

2002/03 Childcare and Early Years Workforce survey

Primary Schools with Reception but no Nursery Classes



April 2004

SureStart



Evidence
& research

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Executive Summary

INTRODUCTION

1. The Department for Education and Skills (DFES) commissioned MORI to undertake a series of surveys to detail the childcare and early years workforce.
2. Separate surveys were conducted for eight different types of childcare and early years settings.
3. This report outlines the findings for primary schools with reception but no nursery classes.

NUMBERS OF PROVIDERS

4. There were 9,249 primary schools with reception but no nursery classes in England at the time of the survey.
5. Settings were unevenly distributed across the country. There were high numbers in the South West, relative to the number of households with children in this region. However, settings were more scarce in London and deprived areas.

PLACES AND CHILDREN

6. The total number of early years places in primary schools with reception but no nursery classes was 321,700 and 276,500 children were enrolled .
7. The average number of early years places was 35 but the average number of children enrolled was 30, indicating that there is still capacity in these settings.
8. The distribution of places is similar to the distribution of enrolments by region.

CHARACTERISTICS OF STAFF

9. At the time of the survey, there was a total of around 34,300 paid staff working in primary schools with reception but no nursery classes, and around 23,600 unpaid volunteer workers. Three in five settings had used agency staff in the previous 12 months.
10. Four in five paid staff were aged over 30 and 98% were female. Two percent were from an ethnic minority group and under one percent had a disability.

11. The average hours worked per week by paid early years staff was 28. Early years/foundation stage co-ordinators and early years teachers generally worked full-time (30 hours a week or more), most other paid support staff tended to work part-time (under 30 hours a week). Nursery nurses were fairly evenly split with around half working full-time and half part-time.
12. The average salary for paid early years staff was £20,500 per annum and for those paid hourly it was £6.00 per hour. The average annual salary for early years/foundation stage co-ordinators was £29,100 per annum.

TRAINING

13. Three quarters of early years/foundation stage co-ordinators felt that the amount of training received in the last year was about right, but a quarter thought they had received too little.
14. Around nine in ten primary schools with reception but no nursery classes had a training budget, and seven in ten had a written training plan.
15. Average spend on training in the past year among those with a training budget was around £2,700, an average of £730 per paid member of staff.

QUALIFICATIONS OF STAFF

16. Nearly eight in ten paid early years staff (78%) hold some kind of qualification relevant to working with children or young people. Overall, around a quarter hold a qualification at Level 3 and two in five at Level 4.
17. Around eight in ten early years/foundation stage co-ordinators and early years teachers hold qualifications at Level 4 or 5. Eight in ten nursery nurses hold a qualification at Level 3 (most commonly a nursery nursing qualification); whilst only 45% of other early years support staff have any relevant childcare/early years qualification.
18. Around one in ten paid early years staff were currently working towards a new qualification, the majority were not.
19. Only five per cent of early years/foundation stage co-ordinators were NVQ assessors.

RECRUITMENT AND RETENTION

20. In total, around 6,900 paid early years staff were recruited in the last 12 months, giving an overall recruitment rate¹ of 23%.
21. The majority of settings had used the LEA bulletin (88%) and local press (78%) to recruit new staff.

¹ This is calculated by dividing the total number recruited by the total number currently employed – plus those leaving their current employment minus those recruited. It should be noted therefore that this recruitment rate takes account of the 'churn within the sector' as well as the number of staff being recruited to the sector.

22. When recruiting, early years/foundation level co-ordinators look foremost for candidates with knowledge/experience of the early years curriculum (33%) and the appropriate qualifications (31%).
23. Over one in ten settings (13%) had experienced a great deal or fair amount of difficulty in recruiting staff in the last 12 months. The most common problem was too few applicants.
24. The average length of service amongst all paid staff at their current setting was six years.
25. A quarter of settings (24%) had lost at least one paid member of staff in the previous 12 months, equal to 2,200 paid staff. Of those who left the organisation in the last 12 months, it was believed that three in five (61%) obtained other posts in the childcare or early years sector; one in ten (10%) went to jobs in other sectors and a quarter (24%) didn't take up any other employment.
26. The turnover rate² for paid staff across the whole sector was 9% of which about 5% went to other early years and childcare settings and 4% left the sector altogether. The employment growth³ rate was 14%.

2 This is calculated by dividing the net change in staff by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted that this turnover rate therefore includes the 'churn within the sector' as well as staff leaving the sector.

3 This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted therefore that this growth rate also includes the 'churn within the sector' as well as staff being recruited to and leaving the sector.

1 Introduction

- 1.1** This document reports on findings from the Childcare and Early Years Workforce Survey 2002/3 conducted by MORI Social Research Institute on behalf of the Sure Start Unit.
- 1.2** Separate surveys were conducted for the eight childcare and early years settings listed below:

CHILDCARE

- Day nurseries and other full-day care provision
- Playgroups and pre-schools
- Out of school clubs
- Holiday clubs
- Childminders.

EARLY EDUCATION

- Primary schools with nursery and reception classes
 - Primary schools with reception but no nursery classes
 - Nursery Schools.
- 1.3** This document presents findings for **primary schools with reception but no nursery classes**.
- 1.4** Findings from other audiences are reported in separate documents, whilst a summary of findings across all audiences is also provided in an Overview Report. Computer tables are provided in separate volumes and anonymised electronic SPSS data are also held by the Sure Start Unit.

BACKGROUND AND OBJECTIVES

- 1.5** The Government is committed to improving access to good quality childcare, early learning and family support. Ensuring all children get a sure start in life, and help secure a better future for families and stronger and safer communities.
- 1.6** There is clear evidence of the benefits to children of pre school provision, particularly those who are disadvantaged. This is especially true when good quality childcare is delivered alongside early years education, and health and family support. This was confirmed in the

report of the Government's interdepartmental childcare review "Delivering for Children and Families", published in November 2002.

- 1.7** In 2002, Government policy on childcare, early education and Sure Start local programmes was brought together in a single interdepartmental Unit, called Sure Start Unit. This Unit reports to Ministers in both the Department for Education and Skills and the Department for Work and Pensions.
- 1.8** The overall aim of the Sure Start initiative is to increase the availability of childcare and early education, and work with parents to be, parents and children to promote the physical, intellectual and social development of babies and young children. Particularly those who are disadvantaged, so they can flourish at home and at school, and to enable their parents to work, learn and train to help contribute to the ending of child and family poverty.
- 1.9** Sure Start's key overall objectives, following the Spending Review 2002, are to:
- transform education, health and family support services for children under 5 and their families;
 - increase the availability of high quality childcare for all age groups whose parents need it; and
 - meet the needs of the most disadvantaged, so children can fulfil their potential and parents can find ways out of poverty.
- 1.10** Further information about Sure Start and its programmes can be found on www.surestart.gov.uk.
- 1.11** The Government has a range of goals and targets in relation to childcare and early years. These include: sustaining the expansion in childcare which has already enabled new childcare places for 1.6 million children to be created, so over 2 million children benefit by 2006 and growth continues through to 2008; guaranteeing a free, part time early education place for all 3 year olds whose parents want it, in April 2004; establishing new provision in the most disadvantaged communities; and maintaining and enhancing the quality and standards of provision and the skills and size of the workforce.
- 1.12** The Government is committed to supporting the childcare workforce and recognises the important role it has in ensuring children get a sure start in life and in supporting families. It's *'Every Child Matters'* Green Paper in September 2003, and its *Next Steps* document published in March 2004, stressed the importance of: improving the skills and effectiveness of all those who work with children and making this a more attractive career option; and of health, educational and social care professionals working together effectively in locations such as schools and children's centres.
- 1.13** In order to help monitor progress towards meeting targets and strengthening provision for young children and families, the DfES conducted surveys of the childcare workforce in England in 1998 and 2001.
- 1.14** In 2002/3 the survey was conducted a third time, to track change since 2001 among childcare audiences and to collect baseline data among early years audiences that are surveyed for the first time. Although the survey has been published in April 2004, telephone interviews were carried out between December 2002 – May 2003.
- 1.15** The surveys examine some of the key characteristics of the sector and its workforce, including:

- the number of registered and enrolled places
- staffing levels
- characteristics of staff, including demographics and pay
- staff qualifications and training
- recruitment and retention.

1.16 The surveys provide a useful resource of factual data about the sector on which national and local level policy makers can draw.

STUDY DESIGN

1.17 The bullet points below summarise the methodology adopted for the survey among primary schools with reception but no nursery classes. Full methodological details are provided in the appendices, along with a copy of the questionnaire used.

- 850 interviews were conducted among primary schools with reception but no nursery classes in England;
- The sample was stratified to ensure equal reliability by region and a representative random sample was interviewed within each region;
- Data are weighted by region to ensure aggregate data is representative and reflects the true profile of primary schools with reception and nursery classes registered with DfES at December 2002;
- Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing), by MORI Telephone Surveys during the period 16 January 2002 to 11 March 2003;
- The target respondent was the early years/foundation stage co-ordinator, who in some settings was the head teacher;
- An adjusted response rate of 71% was achieved across the sample as a whole.

REPORT LAYOUT

1.18 The rest of this report is structured as follows:

Section 2. Numbers of Providers: discusses numbers of relevant organisations, and their spread by region and type of area;

Section 3. Places and Children: a summary of the number of places and take-up, and their spread by region and type of area;

Section 4. Characteristics of Staff: a summary of the total number of early years staff of different types, and their characteristics;

Section 5. Training: a look at the views of amount of training received, training plans, training budget and amount spent on training;

Section 6. Qualifications of Staff: covers qualifications held and worked towards, as well as more detailed information about qualifications of early years/foundation stage co-ordinators;

Section 7. Recruitment and Retention: discusses levels of staff recruitment, retention and turnover, and looks at recruitment difficulties.

- 1.19** All questions have been comprehensively checked for differences by key variables especially region, type of area, (high, medium, low density and deprived) and size of organisation. The report only details sub-group findings where there are statistically significant differences. If there are no differences reported then the findings are statistically very similar. However, figures for the top 20% most deprived wards are shown in the majority of tables, for comparative purposes.
- 1.20** A summary of data by region and type of area (high, medium, low density and deprived) is also provided in the appendices for key questions.

INTERPRETATION OF DATA

- 1.21** It should be noted that a sample, not the entire population, of primary schools with reception but no nursery classes has been interviewed. This means that all the results are subject to sampling tolerances, and that not all differences are statistically significant. A guide to statistical reliability is provided in the appendices.
- 1.22** Findings from the survey have been grossed up to provide figures for the population of primary schools with reception but no nursery classes across England as a whole. This allows us to make assumptions about the total number of early years places and early years staff across the country. It is important to bear in mind that grossed figures are subject to the same sampling tolerances as percentage findings. They are also based on the assumption that those responding to the survey are representative of the full population. **Grossed figures should therefore be regarded as approximations of the characteristics of the sector, rather than precise measures.** For this reason, figures have been provided to the nearest 50 or 100 organisations, or staff where relevant (rather than to the nearest whole number). Grossed figures should be treated with particular caution for questions where some respondents failed to give a response (i.e. the respondent said don't know/refused). The proportion of non-responders are flagged throughout the report. In addition, where levels of non-response are over 20% grossed figures are not provided.
- 1.23** An asterisk (*) represents a value below 0.5%, but above zero. Where responses do not add up to 100%, this may be due to computer rounding or multiple responses.

DEFINITION OF TERMS USED

- 1.24** Forty five percent of respondents were the early years/foundation stage co-ordinator and 54% the head teacher.

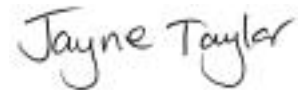
- 1.25** Throughout the report we refer to findings among early years settings located in the top 20% most deprived wards. This is defined as those wards with the highest deprivation ratings according to the Office of the Deputy Prime Minister's Index of Multiple Deprivation.
- 1.26** In some cases, we have also analysed data by level of population density. Rather than use the ONS (Office of National Statistics) definition of urban/mixed/rural, which defines rural very narrowly and for which there would have been insufficient "rural" leads to allow analysis, to maximise analysis opportunities we have split the sample into three: "high density", "medium density" and "low density" (Low density is: 1–504 persons per sq. km, Medium is 1505 – 3150 persons, and High is 3151 and upwards.)

ACKNOWLEDGEMENTS

- 1.27** We would like to place on record our appreciation for the time given by the schools to take part in the survey. In addition we would like to thank the DfES Project Steering Group members and other policy and research colleagues at DfES for their guidance and input into the study.

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2 Numbers of Providers

- There were 9,249 primary schools with reception but no nursery classes in England at the time of the survey.
- Settings were unevenly distributed across the country. There were high numbers in the South West, relative to the number of households with children in this region. However, settings were more scarce in London and deprived areas.

INTRODUCTION

- 2.1** This chapter of the report sets out the numbers of primary schools with reception but no nursery classes and shows the geographical spread of provision by region and type of area.

NUMBERS AND GEOGRAPHICAL SPREAD OF PROVIDERS

- 2.2** The total number of primary schools with reception but no nursery classes in England was 9,249⁴.
- 2.3** As Table 2.1 shows, settings were not evenly distributed across England. The South West contained a high proportion of settings compared with the number of households with dependent children (17% of settings compared to 10.1% of households with dependent children). In contrast, just 4% of primary schools with reception but no nursery classes were based in the London area (compared to 12.2% of households with dependent children in that region).
- 2.4** Just one in ten (11%) settings were based in the 20% most deprived wards.
- 2.5** Nearly half of settings are based in urban areas (46%), one fifth (19%) in mixed areas and around a third in rural areas (35%).

4 This was derived from the number of settings on the DfES Edubase database of all settings at December 2002/3, adjusted to take into account the levels of sample eligibility identified from the survey. Further details of how calculations were made are provided in the appendices (See Technical Details)

Table 2.1: **Numbers of Settings by Region and Type of Area**

	Total 2002/3		Distribution of households with dependant children across England ¹
	%	No.	%
Total Number		9,249	
Region			
East Midlands	11	1,000	9.1
East of England	13	1,200	11.7
London	4	300	12.2
Yorkshire and Humberside	9	800	10.4
North East England	3	300	5.1
North West England	14	1,300	13.1
South East England	20	1,800	17.0
South West England	17	1,500	10.1
West Midlands	9	900	10.5
Type of Area²			
Urban	46	4,200	NA
Mixed	19	1,800	NA
Rural	35	3,200	NA
Top 20% most deprived wards	11	1,000	NA

Source: DfES Edubase, 2002/MORI

Base: All Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ 2001 Census

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 as a result of grossing and rounding

Note: ² Urban, mixed and rural are based on the ONS definitions

3 Places and Children

- The total number of early years places in primary schools with reception but no nursery classes was 321,700 and 276,500 children were enrolled.
- The average number of early years places was 35 but the average number of children enrolled was 30, indicating that there is still capacity in these settings.
- The distribution of places is similar to the distribution of enrolments by region.

INTRODUCTION

- 3.1** This chapter discusses firstly the *number of places*⁶ for children aged between four and five in primary schools with reception but no nursery classes, and then the *number of children enrolled* within this age group.

NUMBER OF PLACES FOR 4 TO 5 YEAR OLDS

- 3.2** The estimated total capacity in reception classes for children aged 4–5 years across all settings was 321,700 places⁶. The average capacity per setting was 35 places and the majority (74%) of primary schools with reception but no nursery classes had between one and 49 early years places.
- 3.3** Despite the low number of settings located in London, settings tend to be larger, with an average of 51 places per setting compared to 35 on average. Settings in the South East also tended to be larger, with an average of 41 places.
- 3.4** The number of places available per setting varies greatly by the density of the area lived in – rising to 51 on average for high density areas, and dropping to just 19 for low density areas.

