that families who did not use childcare tended to have lower socio-economic status, which is in turn negatively associated with the level of the HLE.

Turning now to the number of hours of childcare used and its relationship with the amount of learning done at home, Figure 8.2 illustrates the relationship between the total number of hours of childcare used per week, regardless of the type of childcare being used, and the level of home learning.³⁹

³⁸ Families who used other, much less common, childcare packages are not shown in the graph.

³⁹ Families who used other, much less common, childcare packages are not shown in the graph.

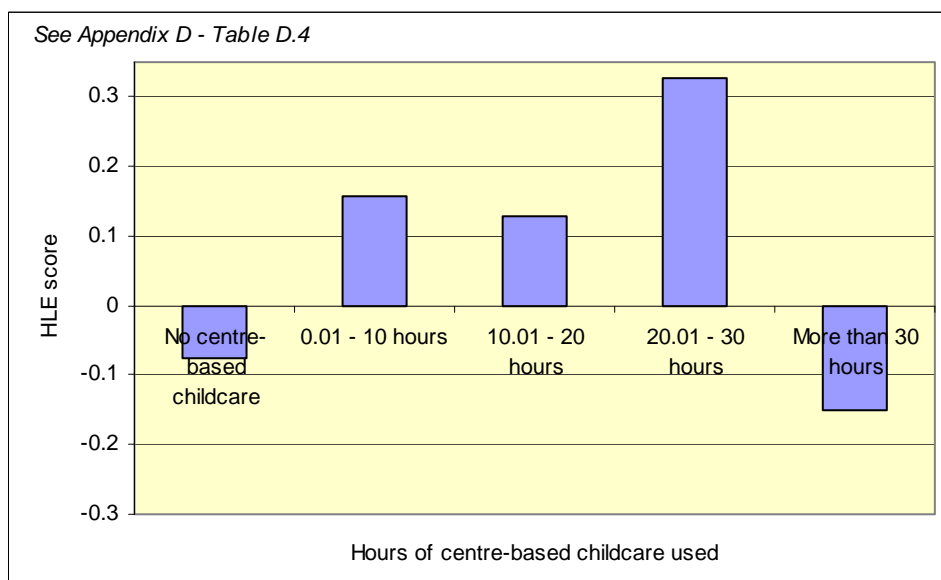
Figure 8.2 Home learning environment and total hours of childcare for children aged 2



Compared with families not using childcare, those using childcare for any number of hours did more home learning with their 2 year old children. However, once family and child socio-demographic characteristics were controlled for, all apparent effects of childcare on the HLE disappeared (see Table D.3 in Appendix D) which means that they were largely due to differences in socio-demographic profile between families using different amounts of childcare rather than to childcare use as such.

Figure 8.3 shows the relationship between hours of centre based childcare used and the level of the HLE.⁴⁰

Figure 8.3 Home learning environment and hours of centre-based childcare for children aged 2



⁴⁰ Families who used other, much less common, childcare packages are not shown in the graph.

With regard to the hours of centre based childcare, the use of centre based childcare provision for less than 30 hours was associated with more home learning compared with not using any centre based childcare provision or using it for more than 30 hours. Furthermore, those using centre based childcare for 20-30 hours did more home learning with their 2 year olds than any other type of families. When socio-demographic characteristics were controlled for, some of these differences remained significant (see Table D.3 in Appendix D). Taking families not using centre based childcare as a comparison, those who used 20-30 hours per week did more home learning with their 2 year olds, and those using more than 30 hours did less.

In summary, once differences in socio-demographic profile between families were taken into account, the amount of home learning parents did was not associated with use of non-parental care, use of a particular childcare package or the total amount of childcare used per week. However, there was an association between the amount of centre based childcare used and the level of home learning: 2 year olds who attended centre based childcare for 20-30 hours experienced more home learning than those not attending centre based childcare, and those receiving over 30 hours of centre based childcare did less home learning than those not attending centre based childcare.

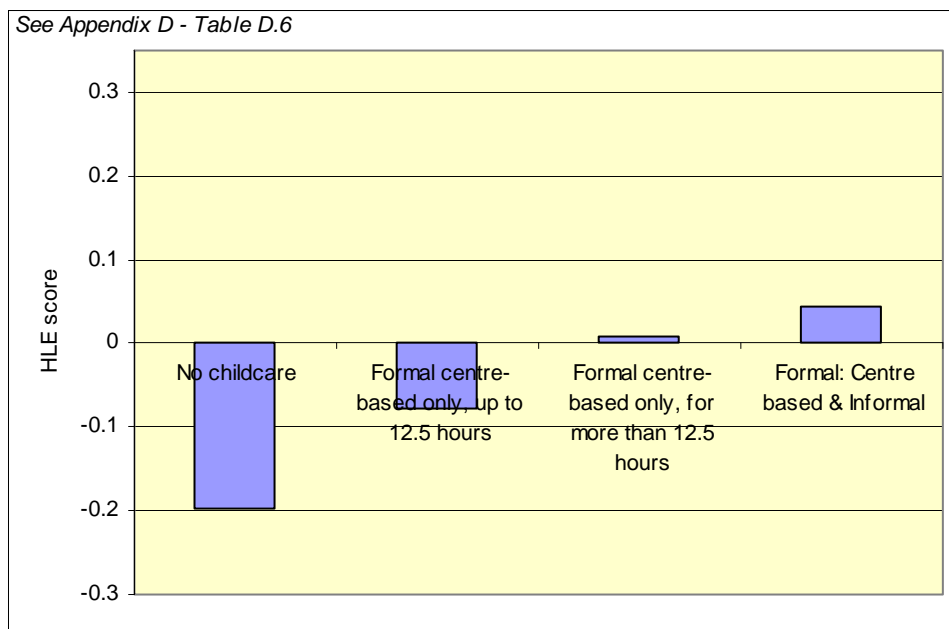
The negative association with long hours of childcare may be due to parents having less time with the child at home. This is consistent with the finding in section 8.1 that families where the mother worked full-time did less home learning with their children than those where the mother did not work, once socio-economic status and education were controlled for. However, as this effect was not apparent for the total hours of childcare, there must be other factors at play as well. It could be suggested that parents whose children attend long hours of centre based childcare may not feel they need to do much learning with their children at home, given that their time at a childcare provider is filled with developing activities. We cannot determine this using data from the Childcare and Early Years Survey of Parents, and this issue would need further exploration, perhaps using qualitative data or a survey that captures parents' views on the importance of the home learning environment.

The finding that attending centre based childcare for 20-30 hours was associated with more home learning compared with not attending any centre based childcare is more difficult to explain, because smaller amounts of centre based childcare (i.e. under 20 hours) did not seem to have the same positive effect. It could be that different types of centre based care (being typically used for different number of hours) vary in their emphasis on the HLE, with centre based care providing longer hours (e.g. day nurseries) placing more emphasis on this than centre based care providing shorter hours (e.g. play groups). Further analysis is needed to explore this relationship, ideally looking not only at the type of centre used, but also at the quality of childcare it provides and their activities with regard to parents (the Childcare and Early Years Survey of Parents does not contain such data).

8.3 HLE and childcare for children aged 3-4

The relationship between the level of the HLE and childcare package used for 3-4 year old children is shown in Figure 8.4.⁴¹

Figure 8.4 Home learning environment and childcare packages for children aged 3-4



As very few families in this age group did not use any childcare (due to the free early education offer for all 3-4 year olds)⁴² this group was too small for analysis and therefore could not be used as a comparison group. Instead children attending centre based childcare for up to 12.5 hours per week formed the comparison group for this analysis. We found that families using a combination of centre based and informal childcare did more home learning with their 3-4 year olds than those using centre based childcare only for up to 12.5 hours. Other apparent differences in the graph are not statistically significant.

However, once we controlled for differences in socio-demographic profile between families using different care packages, there was no association between childcare package used and the degree of home learning experienced by 3-4 year olds (see Table D.5 in Appendix D).

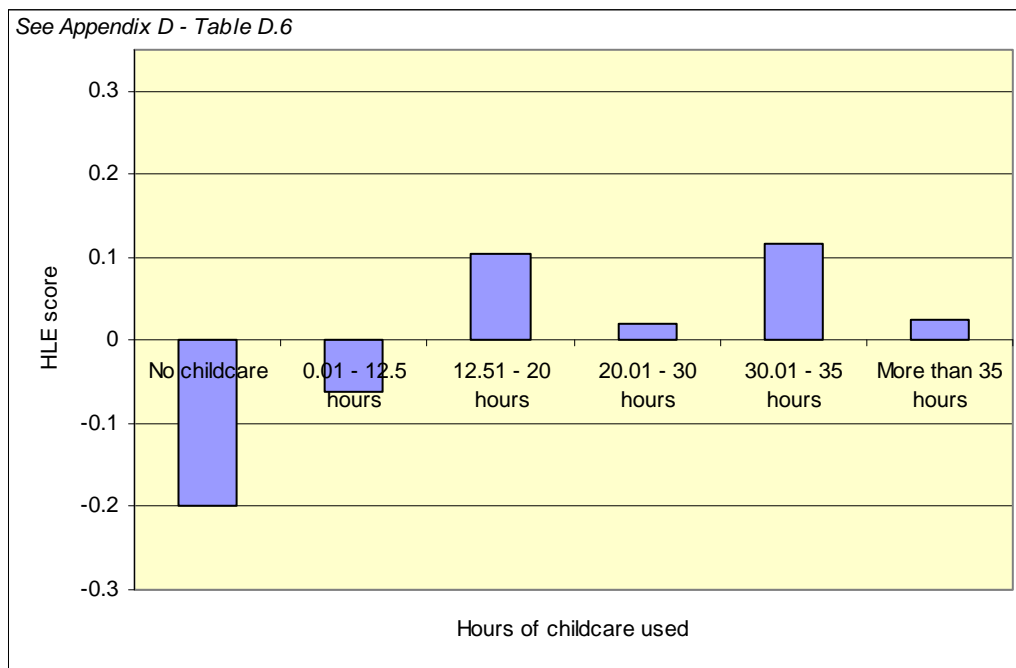
Figure 8.5 illustrates the relationship between the total number of hours of childcare used and the level of home learning.⁴³

⁴¹ Families who used other, much less common, childcare packages are not shown in the graph.

⁴² Of all families with 3-4 year olds in the analysis, only 5% were not using any childcare (8% of 3 year olds and 2% of 4 year olds). That is, after those children who were attending school but were coded originally as not using childcare have been recoded to using centre-based childcare - for details, see Appendix A - section A.3.

⁴³ Families who used other, much less common, childcare packages are not shown in the graph.

Figure 8.5 Home learning environment and total hours of childcare for children aged 3-4



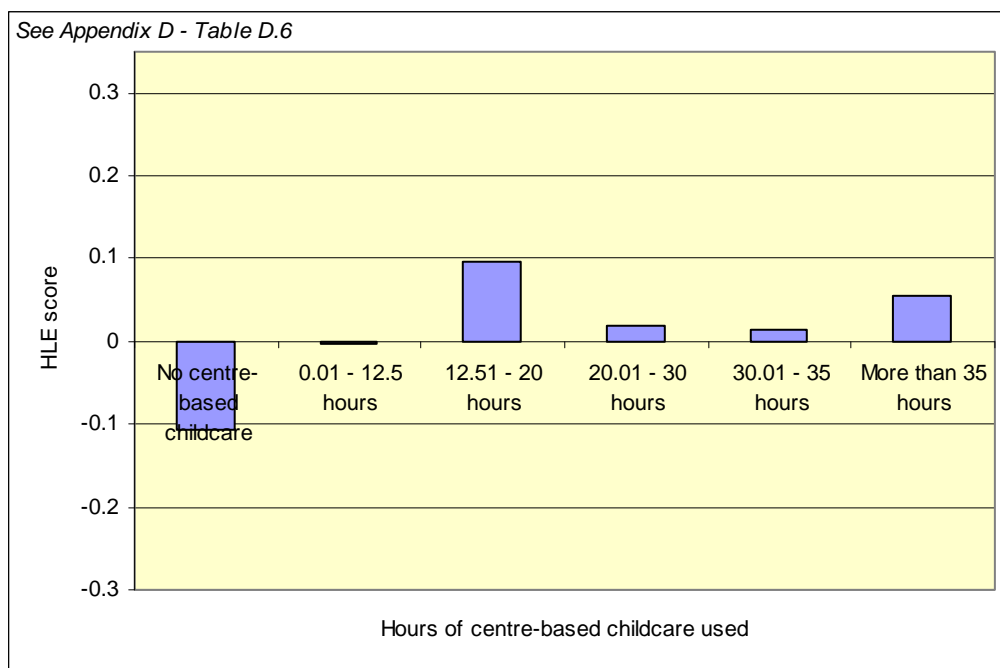
As in the analysis of the effect of childcare packages, we focused on children that received childcare, comparing families that used childcare for up to 12.5 hours with those using more than 12.5 hours. This revealed that those families who used childcare for 12.5-20 hours or for 30-35 hours did more home learning with their 3-4 year olds than those families who used childcare for up to 12.5 hours only.

However, once we controlled for socio-demographic characteristics, there was no association between the amount of childcare used and the degree of home learning experienced by 3-4 year olds (see Table D.5 in Appendix D).

Turning to the amount of time children spent in centre based childcare, Figure 8.6 shows the relationship between the number of hours of centre based childcare used and the HLE.⁴⁴

⁴⁴ Families who used other, much less common, childcare packages are not shown in the graph.

Figure 8.6 Home learning environment and hours of centre-based childcare for children aged 3-4



There were no differences in the amount of home learning undertaken by families using up to 12.5 hours of centre based childcare and other types of families (including those not using centre based childcare). However, those families who did not use centre based childcare did less home learning than those who used centre based childcare for 12.5-20 hours per week.

After controlling for differences in the socio-demographic profile of families using different amounts of centre based childcare, there was no association between the number of hours used and the level of the HLE (see Table D.5 in Appendix D).

Therefore, we found no association between childcare use (measured as the type of care package, total hours of childcare or hours of centre based childcare) and the degree of home learning experienced by 3-4 year olds. The few differences in the HLE by childcare use that were apparent from looking at Figures 8.4 to Figures 8.6 disappeared once we controlled for family and child socio-demographic characteristics. As such, using childcare for a greater number of hours or using an informal provider in addition to centre based childcare was not associated with the level of children’s HLE compared with using up to 12.5 hours only or no childcare at all.

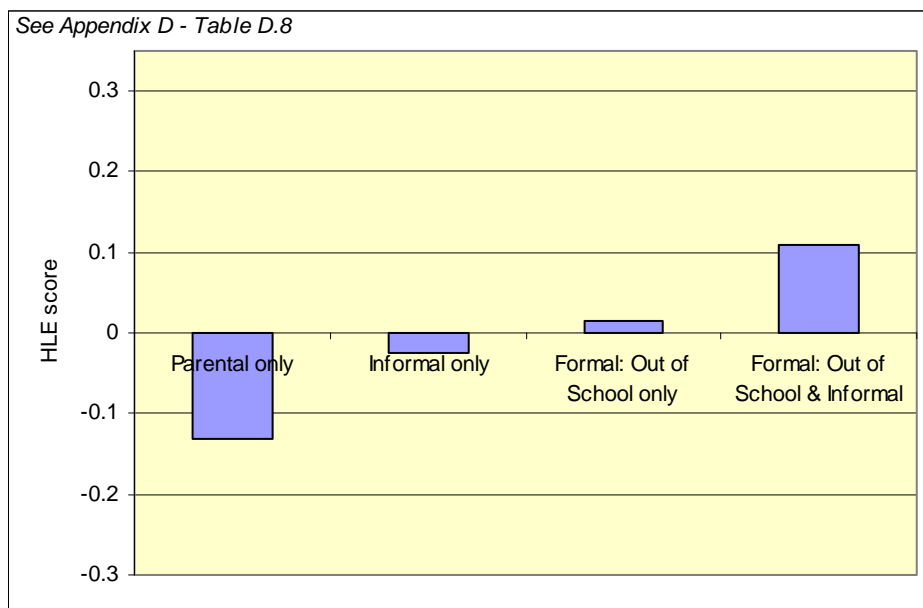
It is possible that this lack of any effect of childcare on the HLE for this age group is due to the very high level of take up of the free early years education offer among 3-4 year olds. The proportion of parents not using childcare for this age group is small and there is little variation in the hours or types of providers used by families, which makes it difficult to detect any effects.

8.4 HLE and childcare for children aged 5

In this last part of the analysis, we explored the relationship between childcare use and the home learning environment for 5 year old children. However, compared to the sections on younger children we have data for far fewer 5 year olds, and in addition, about half of 5 year old children do not use any childcare. As such there is less ability to detect differences between HLE and family and child characteristics.

The relationship between the level of the HLE and childcare package used for 5 year old children can be seen in Figure 8.7.⁴⁵

Figure 8.7 Home learning environment and childcare package used for children aged 5



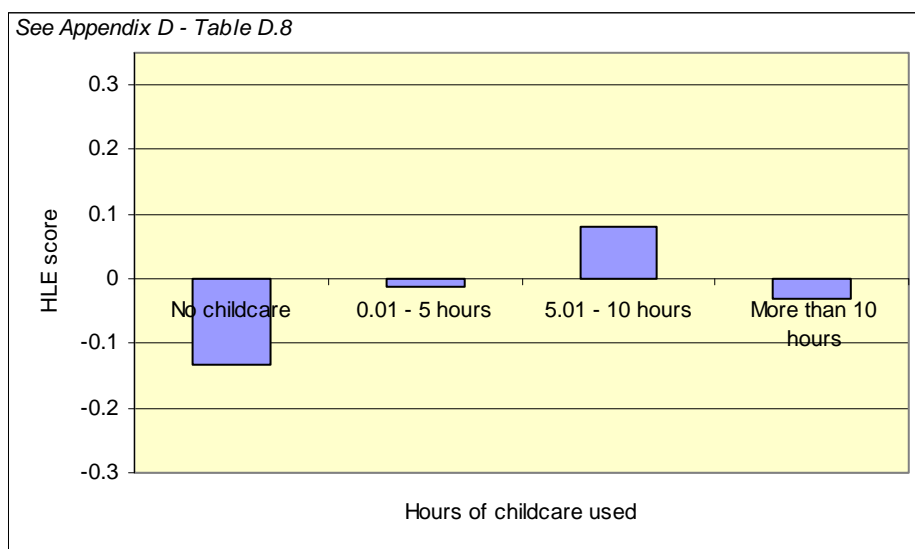
There are no differences in the level of the HLE between families using different childcare packages. Furthermore, when family and child socio-demographic characteristics are controlled for, there is still no association between childcare package and the HLE (see Table D.7 in Appendix D).

Next, we look at the relationship between the total number of hours of childcare children used per week and home learning. For 5 year olds, we have not analysed hours of formal childcare separately because very few 5 year olds used formal childcare. Therefore, Figure 8.8 shows the relationship between the total amount of childcare used and the HLE.⁴⁶

⁴⁵ Families who used other, much less common, childcare packages are not shown in the graph.

⁴⁶ Families who used other, much less common, childcare packages are not shown in the graph.

Figure 8.8 Home learning environment and hours of childcare for children aged 5



Families who used 5-10 hours of childcare per week did more home learning with their children than those not using childcare. However, this is difficult to explain, given that use of other amounts of childcare (e.g. up to 5 hours or more than 10 hours) did not differ from use of no childcare in terms of the level of the HLE. Understandably therefore, once we controlled for socio-demographic characteristics, there was no association between the amount of childcare used and the degree of home learning experienced by 5 year olds (see Table D.7 in Appendix D).

It therefore appears that there is no association between the type and amount of childcare used by parents of 5 year olds and the level of their HLE. It could be that for this age group, schools becomes more influential than childcare in influencing home learning, and we would need to look at school practices with regard to parents' involvement in home learning in order to understand these processes. This information is not collected in the Childcare and Early Years Survey of Parents.