Table 3.1: **Numbers of Early Years Places**

	Total 2002/3		Top 20% most deprived wards ¹	
Capacity				
Total number of places		321,700		40,600
Average number of places		35		40
	%	No.	%	No.
Total Capacity				
1–24 places	33	3,000	17	150
25–49 places	41	3,800	51	550
50–74 places	18	1,700	26	250
75–99 places	5	500	5	50
100–149 places	1	100	1	#
150–199 places	*	#	0	0
200 or more places	*	#	0	0

Source: MORI

Base: All Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ All Primary Schools with Reception but no Nursery Classes in the top 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 (±50 of 1,039 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

TAKE-UP OF PLACES AMONG 4-5 YEAR OLDS

- 3.5** The total number of children enrolled across all settings was an estimated 276,500. The average number of enrolments per setting was 30, compared with an average number of places available of 35⁵, indicating that there was still some capacity in this form of early years provision.
- 3.6** Settings based in the top 20% most deprived wards had 13% of the overall enrolments in England.
- 3.7** As table 3.3 shows, the distribution of places is similar to the distribution of enrolments.

⁵ It should be noted that some places are part-time places – i.e one place could be used by more than one child. For example one place could be used by one child in the morning and another in the afternoon.

Table 3.2: **Number of Children Enrolled in Early Years**

	Total 2002/3		<i>Top 20% most deprived wards¹</i>	
Enrolments				
Total number of enrolments		276,500		34,700
Average number of enrolments		30		34
	%	No.	%	No.
Total Enrolments				
None	0	0	0	0
1–24 enrolments	48	4,400	34	350
25–49 enrolments	33	3,100	42	450
50–74 enrolments	14	1,300	20	200
75–99 enrolments	3	300	2	#
100–149 enrolments	1	#	1	#
150–199 enrolments	*	#	0	0
200 or more enrolments	*	#	0	0

Source: MORI

Base: All Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ All Primary Schools with Reception but no Nursery Classes in the top 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 (± 50 of 1,039 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

SUMMARY OF PLACES AND ENROLMENTS BY REGION AND TYPE OF AREA

Table 3.3: **Numbers of Early Years Places and Enrolments by Region and Type of Area**

	Total places 2002/3		Total enrolments 2002/3		Distribution of households with dependent children in England ¹
Capacity					
Total number of places	321,700		276,500		
Average number of places	35		30		
	Average number of places	% distribution of places	Average enrolment	% distribution of children enrolled	%
Region					
East Midlands	32	10	27	10	9.1
East of England	38	13	30	13	11.7
London	51	5	48	6	12.2
Yorkshire and Humberside	31	8	27	8	10.4
North East England	31	3	25	3	5.1
North West England	32	13	27	13	13.1
South East England	41	23	34	23	17.0
South West England	31	15	28	15	10.1
West Midlands	36	10	30	9	10.5
Type of Area					
Low density	19	19	15	18	NA
Medium density	38	39	33	39	NA
High density	51	42	44	43	NA
Top 20% most deprived wards	40	13	34	13	NA

Source: DfES Edubase 2002/MORI

Base: All Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ 2001 Census

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 (± 50 of 1,039 for top 20% most deprived wards) as a result of grossing and rounding

4 Characteristics of Staff

- At the time of the survey, there was a total of around 34,300 paid staff working in primary schools with reception but no nursery classes, and around 23,600 unpaid volunteer workers. Three in five settings had used agency staff in the previous 12 months.
- Four in five paid staff were aged over 30 and 98% were female. Two percent were from an ethnic minority group and under one percent had a disability.
- The average hours worked per week by paid early years staff was 28. Early years/foundation stage co-ordinators and early years teachers generally worked full-time (30 hours a week or more), most other paid support staff tended to work part-time (under 30 hours a week). Nursery nurses were fairly evenly split with around half working full-time and half part-time.
- The average salary for paid early years staff paid annually was £20,500 per annum and for those paid hourly it was £6.00 per hour. The average annual salary for early years/foundation stage co-ordinators was £29,100 per annum.

INTRODUCTION

4.1 This chapter sets out the scale of employment in early years teaching within primary schools with reception but no nursery classes and describes the profile of this workforce. The main areas covered by this chapter are:

- The number of staff employed in the sector, including paid and unpaid staff
- The demographic profile of the paid workforce, including by gender, age, disability and ethnicity
- The number of hours worked per week by paid staff
- Levels of pay.

NUMBERS OF PERMANENT STAFF

- 4.2** The total numbers of paid and unpaid staff in England was around 57,800. The average number of paid and unpaid staff per setting was six.

PAID STAFF

- 4.3** The total number of paid staff in primary schools with reception but no nursery classes in England was 34,300 and the average number per setting was four. This included the following:

- 9,200 early years/foundation stage co-ordinators⁶
- 7,400 early years teachers, just under one per setting
- 4,800 nursery nurses, under one per setting on average
- 12,900 other paid support staff, on average over one per setting.

- 4.4** Larger settings with over 50 children enrolled had higher numbers of paid staff compared with smaller settings with under 25 children enrolled (an average of 6 and 3 respectively).

UNPAID STAFF

- 4.5** In addition to paid staff, there were 23,600 volunteers, an average of just under three per setting. These included:

- 4,900 unpaid students, under one per setting on average
- 18,600 other volunteers, around two per setting on average.

⁶ The number of early years/foundation stage co-ordinators is based on one per school.

Table 4.1: **Numbers of Staff**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Overall totals				
Paid and unpaid staff		57,800		6,350
Paid staff only		34,300		2,350
Unpaid staff only		23,600		4,000
Numbers by type of staff				
Early years/foundation stage co-ordinator	16	9,200	17	1,050
Qualified early years teachers	13	7,400	13	850
Nursery nurses	8	4,800	14	900
Other paid early years support staff	22	12,900	19	1,200
Student volunteers	8	4,900	12	750
Other volunteers	32	18,600	25	1,600
Overall average number of staff				
		No.		No.
Paid and unpaid staff		6.3		6.1
Paid staff only		3.7		3.8
Unpaid staff only		2.5		2.3
Average by type of staff				
Early years foundation stage co-ordinator		1		1
Qualified early years teachers		0.8		0.8
Nursery nurses		0.5		0.9
Other early years support staff		1.4		1.2
Student volunteers		0.5		0.7
Other volunteers		2		1.5

Source: MORI

Base: All early years staff in primary schools with reception but no nursery classes (unweighted 5,315 weighted and grossed 57,832)

Base: 1 All early years staff in primary schools with reception but no nursery classes in the top 20% most deprived wards (unweighted 684, weighted and grossed 6,327)

Note: Table percentages and figures may not add up to 100% or ± 100 of 57,832 (± 50 of 6,327 for top 20% most deprived wards) as a result of grossing and rounding

USE OF AGENCY STAFF

- 4.6** Approaching three in five primary schools with reception but no nursery classes (59%) had used agency staff in the last 12 months.
- 4.7** A higher than average proportion of settings based in the South West had used agency staff (68%).

Table 4.2: **Use of Agency Staff in the Last 12 months**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Yes	59	5,500	54	550
No	40	3,700	45	450
Can't remember	*	#	1	#

Source: MORI

Base: All Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ All Primary Schools with Reception but no Nursery Classes in the top 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 (±50 of 1,039 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

DEMOGRAPHICS OF PAID STAFF

AGE

- 4.8** Four in five (82%) paid staff working in primary schools with reception but no nursery classes were aged over 30, representing 28,100 individuals. The break down of age of female workers according to the Labour Force Survey is 16–24 (16%), 25–49 (61%) and 50+ (24%). In comparison, the age of the workforce in primary schools with reception but no nursery is slightly older, with just 5% aged between 16 and 24, 71% aged between 25 and 49 and 21% aged over 50.
- 4.9** Three fifths (65%) of early years/foundation stage co-ordinators were aged over 40.

GENDER

- 4.10** Nearly all paid early years staff were female (98%). Men only represented two percent of the workforce, approximately 600 individuals.
- 4.11** Just six percent of primary schools with reception but no nursery classes employed any male staff. This fell to two percent in settings based in the North East, West Midlands and the top 20% most deprived wards.

DISABILITY

- 4.12** Just one percent of primary schools with reception but no nursery classes had any disabled paid members of early years staff. This represented under one percent of the workforce, around 100 paid members of staff⁷.

⁷ A disability is described as a “physical or mental impairment, which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities”.

ETHNICITY

- 4.13** Five percent of primary schools with reception but no nursery classes reported having a paid member of early years staff from an ethnic minority group. This equates to just two percent of the workforce, or 600 paid staff.
- 4.14** However, there were considerable differences by type of area, reflecting differences in the national population profile (see table 4.4). In particular the profile of ethnic minority staff rose to 12% in London and 4% in deprived areas and areas of high density.

Table 4.3: **Demographics of Paid Members of Staff**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Age				
16-19 years	1	200	1	50
20-24 years	5	1,900	8	300
25-29 years	10	3,500	11	450
30-39 years	25	8,600	28	1,150
40-49 years	36	12,300	31	1,250
50 years and over	21	7,200	20	800
Don't know/not stated/refused	1	300	*	#
Gender				
Female	98	33,700	99	4,000
Male	2	600	*	#
% of settings employing male staff	6	600	2	#
Disability				
Without a disability	99	9,100	95	1,000
With a disability	*	100	1	#
% of settings employing disabled staff	1	100	5	50
Ethnicity				
Ethnic minority groups	2	600	4	150
Remaining paid members of staff ²	98	33,700	96	3,800
% of settings employing staff from ethnic minorities	5	400	10	100

Source: MORI

Base: All paid early years staff in Primary Schools with Reception but no Nursery Classes (unweighted 3,101 weighted and grossed 34,260)

Base: ¹ All paid early years staff in primary schools with reception but no nursery classes in the top 20% most deprived wards (unweighted 432, weighted and grossed 3,978)

Note: Table percentages and figures may not add up to 100% or ± 100 of 34,260 (± 50 of 3,978 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

Note: ² 'Remaining paid staff' includes those not identified as from an ethnic minority group

Table 4.4: **Ethnicity**

Region	Percentage of workforce who belong to an ethnic minority group	Percentage of pupils of compulsory school age (primary) who belong to an ethnic minority group ¹
	%	%
England	2	17.5
East Midlands	1	10.9
East of England	2	20.1
London	12	45.3
Yorkshire and Humberside	*	20.4
North East England	2	3.6
North West England	1	10.7
South East England	1	8.8
South West England	2	7.5
West Midlands	2	18.4

Source: MORI

Base: All paid early years staff in Primary Schools with Reception but no Nursery Classes (unweighted 3,101 weighted and grossed 34,260)

Base: ¹ Source DfES 'Statistics of Education 2002'

Note: Table percentages and figures may not add up to 100% or ± 100 of 34,260 as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

WORKING HOURS

- 4.15** Findings for this and the following sections are summarised in Table 4.5 below
- 4.16** The average hours worked per week for paid early years staff was 28. Average weekly hours worked in the UK (according to the 2003 Labour Force Survey) is 33, dropping to 27½ for female workers. In the public admin, education and health sector the average working week is 30 hours long (again 27½ for females).
- 4.17** Around half of the paid workforce was full time, with 50% working over 30 hours a week and just under half 48% working part time (i.e. under 30 hours). Eight percent of paid staff worked long hours – over 50 hours a week (this is above the European Working Directive of a maximum of 48 hours per week).
- 4.18** Working hours varied considerably by types of staff. For example, early years/foundation stage co-ordinators and early years teachers tended to work full-time, whilst nursery nurses and other paid support staff were more likely to work part-time. Full details by type of staff are provided below.
- 4.19** Early years/foundation stage co-ordinators worked on average 38 hours a week. Just twelve percent worked part-time (under 30 hours a week) and one in five (21%) worked long hours (over 50 hours a week).

- 4.20** The majority of qualified early years teachers worked full-time (68% work over 30 hours a week) and 29% worked part-time. The average teacher was working 33 hours per week. Thirteen percent of teachers worked over 50 hours a week.
- 4.21** Nursery nurses worked an average of 26 hours per week. Two in five (45%) worked full-time (over 30 hours a week), with 55% working part-time. Less than one percent worked over 50 hours per week.
- 4.22** Other early years support staff tended to work part-time (81% working under 30 hours a week), with an average working week of 20 hours. Only 18% worked full-time and less than one percent worked over 50 hours per week.

PAY LEVELS

- 4.23** Respondents were asked to give annual pay rates. Where this was not possible, hourly pay rates were accepted. Figures below for hourly and annual pay rates are based on all answering in each format. **It should also be noted that there was a high level of non-response to pay questions so figures should be treated with extreme caution.** Levels of non-response are shown on the table below. **Due to the high level of non-response, grossed figures for all settings nationally have not been provided.**
- 4.24** The average salary for early years staff paid annually was £20,500 per annum and for those paid hourly it was £6.00 per hour. Average hourly earnings in the UK according to the Labour Force Survey 2003 are £9.66 (£8.33 for females). This rises to £10.17 (£9.24 for females) for those working in the public admin, education and health sector.
- 4.25** However, as might be expected, pay rates differed considerably by type of staff, reflecting different levels of expertise and responsibility:
- The average annual pay for early years/foundation stage co-ordinators was £29,100. This dropped to £28,100 when head teachers were excluded⁸
 - Qualified early years teachers had an average annual pay of £23,800, qualified nursery nurses £12,200, and other paid support staff £9,100
 - Approaching one in five (17%) of other support staff were paid by the hour, and just under one in ten (6%) nursery nurses were paid hourly. The average hourly rate for nursery nurses was £6.90 and the average hourly rate for other support staff was £5.90
 - Estimated annual pay for those paid hourly is £9,300 for nursery nurses and £6,100 for other paid staff. However, all estimates of annual pay should be treated as indicative only due to the assumptions that have had to be made to calculate these⁹
- 4.26** Pay levels were similar across all settings.

8 Please note that only respondents who were head teachers were excluded. Therefore if a head teacher was answering as an early years/foundation stage co-ordinator their responses would also have been excluded.

9 The estimate of annual pay of those paid hourly is calculated by multiplying the average hourly rate by the average hours worked for that group, by 52 weeks (assuming that these staff are paid holiday pay). This provides approximate figures only.

Table 4.5: **Working Hours and Pay for Paid Members of Staff**

	Total 2002/3	<i>Don't know/ refused/no responses</i>	<i>Top 20% most deprived wards¹</i>
	%		
Average working hours per week			
All paid staff	28	2	29
Early years/foundation stage co-ordinator	38	5	36½
Qualified early years teachers	33	3	34
Qualified early years nursery nurses	26	0	28
Other paid early years support staff	20	1	20½
Annual Pay			
All staff paid annually	£20,500	25	£19,900
Early years/foundation stage co-ordinator	£29,100	10	£28,650
All Early years/foundation stage co-ordinator (excluding head teachers) ²	£28,100	10	£27,600
Qualified early years teachers	£23,800	19	£22,650
Qualified early years nursery nurses	£12,200	38	£12,550
Other paid early years support staff	£9,100	36	£10,650
Hourly Pay			
All paid hourly	£6.00	10	£6.50
Qualified early years nursery nurses	£6.90	0	£6.90
Other paid early years support staff	£5.90	2	£5.90
Estimated annual pay from hourly pay³			
Qualified early years nursery nurses	£9,300	0	£10,050
Other paid early years support staff	£6,100	2	£6,300

Source: MORI

Base: All paid early years staff in Primary Schools with Reception but no Nursery Classes (unweighted 3,101 weighted and grossed 34,260)

Base: ¹ All paid early years staff in primary schools with reception but no nursery classes in the top 20% most deprived wards (unweighted 432, weighted and grossed 3,978)

Note: ² Please note that only respondents who were head teachers were excluded. Therefore, if a head teacher was answering as an early years/foundation stage co-ordinator, their responses would also have been excluded.