8.5 Summary

The level of children's home learning i.e. the frequency with which they and their parents engage in activities like reading, painting, recognising shapes etc. was positively associated with higher levels of mother's education, higher family socio-economic status and girls, and was negatively associated with mother's full-time employment, greater number of children in the family, and minority ethnic groups.

Looking at the relationship between the HLE and childcare use for 2 year old children revealed no association between the HLE and the package of care used, or between the HLE and the total amount of childcare. However children using centre based childcare for 20-30 hours experienced more home learning than those not attending centre based childcare, while those attending centre based childcare for more than 30 hours experienced less home learning compared with those not using centre based childcare at all. For 3-4 year olds and for 5 year olds, there was no association between use of childcare and the level of the HLE after controlling for socio-demographic characteristics (regardless of which measure of childcare was used).

These findings are difficult to explain and would benefit from more research. For 2 year olds it would be useful to explore the type and quality of childcare used e.g. whether this childcare is in the private, voluntary or maintained sector, and how this influences children's HLE. Similarly this may be beneficial for 3-4 year olds since it is difficult to compare children in terms of the quantity of childcare they use due to the high take up of the free early

education offer. Lastly, for 5 year olds it may be valuable to look at the relationship between school practices and children's HLE as schools become much more influential in the lives of children of this age group than childcare providers.

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Appendix A Approach to Analysis

This report presents analysis of the childcare packages used by children in the Childcare and Early Years Survey of Parents⁴⁷ which is a national survey series of over 7,000 parents with children aged 0-14 years of age. The survey collected information on parents' views and experiences of using childcare, where childcare covered any time that someone other than the respondent or their current partner was looking after their children. The survey was conducted by the National Centre for Social Research on behalf of the Department for Children, Schools and Families, and the sample was randomly selected from Child Benefit records since these records provide a comprehensive sampling frame for families with dependent children. Excluding parents who opted out of the study (9% of families) 71% of selected families were interviewed which represents a good response rate and the socio demographic profile of respondents closely matched those of the Child Benefit population (see Kazimirski et al. 2008 for further technical details regarding the Childcare and Early Years Survey of Parents).

The Childcare and Early Years Survey primarily asked about childcare used during the last term time week in order to capture families' regular arrangements and minimise the recall period. The initial part of the interview collected basic information on the childcare used by all children in the family and then one child was selected at random for a more detailed section of the interview called the "attendance diary" which collected information on the timing of each session of childcare used throughout the week. This paper makes use of both sets of information as described in the following sections.

A.1 Children's Childcare Packages

Ages of Children

The analysis of childcare packages used data on all children aged 14 or under in each of the surveyed families, and was undertaken at child level in order to provide evidence that could feed into a discussion on child outcomes. Similarly, since the types of childcare used by children of different ages varies considerably, we looked separately at the packages of care used by children of different ages:

- Under 1.⁴⁸
- 1-2.
- 3-4.
- 5-11.
- 12-14.

⁴⁷ Chapters 2-7 use data from 2007 only, but Chapter 8 uses data from 2004 and 2007 in order to provide a sufficient number of cases for analysis.

⁴⁸ Due to a lag between children being born and their entry onto the Child Benefit records, first time parents of very young children (i.e. those under 6 months) are under represented in the Childcare Survey data.

Reclassification of Different Types of Childcare

The first step in defining packages of childcare was to group the detailed types of childcare provider identified in the Childcare and Early Years Survey of Parents into a broader classification, since doing so allowed us to investigate a narrower range of permutations of types of childcare that parents used. The broader classification was defined as follows:

Formal: Early Years Centre Based

- Nursery school.
- Nursery class attached to a primary or infants' school.
- Reception class attached to a primary or infants' school.⁴⁹
- Day nursery.
- Play group or pre-school.
- Special day school or nursery or unit for children with special educational needs.
- Other nursery education provider.

Formal: Individual

- Childminder.
- Nanny or au pair.

Informal

- My ex-husband/wife/partner / the child's other parent who does not live in this household.
- The child's grandparent(s).
- The child's older brother / sister.
- Another relative.
- A friend or neighbour.
- Baby-sitter who came to home.⁵⁰

Formal: Out of School

- Breakfast Club or After School Club, on school / nursery school site.
- Breakfast Club or After School Club, not on school / nursery school site.
- Holiday club/ scheme.⁵¹

Formal: Leisure / Other

- Other childcare provider.
- Leisure / sport activity.⁵²

⁴⁹ Unlike the Childcare and Early Years Survey of Parents report, where a 5 year old was recorded as using a reception class we have considered this to be compulsory school i.e. not a type of childcare. Therefore within this document reception class is only considered to be early years education for children aged 4 or younger.

⁵⁰ In the Childcare and Early Years Survey of Parents report, baby sitters are considered to be formal childcare providers. This has stayed the case over the years in order to maintain comparability across the time series, but since baby sitters are a more ad hoc form of childcare here we have coded them as an informal childcare provider. However since this is a very small group the figures should still be comparable.

⁵¹ Although the survey asked only about childcare used during term-time a very small number of parents reported that they used a holiday club.

⁵² This category was not available to parents explicitly. It is an edit code i.e. "other" answers were reclassified as leisure/sport when appropriate.

Types of Childcare Package

The next stage of the analysis firstly looked at how families combined these different types of childcare and secondly identified the most commonly used packages of care and looked at these in more detail e.g. through looking at the reasons that these packages were constructed. The packages considered include:

No Childcare

- 1) No childcare

One Type of Childcare

- 2) Formal: Early Years Centre Based only
- 3) Formal: Individual only
- 4) Formal: Out of School only
- 5) Formal: Leisure / Other only
- 6) Informal only

Two Types of Childcare

- 7) Formal: Early Years Centre Based & Formal: Individual
- 8) Formal: Early Years Centre Based & Formal: Out of School
- 9) Formal: Early Years Centre Based & Formal: Leisure / Other
- 10) Formal: Early Years Centre Based & Informal
- 11) Formal: Individual & Formal: Out of School
- 12) Formal: Individual & Formal: Leisure / Other
- 13) Formal: Individual & Informal
- 14) Formal: Out of School & Formal: Leisure / Other
- 15) Formal: Out of School & Informal
- 16) Formal: Leisure/Other & Informal

*Three Types of Childcare*⁵³

- 17) Formal: Early Years Centre Based & Formal: Individual & Informal
- 18) Formal: Early Years Centre Based & Formal: Out of School & Informal
- 19) Formal: Early Years Centre Based & Formal: Leisure / Other & Informal
- 20) Formal: Individual & Formal: Out of School & Informal
- 21) Formal: Individual & Formal: Leisure / Other & Informal
- 22) Formal: Out of School & Formal: Leisure / Other & Informal

⁵³ We have not included all combinations of three types of childcare. These were omitted for simplicity, because preliminary analysis showed that in total only 0.2% of the children in the Childcare Survey used other types of childcare packages.

Reasons for Using Childcare

To look at reasons for using childcare the reasons identified by parents were grouped into the following categories:

Economic

- So that I could work.
- So that my husband / wife / partner could work.
- So that I could look for work.
- So that my husband / wife / partner could look for work.
- So that I could study.
- So that husband / wife / partner could study.

Parent time

- So that I could look after the home / other children.
- So that I could go shopping / appointment / social.
- So could care for relative / friend / neighbour.
- So that I / we could have a break.

Child

- For my child's educational development.
- Because my child likes spending time with / at the provider.
- So that child could take part in a leisure activity.
- So child & relative could spend time together.
- For my child's social development.

Other

- Ill.
- To keep the childcare place.
- Other reason (please specify).

The variables used in the report are dichotomous variables identifying whether or not parent time, economic, or child related reasons were selected.

Number of Days and Hours per Day

The analysis of hours and days children used childcare was based upon the Childcare and Early Years Survey's attendance diary. This diary section of the survey focused on only one child in the family (the 'selected' child). Therefore the bases for this analysis are smaller than the bases for the other analysis in the report that describes the childcare packages.

A.2 Families' Childcare Packages

In order to undertake this analysis it was necessary to make various changes to the child level approach (see section A.1).

1) Firstly, given the need to consider a manageable number of family types, the number of age categories was reduced from five to three by merging the two youngest age groups, and by merging the two oldest age groups⁵⁴. Therefore the categories considered for the family level analysis were:

- Children aged 0-2.
- Children aged 3-4.
- Children aged 5-14.

2) Secondly, to ensure that the family level analysis covered a manageable number of family types, family type was defined through the age of the youngest and oldest children in the family. As such the family types considered were:

Family Types	
Oldest Child	Youngest Child
Aged 0-2	Aged 0-2
Aged 3-4	Aged 0-2
Aged 3-4	Aged 3-4
Aged 5-14	Aged 0-2
Aged 5-14	Aged 3-4
Aged 5-14	Aged 5-14

3) Thirdly, given the complexity of this analysis it was important to restrict the possible number of childcare packages, and therefore out of school childcare was combined with childcare for leisure and sport etc. for the family level analysis. Therefore the types of childcare package explored were:

- Formal: Early Years Centre Based e.g. nursery schools, day nurseries, pre-schools / play groups etc.
- Formal: Individual e.g. childminders, nannies, or au pairs.
- Formal: Out of School / Leisure/ Other e.g. breakfast or after school clubs, or leisure activities etc.
- Informal e.g. ex-partners, grandparents, other relatives, friends, or baby sitters.

⁵⁴ Given the similarity in the childcare packages used for children of these ages, comparison with the child level findings should still be valid.

A.3 Home Learning Analysis

The home learning environment (HLE) questions were asked about 2-5 year old children only and only of those families where the randomly selected child was of that age. The data used in this chapter was from two years of the Childcare and Early Years Parents Survey series - 2004⁵⁵ and 2007. The same questions about the HLE were asked in both years, and merging the two years together gave us a larger sample for analysis and therefore more power to detect patterns of association in the data.

On the basis of seven questions about home learning asked in the survey and using principal component analysis, we constructed an index of HLE. This measure is a factor score saved from running a principal component analysis on the data.⁵⁶ The greater the value of the HLE index, the more frequently the parents engaged in home learning activities with the selected child, including:

- Looking at books and reading stories.
- Playing indoor or outdoor games.
- Painting or drawing.
- Reciting nursery rhymes or singing songs.
- Playing at recognising letters, words, numbers or shapes.
- Using a computer.
- Taking the child to the library.

The way the HLE index was constructed means that zero values on the index indicate an average amount of home learning, positive values indicate a higher than average level, and negative values indicate a lower than average level. The frequency with which parents engaged in various home learning activities with their children and how this was related to the HLE index is illustrated in Table 8.1.

All statistical tests were based on multiple linear regression analyses, where we controlled for the year of the survey and took into account the complex survey design (i.e. weighting and clustering).

For this analysis, we reclassified any 4 years olds who went to school as using centre based childcare, even if their parents had not mentioned reception class as the childcare they used. In terms of hours of centre based childcare, if the initial value was zero but the child went to school, those who went to school full-time were assigned 30 hours and those who went to school part-time were assigned 15 hours.

⁵⁵ In this survey a small proportion of families were administered HLE questions on the phone rather than face-to-face (in addition to a face-to-face interview).

⁵⁶ Only one factor was extracted. The factor score variable is a continuous variable with the mean value of 0 and the standard deviation of 1.

Appendix B Children's childcare packages by child and family characteristics

B.1 Children Aged Under 1 ⁵⁷

Table B.1 Childcare packages for children aged under 1 - by family work status

Base: Children aged under 1

Packages of Childcare	Family Work Status	
	Working %	Not working %
No Childcare	53	69
Informal only	24	25
- Grandparents	18	17
Formal: Centre Based only	7	+
Formal: Centre Based & Informal	6	1
Formal: Individual only	4	+
Formal: Individual & Informal	3	+
Formal: Leisure / Other only	2	1
Formal: Leisure / Other & Informal	1	1
Formal: Centre Based & Formal: Leisure / Other & Informal	0	3
<i>Unweighted base</i>	516	168
<i>Weighted base</i>	503	143

Table B.2 Childcare packages for children aged under 1 - by household income

Base: Children aged under 1

Packages of Childcare	Household Income	
	£0-£19,999 %	£20,000 + %
No Childcare	64	49
Informal only	24	25
- Grandparents	18	19
Formal: Centre Based only	3	6
Formal: Centre Based & Informal	2	9
Formal: Individual only	1	5
Formal: Individual & Informal	1	3
Formal: Leisure / Other only	2	1
Formal: Leisure / Other & Informal	2	1
Formal: Centre Based & Formal: Leisure / Other & Informal	2	0
<i>Unweighted base</i>	307	335
<i>Weighted base</i>	274	331

⁵⁷ Throughout this section, rare packages of childcare are excluded from the table but included in the base.

Table B.3 Childcare packages for children aged under 1 - by number of children*Base: Children aged under 1*

Packages of Childcare	Number of Children		
	1 %	2 %	3+ %
No Childcare	39	63	69
Informal only	30	22	19
- Grandparents	24	18	12
Formal: Centre Based only	7	6	3
Formal: Centre Based & Informal	11	4	1
Formal: Individual only	5	3	2
Formal: Individual & Informal	2	2	2
Formal: Leisure / Other only	2	1	2
Formal: Leisure / Other & Informal	3	+	+
Formal: Centre Based & Formal: Leisure / Other & Informal	0	0	2
<i>Unweighted base</i>	<i>98</i>	<i>265</i>	<i>321</i>
<i>Weighted base</i>	<i>210</i>	<i>259</i>	<i>178</i>

Table B.4 Childcare packages for children aged under 1 - by family type*Base: Children aged under 1*

Packages of Childcare	Family Type	
	Couple %	Lone parent %
No Childcare	56	61
Informal only	23	27
- Grandparents	18	20
Formal: Centre Based only	6	2
Formal: Centre Based & Informal	6	3
Formal: Individual only	4	1
Formal: Individual & Informal	2	4
Formal: Leisure / Other only	2	+
Formal: Leisure / Other & Informal	1	2
Formal: Centre Based & Formal: Leisure / Other & Informal	1	0
<i>Unweighted base</i>	<i>550</i>	<i>134</i>
<i>Weighted base</i>	<i>521</i>	<i>125</i>

Table B.5 Childcare packages for children aged under 1 - by whether mother is on maternity Leave

Base: Children aged under 1

Packages of Childcare	Whether on Maternity Leave	
	On Maternity Leave %	Not on Maternity Leave %
No Childcare	71	52
Informal only	20	26
- Grandparents	13	20
Formal: Centre Based only	3	6
Formal: Centre Based & Informal	0	7
Formal: Individual only	0	4
Formal: Individual & Informal	0	3
Formal: Leisure / Other only	1	1
Formal: Leisure / Other & Informal	0	1
Formal: Centre Based & Formal: Leisure / Other & Informal	3	0
<i>Unweighted base</i>	129	540
<i>Weighted base</i>	143	483

B.2 Children Aged 1-2 ⁵⁸

Table B.6 Childcare packages for children aged 1-2 - by family work status

Base: Children aged 1-2

Packages of Childcare	Family Work Status	
	Working %	Not working %
No Childcare	30	56
Formal: Centre Based only	22	18
- Day nursery	13	6
- Play group	5	9
Informal only	20	17
- Grandparents	17	10
Formal: Centre Based & Informal	17	7
- Day nursery	10	3
- Play group	5	3
Formal: Individual only	4	1
Formal Individual & Informal	2	0
Formal: Centre Based & Formal: Individual	2	0
Formal: Leisure / Other only	1	1
Formal: Leisure / Other & Informal	1	+
Formal: Centre Based & Formal: Individual & Informal	1	0
<i>Unweighted base</i>	1589	493
<i>Weighted base</i>	1258	357

⁵⁸ Throughout this section, rare packages of childcare are excluded from the table but included in the base.

Table B.7 Childcare packages for children aged 1-2 - by household income*Base: Children aged 1-2*

Packages of Childcare	Household Income	
	Under £20,000 %	£20,000 + %
No Childcare	49	23
Formal: Centre Based only	17	25
- Day nursery	6	17
- Play group	8	5
Informal only	19	20
- Grandparents	14	17
Formal: Centre Based & Informal	10	19
- Day nursery	5	11
- Play group	4	5
Formal: Individual only	1	5
Formal Individual & Informal	1	3
Formal: Centre Based & Formal: Individual	+	2
Formal: Leisure / Other only	1	1
Formal: Leisure / Other & Informal	+	1
Formal: Centre Based & Formal: Individual & Informal	0	1
<i>Unweighted base</i>	899	1023
<i>Weighted base</i>	683	813

Table B.8 Childcare packages for children aged 1-2 - by ethnicity*Base: Children aged 1-2*

Packages of Childcare	Ethnicity			
	White %	Black %	Asian %	Other %
No Childcare	32	47	66	41
Formal: Centre Based only	20	32	10	31
- Day nursery	11	18	5	22
- Play group	6	11	4	5
Informal only	22	8	14	8
- Grandparents	17	+	13	5
Formal: Centre Based & Informal	16	5	9	11
- Day nursery	9	5	3	8
- Play group	5	0	3	1
Formal: Individual only	4	0	0	2
Formal Individual & Informal	2	0	0	2
Formal: Centre Based & Formal: Individual	1	0	0	2
Formal: Leisure / Other only	1	6	0	2
Formal: Leisure / Other & Informal	1	2	0	0
Formal: Centre Based & Formal: Individual & Informal	1	0	0	0
<i>Unweighted base</i>	1648	81	199	150
<i>Weighted base</i>	1288	67	132	125

Table B.9 Childcare packages for children aged 1-2 - by number of children*Base: Children aged 1-2*

Packages of Childcare	Number of Children		
	1 %	2 %	3+ %
No Childcare	26	35	52
Formal: Centre Based only	23	21	17
- Day nursery	14	11	8
- Play group	6	6	6
Informal only	21	19	17
- Grandparents	18	15	10
Formal: Centre Based & Informal	19	15	8
- Day nursery	12	7	4
- Play group	4	5	3
Formal: Individual only	4	4	2
Formal Individual & Informal	2	2	1
Formal: Centre Based & Formal: Individual	1	2	1
Formal: Leisure / Other only	1	1	1
Formal: Leisure / Other & Informal	1	+	1
Formal: Centre Based & Formal: Individual & Informal	1	1	0
<i>Unweighted base</i>	352	879	851
<i>Weighted base</i>	606	620	389

Table B.10 Childcare packages for children aged 1-2 - by family type*Base: Children aged 1-2*

Packages of Childcare	Family Type	
	Couple %	Lone parent %
No Childcare	34	43
Formal: Centre Based only	22	17
- Day nursery	13	8
- Play group	6	6
Informal only	19	22
- Grandparents	15	15
Formal: Centre Based & Informal	15	12
- Day nursery	8	7
- Play group	4	4
Formal: Individual only	4	2
Formal Individual & Informal	2	1
Formal: Centre Based & Formal: Individual	1	1
Formal: Leisure / Other only	1	1
Formal: Leisure / Other & Informal	1	+
Formal: Centre Based & Formal: Individual & Informal	1	+
<i>Unweighted base</i>	1653	429
<i>Weighted base</i>	1272	343

B.3 Children Aged 3-4 ⁵⁹

Table B.11 Childcare packages for children aged 3-4 - by family work status

Base: Children aged 3-4

Packages of Childcare	Family Work Status	
	Working %	Not working %
Formal: Centre Based only	41	48
- <i>Nursery school</i>	6	7
- <i>Nursery class</i>	9	20
- <i>Reception class</i>	7	8
- <i>Day nursery</i>	8	4
- <i>Play group</i>	9	8
Formal: Centre Based & Informal	31	23
- <i>Nursery school</i>	3	2
- <i>Nursery class</i>	7	8
- <i>Reception class</i>	6	6
- <i>Day nursery</i>	5	1
- <i>Play group</i>	7	5
No Childcare	10	21
Formal: Centre Based & Formal: Individual	4	1
Informal only	2	3
Formal: Centre Based & Formal: Individual & Informal	3	+
Formal: Centre Based & Formal: Leisure / Other	2	1
Formal: Centre Based & Formal: Out of School	2	1
Formal: Centre Based & Formal: Leisure / Other & Informal	1	1
Formal: Centre Based & Formal: Out of School & Informal	1	+
<i>Unweighted base</i>	1893	573
<i>Weighted base</i>	1202	316

⁵⁹ Throughout this section, rare packages of childcare are excluded from the table but included in the base.