Note ³ The estimate of annual pay of those paid hourly is calculated by multiplying the average hourly rate by the average hours worked for that group, by 52 weeks (assuming that these staff are paid holiday pay). This provides approximate figures only

5 Training

- Three quarters of early years/foundation stage co-ordinators felt that the amount of training received in the last year was about right, but a quarter thought they had received too little.
- Around nine in ten primary schools with reception but no nursery classes had a training budget, and seven in ten had a written training plan.
- Average spend on training in the past year among those with a training budget was around £2,700, an average of £730 per paid member of staff.

INTRODUCTION

- 5.1** This chapter looks at views of the amount of training received by early years staff, training plans, training budgets and amount spent on training.

VIEWS OF CURRENT LEVELS OF TRAINING

- 5.2** Around three quarters (74%) early years/foundation stage co-ordinators felt that the amount of training that their early years staff had received in the last year was about right, rising to 89% in settings operating in the North East.

Table 5.1: **The Amount of Training Received**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
About right	74	6,800	83	850
Too much	1	100	*	#
Too little	23	2,200	13	150
Don't know	2	200	3	50

Source: MORI

Base: All Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ All Primary Schools with Reception but no Nursery Classes in the top 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 (± 50 of 1,039 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

TRAINING RESOURCES

TRAINING PLANS AND BUDGETS

- 5.3** Nearly nine in ten (88%) primary schools with reception but no nursery classes had a training budget, and seven in ten (69%) had a written training plan.
- 5.4** A higher than average proportion of smaller organisations, with under 25 enrolments, did not have either a training budget (13% compared to 11%) or a written training plan (34% compared to the average of 29%).

SPEND ON TRAINING

- 5.5** Amongst settings that did have a training budget and that were aware of last year's spend, the average amount spent on training was £2,700 rising to £4,300 in settings with over 50 children enrolled. **However, these figures should be treated with great caution because 50% of early years/foundation stage co-ordinators did not know how much was spent on training in the last year** and although interviewees were asked to exclude money obtained via grants in their response, in some cases this information may not have been available. (For this reason, grossed up average training figures for all settings nationally is not reported).
- 5.6** For this period the main funding streams for training the workforce were two funding streams allocated to Local Authorities and their Early Years Development and Childcare Partnerships. One of these being the Early Years Training and Development grant and the other Foundation Stage funding. Funding was also available through the Learning and Skills Council.

Table 5.2: **Training Resources**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Written training plan				
Have training plan	69	6,400	67	700
Don't have training	29	2,600	33	350
Don't know	2	200	0	0
Training budget				
Have a training budget	88	8,100	90	950
Don't have a training budget	11	1,000	9	100
Don't know	2	200	2	#
Spend on training²				
£0	3	200	*	#
£1-£999	16	1,300	13	100
£1,000-£1,999	12	900	12	100
£2,000-£2,999	6	500	12	100
£3,000-£3,999	3	300	2	#
£4,000-£4,999	1	100	3	50
£5,000-£7,499	4	300	5	50
£7,500-£9,999	2	100	4	50
£10,000+	4	300	1	#
Don't know	50	4,000	48	450
Average amount spent on training in the last year ³		£2,700		£3,150

Source: MORI

Base: All Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ All Primary Schools with Reception but no Nursery Classes in the top 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Base: ² All with a training budget (unweighted 749, weighted and grossed 8,122) For top 20% deprived wards base unweighted 107, weighted and grossed 932)

Base: ³ All with a training budget excluding those who do not know the amount spent on training (unweighted 379, weighted and grossed 4,093) For top 20% deprived wards base unweighted 55, weighted and grossed 483)

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 (±50 of 1,039 for top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 50 providers in England

Note: * indicates responses represent less than 1% of the total

6 Qualifications of Staff

- Nearly eight in ten paid early years staff (78%) hold some kind of qualification relevant to working with children or young people. Overall, around a quarter hold a qualification at Level 3 and two in five at Level 4.
- Around eight in ten early years/foundation stage co-ordinators and early years teachers hold qualifications at Level 4 or 5. Eight in ten nursery nurses hold a qualification at Level 3 (most commonly a nursery nursing qualification); whilst only 45% of other early years support staff have any relevant childcare/early years qualification.
- Around one in ten paid early years staff were currently working towards a new qualification, the majority were not.
- Only five per cent of early years/foundation stage co-ordinators were NVQ assessors.

INTRODUCTION

- 6.1** This chapter focuses on the qualifications of paid early years staff in primary schools with reception but no nursery classes. Specifically, only qualifications *relevant to working with young people and children* were explored. The chapter covers:
- The relevant qualifications held by different types of paid staff
 - Relevant qualifications paid staff were working towards
 - The qualification that the early years/foundation stage co-ordinator was required to hold when they were recruited
 - The proportion of early years/foundation stage co-ordinators that were NVQ assessors.

DEFINITIONS OF QUALIFICATIONS LEVELS

- 6.2** Because of the range of qualifications relevant to the childcare and early years workforce, qualifications are also reported grouped together in the levels that they have been accredited with by the Qualifications and Curriculum Authority:
- Level 1 (foundation level) – GCSE grade D-G, Foundation level GNVQ, Level 1 NVQ
 - Level 2 (Intermediate level) – GCSE A-C*, Intermediate GNVQ, Level 2 NVQ

- Level 3 (Advanced level) – A level, Vocational A-level (Advanced GNVQ), Level 3 NVQ
- Level 4 – Higher-level qualifications, BTEC Higher Nationals, Level 4 NVQ
- Level 5 – Higher-level qualifications, BTEC Higher Nationals, Level 5 NVQ

CURRENT QUALIFICATIONS HELD

6.3 Findings from this section are summarised in tables 6.1 and 6.2 below.

QUALIFICATIONS AMONG STAFF AS A WHOLE

6.4 Among all paid early years staff as a whole, it was found that 78% had some kind of qualification relevant to working with children or young people, whilst 20% did not. Most were qualified at Level 3 (23%) or Level 4 (40%). Less than one per cent had only Level 1, six per cent had Level two, and one per cent had Level 5 qualifications.

6.5 There were marked differences in whether staff were qualified or not by the area that the setting was based. A higher than average proportion of paid staff in the East and South East had no qualifications (24% and 27% respectively). In contrast, those based in the following regions were more likely than average to hold qualifications: North East (97%), North West (91%) and West Midlands (83%), as were those based in high density areas (82%).

QUALIFICATIONS BY TYPE OF STAFF

6.6 As one would expect, levels and types of qualifications differed considerably by type of staff. Details are provided below.

6.7 Around eight in ten early years/foundation stage co-ordinators and early years teachers are qualified to Level 4 or above (78% and 85% respectively). As one might expect, the most common qualifications were teaching qualifications.

6.8 The majority of nursery nurses had a Level 3 qualification (82%). The most common qualification was a Nursery Nursing qualification (43%) followed by an NNEB Diploma in nursery nursing (31%). Just two per cent had no qualifications.

6.9 Other early years support staff were less well qualified. Only 45% had any kind of qualification relevant to working with children and young people, with one in five (19%) qualified to at least Level three. Most commonly, 16% had qualifications at Level 3 and 9% at Level 2. The most common qualifications held were NVQ in Early Years Care and Education at Level 3 (7%) and Level 2 (6%).

Table 6.1: **Current Qualifications Held Among all Staff (including early years/foundation stage co-ordinator)**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Highest qualification				
BEd Degree	17	5,700	15	600
PGCE Teaching Certificate	8	2,800	5	200
Nursery nursing qualification (eg certificate/diploma/ advanced diploma/BTEC National – Level	7	2,500	13	550
Honours degree with QTS	7	2,400	9	350
Teaching Certificate (eg general/ early years/infant/ junior education) – Level 4	6	2,200	6	200
NNEB Diploma in nursery nursing	5	1,800	8	300
Other Teaching Certificate/ Certificate of Education	4	1,500	6	250
NVQ in Early Years Care and Education – Level 3	3	1,100	3	100
Highest Qualification Level				
Any Level 1	*	#	0	0
Any Level 2	6	2,100	6	200
Any Level 3	23	7,800	33	1,300
Any Level 4	40	13,700	37	1,450
Any Level 5	1	400	*	#
No qualification	20	6,700	15	600
Don't know	2	800	2	100
At least Level 2	70	24,000	76	3,000
At least Level 3	64	21,800	70	2,800

Source: MORI

Base: All paid early years staff in primary schools with reception but no nursery classes (unweighted 3,101 weighted and grossed 34,260)

Base: 1 All paid early years staff in primary schools with reception but no nursery classes in the top 20% most deprived wards (unweighted 432, weighted and grossed 3,978)

Note: Table percentages and figures may not add up to 100% or ± 100 of 34,260 (± 50 of 3,978 for top 20% most deprived wards) as a result of grossing and rounding.

Note: Highest qualification levels, no qualifications and don't know categories in the table may not add up to 100% due to the omission of 'others' which fell outside the listing of qualifications supplied at the interview

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 staff (fewer than 50 staff for the top 20% most deprived wards.)

Note: Only mentions over 2% are shown

Table 6.2: **Current Qualifications Held**

	Early years/foundation stage coordinators		Qualified early years teachers		Nursery nurses		Other early years support staff	
	%	No.	%	No.	%	No.	%	No.
Highest Qualification								
Bed Degree	32	2,900	35	2,600	1	#	1	100
PGCE Teaching Certificate	16	1,400	18	1,400	-	-	-	-
Teaching Certificate (eg general/early years/ infant/junior education) – Level 4	15	1,300	10	700	-	-	-	-
Honours Degree with QTS	11	1,000	18	1,300	-	-	-	-
Other teaching certificate	10	900	6	500	-	-	-	-
NNEB diploma in nursery nursing	-	-	-	-	31	1,500	2	300
Nursery nursing qualification	-	-	-	-	43	2,100	4	500
BTEC National in nursery nursing	-	-	7	600	-	-	-	-
NVQ in Early Years Care and Education – Level 3	-	-	-	-	5	200	7	800
NVQ in Early Years Care and Education – Level 2	-	-	-	-	-	-	6	800
No qualification	*	#	1	100	2	100	51	6,600
Don't know	1	100	1	100	1	100	4	500
Highest Qualification Level								
Any Level 1	0	0	0	0	0	0	*	#
Any Level 2	4	400	3	200	8	400	9	1,100
Any Level 3	14	1,300	8	600	82	3,900	16	2,000
Any Level 4	75	7,000	84	6,200	2	100	3	400
Any Level 5	3	300	1	100	0	0	0	0
At least Level 2	96	8,900	97	7,200	92	4,400	28	3,600
At least Level 3	92	8,500	93	6,900	84	4,000	19	2,400

Source: MORI

Base: All paid early years staff in primary schools with reception but no nursery classes (unweighted 3,101 weighted and grossed 34,260)

Note: Table percentages and figures may not add up to 100% or ± 100 of 34,260 as a result of grossing and rounding

Note: Highest qualification levels, no qualifications and don't know categories in the table may not add up to 100% due to the omission of 'others' which fell outside the listing of qualifications supplied at the interview

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England

Note: Only top five mentions are shown

QUALIFICATIONS BEING WORKED TOWARDS

6.10 Findings from this section are summarised in tables 6.3 and 6.4 below.

QUALIFICATIONS AMONG STAFF AS A WHOLE

6.11 Among paid early years staff as a whole, one in ten were currently working towards a new qualification (13%), but most were not (81%). Staff working at settings operating in high density areas were more likely than average *not* to be working towards a new qualification (84%).

6.12 Staff were most commonly working towards qualifications at Level 3 (4%) or Level 4 (3%), with an additional two per cent working towards a Level 2 and one per cent working towards a Level 5 qualification. A wide range of qualifications were being worked towards, with none being mentioned by more than 2%.

QUALIFICATIONS BY TYPE OF STAFF

6.13 One in ten early years/foundation stage co-ordinators (11%) were working towards a qualification. They were most commonly working towards an MA in Education/Early Years (4%).

6.14 Just six per cent of qualified early years teachers were working towards a new qualification.

6.15 Thirteen per cent of nursery nurses were pursuing a qualification. Most commonly, they were working towards a BEd degree or Honours Degree with QTS (both 2%).

6.16 Paid early years support staff were the most likely to be working towards some kind of qualification (19%). The most common qualification this group were working towards was an NVQ in Early Years Care and Education, Level 3 (5%).

Table 6.3: **Current Qualifications Working Towards Among All Staff
(including early years/foundation stage co-ordinator)**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Highest Qualification				
NVQ in Early Years Care and Education – Level 3	2	700	2	100
MA Degree – in Education/Childcare/Early Years/ Early Childhood Studies/Special Needs/Other childcare/ early years related topic – Level 5	1	500	2	50
BEd Degree	1	200	1	50
Teaching Certificate (eg general/early years/infant/ junior education) – Level 4	1	200	*	#
NVQ in Early Years Care and Education – Level 2	1	300	*	#
Not currently studying	81	27,900	79	3,150
Don't know	5	1,800	7	300
Highest Qualification Level				
Any Level 1	*	#	0	0
Any Level 2	2	600	*	#
Any Level 3	4	1,300	3	100
Any Level 4	3	900	5	200
Any Level 5	1	500	2	50
At least Level 2	10	3,300	10	400
At least Level 3	8	2,700	9	400

Source: MORI

Base: All paid early years staff in primary schools with reception but no nursery classes (unweighted 3,101 weighted and grossed 34,260)

Base: ¹ All paid early years staff in primary schools with reception but no nursery classes in the top 20% most deprived wards (unweighted 432, weighted and grossed 3,978)

Note: Table percentages and figures may not add up to 100% or ± 100 of 34,260 (± 50 of 3,978 for top 20% most deprived wards) as a result of grossing and rounding

Note: Highest qualification levels, no qualifications and don't know categories in the table may not add up to 100% due to the omission of 'others' which fell outside the listing of qualifications supplied at the interview

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 staff (fewer than 50 staff for the top 20% most deprived wards)

Note: Only responses of 1% or over are shown

Table 6.4: **Current Qualifications Working Towards**

	Early years/foundation stage coordinators		Qualified early years teachers		Nursery nurses		Other early years support staff	
	%	No.	%	No.	%	No.	%	No.
Highest qualification								
MA Degree – in Education/Childcare/Early Years/Early Childhood Studies/Special Needs/Other childcare/early years related topic –Level 5	4	400	1	100	0	0	0	0
Teaching certificate in early years/infant/junior education	1	100	*	#	*	#	1	100
PGCE Teaching Certificate	*	#	0	0	*	#	*	100
PostGraduate Diploma/ Certificate in Early Years/Education – level 4	*	#	*	#	0	0	0	0
Other Level 2	*	#	0	0	0	0	*	#
Early childhood studies degree	*	#	*	#	1	#	1	100
Honours Degree with QTS (qualified teachers status)	*	#	*	#	2	100	*	#
BEEd Degree	*	#	*	#	2	100	1	100
BA Degree – in Early childhood studies/Early Years Education/Early Childhood Philosophy/other childcare/early years related topic (excluding BEEd Degree) –Level 4	0	0	*	#	1	#	*	#
Certificate in Childcare and Education – Level 2	*	#	*	#	0	0	*	#
Other teaching certificate/certificate of education	*	#	*	#	1	#	1	100
International Diploma Early Childhood Teaching Course Montessori		0	0	*	#	0	0	0
Teaching Assistant – Level 3	0	0	0	0	1	#	*	#
NVQ in Early Years Care and Education – Level 3	0	0	0	0	*	#	5	700
NVQ in Early Years Care and Education – Level 2	0	0	0	0	*	#	2	300
Not currently studying	87	8,100	92	6,800	85	4,100	69	8,900
Don't know	1	100	2	100	1	100	11	1,500
Highest Qualification Level								
Any Level 1	*	#	0	0	0	0	0	0
Any Level 2	1	100	1	100	*	#	3	400
Any Level 3	1	100	1	100	3	100	7	900
Any Level 4	1	100	2	100	7	300	3	400
Any Level 5	4	400	1	100	0	0	0	0
At least Level 2	7	700	5	300	10	500	14	1,800
At least Level 3	6	600	4	300	10	500	11	1,400

Source: MORI

Base: All paid early years staff in primary schools with reception but no nursery classes (unweighted 3,101 weighted and grossed 34,260)

Note: Table percentages and figures may not add up to 100% or ± 100 of 34,260 as a result of grossing and rounding

Note: Highest qualification levels, no qualifications and don't know categories in the table may not add up to 100% due to the omission of 'others' which fell outside the listing of qualifications supplied at the interview

Note: * indicates responses represent less than 1% of the total and # indicates fewer than 100 providers in England

QUALIFICATIONS REQUIRED WHEN RECRUITING CO-ORDINATORS

6.17 Nine in ten (89%) early years/foundation stage co-ordinators had been required to have certain qualifications relevant to working with young people when they were recruited.

NVQ ASSESSORS

6.18 Only five per cent of early years/foundation stage co-ordinators were NVQ assessors.

Table 6.5: **Proportion of Early Years/Foundation Stage Co-ordinators who are/are not NVQ Assessors**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Yes – an NVQ assessor	5	500	5	50
No – not an NVQ assessor	93	8,600	94	1,000
Don't know	1	100	1	#

Source: MORI

Base: All Primary Schools with Reception but no Nursery classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ All Primary Schools with Reception but no Nursery Classes in the top 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 (± 50 of 1,039 for top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

7 Recruitment and Retention

- In total, around 6,900 paid early years staff were recruited in the last 12 months, giving an overall recruitment rate¹⁰ of 23%.
- The majority of settings had used the LEA bulletin (88%) and local press (78%) to recruit new staff.
- When recruiting, early years/foundation level co-ordinators look foremost for candidates with knowledge/experience of the early years curriculum (33%) and the appropriate qualifications (31%).
- Over one in ten settings (13%) had experienced a great deal or fair amount of difficulty in recruiting staff in the last 12 months. The most common problem was too few applicants.
- The average length of service amongst all paid staff at their current setting was six years.
- A quarter of settings (24%) had lost at least one paid member of staff in the previous 12 months, equal to 2,200 paid staff. Of those who left the organisation in the last 12 months, it was believed that three in five (61%) obtained other posts in the childcare or early years sector; one in ten (10%) went to jobs in other sectors and a quarter (24%) didn't take up any other employment.
- The turnover rate¹¹ for paid staff across the whole sector was 9% of which about 5% went to other early years and childcare settings and 4% left the sector altogether. The employment growth¹² rate was 14%.

10 This is calculated by dividing the total number recruited by the total number currently employed – plus those leaving their current employment minus those recruited. It should be noted therefore that this recruitment rate takes account of the 'churn within the sector' as well as the number of staff being recruited to the sector.

11 This is calculated by dividing the net change in staff by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted therefore that this growth rate also includes the 'churn within the sector' as well as staff being recruited to and leaving the sector.

12 This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted that this turnover rate therefore includes the 'churn within the sector' as well as staff leaving the sector.

INTRODUCTION

- 7.1** This final chapter of the report sets out the staffing issues for primary schools with reception but no nursery classes. This is split into two main sections:
- Recruitment: total staff recruited and by type, recruitment methods and difficulties
 - Retention issues: length of service, staff retention and turnover

RECRUITMENT

- 7.2** Information relating to this section is summarised in Tables 7.1 – 7.3.

LEVELS OF RECRUITMENT

Overview across all staff

- 7.3** In total, 6,900 paid early years staff were recruited last year, giving an overall recruitment rate¹³ of 23%. Settings in the North West were less likely to have recruited staff in the last 12 months, as were smaller settings (with under 25 children enrolled). Findings by type of staff, and showing differences by area and other sub-groups, are discussed in more detail below.

Early years/foundation stage co-ordinators

- 7.4** Seven per cent of early years/foundation stage co-ordinators had been recruited in the previous 12 months, circa 600 individuals.

Qualified early years teachers

- 7.5** In the last year, over a quarter (28%) of primary schools with reception but no nursery classes recruited at least one qualified early years teacher, with an average of under one new teacher per setting (0.34). Across all settings, an estimated 3,100 new teachers had been recruited in total.
- 7.6** There were differences by region, with a lower proportion of settings based in the North West recruiting any early years teachers (18%).
- 7.7** Larger settings, with over 50 children enrolled, were more likely to have recruited any early years teachers (40%).

Qualified nursery nurses

- 7.8** Only six per cent of primary schools with reception but no nursery classes had recruited at least one qualified nursery nurse in the previous 12 months, with an average of well under one nursery nurse being recruited per setting (0.06). Across all settings, an estimated 600 new nursery nurses were recruited in total.

¹³ This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted that this turnover rate therefore includes the 'churn within the sector' as well as staff leaving the sector.

7.9 Low density settings were the least likely to have recruited any nursery nurses, with just three per cent having done so in the last 12 months.

Other paid support staff

7.10 One in five settings (21%) had recruited at least one other paid support staff in the last year, with an average of under one per setting being recruited (0.28). A total of 2,600 other paid support staff were newly recruited.

7.11 Again, low density settings were the least likely to have recruited other paid staff, with just 16% having done so.

Table 7.1: **Proportion of Primary Schools with Nursery and Reception Classes Recruiting New Staff**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
All paid staff (including early years/foundation stage co-ordinators)				
Total number recruited		6,900		700
Recruitment rate		23		19
Early years/foundation stage co-ordinator				
Joining in the last 12 months	7	600	7	50
Qualified early years teachers²				
Any	28	2,600	27	300
None	70	6,500	71	750
Don't know	2	100	2	#
Average number recruited		0.34		0.33
Estimated number recruited		3,100		350
Qualified nursery nurses²				
Any	6	500	4	50
None	94	8,700	96	1,000
Don't know	*	#	0	0
Average number recruited		0.06		0.04
Estimated number recruited		600		50
Other paid support staff²				
Any	21	2,000	20	200
None	78	7,300	80	850
Don't know	*	#	0	0
Average number recruited		0.28		0.27
Estimated number recruited		2,600		300

Source: MORI

Base: All paid early years staff in primary schools with reception but no nursery classes (unweighted 3,101 weighted and grossed 34,260)

Base: ¹ All paid early years staff in primary schools with reception but no nursery classes in the top 20% most deprived wards (unweighted 432, weighted and grossed 3,978)

Base: ² All Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249), * 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 or 34,260 (±50 of 1,039 or 3,978 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers/staff in England (fewer than 50 providers for the top 20% most deprived wards)

RECRUITMENT METHODS

- 7.12** The majority of settings said that they used the LEA/Local Authority Bulletin and adverts in the local press to recruit staff (88% and 78% respectively). The former was used most commonly (95%) by settings in the North West, while settings in the North East were the most likely to use adverts in the local press (90%).
- 7.13** Other common methods used for recruitment included adverts in school or on site (51%), word of mouth (46%) and employing parents of children catered for (38%).
- 7.14** Although Job Centre/New Deal scheme was only used by 8% of settings across the whole of England, it was a popular form of recruitment in the North East, with 23% of settings using this method.

ATTRIBUTES REQUIRED OF NEWLY RECRUITED STAFF

- 7.15** A wide range of attributes were looked for by early years/foundation stage co-ordinators when recruiting new early years staff. However, knowledge/experience of the early years curriculum (33%) and appropriate qualifications (31%) were the mostly commonly mentioned. In addition, almost three in ten mentioned nice personality/would fit in with the team (29%), good with children (27%) and experience of working with children (26%).
- 7.16** A higher than average proportion of settings in high density areas said knowledge of the early years curriculum was important (40%), as did those in large organisations, with over 50 enrolments (43%). Appropriate qualifications were the top priority for settings in the North East (40%).

Table 7.2: **Recruitment Methods and Attributes Required of New Staff**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Recruitment methods				
LEA/Local Authority/ Council jobs bulletin	88	8,100	87	900
Adverts in local press	78	7,200	77	800
Adverts at school/on site	51	4,700	48	500
Word of mouth	46	4,200	52	550
Parents of children catered for	38	3,500	43	450
Ad hoc CVs/applications sent to you	35	3,200	36	400
Colleges	32	2,900	45	450
Times Educational Supplement	9	900	4	50
Job Centre/New Deal Scheme	8	800	11	100
Open days	6	600	8	100
National press	3	300	1	#
Recruitment fairs	3	200	4	50
Other	7	600	6	50
Don't know	2	200	4	50
None of these	1	100	1	#
Attributes required of new staff (aspects mentioned by over 10%)				
Knowledge/Experience of the Early Years Curriculum	33	3,100	29	300
Appropriate qualifications	31	2,800	32	350
Nice personality/would fit in with the team	29	2,700	23	250
Good with children/likes working with children	27	2,500	21	200
Experience of working with children	26	2,400	28	300
Positive attitude/committed	18	1,600	17	200
A good team player	12	1,100	11	100

Source: MORI

Base: All Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ All primary schools with reception but no nursery classes in the top 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Note: Table percentages and figures may not add up to 100% or ± 100 of 9,249 (± 50 of 1,039 for top 20% most deprived wards) as a result of grossing and rounding

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards)

RECRUITMENT DIFFICULTIES

- 7.17** Over one in ten (13%) primary schools with reception but no nursery classes had experienced a great deal or fair amount of difficulty in recruiting staff over the previous 12 months. However, around half had not tried to recruit over this period (51%).
- 7.18** Problems were most common in London and the South East, and in high density areas (26%, 20% and 21% respectively). Larger organisations, with over 50 enrolments, were also more likely to have had difficulties recruiting (23%).

7.19 Settings based in Yorkshire and Humberside were most likely to say they had not had very much or any difficulty recruiting (48% compared to the average of 36%).

7.20 Among those with recruitment difficulties, problems were most common when recruiting qualified early years teachers (70%). One in five (21%) had experienced difficulties in recruiting other paid support staff and one in ten in recruiting nursery nurses (10%).

7.21 The most common difficulties encountered were:

- Too few applicants (63%)
- Too few applicants with the right experience (19%)
- No qualified applicants (19%).

Table 7.3: **Recruitment Difficulties**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Extent of difficulties in last 12 months				
A great deal	6	500	8	100
A fair amount	7	600	9	100
Not very much	3	300	2	#
Not at all	33	3,100	28	300
Not applicable/have not tried to recruit	51	4,700	53	550
Don't know	*	#	0	0
Types of staff had difficulty recruiting²				
Early years teachers	70	800	56	100
Nursery nurses	10	100	7	#
Other early years support staff	21	300	25	50
Other	6	100	18	50
Difficulties encountered²				
Too few applicants	63	700	68	100
Too few applicants with the right experience	19	200	27	50
No qualified applicants	19	200	5	#
Cost of living in the area	3	#	0	0
Applicants were looking for full time place	3	#	7	#
Provider couldn't afford wages required by applicant	3	#	7	#
Competition from other childcare/early years providers	1	#	0	0
Competition for other types of work	1	#	0	0
People don't want to work in this area as it has a bad reputation	1	#	7	#
Other	19	226	20	50

Source: MORI

Base: Primary Schools with Reception but no Nursery Classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ Primary Schools with Reception but no Nursery Classes in the top 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Base: ² that experienced difficulties in recruiting staff (unweighted 110, weighted and grossed 1,180), in top 20% most deprived wards that experienced difficulties in recruiting staff (unweighted 21, weighted and grossed 180)

Note: Table percentages and figures may not add up to 100% or ±100 of 9,249/1,180 (±50 of 1,039/180 for top 20% most deprived wards) as a result of grossing and rounding.

Note: * indicates responses represent less than 1% of the total

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards.)

RETENTION ISSUES

Information relating to this section is summarised in Tables 7.4 – 7.5.

LENGTH OF SERVICE

- 7.22** The average length of service amongst *all* paid staff at their current setting was six years. Average length of service rose to seven years and six months in the North West.
- 7.23** The average length of employment amongst early years/foundation stage co-ordinators was seven years and nine months, with 77% having worked at their current setting between one and fourteen years. There was a difference by the density of the area that the setting was based in, with the average length of service in low density settings being six years and eight months compared to eight years and nine months in high density settings.
- 7.24** Among all paid early years staff (excluding early years/foundation stage co-ordinator), the average length of service at their current setting was five years and four months. Over half (57%) had worked there up to four years and one in five (22%) had worked five to nine years. Just 7% had worked at the same setting for fifteen or more years.

Table 7.4: **Length of Service**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Highest Qualification				
Length of service – all paid staff				
Less than 1 year	11	3,800	12	450
1–4 years	40	13,800	40	1600
5–9 years	23	7,800	20	800
10–14 years	15	5,100	16	650
15–19 years	5	1,900	6	250
20–29 years	3	1,100	5	200
30+ years	*	100	*	#
Don't know	2	500	1	50
Average length of service	6 years		6 years and 4 months	
Length of service – early years/foundation stage co-ordinators				
Less than 1 year	7	600	7	50
1–4 years	31	2,900	32	350
5–9 years	26	2,400	23	250
10–14 years	20	1,900	20	200
15–19 years	10	900	9	100
20–29 years	4	400	8	100
30+ years	*	#	*	#
Don't know	1	100	*	#
Average length of service	7 years and 9 months		8 years and 6 months	
Length of service – all paid staff (excluding early years/foundation stage co-ordinators)				
Less than 1 year	13	3,200	14	400
1–4 years	44	10,900	43	1250
5–9 years	22	5,400	19	550
10–14 years	13	3,200	15	450
15–19 years	4	900	4	150
20–29 years	3	700	4	100
30+ years	*	100	*	#
Don't know	2	400	1	#
Average length of service	5 years and 4 months		5 years and 8 months	

Source: MORI

Base: All paid early years staff in primary schools with reception but no nursery classes (unweighted 3,101 weighted and grossed 34,260)

Base1: All paid early years staff in primary schools with reception but no nursery classes in the top 20% most deprived wards (unweighted 432, weighted and grossed 3,978)

Note: Table percentages and figures may not add up to 100% or ±100 of 34,260 (±50 of 3,978 for top 20% most deprived wards) as a result of grossing and rounding

Note: * indicates responses less than 1% of the total

Note: # indicates fewer than 100 staff (fewer than 50 staff for the top 20% most deprived wards)

ANNUAL LOSSES

- 7.25** A quarter of settings (24%) had had at least one paid member of staff leave in the previous 12 months. An average of 0.29 paid staff had left per organisation, equating to 2,700 paid staff across all settings.
- 7.26** A higher than average proportion of settings in the top 20% deprived wards had lost staff in the previous 12 months (34%), as had those with over 50 children enrolled (31%).
- 7.27** Settings in the North West were most likely to have retained paid staff, (86% compared to 76% on average).