Table B.12 Childcare packages for children aged 3-4 - by household income*Base: Children aged 3-4*

Packages of Childcare	Household Income	
	Under £20,000 %	£20,000 + %
Formal: Centre Based only	45	40
- <i>Nursery school</i>	6	6
- <i>Nursery class</i>	16	7
- <i>Reception class</i>	8	6
- <i>Day nursery</i>	5	9
- <i>Play group</i>	8	9
Formal: Centre Based & Informal	27	31
- <i>Nursery school</i>	3	3
- <i>Nursery class</i>	9	6
- <i>Reception class</i>	5	7
- <i>Day nursery</i>	2	6
- <i>Play group</i>	6	6
No Childcare	17	8
Formal: Centre Based & Formal: Individual	2	5
Informal only	3	2
Formal: Centre Based & Formal: Individual & Informal	1	4
Formal: Centre Based & Formal: Leisure / Other	1	2
Formal: Centre Based & Formal: Out of School	1	2
Formal: Centre Based & Formal: Leisure / Other & Informal	1	1
Formal: Centre Based & Formal: Out of School & Informal	1	1
<i>Unweighted base</i>	1019	1261
<i>Weighted base</i>	619	791

Table B.13 Childcare packages for children aged 3-4 - by ethnicity*Base: Children aged 3-4*

Packages of Childcare	Ethnicity			
	White %	Black %	Asian %	Other %
Formal: Centre Based only	41	56	48	49
- Nursery school	5	13	8	10
- Nursery class	10	18	24	10
- Reception class	7	12	10	7
- Day nursery	7	7	3	9
- Play group	9	5	3	10
Formal: Centre Based & Informal	33	10	16	16
- Nursery school	3	3	2	1
- Nursery class	8	2	9	4
- Reception class	7	2	1	3
- Day nursery	4	3	2	5
- Play group	7	1	2	2
No Childcare	10	16	28	18
Formal: Centre Based & Formal: Individual	4	3	0	3
Informal only	2	5	5	4
Formal: Centre Based & Formal: Individual & Informal	3	1	0	3
Formal: Centre Based & Formal: Leisure / Other	1	4	2	3
Formal: Centre Based & Formal: Out of School	1	3	1	1
Formal: Centre Based & Formal: Leisure / Other & Informal	2	1	0	1
Formal: Centre Based & Formal: Out of School & Informal	1	0	+	0
<i>Unweighted base</i>	1961	107	214	177
<i>Weighted base</i>	1222	65	108	120

Table B.14 Childcare packages for children aged 3-4 - by number of children*Base: Children aged 3-4*

Packages of Childcare	Number of Children		
	1 %	2 %	3+ %
Formal: Centre Based only	35	44	46
- Nursery school	5	7	6
- Nursery class	6	11	15
- Reception class	5	7	9
- Day nursery	11	7	5
- Play group	7	9	9
Formal: Centre Based & Informal	37	30	22
- Nursery school	4	3	2
- Nursery class	10	7	7
- Reception class	6	6	5
- Day nursery	6	5	2
- Play group	8	7	4
No Childcare	7	10	19
Formal: Centre Based & Formal: Individual	3	5	2
Informal only	4	1	3
Formal: Centre Based & Formal: Individual & Informal	4	2	1
Formal: Centre Based & Formal: Leisure / Other	2	2	1
Formal: Centre Based & Formal: Out of School	1	1	2
Formal: Centre Based & Formal: Leisure / Other & Informal	1	2	1
Formal: Centre Based & Formal: Out of School & Informal	1	1	1
<i>Unweighted base</i>	268	1108	1090
<i>Weighted base</i>	329	731	458

Table B.15 Childcare packages for children aged 3-4 - by family type*Base: Children aged 3-4*

Packages of Childcare	Family Type	
	Couple %	Lone parent %
Formal: Centre Based only	44	37
- <i>Nursery school</i>	6	6
- <i>Nursery class</i>	11	12
- <i>Reception class</i>	8	6
- <i>Day nursery</i>	8	6
- <i>Play group</i>	10	5
Formal: Centre Based & Informal	28	33
- <i>Nursery school</i>	3	3
- <i>Nursery class</i>	7	10
- <i>Reception class</i>	6	7
- <i>Day nursery</i>	4	4
- <i>Play group</i>	6	6
No Childcare	11	14
Formal: Centre Based & Formal: Individual	4	3
Informal only	2	4
Formal: Centre Based & Formal: Individual & Informal	2	2
Formal: Centre Based & Formal: Leisure / Other	2	1
Formal: Centre Based & Formal: Out of School	2	1
Formal: Centre Based & Formal: Leisure / Other & Informal	1	1
Formal: Centre Based & Formal: Out of School & Informal	1	2
<i>Unweighted base</i>	1919	547
<i>Weighted base</i>	1168	350

B.4 Children Aged 5-11 ⁶⁰

Table B.16 Childcare packages for children aged 5-11 - by family work status

Base: Children aged 5-11

Packages of Childcare	Family Work Status	
	Working %	Not working %
No Childcare	45	65
Informal only	26	20
- <i>Ex-partner</i>	2	4
- <i>Grandparents</i>	11	7
- <i>Siblings</i>	2	1
- <i>Other relatives</i>	2	2
- <i>Friends / neighbours</i>	3	2
Formal: Out of School only	8	7
Formal: Out of School & Informal	7	2
- <i>Ex-partner</i>	+	+
- <i>Grandparents</i>	3	+
- <i>Siblings</i>	+	+
- <i>Other relatives</i>	+	+
- <i>Friends / neighbours</i>	1	+
Formal: Leisure/Other only	3	2
Formal: Individual only	3	+
Formal: Leisure / Other & Informal	3	1
Formal: Individual & Informal	2	+
Formal: Out of School & Formal: Leisure / Other	1	1
Formal: Out of School & Formal: Leisure / Other & Informal	1	1
<i>Unweighted base</i>	5504	1612
<i>Weighted base</i>	4307	1082

⁶⁰ Throughout this section, rare packages of childcare are excluded from the table but included in the base.

Table B.17 Childcare packages for children aged 5-11 - by household income*Base: Children aged 5-11*

Packages of Childcare	Household Income	
	Under £20,000 %	£20,000 + %
No Childcare	58	41
Informal only	24	26
- <i>Ex-partner</i>	3	1
- <i>Grandparents</i>	9	12
- <i>Siblings</i>	1	2
- <i>Other relatives</i>	3	2
- <i>Friends / neighbours</i>	2	3
Formal: Out of School only	6	9
Formal: Out of School & Informal	4	7
- <i>Ex-partner</i>	1	+
- <i>Grandparents</i>	2	3
- <i>Siblings</i>	+	+
- <i>Other relatives</i>	+	+
- <i>Friends / neighbours</i>	+	1
Formal: Leisure / Other only	2	3
Formal: Individual only	1	4
Formal: Leisure / Other & Informal	2	3
Formal: Individual & Informal	+	3
Formal: Out of School & Formal: Leisure / Other	1	1
Formal: Out of School & Formal: Leisure / Other & Informal	1	1
<i>Unweighted base</i>	2944	3637
<i>Weighted base</i>	2216	2784

Table B.18 Childcare packages for children aged 5-11 - by ethnicity*Base: Children aged 5-11*

Packages of Childcare	Ethnicity			
	White %	Black %	Asian %	Other %
No Childcare	46	57	71	54
Informal only	27	14	15	21
- <i>Ex-partner</i>	2	1	1	1
- <i>Grandparents</i>	11	3	9	7
- <i>Siblings</i>	1	2	1	4
- <i>Other relatives</i>	2	2	4	1
- <i>Friends / neighbours</i>	3	3	+	4
Formal: Out of School only	7	11	5	9
Formal: Out of School & Informal	6	3	2	4
- <i>Ex-partner</i>	+	+	0	+
- <i>Grandparents</i>	3	+	1	2
- <i>Siblings</i>	+	0	0	1
- <i>Other relatives</i>	+	1	+	1
- <i>Friends / neighbours</i>	1	0	+	1
Formal: Leisure / Other only	3	5	2	1
Formal: Individual only	3	5	1	4
Formal: Leisure / Other & Informal	2	1	1	2
Formal: Individual & Informal	2	1	0	2
Formal: Out of School & Formal: Leisure/Other	1	+	1	1
Formal: Out of School & Formal: Leisure / Other & Informal	1	+	1	1
<i>Unweighted base</i>	5743	279	622	457
<i>Weighted base</i>	4433	205	371	371

Table B.19 Childcare packages for children aged 5-11 - by number of children*Base: Children aged 5-11*

Packages of Childcare	Number of Children		
	1 %	2 %	3+ %
No Childcare	38	46	59
Informal only	32	26	20
- <i>Ex-partner</i>	2	2	2
- <i>Grandparents</i>	12	11	9
- <i>Siblings</i>	1	1	2
- <i>Other relatives</i>	4	2	2
- <i>Friends / neighbours</i>	4	3	2
Formal: Out of School only	9	8	6
Formal: Out of School & Informal	9	6	4
- <i>Ex-partner</i>	+	+	+
- <i>Grandparents</i>	4	3	2
- <i>Siblings</i>	1	+	+
- <i>Other relatives</i>	1	+	+
- <i>Friends / neighbours</i>	1	1	+
Formal: Leisure / Other only	1	3	3
Formal: Individual only	3	3	1
Formal: Leisure / Other & Informal	3	2	2
Formal: Individual & Informal	2	2	1
Formal: Out of School & Formal: Leisure / Other	1	1	1
Formal: Out of School & Formal: Leisure / Other & Informal	1	1	1
<i>Unweighted base</i>	448	2809	3859
<i>Weighted base</i>	936	2499	1955

Table B.20 Childcare packages for children aged 5-11 - by family type*Base: Children aged 5-11*

Packages of Childcare	Family Type	
	Couple %	Lone parent %
No Childcare	51	45
Informal only	23	31
- <i>Ex-partner</i>	1	6
- <i>Grandparents</i>	11	9
- <i>Siblings</i>	2	2
- <i>Other relatives</i>	2	2
- <i>Friends / neighbours</i>	3	3
Formal: Out of School only	8	7
Formal: Out of School & Informal	6	6
- <i>Ex-partner</i>	+	1
- <i>Grandparents</i>	3	2
- <i>Siblings</i>	+	+
- <i>Other relatives</i>	+	1
- <i>Friends / neighbours</i>	1	1
Formal: Leisure / Other only	3	1
Formal: Individual only	3	2
Formal: Leisure / Other & Informal	2	2
Formal: Individual & Informal	2	2
Formal: Out of School & Formal: Leisure / Other	1	1
Formal: Out of School & Formal: Leisure / Other & Informal	1	1
<i>Unweighted base</i>	5332	1784
<i>Weighted base</i>	3921	1469

B.5 Children Aged 12-14 ⁶¹

Table B.21 Childcare packages for children aged 12-14 - by family work status

Base: Children aged 12-14

Packages of Childcare	Family Work Status	
	Working %	Not working %
No Childcare	62	76
Informal only	25	16
- Ex-partner	2	3
- Grandparents	9	2
- Siblings	4	3
- Other relatives	2	1
- Friends / neighbours	2	2
Formal: Leisure / Other only	4	2
Formal: Out of School only	2	3
Formal: Leisure / Other & Informal	2	1
Formal: Out of School & Informal	1	1
Formal: Out of School & Formal: Leisure / Other	1	+
Formal: Individual only	1	0
<i>Unweighted base</i>	2194	608
<i>Weighted base</i>	2226	477

Table B.22 Childcare packages for children aged 12-14 - by household income

Base: Children aged 12-14

Packages of Childcare	Household Income	
	Under £20,000 %	£20,000 + %
No Childcare	69	60
Informal only	22	26
- Ex-partner	4	1
- Grandparents	5	10
- Siblings	3	4
- Other relatives	2	2
- Friends / neighbours	1	3
Formal: Leisure / Other only	3	4
Formal: Out of School only	2	2
Formal: Leisure / Other & Informal	1	3
Formal: Out of School & Informal	1	1
Formal: Out of School & Formal: Leisure / Other	+	1
Formal: Individual only	+	1
<i>Unweighted base</i>	1131	1436
<i>Weighted base</i>	1060	1418

⁶¹ Throughout this section, rare packages of childcare are excluded from the table but included in the base.

Table B.23 Childcare packages for children aged 12-14 - by ethnicity*Base: Children aged 12-14*

Packages of Childcare	Ethnicity			
	White %	Black %	Asian %	Other %
No Childcare	63	76	78	73
Informal only	25	12	12	16
- <i>Ex-partner</i>	3	0	1	0
- <i>Grandparents</i>	9	5	5	2
- <i>Siblings</i>	4	0	2	5
- <i>Other relatives</i>	2	3	2	4
- <i>Friends / neighbours</i>	2	4	0	3
Formal: Leisure / Other only	3	1	3	2
Formal: Out of School only	2	4	4	5
Formal: Leisure / Other & Informal	2	1	1	2
Formal: Out of School & Informal	2	0	1	0
Formal: Out of School & Formal: Leisure / Other	1	3	+	0
Formal: Individual only	1	0	1	1
<i>Unweighted base</i>	2324	107	230	137
<i>Weighted base</i>	2307	93	159	140

Table B.24 Childcare packages for children aged 12-14 - by number of children*Base: Children aged 12-14*

Packages of Childcare	Number of Children		
	1 %	2 %	3+ %
No Childcare	62	63	68
Informal only	27	24	21
- <i>Ex-partner</i>	3	3	2
- <i>Grandparents</i>	8	8	7
- <i>Siblings</i>	2	4	4
- <i>Other relatives</i>	3	1	2
- <i>Friends / neighbours</i>	3	2	1
Formal: Leisure / Other only	5	3	3
Formal: Out of School only	1	3	3
Formal: Leisure/Other & Informal	1	3	2
Formal: Out of School & Informal	1	1	2
Formal: Out of School & Formal: Leisure / Other	1	1	1
Formal: Individual only	0	1	+
<i>Unweighted base</i>	290	1063	1449
<i>Weighted base</i>	612	1214	877

Table B.25 Childcare packages for children aged 12-14 - by family type*Base: Children aged 12-14*

Packages of Childcare	Family Type	
	Couple %	Lone parent %
No Childcare	67	58
Informal only	21	30
- <i>Ex-partner</i>	1	6
- <i>Grandparents</i>	9	6
- <i>Siblings</i>	3	5
- <i>Other relatives</i>	2	1
- <i>Friends / neighbours</i>	2	2
Formal: Leisure / Other only	3	3
Formal: Out of School only	3	2
Formal: Leisure / Other & Informal	2	2
Formal: Out of School & Informal	1	3
Formal: Out of School & Formal: Leisure / Other	1	1
Formal: Individual only	1	1
<i>Unweighted base</i>	2041	761
<i>Weighted base</i>	1932	771

Appendix C Families' childcare packages by child and family characteristics

C.1 Two Children Aged 0-2 ⁶²

Table C.1 Childcare packages for families with two children aged 0-2 - by household income⁶³

Base: All families with two children aged 0-2

Oldest Child 0-2	Youngest Child 0-2	Under £20,000	£20,000+
		%	%
Parental only	Parental only	43	27
Centre Based only	Parental only	13	19
Centre Based & Informal	Informal only	1	17
Centre Based & Informal	Centre Based & Informal	11	9
Centre Based only	Centre Based only	11	8
Informal only	Informal only	12	7
Informal only	Parental only	0	4
Parental only	Informal only	5	0
<i>Unweighted base</i>		55	92
<i>Weighted base</i>		44	78

C.2 Children Aged 3-4 and 0-2 ⁶⁴

Table C.2 Childcare packages for families where the oldest child is aged 3-4 and the youngest child is aged 0-2 -by household income

Base: All families with a 3-4 and 0-2 year old

Oldest Child 3-4	Youngest Child 0-2	Under £20,00	£20,000+
		%	%
Centre Based only	Parental only	42	26
Centre Based & Informal	Informal only	14	14
Centre Based only	Centre Based only	7	13
Parental only	Parental only	13	4
Centre Based & Informal	Centre Based & Informal	5	6
Centre Based & Informal	Parental only	5	4
Centre Based only	Informal only	5	3
Centre Based & Individual	Individual only	1	4
<i>Unweighted base</i>		205	276
<i>Weighted base</i>		126	177

⁶² Throughout this section, rare packages of childcare are excluded from the table but included in the base.

⁶³ Subgroup analysis could not be undertaken for working status or family type because whilst more than 50 people belong to each income group, there were only 15 workless households and 13 lone parent families.

⁶⁴ Throughout this section, rare packages of childcare are excluded from the table but included in the base.

Table C.3 Childcare packages for families where the oldest child is aged 3-4 and the youngest child is aged 0-2 - by family work status

Base: All families with a 3-4 and 0-2 year old

Oldest Child 3-4	Youngest Child 0-2	Working	Not working
		%	%
Centre Based only	Parental only	34	37
Centre Based & Informal	Informal only	14	14
Centre Based only	Centre Based only	11	6
Parental only	Parental only	5	22
Centre Based & Informal	Centre Based & Informal	6	4
Centre Based & Informal	Parental only	4	7
Centre Based only	Informal only	4	3
Centre Based & Individual	Individual only	3	0
<i>Unweighted base</i>		425	99
<i>Weighted base</i>		274	55

Table C.4 Childcare packages for families where the oldest child is aged 3-4 and the youngest child is aged 0-2 - by family type

Base: All families with a 3-4 and 0-2 year old

Oldest Child 3-4	Youngest Child 0-2	Couple	Lone parent
		%	%
Centre Based only	Parental only	35	30
Centre Based & Informal	Informal only	13	23
Centre Based only	Centre Based only	11	6
Parental only	Parental only	7	14
Centre Based & Informal	Centre Based & Informal	5	9
Centre Based & Informal	Parental only	5	3
Centre Based only	Informal only	4	3
Centre Based & Individual	Individual only	3	2
<i>Unweighted base</i>		438	86
<i>Weighted base</i>		280	50

C.3 Two Children Aged 3-4

No analysis by family characteristics was possible due to the small sample size.

C.4 Children Aged 5-14 and 0-2 ⁶⁵

Table C.5 Childcare packages for families where the oldest child is aged 5-14 and the youngest child is aged 0-2 - by household income

Base: All families with a 5-14 and 0-2 year old

Oldest Child 5-14	Youngest Child 0-2	Under £20,000	£20,000+
		%	%
Parental only	Parental only	54	28
Informal only	Informal only	11	11
Parental only	Centre based only	7	10
Parental only	Informal only	5	6
Informal only	Centre Based & Informal	2	7
Out of School / Leisure only	Parental only	2	6
Out of School / Leisure only	Centre Based only	2	4
Informal only	Parental only	3	2
Out of School / Leisure & Informal	Informal only	2	2
Out of School / Leisure only	Informal only	2	2
Parental only	Centre Based & Informal	1	2
<i>Unweighted base</i>		601	574
<i>Weighted base</i>		352	335

Table C.6 Childcare packages for families where the oldest child is aged 5-14 and the youngest child is aged 0-2 - by family work status

Base: All families with a 5-14 and 0-2 year old

Oldest Child 5-14	Youngest Child 0-2	Working	Not Working
		%	%
Parental only	Parental only	37	55
Informal only	Informal only	10	13
Parental only	Centre based only	10	7
Parental only	Informal only	5	5
Informal only	Centre Based & Informal	5	1
Out of School / Leisure only	Parental only	4	3
Out of School / Leisure only	Centre Based only	3	1
Informal only	Parental only	2	4
Out of School / Leisure & Informal	Informal only	2	1
Out of School / Leisure only	Informal only	3	0
Parental only	Centre Based & Informal	2	2
<i>Unweighted base</i>		930	346
<i>Weighted base</i>		546	198

⁶⁵ Throughout this section, rare packages of childcare are excluded from the table but included in the base.