DESTINATION OF STAFF WHO LEFT

- 7.28** Of those paid staff who left the organisation in the last 12 months it was believed that:
- Three in five (61%) went to other jobs in childcare or early years sectors (around 1,600 individuals)
 - One in ten (10%) went to jobs in other sectors (around 300 individuals)
 - A quarter (24%) did not take up other employment (around 600 individuals).

STAFF TURNOVER

- 7.29** Looking at the total number of employees being recruited and the number leaving the sector enables us to express the turnover rate¹⁴ for the sector and the rate of employment growth¹⁵.
- 7.30** The turnover rate for paid staff across the whole sector was 9% of which about 5% went to other early years and childcare settings and 4% left the sector altogether. The overall rate increased to 12% in the top 20% most deprived wards.
- 7.31** Overall, employment growth was 14%, dropping to 7% in the top 20% most deprived wards.

14 This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted therefore that this turnover rate also includes the 'churn within the sector' as well as staff leaving the sector.

15 This is calculated by dividing the net change in staff by the total currently employed less the difference between those recruited and those leaving their current employment. It should be noted therefore that this growth rate also includes the 'churn within the sector' as well as staff being recruited or leaving the sector.

Table 7.5: **Numbers and Destination of Staff Losses**

	Total 2002/3		Top 20% most deprived wards ¹	
	%	No.	%	No.
Numbers of staff leaving in previous 12 months				
Any	24	2,200	34	350
None	76	7,100	66	700
1	19	1,800	26	300
2	4	400	7	100
3–4	1	100	2	#
5+	0	0	0	0
Average number of staff leaving per school	0.29		0.44	
Total number of staff leaving	2,700		450	
Destination of staff that have left in the last 12 months²				
Childcare or early years education sector	61	1,600	63	300
Outside childcare or early education sector	10	300	3	#
Didn't obtain another job	24	600	26	150
Don't know	5	100	8	50
Turnover³				
Turnover rates	9		12	
Employment growth	14		7	

Source: MORI

Base: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)

Base: ¹ All primary schools with reception but no nursery classes in the 20% most deprived wards (unweighted 120, weighted and grossed 1,039)

Base: ² All paid early years staff who have left employment in the last 12 months (unweighted 201, weighted and grossed 2,191), for top 20% deprived wards (unweighted 42, weighted and grossed 356)

Base: ³ All paid early years staff in primary schools with reception but no nursery classes (unweighted 3,101 weighted and grossed 34,260)

Note: Table percentages and figures may not add up to 100% or ±100 of 9,249 or 2,191 (±50 of 1,039 or 356 for top 20% most deprived wards) as a result of grossing and rounding.

Note: # indicates fewer than 100 providers in England (fewer than 50 providers for the top 20% most deprived wards.)

Appendix A: Technical Details

SAMPLE SOURCES

EARLY YEARS

The sample frame for the surveys of early years providers – nursery schools, primary schools with nursery and reception classes, and primary schools with reception classes – comprised of all relevant providers on the DfES Edubase of all education establishments in the UK. The database provided was current at 13 November 2002. Establishments that had taken part in other research for DfES recently were excluded from the sample frame.

Audiences were defined as follows:

- Nursery schools: all nursery schools;
- Primary schools with nursery and reception classes: primary schools coded as having nursery classes, and primary schools that were not flagged as having nursery classes on the database but where the lowest age of pupils was 3 years¹;
- Primary schools with reception classes: primary schools coded as having no nursery classes, and where the lowest age of pupil was 4 or 5.

CHILDCARE

The main sample frame for childcare audiences – childminders, full daycare providers, playgroups, out of school clubs and holiday clubs – comprised of all relevant providers on the Childcarelink database held by Opportunity Links. The database was current at 7 December 2002.

However, Childcarelink was not felt to contain details of all providers in all parts of the country. Therefore some individual Childcare Information Services (CISs) were contacted to obtain further leads. Additional contact details were obtained and included in the sample frame from: Essex, Dudley, Medway and Leeds.

Before drawing the sample, all childcare providers who had not given consent for their contact details to be made available for research were excluded from the sample frame.

It should be noted that the day nursery² (full daycare) audience was actually defined as including several types of providers on the Childcarelink database: full-day nurseries; combined nursery centres; extended day playgroups; early excellent centres and private nursery schools. This was to bring the audience definition in line with the National Daycare Standards category “full daycare” which will define the audience for future surveys.

1 Calls were made to several schools where this applied, and all were found to have nursery classes

2 Only 3 ‘others’ were captured in the new categories, less than 1% of the overall total number of interviews in full daycare

In the 2001 survey, this audience was only comprised of two categories: day nurseries and private nursery schools. However, findings from 2002/03 have been analysed focusing on just the two categories surveyed last year – day nurseries and private nursery schools – to allow comparison with findings from the 2001 survey.

For both childcare and early years audiences, the profile of the universe and populations (after certain records had been excluded) were checked, in terms of level of rurality, and levels of deprivation according to the Index of Multiple Deprivation (IMD), in order to maintain the representativeness of the population. They were found to be similar.

SAMPLING

Target sample sizes were 850 for all audiences except nursery schools. For nursery schools, a target of 200 interviews was set, reflecting that only 245 sample leads were available (all available leads were issued for fieldwork for this audience).

Sampling for early years audiences was conducted by MORI, whilst sampling for childcare audiences was carried out by Opportunity Links, with input from MORI.

For all audiences (except nursery schools), the sample was stratified by region in such a way as to equalise reliability of findings in each area. Samples for early years audiences were then ordered, within each region, by local authority area, and then by level of deprivation, level of rurality and number of children, before leads were selected at random.

Samples for childcare audiences were ordered, within each region, by childcare information service area, and then level of deprivation and level of rurality, before leads were selected at random.

For early years audiences, sufficient leads were drawn to allow for a response rate of 70% assuming that 100% of leads were eligible. For day nursery and playgroup audiences, sufficient leads were drawn to allow for an eligibility rate of 90% and a response rate of 80%. For childminders, and out of school clubs sufficient leads were drawn to allow for an eligibility rate of 80% and a response rate of 80%. For holiday schemes, sufficient leads were drawn to allow for an eligibility rate of 80% and a response rate of 60%.

In addition, some reserve sample was drawn in advance for contingency.

Some broad quotas were also set to monitor the profile of the achieved sample by level of deprivation, and level of rurality.

QUESTIONNAIRE DESIGN AND PILOTING

One core questionnaire was used for all audiences, except childminders who had a different questionnaire. In addition, the questionnaire was versioned somewhat between early years and childcare audiences.

In the main, the survey replicated the questionnaire from the 2001 survey to allow comparability of findings. However, it was up-dated, developed and fine-tuned by MORI in close consultation with colleagues at DfES.

A pilot was conducted in November 2002 to test the questionnaire wording and interview length, and the final questionnaires incorporated some minor changes to address issues emerging from the pilot.

FIELDWORK AND SURVEY ADMINISTRATION

Prior to fieldwork, all organisations in the samples were mailed an advance letter explaining about the survey and encouraging participation. In addition, for all audiences except childminders, a form was enclosed prompting respondents to collect information about staff qualifications and pay prior to the interview.

The survey interviews were conducted by telephone using CATI (computer assisted telephone interviewing) by MORI Telephone Surveys. Fieldwork for early years audiences was conducted during the period 9 December 2002 and 11 March 2003. Fieldwork for day nurseries, playgroups and out of school clubs was conducted during the period 14 February – 2 April 2003. Fieldwork among childminders was conducted from 7 February to 11 March and holiday schemes during the Easter holidays and the two weeks following, 14 April – 12 May 2003.

In order to maximise response rates, all organisations were called at least 12 times or until a definite outcome was achieved. In addition, respondents who refused to be interviewed, were contacted a second time by a MORI Telephone Surveys Supervisor.

ACHIEVED SAMPLES AND RESPONSE RATES

Details of the number of interviews achieved, response rates, and outcomes for all sample leads are provided in the table below.

Response rates and sample outcomes by audience

	Nursery schools classes	Primary with nursery and reception classes	Primary with reception but no nursery	Playgroups	Child-minders	Full daycare	Out of school clubs	Holiday clubs
	N	N	N	N	N	N	N	N
Telephone numbers issued	245	1,325	1,229	1,383	1,440	1,238	1,396	1,711
Successful interviews	200	850	850	850	850	850	850	850
Unadjusted response rate	82%	64%	69%	61%	59%	69%	61%	50%
Unsuccessful:								
Bad numbers	4	9	2	70	52	50	191	191
Ineligible	5	29	18	70	149	76	259	375
Not available in fieldwork	1	30	6	4	2	6	11	23
Adjusted response rate	85%	68%	71%	69%	69%	74%	75%	65%
Refused/ stopped part way	6	191	214	132	131	198	126	116
No interview achieved after 1-2 calls/region, deprivation or rurality quota reached/ not needed	29	216	139	257	255	108	150	347

Source: MORI

DATA ANALYSIS AND WEIGHTING

Data analysis and weighting were carried out by MORI Telephone Surveys.

Questions where there were 10% or more “other” responses were also back-coded by MTS.

Data among all audiences was weighted by region to adjust for the regionally stratified sample design and to ensure that findings were representative of providers across England as a whole. In addition, figures were grossed up to the current estimated national totals of providers across the country.

- For early year’s audiences, data are weighted and grossed using population and profile data from the DfES Edubase of all early years providers, current at 7 December 2002. However, adjustments were also made to the target population and profiles on a regional basis in light of findings from the survey on level of ineligibility within the sample. The proportion of leads found to be ineligible were: 4.0% among nursery schools; 5.1% among primary schools with nursery classes; 2.1% among primary schools with nursery and reception classes.
- For childcare audiences: day nurseries, playgroups and childminders data are weighted and grossed using population and profile data from Ofsted records as at January – March 2003. Some caution should be exercised when comparing 2003 to 2001 findings as different sources of data were used to inform the weighting and grossing of data each year.
- For out of school clubs and holiday schemes, data are weighted according to population and profile data from the ChildcareLink database³ as at 7 December 2002. For out of school clubs and holiday schemes, as with early years audiences, adjustments were made to the target population and profiles on a regional basis in light of findings from the survey on level of ineligibility within the sample (as data weighted back to ChildcareLink database rather than Ofsted). The proportion of leads found to be ineligible were: 18.6% among out of school clubs and 21.9% among holiday schemes.
- It should be noted that 2002/03 data for out of school clubs are representative of those held on the Opportunity Links database but that care should be taken when comparing with findings in 2001⁴ as different sources of data were used to inform the weighting and grossing of data. The Opportunity Links database in 2002/03 is likely to be a less accurate source. Like the other childcare audiences, out of school clubs were weighted by region and also by whether single (out of school only) or dual provider to ensure aggregate data is representative and reflects the true profile of out of school clubs according to the ChildcareLink database as at 7 December 2002. Those out of school clubs with no paid staff were also excluded from interview.
- For holiday schemes there is no comparison to be made with 2001, as the data was neither weighted nor grossed in that year. It should be noted that 2002/03 data for holiday schemes are representative of those held on the Opportunity Links database but that this is likely to be a less accurate source than Ofsted. Like the other childcare audiences, holiday schemes were weighted by region and also by whether single

3 This was because Ofsted records for out of school and holiday provision is combined and does not distinguish at a regional level between the two

4 Out of school clubs weighted and grossed to Children’s Day Care Facilities Survey March 2001

(holiday club only) or dual provider and by whether multi-provider to ensure aggregate data is representative and reflects the true profile of out of school clubs according to the ChildcareLink database as at 7 December 2002. Those holiday clubs with no paid staff or multi-provider duplicates were also excluded from interview.

The weighting process had an impact on the effective sample sizes of the eight audiences. The actual and effective sample sizes are provided in the table below.

Actual and Effective Sample Sizes

	Actual sample	Effective sample
	N	N
Nursery schools	200	199
Primary schools with nursery and reception classes	850	733
Primary schools with reception classes	850	726
Playgroups	850	745
Full daycare	850	777
Childminders	850	762
Out of school clubs	850	769
Holiday schemes	850	667

Source: MORI

Appendix B:

Summary of Key Data by Region and by Type of Area

	East Midlands		East of England		London		Yorks & Humberside		North East		North West		South East		South West		West Midlands	
	Total	Midlands	England	London	Humberside	East	West	East	West	East	West	East	West	East	West	East	West	
Number of Places																		
Number of providers	9,249	1,017	1,181	329	820	313	1,336	1,845	1,537	870								
Number of places	321,700	32,100	42,700	16,850	25,100	9,750	43,200	74,300	46,850	30,100								
Number of enrolments	276,500	27,750	35,700	15,800	21,800	7,700	36,000	63,500	42,450	25,900								
Staff headcount																		
Early years/foundation staff coordinators	9,200	1,000	1,200	350	800	300	1,350	1,850	1,550	850								
Qualified early years teachers	7,400	850	900	350	600	200	950	1,750	1,150	650								
Nursery nurses	4,800	500	500	250	450	250	1,250	400	600	600								
Other paid early years staff	12,900	1,300	1,750	500	900	150	1,000	3,850	2,350	1,050								
Student volunteers	4,900	500	700	150	350	150	900	850	800	550								
Other volunteers	18,600	2,250	1,950	800	1,650	350	2,450	4,900	2,850	1,500								
Total workforce(1)	57,800	6,400	6,950	2,400	4,800	1,450	7,850	13,550	9,300	5,150								
Total paid workforce(2)	34,300	3,700	4,300	1,400	2,800	950	4,500	7,800	5,700	3,150								
Agency staff (% of providers using these)	59	52	54	67	66	52	57	58	68	58								
Staff characteristics																		
% male	2	3	1	2	1	1	1	2	3	1								
% from an ethnic minority background	2	1	2	12	*	2	1	1	2	2								
% with a disability	*	0	*	1	1	*	0	*	1	0								
% Age up to 24 years	6	7	4	8	7	9	6	5	7	6								
% 25 – 39 years	35	38	28	35	37	32	39	35	35	38								
% 40 – 49 years	36	34	40	40	32	39	31	40	33	35								
% 50+ years	21	18	23	17	22	18	22	20	24	21								
All paid staff (average hours worked per week)	28	27	28	31	29	31	29	27	28	29								
All staff paid annually (average annual pay – £'s)	20,500	21,150	20,250	20,800	20,800	21,350	21,750	18,900	20,350	21,900								
All staff paid hourly (average hourly pay – £'s)	6.00	5.50	6.00	6.90	6.10	5.80	6.40	6.00	5.80	6.30								