Table C.7 Childcare packages for families where the oldest child is aged 5-14 and the youngest child is aged 0-2 - by family type

Base: All families with a 5-14 and 0-2 year old

Oldest Child 5-14	Youngest Child 0-2	Couple	Lone parent
		%	%
Parental only	Parental only	41	45
Informal only	Informal only	9	15
Parental only	Centre based only	9	8
Parental only	Informal only	5	5
Informal only	Centre Based & Informal	5	2
Out of School / Leisure only	Parental only	5	2
Out of School / Leisure only	Centre Based only	3	2
Informal only	Parental only	3	3
Out of School / Leisure & Informal	Informal only	2	2
Out of School / Leisure only	Informal only	2	1
Parental only	Centre Based & Informal	2	1
<i>Unweighted base</i>		998	278
<i>Weighted base</i>		576	168

C.5 Children Aged 5-14 and 3-4

Table C.8 Childcare packages for families where the oldest child is aged 5-14 and the youngest child is aged 3-4 - by household income

Base: All families with a 5-14 and 3-4 year old

Oldest Child 5-14	Youngest Child 3-4	Under £20,000	£20,000+
		%	%
Parental only	Centre Based only	37	26
Informal only	Centre Based & Informal	14	18
Parental only	Parental only	18	9
Parental only	Centre Based & Informal	7	7
Out of School / Leisure only	Centre Based only	3	7
Out of School / Leisure & Informal	Centre Based & Informal	4	4
	Centre Based & Out of School /		
Out of School / Leisure only	Leisure	1	3
Individual only	Centre Based & Individual	1	3
	Centre Based & Out of School /		
Out of School / Leisure & Informal	Leisure & Informal	2	2
Parental only	Centre Based & Individual	2	2
<i>Unweighted base</i>		396	569
<i>Weighted base</i>		213	326

Table C.9 Childcare packages for families where the oldest child is aged 5-14 and the youngest child is aged 3-4 - by family work status

Base: All families with a 5-14 and 3-4 year old

Oldest Child 5-14	Youngest Child 3-4	Working	Not working
		%	%
Parental only	Centre Based only	28	43
Informal only	Centre Based & Informal	18	9
Parental only	Parental only	11	22
Parental only	Centre Based & Informal	8	4
Out of School / Leisure only	Centre Based only	6	3
Out of School / Leisure & Informal	Centre Based & Informal	4	3
	Centre Based & Out of School /		
Out of School / Leisure only	Leisure	3	1
Individual only	Centre Based & Individual	3	0
	Centre Based & Out of School /		
Out of School / Leisure & Informal	Leisure & Informal	2	1
Parental only	Centre Based & Individual	2	0
<i>Unweighted base</i>		816	222
<i>Weighted base</i>		466	113

Table C.10 Childcare packages for families where the oldest child is aged 5-14 and the youngest child is aged 3-4 - by family type

Base: All families with a 5-14 and 3-4 year old

Oldest Child 5-14	Youngest Child 3-4	Couple	Lone parent
		%	%
Parental only	Centre Based only	31	30
Informal only	Centre Based & Informal	17	16
Parental only	Parental only	12	15
Parental only	Centre Based & Informal	7	6
Out of School / Leisure only	Centre Based only	6	5
Out of School / Leisure & Informal	Centre Based & Informal	4	4
	Centre Based & Out of School /		
Out of School / Leisure only	Leisure	3	+
Individual only	Centre Based & Individual	2	1
	Centre Based & Out of School /		
Out of School / Leisure & Informal	Leisure & Informal	2	2
Parental only	Centre Based & Individual	1	1
<i>Unweighted base</i>		807	231
<i>Weighted base</i>		450	129

C.6 Two Children Aged 5-14

Table C.11 Childcare packages for families with two children aged 5-14 - by household income

Base: All families with two children aged 5-14

Oldest Child 5-14	Youngest Child 5-14	Under £20,000	£20,000+
		%	%
Parental only	Parental only	55	40
Informal only	Informal only	19	20
Out of School / Leisure only	Out of School / Leisure only	6	7
Out of School / Leisure & Informal	Out of School / Leisure & Informal	3	5
Parental only	Informal only	3	5
Parental only	Out of School / Leisure only	3	4
Informal only	Out of School / Leisure & Informal	2	2
Individual only	Individual only	1	3
<i>Unweighted base</i>		793	1190
<i>Weighted base</i>		632	960

Table C.12 Childcare packages for families with two children aged 5-14 - by family work status

Base: All families with two children aged 5-14

Oldest Child 5-14	Youngest Child 5-14	Working	Not Working
		%	%
Parental only	Parental only	44	62
Informal only	Informal only	21	14
Out of School / Leisure only	Out of School / Leisure only	6	6
Out of School / Leisure & Informal	Out of School / Leisure & Informal	5	1
Parental only	Informal only	5	2
Parental only	Out of School / Leisure only	4	4
Informal only	Out of School / Leisure & Informal	2	+
Individual only	Individual only	2	0
<i>Unweighted base</i>		1774	373
<i>Weighted base</i>		1440	281

Table C.13 Childcare packages for families with two children aged 5-14 - by family type

Base: All families with two children aged 5-14

Oldest Child 5-14	Youngest Child 5-14	Couple	Lone parent
		%	%
Parental only	Parental only	48	43
Informal only	Informal only	18	25
Out of School / Leisure only	Out of School / Leisure only	7	5
Out of School / Leisure & Informal	Out of School / Leisure & Informal	4	4
Parental only	Informal only	5	3
Parental only	Out of School / Leisure only	4	3
Informal only	Out of School / Leisure & Informal	2	2
Individual only	Individual only	2	1
<i>Unweighted bases</i>		1597	550
<i>Weighted bases</i>		1280	441

Appendix D

Home Learning Analysis

Table D.1 Home learning environment for children aged 2-5 - by family and child characteristics

Base: All children aged 2-5

	Mean	Standard Deviation	Weighted base	Unweighted base
Mother's Education				
A-level and above	0.21	0.84	1220	1627
GCSE grade A-C/ O-level or equivalent	0.08	0.86	1326	1822
Lower or no academic qualifications	-0.29	1.20	1243	1655
Family's socio-economic status (SES)				
Managerial and professional occupations	0.18	0.83	1663	2249
Intermediate occupations	0.05	0.91	490	660
Small employers and own account workers	-0.08	1.06	333	442
Lower supervisory and technical occupations	0.00	0.89	304	416
Semi-routine and routine occupations	-0.26	1.15	857	1151
Household Income				
Under £20,000 per year	-0.13	1.08	1610	2166
£20,000+ per year	0.15	0.85	1923	2596
Family's Work Status				
Working (at least one parent works)	0.06	0.94	3018	4068
Not working	-0.23	1.18	784	1054
Mother's Employment				
Working full-time	0.07	0.90	626	837
Working part-time	0.11	0.87	1313	1780
Not working	-0.10	1.10	1863	2505
Working atypical hours (for working households only)				
No parents working atypical hours	0.08	0.93	1561	2096
At least one parent working atypical hours	0.03	0.95	1455	1969
Family type				
Couple	0.05	0.97	2942	3974
Lone parent	-0.16	1.07	861	1148
Number of children in the household				
1 child	0.14	0.86	851	1135
2 children	0.08	0.92	1771	2409
3+ children	-0.23	1.16	1180	1578
Age of selected child				
2 years old	0.04	0.97	939	1409
3 years old	0.04	0.97	958	1444
4 years old	-0.01	1.04	952	1468
5 years old	-0.06	1.02	953	801
Sex of selected child				
Male	-0.04	0.99	1832	2559
Female	0.03	1.01	1970	2563
Ethnicity of selected child				
White	0.09	0.88	3089	4212
Black	-0.39	1.24	154	182
Asian	-0.69	1.53	275	364
Other	-0.15	1.06	280	357

Table D.2 Linear regression model: Home learning environment and family and child socio-demographic characteristics

Base: All children aged 2-5

	Coefficient	SE
Mother's education (compared to lower or no qualifications)		
A-level and above	0.26***	0.04
GCSE grade A-C/ O-level or equivalent	0.16***	0.04
Family's SES (compared to semi-routine and routine occupations)		
Managerial and professional occupations	0.22***	0.05
Intermediate occupations	0.14*	0.06
Small employers and own account workers	0.16*	0.07
Lower supervisory and technical occupations	0.18**	0.06
Household Income (compared to under £20,000 per year)		
£20,000+ per year	0.00	0.04
Family's Work Status (compared to working household)		
Non-working household	-0.06	0.06
Mother's Employment (compared to not working)		
Working full-time	-0.10*	0.05
Working part-time	-0.03	0.04
Working atypical hours (compared to no parents working atypical hours)		
At least one parent working atypical hours	-0.05	0.03
Family type (compared to couple)		
Lone parent	-0.07	0.05
Number of children in the household (compared to one child)		
2 children	-0.08*	0.03
3+ children	-0.24***	0.04
Age of selected child (compared to 2 years old)		
3 years old	0.02	0.04
4 years old	-0.01	0.04
5 years old	-0.08	0.04
Sex of selected child (compared to male)		
Female	0.08**	0.03
Ethnicity of selected child (compared to White)		
Black	-0.33*	0.13
Asian	-0.53***	0.09
Other	-0.14*	0.06
Year of the survey (compared with 2004)		
2007	0.08*	0.03
<i>Unweighted base</i>		4574
<i>Weighted base</i>		3394

Key: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table D.3 Linear regression models: home learning environment and childcare for children aged 2