	Total	East Midlands	East of England	London	Yorks & Humberside	North East	North West	South East	South West	West Midlands
Length of service (in years)										
Early years/foundation stage co-ordinators	8	8	7	7	8	9	9	7	8	8
All paid staff (excluding early years/foundation stage co-ordinators)	5	5	5	5	5	5	7	5	5	5
All paid staff	6	6	5	6	6	7	7	5	6	6
Employment change										
Overall employee turnover rate(3)	9	10	13	10	9	11	5	10	8	7
Recruitment rate (4)	23	26	31	26	27	22	17	25	19	16
Employment growth(5)	14	15	19	16	18	11	12	16	10	10
Recruitment difficulty in last year	13	10	14	26	9	12	4	20	12	11
Qualifications & Training										
% of early years/foundation stage co-ordinators that are qualified to level 3 or above	95	93	96	95	93	95	96	96	97	95
% of teachers qualified to level 3 or above	93	94	91	88	96	87	96	93	93	95
% of early years/foundation stage co-ordinators who are working towards a qualification	11	6	13	14	7	6	10	13	14	12
% of teachers who are working towards a qualification	6	4	5	9	14	4	10	1	4	11
% of nursery nurses who are working towards a qualification	13	19	3	7	18	15	12	14	20	11
% of paid early years support staff who are working towards a qualification	20	21	14	18	17	16	19	15	32	19
% of providers with training budgets	88	93	89	88	89	89	83	90	84	88
Average amount spent on training p.a.	2,720	2,030	2,990	6,420	2,980	2,240	2,610	2,690	2,430	2,240

Source: MORI

Notes:

- 1 Total workforce – total number of early years/foundation stage co-ordinators, qualified early years teachers, nursery nurses, other paid early years staff, trainees/students and volunteers.
- 2 Total paid workforce – total number of early years/foundation stage co-ordinators, qualified early years teachers, nursery nurses, and other paid early years staff.
- 3 Overall employee turnover rate – This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment.
- 4 Recruitment rate– This is calculated by dividing the total number recruited by total currently employed less the difference between those recruited and those leaving their current employment.
- 5 Employment growth – This is calculated by dividing the net change in staff by the total currently employed less the difference between those recruited and those

	Total	Low	Medium	High	Top 20% deprived
Number of Places					
Number of providers	9,249	3256	3266	2695	1039
Number of places	321,700	60,150	123,850	136,350	40,650
Number of enrolments	276,500	49,350	107,600	118,600	34,700
Staff headcount					
Early years/foundation staff coordinators	9,200	3,250	3,250	2,700	1,000
Qualified early years teachers	7,400	1,600	2,850	2,900	850
Nursery nurses	4,800	900	1,700	2,150	900
Other paid early years staff	12,900	4,000	4,900	3,900	1,200
Student volunteers	4,900	900	1,800	2,250	750
Other volunteers	18,600	5,650	7,000	5,900	1,600
Total workforce(1)	57,800	16,250	21,500	19,800	6,350
Total paid workforce(2)	34,300	9,700	12,750	11,650	4,000
Agency staff (% of providers using these)	59	57	60	61	54
Staff characteristics					
% male	2	3	1	1	*
% from an ethnic minority background	2	1	*	4	4
% with a disability	*	*	*	*	1
% Age up to 24 years	6	4	6	8	9
% 25–39 years	35	34	36	36	39
% 40–49 years	36	36	36	35	31
% 50+ years	21	24	21	19	20
All paid staff (average hours worked per week)	28	27	28	30	29
All staff paid annually (average annual pay)	20,500	22,000	20,000	19,800	19,900

Length of service (in years)

	Total	Low	Medium	High	Top 20% deprived
Early years/foundation stage co-ordinators	8	7	8	9	8
All paid staff (excluding early years/foundation stage co-ordinators)	5	5	5	5	6
All paid staff	6	6	6	6	6

Employment change

Overall employee turnover rate(3)	9	9	9	9	12
Recruitment rate (4)	23	25	23	22	19
Employment growth(5)	14	15	14	13	7
Recruitment difficulty in last year	13	8	10	21	17

Qualifications & Training

% of early years/foundation stage co-ordinators that are qualified to Level 3 or above	92	92	93	92	92
% of teachers qualified to Level 3 or above	93	94	91	96	92
% of early years/foundation stage co-ordinators who are working towards a qualification	11	11	15	7	10
% of teachers who are working towards a qualification	6	5	5	8	10
% of nursery nurses who are working towards a qualification	13	12	12	15	13
% of other paid early years staff who are working towards a qualification	20	26	17	16	18
% of providers with training budgets	88	84	91	88	90
Average amount spent on training p.a.	2,700	1,700	3,190	3,650	3,150

Source: MORI

- 1 Total workforce – total number of early years/foundation stage co-ordinators, qualified early years teachers, nursery nurses, other paid early years staff, trainees/students and volunteers.
- 2 Total paid workforce – total number of early years/foundation stage co-ordinators, qualified early years teachers, nursery nurses, and other paid early years staff.
- 3 Overall employee turnover rate – This is calculated by dividing the total number leaving their employment by the total currently employed less the difference between those recruited and those leaving their current employment.
- 4 Recruitment rate– This is calculated by dividing the total number recruited by total currently employed less the difference between those recruited and those leaving their current employment.
- 5 Employment growth – This is calculated by dividing the net change in staff by the total currently employed less the difference between those recruited and those leaving their current employment.

Appendix C: Statistical Reliability

SAMPLING TOLERANCE

Respondents represent only samples of total populations, so we cannot be certain that the figures obtained are exactly those we would have if everybody had taken part ("true values").

However, we can predict the variation between the sample results and the true values from knowledge of the size of the samples on which results are based and the number of times a particular answer is given. The confidence with which we make this prediction is usually chosen to be 95% – that is, the chances are 95 in 100 that the true value will fall within a specified range.

The table below illustrates the predicted ranges for different sample sizes and percentage results at the "95% confidence interval".

Size of sample on which survey result is based

*Approximate sampling tolerances applicable to percentages
at or near these levels*

Effective sample size

	10% or 90%	30% or 70%	50%
	±	±	±
50	8	13	14
100	6	9	10
200	4	6	7
400	3	5	5
800	2	3	4

For example, with a sample size of 200 where 30% give a particular answer, the chances are 19 in 20 that the true value – which would have been obtained if the whole population had been interviewed – will fall within the range of ± 6 percentage points from the sample result i.e., between 24% and 36%.

COMPARING SUB-GROUPS

When results are compared between separate groups within a sample, the difference may be “real” or it may occur by chance (because not everyone in the population has been interviewed). To test if the difference is a real one, that is, if it is “statistically significant”, we again have to know the size of the samples, the percentage of respondents giving a certain answer and the degree of confidence chosen.

If we assume a “95% confidence interval”, the differences between the results of two groups must be greater than the values given in the table below:

Size of sample on which survey result is based

*Approximate sampling tolerances applicable to percentages
at or near these levels*

Effective sample size	10% or 90%	30% or 70%	50%
	±	±	±
50 and 50	12	18	20
100 and 100	8	13	14
300 and 300	5	7	8
600 and 600	3	5	6

Appendix D: Questionnaire

CHILDCARE AND EARLY EDUCATION WORKFORCE SURVEY 2002 FINAL EARLY EDUCATION QUESTIONNAIRE

Good morning/afternoon/evening. I'm from MORI, the Market Research company. Please could I speak to the FOR NURSERY SCHOOL READ OUT: **Head Teacher at your provision?** FOR PRIMARY SCHOOLS READ OUT: **Head of Early Years Education or Early Years Co-ordinator at your provision?**

INTERVIEWER NOTE: FOR PRIMARY SCHOOLS WE CAN ACCEPT INTERVIEWS WITH THE HEAD TEACHER AS LONG AS THEY CAN PROVIDE FULL INFORMATION ON EARLY YEARS STAFF QUALIFICATIONS AND PAY.

BY THE 8TH CALL BACK AND IN ORDER TO SECURE THE INTERVIEW WE CAN NOW OFFER THE HEAD TEACHER/HEAD OF EARLY YEARS TO NOMINATE ANOTHER MANAGER OR SUPERVISOR TO RESPOND TO THE INTERVIEW.

We recently wrote to you explaining that we are carrying out a survey amongst childcare and early education providers on behalf of the DfES. The survey examines some the key characteristics of the sector and is an important resource for both national and local policy making. It also helps the DfES to monitor government targets in relation to qualifications and workforce growth and diversity.

Is now a convenient time?

Yes, continue	1
No, make appointment	2

DO NOT READ OUT

QA **INTERVIEWER CODE Is interview with: Head Teacher, Head Of Early Years Education/Early Years Co-Ordinator or Other – eg Early Years Teacher/Nursery Nurse**

Head Teacher	1	
Head of Early Years/Early Years Co-ordinator	2	
Other Early Years Teacher	3	ACCEPT AFTER 8TH CALL. ON CALLS 1-7 ASK TO SPEAK TO HEAD PERSON
Other Nursery Nurse	4	
Other (please write in)	5	<u>CLOSE</u>

INTRODUCTION/ESTABLISHING IDENTITY OF PROVIDER

Q1. **Can I just check that you have received the letter and form from us asking you to prepare some information on staff qualifications prior to this interview?**

Yes, and have completed it	1	
Yes, but have not yet completed it	2	GIVE OPTION TO CALL BACK WHEN READY AND/OR TO FAX NEW COPY OF FORM
No	3	

ASK ALL CHILDCARE PROVIDERS: (DERIVE FROM SAMPLE) NOT TO BE ASKED OF EARLY YEARS

Q2. **Can I just check that you offer one of the following types of childcare?**
READ OUT.

A	Day Nursery	1	
B	Play Group/Pre-school	2	
C	Private Nursery School	3	
D	Early Excellence Centre	4	
E	Extended day playgroup	5	
F	Combined nursery centre	6	
G	Out of school club	7	
H	Holiday club	8	IF ONLY CODED HOLIDAY CLUB CLOSE
	Other (write in)	9	

READ OUT TO ALL WHO CODE HOLIDAY AND OUT OF SCHOOL PROVISION: **For the rest of the interview I would like to talk to about your out-of-school provision (ie not holiday provision).**

ASK ALL CHILDCARE PROVIDERS: (DERIVE FROM SAMPLE)

Q3. **And can I just check whether you offer full daycare, sessional care or out of school care?** MULTICODE OK

PROMPT **Full daycare is where day care is provided for a continuous period of four hours or more in any day.**

PROMPT **Sessional care is where a session is less than a continuous period of four hours in any day, with a break between sessions with no children in the care of the provider.**

PROMPT **Out of school care can be before or after school or during the school holidays e.g. holiday play schemes and after school clubs.**

Full daycare	1
Sessional care	2
Out of school care	3
Other (WRITE IN AND CODE 4)	4
Don't know	5

ASK ALL EARLY EDUCATION SETTINGS (NURSERY AND PRIMARY SCHOOLS)

Q4. **Can I just check, are you a** (INSERT SAMPLE TYPE). IF NO, PROBE TO FIND OUT TYPE. SINGLE CODE ONLY

Nursery school	1	
Primary school which has nursery classes that are funded as part of the main school and reception classes	2	
Primary school with reception classes but no nursery class that are funded within the main school budget	3	
Other	4	CLOSE

FOR PRIMARY SCHOOLS WITH NURSERY AND RECEPTION CLASSES (CODE 2 AT Q4) AND PRIMARY SCHOOLS WITH RECEPTION BUT NO NURSERY CLASSES (CODE 3 AT Q4) READ OUT:

For this interview, please focus on education provision for early years only (i.e. nursery/reception provision).

SERVICE PROVISION

ASK ALL

Q5.a **How many registered full-time places do you have for children** FOR NURSERY SCHOOLS: READ OUT: **aged 3 to 4 years?** FOR PRIMARY SCHOOLS WITH NURSERY AND RECEPTION CLASSES: READ OUT: **in nursery and reception classes (i.e. aged 3 to 5 years)?** FOR PRIMARY SCHOOLS WITH NURSERY BUT NO RECEPTION CLASSES READ OUT: **in reception classes (i.e. aged 4 to 5 years)? (Please answer in total number of full-time places, for example 2 half days would count as one full-time place) PROMPT How many children registered under the Childcare Act with OFSTED can you take at any one time in early years places?**

ASK ONLY OUT OF SCHOOL AND HOLIDAY CLUBS. OTHERS GO TO Q6c

Q5.b **And how many FULL-TIME places do you have for children aged 8 and over?**

WRITE IN NUMBER

a) .

b) .

ASK ALL

Q6.a **Approximately how many children** FOR NURSERY SCHOOLS: READ OUT: **aged 3 to 4 years?** FOR PRIMARY SCHOOLS WITH NURSERY AND RECEPTION CLASSES: READ OUT: **in nursery and reception classes (i.e. aged 3 to 5 years)?** FOR PRIMARY SCHOOLS WITH NURSERY BUT NO RECEPTION CLASSES READ OUT: **in reception classes (i.e. aged 4 to 5 years)? do you have enrolled at the moment in early years places? PROMPT How many are on the books?**

WRITE IN NUMBER

ASK ALL CHILDCARE PROVIDERS

Q6.b **Approximately how many children aged 8 and over do you have enrolled at the moment in early years places? PROMPT How many are on the books?**

WRITE IN NUMBER

CURRENT STAFFING

In this section we ask about four different groups of staff.

These are, firstly, the FOR NURSERY SCHOOLS READ OUT: **[Head Teacher]**.
 FOR PRIMARY SCHOOL: READ OUT **[Head of Early Years Education/Early Years Co-ordinator]**; Secondly other qualified early years teachers; thirdly other nursery nurses qualified to supervise a group of children on their own); and fourthly other early years support staff (e.g. classroom assistants/support staff who are not qualified to supervise a group of children on their own).

FOR PRIMARY SCHOOLS: WHERE THE HEAD TEACHER IS THE RESPONDENT (CODE 1 AT QA) READ OUT: **(Note that unless you work as a member of early years staff, you, as the head teacher, are unlikely to be included in any of those groups of staff.)**

Q7 **PLEASE CLARIFY WITH THE RESPONDENT WHICH CATEGORY THEY SHOULD BE COUNTED AS FOR THE REST OF THE SURVEY AND CODE BELOW**

Head Teacher	1
Other qualified teacher	2
Nursery nurse (qualified to supervise a group of children on their own)	3
Other Early years support staff	4
Other	5
None	6

ASK ALL

Q7.ai **Could you tell me how many paid qualified Early Years Teachers were employed to run all the early years sessions last week?**

FOR NURSERY SCHOOLS INSERT: **This should include all early year teachers qualified to supervise a group of children on their own except you/ the head teacher.**

FOR PRIMARY SCHOOLS INSERT: **This should include all early year teachers except you/the early years co-ordinator/head of early years.**

ENTER NUMBER

Q7.ii **Could you tell me how many paid Early Years Nursery Nurses (qualified to supervise a group of children on their own) were employed to run all the early years sessions last week? (INCLUDE RESPONDENT ONLY IF THEY ARE A NURSERY NURSE)**

ENTER NUMBER

Q7.b **And could you tell me how many other paid early years support staff (not qualified to supervise a group of children on their own) were employed to run all the early years sessions last week?**

ENTER NUMBER

Q7.c **Can I just confirm that the total number of paid staff (including you/the head teacher/Head of Early Years) employed last week:** (CHECK Q7ai + Q7aii + Q7b = Q7c)

ENTER TOTAL

Q7.d (i) **And how many unpaid students on placement helped to run all the early years sessions last week?** IF UNSURE PROBE FOR BEST ESTIMATE

(ii) **And could you tell me how many other unpaid volunteers such as helpers helped to run all the early years sessions last week?**

IF UNSURE PROBE FOR BEST ESTIMATE

(i) ENTER NUMBER

(ii) ENTER NUMBER

INTERVIEWER READ OUT: **The rest of the interview is about paid staff**

Q8. **Now I'd like to ask how many hours per week each member of paid staff works. First you/the** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher]** FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-ordinator]?** IF UNSURE PROBE FOR BEST ESTIMATE

ENTER TOTAL

ASK IF ANY AT Q7ai

Q8.ai **And how many hours do each of the qualified early years teachers work?**

IF UNSURE PROBE FOR BEST ESTIMATE. IF STILL UNSURE CODE AS DON'T KNOW.

Staff number	Number of hours worked	Don't Know
1	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>

ENTER NUMBER

CATI BRING UP FOR THE NUMBER OF STAFF AT Q7ai

ASK IF ANY AT Q7aii

Q8.a.ii **And how many hours per week do each of the nursery nurses (qualified to supervise a group of children on their own) work?**

IF UNSURE PROBE FOR BEST ESTIMATE. IF STILL UNSURE CODE AS DON'T KNOW.

Staff number	Number of hours worked		Don't Know
1	<input type="text"/>		<input type="text"/>
2	<input type="text"/>		<input type="text"/>
3	<input type="text"/>	ENTER NUMBER	<input type="text"/>
4	<input type="text"/>		<input type="text"/>
5	<input type="text"/>		<input type="text"/>
6	<input type="text"/>		<input type="text"/>

CATI BRING UP FOR THE NUMBER OF STAFF AT Q7aii

ASK ALL WITH ANY AT Q7b

Q8.b **And how many hours per week do each of the other paid early years support staff (those not qualified to supervise a group of children on their own) work? (This excludes unpaid volunteers.)**

IF UNSURE PROBE FOR BEST ESTIMATE. IF STILL UNSURE CODE AS DON'T KNOW.

Staff number	Number of hours worked		Don't Know
1	<input type="text"/>		<input type="text"/>
2	<input type="text"/>		<input type="text"/>
3	<input type="text"/>	ENTER NUMBER	<input type="text"/>
4	<input type="text"/>		<input type="text"/>
5	<input type="text"/>		<input type="text"/>
6	<input type="text"/>		<input type="text"/>

CATI BRING UP FOR THE NUMBER OF STAFF AT Q7b

Now thinking about all paid early years staff, including qualified teachers, qualified nursery nurses, other paid early years staff and the FOR NURSERY SCHOOLS READ OUT [Head Teacher] FOR BOTH PRIMARY SCHOOLS READ OUT [Head of Early Years/Early Years Co-ordinator].

ASK ALL

Q9.a **How many paid early years staff do any other paid work in addition to working for [XYZ provider]?** SINGLE CODE ONLY

	<input style="width: 100%;" type="text"/>	ENTER NUMBER
None	1	
Don't know	2	

CHECK. ENSURE ANSWER AT Q9a DOES NOT EXCEED TOTAL AT Q7c

ASK IF ONE OR MORE AT Q9a.

Q9.b **Of these how many do other paid work in the education or childcare sector?** SINGLE CODE ONLY

	<input style="width: 100%;" type="text"/>	ENTER NUMBER
None	1	
Don't know	2	

CHECK. Q9b DOES NOT EXCEED TOTAL AT Q9a

ASK ALL

Q10. **In the last twelve months have you used any agency, freelance or supply early years staff (qualified or unqualified)?** SINGLE CODE ONLY

	Yes	1
	No	2
	Can't remember	3

ASK ALL

Q11.a **How many paid early years staff (including yourself), are male?**
INCLUDE HEAD TEACHER/HEAD OF EARLY YEARS (BUT EXCLUDE HEAD TEACHERS OF PRIMARY SCHOOLS WHERE THEY ARE NOT THE HEAD OF EARLY YEARS)

	<input style="width: 100%;" type="text"/>	ENTER NUMBER
--	-------------------------------------------	--------------

CHECK Q11a NOT GREATER THAN Q7c

Q11.b **For each member of your paid early years staff could you tell me how old they are?** FOR NURSERY SCHOOLS READ OUT: **Firstly, the Head Teacher**
 FOR BOTH PRIMARY SCHOOLS READ OUT: **Firstly the Head of Early Years/Early Years Co-ordinator?**

CODE INTO AGE BANDS. IF RESPONDENT IS UNSURE PROMPT WITH BANDS AND PROBE FOR BEST ESTIMATE.

Staff number	16-19 years	20-24 years	25-29 years	30-39 years	40-49 years	50 years and over	Don't know
1 (Head Teacher/ Head of early years)	1	2	4	5	6	7	8
2	1	2	4	5	6	7	8
3	1	2	4	5	6	7	8
4	1	2	4	5	6	7	8
5	1	2	4	5	6	7	8
6	1	2	4	5	6	7	8

CATI BRING UP TOTAL STAFF AT Q7c

Q11.c **How many paid early years staff would describe themselves as members of an ethnic minority group?** INCLUDE HEAD TEACHER/HEAD OF EARLY YEARS (BUT EXCLUDE HEAD TEACHER OF PRIMARY SCHOOLS IF THEY ARE NOT HEAD OF EARLY YEARS)

ENTER NUMBER

CHECK Q11c NOT GREATER THAN Q7c

Q11.d **And as far as you are aware, how many paid early years staff, (including FOR NURSERY SCHOOLS READ OUT: [Head Teacher] FOR PRIMARY SCHOOLS READ OUT: [The Head of Early Years/Early Years Co-ordinator]), if any, have a disability which could be described as their having "a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities"?**

ENTER NUMBER

CHECK Q11d NOT GREATER THAN Q7c

Q12. **Now please tell me how many years each member of paid early years staff has been employed here.**

FOR NURSERY SCHOOLS READ OUT: **Firstly, the Head Teacher**

FOR BOTH PRIMARY SCHOOLS READ OUT: **Firstly the Head of Early Years/Early Years Co-ordinator?**

Staff number	Number of years	Less than one year	Don't Know know
1 (head teacher teacher/ head of early years)	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/> ENTER NUMBER	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>

CATI TO BRING UP THE NUMBER OF STAFF SHOWING AT Q7c

Now I'd like to ask you about staff pay. (Can I remind you that your answers are confidential.) If they work part time please tell us the full-time equivalent of their pay.

Q13.a **First, please tell me how much are**

FOR NURSERY SCHOOLS READ OUT: **the Head Teacher**

FOR BOTH PRIMARY SCHOOLS READ OUT: **the Head of Early Years/Early Years Co-ordinator....**

Paid per annum? RECORD TO THE NEAREST POUND

Amount paid	Don't know	Refused
£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>

ASK THOSE WITH ONE OR MORE EARLY YEARS TEACHERS AT Q7ai

Q13b **And please tell me, how much are each of your qualified early years teachers paid per annum (for part-time staff please tell us the full-time equivalent level of pay)?** RECORD TO THE NEAREST POUND

Staff number	Amount paid	Don't know	Refused
1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
2		<input type="text"/>	<input type="text"/>
3		<input type="text"/>	<input type="text"/>
4		<input type="text"/>	<input type="text"/>
5		<input type="text"/>	<input type="text"/>

CATI TO BRING UP THE NUMBER OF STAFF SHOWING AT Q7ai

ASK THOSE WITH ONE OR MORE NURSERY NURSERY NURSES AT Q7aⁱⁱ

Q13c **Please tell me how much each of your nursery nurses (who are qualified to supervise a group of children on their own) are paid per annum (for part-time staff please tell us the full-time equivalent level of pay)?**

Staff number	Amount paid	Don't know	Refused
1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
2		<input type="text"/>	<input type="text"/>
3		<input type="text"/>	<input type="text"/>
4		<input type="text"/>	<input type="text"/>
5		<input type="text"/>	<input type="text"/>

NB IF RESPONDENT WANTS TO REPORT 'HOURLY' PAY, ENCOURAGE THEM TO REPORT ANNUAL PAY. HOWEVER IF THEY CAN REALLY ONLY RESPOND IN TERMS OF HOURLY PAY, PLEASE CODE THE ANSWER BELOW AS A LAST RESORT.

1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
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CATI TO BRING UP THE NUMBER OF STAFF SHOWING AT Q7aⁱⁱ

ASK ALL THOSE WITH ONE OR MORE OTHER EARLY YEARS STAFF AT Q7b

Q13.d **And how much are each of your other early years support staff (who are not qualified to supervise a group of children on their own) paid per annum (for part-time staff please tell us the full-time equivalent level of pay)?**

Staff number	Amount paid	Don't know	Refused
1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
2		<input type="text"/>	<input type="text"/>
3		<input type="text"/>	<input type="text"/>
4		<input type="text"/>	<input type="text"/>
5		<input type="text"/>	<input type="text"/>

NB IF RESPONDENT WANTS TO REPORT 'HOURLY' PAY, ENCOURAGE THEM TO REPORT ANNUAL PAY. HOWEVER IF THEY CAN REALLY ONLY RESPOND IN TERMS OF HOURLY PAY, PLEASE CODE THE ANSWER BELOW AS A LAST RESORT.

1	£ <input type="text"/> . <input type="text"/> <input type="text"/> ENTER AMOUNT	<input type="text"/>	<input type="text"/>
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CATI TO BRING UP THE NUMBER OF STAFF SHOWING AT Q7b

QUALIFICATIONS AND TRAINING

ASK ALL

Moving on to staff qualifications. Please answer these questions about qualifications which are relevant to working with children or young people. (Please refer to the form we sent to you to complete prior to this interview.)

ASK ALL

Q14.a **Firstly, can you tell me what is the highest qualification, relevant to working with children or young people, that you/the** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher]**. FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-ordinator]** **hold(s)?** SINGLE CODE ONLY

Q14.b **And what (if any) is the highest qualification, relevant to working with children or young people, you are/** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher]** FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-ordinator]** **is currently working towards?** SINGLE CODE ONLY

	Q14a	Q14b
Diploma in pre-school practice – level 3	1	1
Diploma in pre-school practice – level 2	2	2
NVQ in Early Years Care and Education – level 4	3	3
NVQ in Early Years Care and Education – level 3	4	4
NVQ in Early Years Care and Education – level 2	5	5
Diploma in Childcare and Education (CCE) – level 3	6	6
Diploma in Childcare and Education (CCE) – level 2	7	7
Certificate in Childcare and Education (CCE) – level 3	8	8
Certificate in Childcare and Education (CCE) – level 2	9	9
Honours Degree with QTS (qualified teacher status)	10	10
PGCE Teaching Certificate	11	11
BEd Degree	12	12
Pre-School Learning Support 1	13	13
NNEB Dipolma in Nursery Nursing	14	14
BTEC National in Nursery Nursing	15	15
HNCN	16	16
Classroom assistant Stage 1	17	17
Classroom assistant Stage 2	18	18
Early childhood studies degree	19	19
No relevant qualification	20	20

	Q14a	Q14b
International Diploma Early Childhood Teaching Course London Montessori Centre	21	21
Diploma in Steiner Waldorf Schools Fellowship – level 3	22	22
Teaching Certificate in early years/infant/junior education	23	23
Other teaching certificate/certificate of education	24	24
Certificate in pre-school practice – level 2	25	25
Advanced Diploma/Certificate in Childcare and education (CACHE) – level 4	26	26
Diploma/Advanced certificate in childcare and education – level 3	27	27
Certificate in childcare education – level 2	28	28
Certificate in childcare education – level 3	29	29
Diploma in Early Years Education – Level 4	30	30
Diploma/advanced diploma in early years education – level 3	31	31
Certificate in Early Years Education	32	32
Diploma/Advanced Diploma in Education (including Montessori) – level 4	33	33
Diploma in Education (including Montessori) – level 3	34	34
Certificate in Education (including Montessori) – level 2	35	35
Nursery Nursing Qualification (eg certificate/diploma/advanced diploma/BTEC National) – level 3	36	36
Certificate in special needs	37	37
Teaching Certificate (eg general/early years/infant/junior education) – level 4	38	38
Teaching diploma	39	39
Diploma in Curriculum Studies – level 4	40	40
Teaching assistant – City and Guilds – level 3	41	41
Teaching assistant – City and Guilds – level 2	42	42
Post Graduate Diploma/Certificate in Early Years/Education/related subjects – level 4	43	43
BA Degree – in Early Childhood Studies/Early Years Education/Early Childcare Philosophy/other Childcare/early years related topic (excluding BEd Degree) – level 4	44	44
MA Degree – in Education/Childcare/Early Years/Early Childhood Studies/Special Needs/Other Childcare/Early Years related topic – level 5	45	45
Overseas qualifications	46	46
Other – Level 2 (PLEASE SPECIFY)	47	47

	Q14a	Q14b
Other – Level 3 (PLEASE SPECIFY)	48	48
Other – Level 4 (PLEASE SPECIFY)	49	49
Other – Level 5 (PLEASE SPECIFY)	50	50
Any Other (PLEASE SPECIFY)	51	51
No relevant qualification	52	52
Don't know	53	53

Q14.c **Are you/is the** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher]**. FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-ordinator]** **an NVQ assessor?** SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

ASK IF ANY AT Q7ai

Q15.a **Please tell me the highest qualification, (relevant to working with children or young people), that each of the early years teachers holds?** SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF EARLY YEARS TEACHERS AT Q7ai.

Q15.b **And what (if any) is the highest qualification (relevant to working with children or young people) that each are working towards?** SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF EARLY YEARS TEACHERS AT Q7ai.

	Q15a	Q15b
Diploma in pre-school practice – level 3	1	1
Diploma in pre-school practice – level 2	2	2
NVQ in Early Years Care and Education – level 4	3	3
NVQ in Early Years Care and Education – level 3	4	4
NVQ in Early Years Care and Education – level 2	5	5
Diploma in Childcare and Education (CCE) – level 3	6	6
Diploma in Childcare and Education (CCE) – level 2	7	7
Certificate in Childcare and Education (CCE) – level 3	8	8
Certificate in Childcare and Education (CCE) – level 2	9	9
Honours Degree with QTS (qualified teacher status)	10	10
PGCE Teaching Certificate	11	11
BEd Degree	12	12

	Q15a	Q15b
Pre-School Learning Support 1	13	13
NNEB Diploma in Nursery Nursing	14	14
BTEC National in Nursery Nursing	15	15
HNCN	16	16
Classroom assistant Stage 1	17	17
Classroom assistant Stage 2	18	18
Early childhood studies degree	19	19
No relevant qualification	20	20
International Diploma Early Childhood Teaching Course London Montessori Centre	21	21
Diploma in Steiner Waldorf Schools Fellowship – level 3	22	22
Teaching Certificate in early years/infant/junior education	23	23
Other teaching certificate/certificate of education	24	24
Certificate in pre-school practice – level 2	25	25
Advanced Diploma/Certificate in Childcare and education (CACHE) – level 4	26	26
Diploma/Advanced certificate in childcare and education – level 3	27	27
Certificate in childcare education – level 2	28	28
Certificate in childcare education – level 3	29	29
Diploma in Early Years Education – Level 4	30	30
Diploma/advanced diploma in early years education – level 3	31	31
Certificate in Early Years Education	32	32
Diploma/Advanced Diploma in Education (including Montessori) – level 4	33	33
Diploma in Education (including Montessori) – level 3	34	34
Certificate in Education (including Montessori) – level 2	35	35
Nursery Nursing Qualification (eg certificate/diploma/ advanced diploma/BTEC National) – level 3	36	36
Certificate in special needs	37	37
Teaching Certificate (eg general/early years/infant/ junior education) – level 4	38	38
Teaching diploma	39	39
Diploma in Curriculum Studies – level 4	40	40
Teaching assistant – City and Guilds – level 3	41	41
Teaching assistant – City and Guilds – level 2	42	42

	Q15a	Q15b
Post Graduate Diploma/Certificate in Early Years/ Education/related subjects – level 4	43	43
BA Degree – in Early Childhood Studies/Early Years Education/ Early Childcare Philosophy/other Childcare/early years related topic (excluding BEd Degree) – level 4	44	44
MA Degree – in Education/Childcare/Early Years/ Early Childhood Studies/Special Needs/ Other Childcare/ Early Years related topic – level 5	45	45
Overseas qualifications	46	46
Other – Level 2 (PLEASE SPECIFY)	47	47
Other – Level 3 (PLEASE SPECIFY)	48	48
Other – Level 4 (PLEASE SPECIFY)	49	49
Other – Level 5 (PLEASE SPECIFY)	50	50
Any Other (PLEASE SPECIFY)	51	51
No relevant qualification	52	52
Don't know	53	53

LOOP AT Q14a/b TO ASK FOR ALL STAFF AT Q7ai

ASK EARLY YEARS. ASK IF ANY AT Q7aii

Q15.c **And what is the highest qualification (relevant to working with children or young people) that each of the nursery nurses holds?** SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF NURSERY NURSES AT Q7aii.