Base: All children aged 2

	Model 1		Model 2		Model 3	
	Coefficient	SE	Coefficient	SE	Coefficient	SE
Childcare package (compared to no childcare)						
Formal: Centre based only	-0.05	0.09				
Informal only	-0.02	0.09				
Formal: Centre based and informal	0.03	0.09				
Other childcare packages	-0.08	0.10				
Total hours of childcare per week (compared to no childcare)						
0.01 - 10 hours			0.02	0.09		
10.01 - 20 hours			-0.06	0.09		
20.01 - 30 hours			-0.01	0.09		
More than 30 hours			-0.15	0.09		
Hours of centre based childcare per week (compared to no centre based childcare)						
0.01 - 10 hours					0.09	0.07
10.01 - 20 hours					-0.03	0.07
20.01 - 30 hours					0.17*	0.08
More than 30 hours					-0.35**	0.12
Mother's education (compared to lower or no qualifications)						
A-level or above	0.25***	0.07	0.24***	0.07	0.24***	0.07
GCSE Grade A-C/ O level or equivalent	0.24***	0.07	0.24***	0.07	0.25***	0.07
Family's SES (compared to semi-routine and routine occupations)						
Managerial and professional occupations	0.42***	0.09	0.42***	0.09	0.41***	0.09
Intermediate occupations	0.36***	0.10	0.35***	0.10	0.35***	0.10
Small employers and own account workers	0.28*	0.12	0.27*	0.12	0.27*	0.12
Lower supervisory and technical occupations	0.27*	0.11	0.26*	0.11	0.26*	0.11
Mother's employment (compared to not working)						
Working full-time	-0.12	0.07	-0.04	0.08	-0.04	0.08
Working part-time	-0.02	0.05	0.01	0.06	-0.02	0.06
Number of children in the household (compared to one child)						
2 children	-0.03	0.05	-0.03	0.05	-0.03	0.05
3+ children	-0.20**	0.07	-0.22**	0.07	-0.21**	0.07
Sex of selected child (compared to male)						
Female	0.14**	0.05	0.14**	0.05	0.14**	0.05
Ethnicity of selected child (compared to White)						
Black	-0.43	0.26	-0.42	0.26	-0.41	0.26
Asian	-0.69***	0.16	-0.69***	0.16	-0.68***	0.15
Other	-0.21*	0.10	-0.21*	0.09	-0.20*	0.09
Year of the survey (compared to 2004)						
2007	0.08	0.05	0.08	0.05	0.09	0.05
<i>Unweighted Base</i>		1358	<i>Unweighted Base</i>		1356	1356
<i>Weighted Base</i>		904	<i>Weighted Base</i>		903	903

Key: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table D.4 Home learning environment for children aged 2 - by childcare use*Base: All children aged 2*

	Mean	Standard Deviation	Weighted base	Unweighted base
Childcare package				
No childcare	-0.16	1.18	244	356
Formal: Centre based only	0.06	0.97	248	376
Informal only	0.07	0.90	149	224
Formal: Centre based and Informal	0.20	0.77	192	296
Other childcare packages	0.09	0.82	105	157
Total hours of childcare per week				
No childcare	-0.16	1.18	244	356
0.01 - 10 hours	0.08	1.00	248	382
10.01 - 20 hours	0.11	0.80	163	242
20.01 - 30 hours	0.22	0.65	121	186
More than 30 hours	0.06	0.92	161	241
Hours of centre based childcare per week				
No centre based childcare	-0.08	1.07	450	663
0.01 - 10 hours	0.16	0.95	261	406
10.01 - 20 hours	0.13	0.77	112	167
20.01 - 30 hours	0.33	0.57	64	95
More than 30 hours	-0.15	0.85	50	76
Total	0.04	0.97	939	1409

Table D.5 Linear regression models: home learning environment and childcare for children aged 3 and 4

Base: All children aged 3 and 4

	Model 1		Model 2		Model 3		
	Coefficient	SE	Coefficient	SE	Coefficient	SE	
Childcare package (compared to centre based, up to 12.5 hours)							
No childcare	-0.04	0.11					
Formal: Centre based only, for over 12.5 hours	0.03	0.06					
Formal: Centre based and informal	-0.04	0.05					
Other childcare packages	0.01	0.06					
Total hours of childcare per week (compared to up to 12.5 hours)							
No childcare			-0.04	0.10			
12.51 - 20 hours			0.04	0.06			
20.01 - 30 hours			0.01	0.05			
30.01 - 35 hours			0.05	0.06			
More than 35 hours			-0.09	0.06			
Hours of centre based childcare per week (compared to up to 12.5 hours)							
No centre based childcare					0.03	0.08	
12.51 - 20 hours					0.00	0.05	
20.01 - 30 hours					0.03	0.05	
30.01 - 35 hours					-0.02	0.05	
More than 35 hours					0.00	0.10	
Mother's education (compared to lower or no qualifications)							
A-level or above	0.30***	0.05	0.30***	0.05	0.30***	0.05	
GCSE Grade A-C/ O level or equivalent	0.18***	0.05	0.18***	0.05	0.18***	0.05	
Family's SES (compared to semi-routine and routine occupations)							
Managerial and professional occupations	0.31***	0.06	0.30***	0.06	0.31***	0.06	
Intermediate occupations	0.15*	0.08	0.15*	0.08	0.15*	0.08	
Small employers and own account workers	0.26***	0.08	0.25**	0.08	0.26***	0.08	
Lower supervisory and technical occupations	0.23***	0.07	0.22**	0.07	0.22**	0.07	
Mother's employment (compared to not working)							
Working full-time	-0.11*	0.05	-0.07	0.06	-0.11	0.06	
Working part-time	-0.01	0.04	-0.02	0.04	-0.02	0.04	
Number of children in the household (compared to one child)							
2 children	-0.09*	0.04	-0.09*	0.04	-0.08*	0.04	
3+ children	-0.31***	0.05	-0.31***	0.05	-0.30***	0.05	
Sex of selected child (compared to male)							
Female	0.06	0.04	0.06	0.04	0.06	0.04	
Ethnicity of selected child (compared to White)							
Black	-0.28*	0.13	-0.28*	0.13	-0.29*	0.13	
Asian	-0.68***	0.12	-0.68***	0.12	-0.69***	0.12	
Other	-0.21*	0.08	-0.21*	0.08	-0.21*	0.08	
Year of the survey (compared to 2004)							
2007	0.08	0.04	0.08	0.04	0.08	0.04	
<i>Unweighted Base</i>		2772		2770		2770	
<i>Weighted Base</i>		1815		1813		1813	

Key: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table D.6 Home learning environment for children aged 3 and 4 - by childcare use*Base: All children aged 3 and 4*

	Mean	Standard Deviation	Weighted base	Unweighted base
Childcare package				
No childcare	-0.20	1.14	97	145
Formal: Centre based only, up to 12.5 hours	-0.08	1.17	359	547
Formal: Centre based only, for over 12.5 hours	0.01	0.98	560	846
Formal: Centre based and Informal	0.04	0.96	601	934
Other childcare packages	0.16	0.83	292	438
Total hours of childcare per week				
No childcare	-0.20	1.14	97	145
0.01 - 12.5 hours	-0.06	1.16	448	678
12.51 - 20 hours	0.11	0.96	317	487
20.01 - 30 hours	0.02	0.97	426	651
30.01 - 35 hours	0.12	0.84	223	345
More than 35 hours	0.02	0.91	396	602
Hours of centre based childcare per week				
No centre based childcare	-0.11	1.06	146	215
0.01 - 12.5 hours	0.00	1.08	724	1104
12.51 - 20 hours	0.10	0.93	334	512
20.01 - 30 hours	0.02	0.96	392	601
30.01 - 35 hours	0.01	0.92	237	366
More than 35 hours	0.06	0.85	74	110
Total	0.02	1.00	1909	2910

Table D.7 Linear regression models - home learning environment and childcare for children aged 5

Base: All children aged 5

	Model 1		Model 2	
	Coefficient	SE	Coefficient	SE
Childcare package (compared to no childcare)				
Informal only	0.01	0.09		
Formal: Out of School only	0.03	0.15		
Formal: Out of School & Informal	0.05	0.13		
Other childcare packages	-0.02	0.12		
Total hours of childcare per week (compared to no childcare)				
0.01 - 5 hours			0.01	0.10
5.01 - 10 hours			0.04	0.09
More than 10 hours			0.00	0.11
Mother's education (compared to lower or no qualifications)				
A-level of above	0.26**	0.10	0.26**	0.10
GCSE Grade A-C/ O level or equivalent	0.16	0.09	0.16	0.09
Family's SES (compared to semi-routine and routine occupations)				
Managerial and professional occupations				
	0.06	0.11	0.06	0.10
Intermediate occupations				
	0.12	0.12	0.12	0.12
Small employers and own account workers				
	-0.10	0.15	-0.10	0.15
Lower supervisory and technical occupations				
	0.06	0.13	0.06	0.13
Mother's employment (compared to not working)				
Working full-time	-0.04	0.11	-0.04	0.12
Working part-time	0.00	0.08	0.00	0.08
Number of children in the household (compared to one child)				
2 children	-0.06	0.10	-0.07	0.10
3+ children	-0.21	0.11	-0.21	0.12
Sex of selected child (compared to male)				
Female	0.04	0.07	0.04	0.07
Ethnicity of selected child (compared to White)				
Black	-0.28	0.22	-0.28	0.21
Asian	-0.44*	0.21	-0.44*	0.21
Other	-0.11	0.13	-0.12	0.13
Year of the survey (compared to 2004)				
2007	0.02	0.07	0.01	0.07
<i>Unweighted Base</i>		773	773	
<i>Weighted Base</i>		918	918	

Key: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table D.8 Home learning environment for children aged 5 - by childcare use*Base: All children aged 5*

	Mean	Standard Deviation	Weighted base	Unweighted base
Childcare package				
No childcare	-0.13	1.08	478	397
Informal only	-0.02	0.90	251	213
Formal: Out of School only	0.01	0.98	69	59
Formal: Out of School & Informal	[0.11]	[0.82]	48	42
Other childcare packages	0.03	1.06	105	89
Total hours of childcare per week				
No childcare	-0.13	1.08	478	397
0.01 - 5 hours	-0.01	1.03	189	160
5.01 - 10 hours	0.08	0.78	129	110
More than 10 hours	-0.03	0.95	155	133
Total	-0.06	1.02	952	800

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