Q15.d **And what (if any) is the highest qualification that each are working towards?** SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF NURSERY NURSES AT Q7aii.

	Q15c	Q15d
Diploma in pre-school practice – level 3	1	1
Diploma in pre-school practice – level 2	2	2
NVQ in Early Years Care and Education – level 4	3	3
NVQ in Early Years Care and Education – level 3	4	4
NVQ in Early Years Care and Education – level 2	5	5
Diploma in Childcare and Education (CCE) – level 3	6	6
Diploma in Childcare and Education (CCE) – level 2	7	7
Certificate in Childcare and Education (CCE) – level 3	8	8
Certificate in Childcare and Education (CCE) – level 2	9	9

	Q15c	Q15d
Honours Degree with QTS (qualified teacher status)	10	10
PGCE Teaching Certificate	11	11
BEd Degree	12	12
Pre-School Learning Support 1	13	13
NNEB Dipolma in Nursery Nursing	14	14
BTEC National in Nursery Nursing	15	15
HNCN	16	16
Classroom assistant Stage 1	17	17
Classroom assistant Stage 2	18	18
Early childhood studies degree	19	19
No relevant qualification	20	20
International Diploma Early Childhood Teaching Course London Montessori Centre	21	21
Diploma in Steiner Waldorf Schools Fellowship – Level 3	22	22
Teaching Certificate in early years/infant/junior education	23	23
Other teaching certificate/certificate of education	24	24
Certificate in pre-school practice – level 2	25	25
Advanced Diploma/Certificate in Childcare and education (CACHE) – level 4	26	26
Diploma/Advanced certificate in childcare and education – level 3	27	27
Certificate in childcare education – level 2	28	28
Certificate in childcare education – level 3	29	29
Diploma in Early Years Education – Level 4	30	30
Diploma/advanced diploma in early years education – level 3	31	31
Certificate in Early Years Education	32	32
Diploma/Advanced Diploma in Education (including Montessori) – level 4	33	33
Diploma in Education (including Montessori) – level 3	34	34
Certificate in Education (including Montessori) – level 2	35	35
Nursery Nursing Qualification (eg certificate/diploma/ advanced diploma/BTEC National) – level 3	36	36
Certificate in special needs	37	37
Teaching Certificate (eg general/early years/infant/ junior education) – level 4	38	38
Teaching diploma	39	39

	Q15c	Q15d
Diploma in Curriculum Studies – level 4	40	40
Teaching assistant – City and Guilds – level 3	41	41
Teaching assistant – City and Guilds – level 2	42	42
Post Graduate Diploma/Certificate in Early Years/ Education/related subjects – level 4	43	43
BA Degree – in Early Childhood Studies/Early Years Education/ Early Childcare Philosophy/other Childcare/ early years related topic (excluding BEd Degree) – level 4	44	44
MA Degree – in Education/Childcare/Early Years/ Early Childhood Studies/Special Needs/ Other Childcare/ Early Years related topic – level 5	45	45
Overseas qualifications	46	46
Other – Level 2 (PLEASE SPECIFY)	47	47
Other – Level 3 (PLEASE SPECIFY)	48	48
Other – Level 4 (PLEASE SPECIFY)	49	49
Other – Level 5 (PLEASE SPECIFY)	50	50
Any Other (PLEASE SPECIFY)	51	51
No relevant qualification	52	52
Don't know	53	53

LOOP AT Q15c/d TO ASK FOR ALL STAFF AT Q7aⁱⁱ

ASK IF ANY AT Q7b

Q16.a And what is the highest qualification (relevant to working with children or young people) that the other early years support staff hold?

EXCLUDES UNPAID VOLUNTEERS. SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF OTHER CHILDCARE/EARLY EDUCATION STAFF AT Q7b.

Q16.b And what (if any) is the highest qualification (relevant to working with children or young people) that each are working towards? EXCLUDES

UNPAID VOLUNTEERS. SINGLE CODE FOR EACH MEMBER OF STAFF. LOOP ACCORDING TO NUMBER OF OTHER CHILDCARE/EARLY EDUCATION STAFF AT Q7b.

	Q16a	Q16b
Diploma in pre-school practice – level 3	1	1
Diploma in pre-school practice – level 2	2	2
NVQ in Early Years Care and Education – level 4	3	3
NVQ in Early Years Care and Education – level 3	4	4

	Q16a	Q16b
NVQ in Early Years Care and Education – level 2	5	5
Diploma in Childcare and Education (CCE) – level 3	6	6
Diploma in Childcare and Education (CCE) – level 2	7	7
Certificate in Childcare and Education (CCE) – level 3	8	8
Certificate in Childcare and Education (CCE) – level 2	9	9
Honours Degree with QTS (qualified teacher status)	10	10
PGCE Teaching Certificate	11	11
BEd Degree	12	12
Pre-School Learning Support 1	13	13
NNEB Dipolma in Nursery Nursing	14	14
BTEC National in Nursery Nursing	15	15
HNCN	16	16
Classroom assistant Stage 1	17	17
Classroom assistant Stage 2	18	18
Early childhood studies degree	19	19
No relevant qualification	20	20
International Diploma Early Childhood Teaching Course London Montessori Centre	21	21
Diploma in Steiner Waldorf Schools Fellowship – Level 3	22	22
Teaching Certificate in early years/infant/junior education	23	23
Other teaching certificate/certificate of education	24	24
Certificate in pre-school practice – level 2	25	25
Advanced Diploma/Certificate in Childcare and education (CACHE) – level 4	26	26
Diploma/Advanced certificate in childcare and education – level 3	27	27
Certificate in childcare education – level 2	28	28
Certificate in childcare education – level 3	29	29
Diploma in Early Years Education – Level 4	30	30
Diploma/advanced diploma in early years education – level 3	31	31
Certificate in Early Years Education	32	32
Diploma/Advanced Diploma in Education (including Montessori) – level 4	33	33
Diploma in Education (including Montessori) – level 3	34	34
Certificate in Education (including Montessori) – level 2	35	35

	Q16a	Q16b
Nursery Nursing Qualification (eg certificate/diploma/ advanced diploma/BTEC National) – level 3	36	36
Certificate in special needs	37	37
Teaching Certificate (eg general/early years/infant/ junior education) – level 4	38	38
Teaching diploma	39	39
Diploma in Curriculum Studies – level 4	40	40
Teaching assistant – City and Guilds – level 3	41	41
Teaching assistant – City and Guilds – level 2	42	42
Post Graduate Diploma/Certificate in Early Years/ Education/related subjects – level 4	43	43
BA Degree – in Early Childhood Studies/Early Years Education/ Early Childcare Philosophy/other Childcare/ early years related topic (excluding BEd Degree) – level 4	44	44
MA Degree – in Education/Childcare/Early Years/ Early Childhood Studies/Special Needs/ Other Childcare/ Early Years related topic – level 5	45	45
Overseas qualifications	46	46
Other – Level 2 (PLEASE SPECIFY)	47	47
Other – Level 3 (PLEASE SPECIFY)	48	48
Other – Level 4 (PLEASE SPECIFY)	49	49
Other – Level 5 (PLEASE SPECIFY)	50	50
Any Other (PLEASE SPECIFY)	51	51
No relevant qualification	52	52
Don't know	53	53

CHECK THAT Q16a/Q16b NOT GREATER THAN Q7b

ASK ALL

Q17. **Thinking of your paid early years staff as a whole, do you think the amount of early years training received in the last year is . . .?**

READ OUT. REVERSE ORDER SINGLE CODE ONLY

About right	1
Too much	2
Too little	3
Don't know	4

ASK ALL

Q18. **Does your provision have a written training plan?** SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

Q19.a **Does your provision have a training budget?** SINGLE CODE ONLY

Yes	1
No	2
Don't know	3

ASK IF YES (CODE 1) AT Q19a

Q19.b **Approximately, how much was spent on training for paid staff last year?**
 PROMPT **This does not include any grants received**

ENTER AMOUNT IN POUNDS

STAFF RECRUITMENT

ASK ALL

Q20.a **When you were/the** FOR NURSERY SCHOOLS READ OUT: **[Head Teacher].**
 FOR OTHERS READ OUT **[Head of Early Years Education/Early Years Co-**
ordinator] was appointed, were you/was s/he required to have any
qualifications relevant to working with children or young people?

SINGLE CODE ONLY

Yes	1
No	2
Don't know	3
Can't remember	4

ASK IF NO AT Q20a. OTHERS GO TO Q21

Q20.b **Were you/they required to work towards a qualification relevant to**
working with children or young people? SINGLE CODE ONLY

Yes	1
No	2
Don't know	3
Can't remember	4

Q21. **Thinking back to the last time you recruited early years staff onto your team can you say what were the three most important factors in making your decision of who to appoint.** DO NOT PROMPT. PROBE FULLY. MULTICODE OK

Q21.

Appropriate qualifications	1
Experience of working with children	2
Good team player	5
Admin/Report writing skills	3
Communications skills	4
Awareness/experience of equal opportunities issues – e.g. needs of SEN, ethnic minorities, etc	5
Knowledge/experience of Early Years Curriculum	6
Other:	
Positive attitude/committed	7
Reliable/Trustworthy	8
Good with children/likes working with children	9
Nice personality/would fit into the team	10
Living nearby	11
Flexible about working hours	12
Education/Teaching experience	13
Other (Please specify	14
Don't know/can't remember	15
Have never recruited early years staff	16

ASK THOSE WITH ANY AT Q7ai

Q22.ai **How many qualified early years teachers have you recruited in the past 12 months? Please include any staff that were recruited but have already left.**

ASK THOSE WITH ANY AT Q7aii

Q22.aii **How many nursery nurses (qualified to supervise a group of children on their own) have you recruited in the past 12 months? Please include any staff that were recruited but have already left.**

ASK THOSE WITH ANY AT Q7b

Q22.b **And how many other paid early years support staff (not qualified to supervise a group of children on their own) have you recruited in the past 12 months?**

- (ai) ENTER NUMBER
 (aia) ENTER NUMBER
 (b) ENTER NUMBER

ASK ALL

Q23. **Which of the following methods, if any, do you use for recruiting staff?**

READ OUT, ROTATE ORDER. MULTICODE OK

Adverts in local press	1
Word of mouth	2
Parents of children catered for	3
Colleges	4
Open days	5
Recruitment fairs	6
Jobcentre/New Deal scheme	7
LEA/Local Authority/Council jobs bulletin	8
Ad hoc CVs/applications sent to you	9
Adverts at school/on-site	10
Other (PLEASE SPECIFY)	11
None of these	12
Don't know	13

Q24.a **To what extent, if at all, have you experienced any difficulties recruiting paid early years staff over the last 12 months? (This includes qualified teachers/nursery nurses and paid unqualified support staff.)**

READ OUT. REVERSE ORDER. SINGLE CODE ONLY

A great deal	1	
A fair amount	2	ASK Q24b
Not very much	3	
Not at all	4	GO TO Q25
Don't know	5	
Not applicable/have not tried to recruit	6	

ASK IF CODE 1, 2 AT Q24a.

Q24.b Which types of staff have you had difficulty recruiting?

READ OUT. MULTICODE OK

Early years teachers	1
Nursery nurses	2
Other early years support staff (not qualified to supervise a group of children on their own)	3
Other (PLEASE SPECIFY)	3

Q24.c What were the difficulties that you encountered?

DO NOT PROMPT. PROBE FULLY. MULTICODE OK

Too few applicants	1
No qualified applicants	2
Too few applicants with the right experience	3
Provider couldn't afford wages required by applicant	4
Competition from other childcare/early education establishments	5
Competition from other types of work	6
Other (PLEASE SPECIFY)	7

ASK ALL

Q25. How many paid early years staff (qualified and unqualified), not including agency, freelance or supply staff have left your employment in the past 12 months?

ENTER NUMBER

ASK IF Q25 NOT EQUAL TO 0, OTHERS GO TO FILTER AT Q27

Q26. As far as you are aware, of those who have left your employment in the past 12 months . . . READ OUT

- A **How many have got other jobs within the childcare or early education sector** RECORD DON'T KNOW AS ZERO
- B **How many have got other jobs outside the childcare or early education sector** RECORD DON'T KNOW AS ZERO
- C **How many didn't obtain another job** RECORD DON'T KNOW AS ZERO

CHECK THAT A + B + C = TOTAL AT Q25. IF NOT CHECK, AND IF NECESSARY RECORD TOTAL OF DON'T KNOWS

CHECK THAT Q26 A-C + DKs = TOTAL AT Q25

BUSINESS MANAGEMENT

ASK ALL EXCEPT PRIMARY SCHOOLS

Q27. **What group, organisation or individual owns or manages the provision?**
SINGLE CODE ONLY

Owner-manager	1
Part of a group/chain	2
Voluntary/Community group	3
College/HE	4
Local authority only	5
Jointly managed scheme with Local Authority	6
School	7
Employer	8
Hospital	9
Retail (supermarket/creche)	10
Church/religious group	11
Other (PLEASE SPECIFY)	12
Don't know	13

ASK CHILDCARERS ONLY. EARLY EDUCATION SETTINGS GO TO Q31

Q28. **How long has this provision been operating?** SINGLE CODE ONLY

Less than 1 year	1
1 year	2
2 years	3
3 to 4 years	4
5 years or more	5

ASK ALL CHILDCARE PROVIDERS.

EARLY YEARS PROVIDERS GO TO Q31

Q29.a **Does your organisation have a written business plan?** SINGLE CODE ONLY
IF YES (CODE 1) AT Q29a AND IF (CODE 3-5) AT Q28

Q29.b **Has it been updated within the past 2 years?** SINGLE CODE ONLY

	Q29a Written Plan	Q29b Updated
Yes	1	1
No	2	2
Don't know	3	3

Q30. **Has this provision, in the last 12 months, made a profit, just covered its costs or operated at a loss?** SINGLE CODE ONLY

Yes – making a profit	1
Yes – covering costs	2
No – operating at a loss	3
Don't know	4

ASK ALL

Q31. **Finally, would you be happy to be recontacted by the Department for Education and Skills or by researchers working on their behalf for the purposes of further research?**

Yes	1
No	2
Don't know	3

Q32. **Can I just confirm that the name of this early years provision is:**
READ OUT FROM SAMPLE

1

And that your postcode is: READ OUT FROM SAMPLE

Please could you tell me your name?

ALL WHO SAID YES AT Q31 (CODE 1)

Please can I check your address?

THANK RESPONDENT AND CLOSE

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