



Department  
for Education

# **Childcare and Early Years Providers Survey 2013**

**TNS BMRB Technical Report  
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# 1 Background

In order to inform policy development, the Government needs reliable information on the key characteristics of provision in the early years and childcare sector. Robust information on the workforce, the providers operating in the sector and the number of children attending are vital inputs to the policy decision making process. The Childcare and Early Years Providers Survey provides a very broad range of measures that help to address information needs in these areas.

In addition to the Childcare and Early Years Providers Survey conducted in 2013, the Department for Education (DfE) and its predecessor departments also commissioned earlier waves of this survey. As such, the Childcare and Early Years Providers Survey began in 1998 and was repeated in 2001, 2003, 2005, 2006, 2007, 2008, 2009, 2010 and 2011. The 2013 research, which is the focus of this report, consisted of surveys amongst the ten following types of settings:

- Full-day childcare
  - Sessional childcare
- } Collectively referred to as **'group-based'** providers
- Children's centres (focusing primarily on full-day care and which are a sub-set of full-day care as a whole)
- 
- Before school care
  - After school care
  - Holiday care
- } Collectively referred to as **'out of school'** providers
- 
- Childminders
- 
- Primary schools with nursery and reception classes
  - Primary schools with reception but no nursery classes
  - Nursery schools
- } Collectively referred to as **'school-based'** providers

## 1.1 Changes to terminology in 2013

In the 2013 report there has been a slight change in the terminology used to describe different groups of childcare providers. This new terminology better reflects the language used within DfE and across the sector as a whole. The table below summarises the groupings that were used up to and including the 2011 report, and the terminology which is used in the 2013 report.

In some cases the group name remains the same, but the types of provision included in it have changed (e.g. group-based providers). In other cases new terminology is used to describe essentially the same thing as the old terminology (e.g. school-based providers versus early years providers).

Terminology up to and including 2011	Terminology in 2013
<p><b>Childcare providers:</b></p> <p>Full day care (including full day care in children’s centres) + sessional + after school + holiday + childminders</p>	<p><b>Childcare providers:</b></p> <p>n/a – there is no longer a single overarching term to describe care offered by settings which are not school-based providers</p>
<p><b>Group-based providers:</b></p> <p>Full day care (including full day care in children’s centres) + sessional + after school + holiday</p>	<p><b>Group-based providers:</b></p> <p>Full day care (including full day care in children’s centres) + sessional</p>
<p><b>Out of school providers:</b></p> <p>After school + holiday</p>	<p><b>Out of school providers:</b></p> <p>Before school + after school + holiday</p>
<p><b>Early years providers:</b></p> <p>Nursery schools + primary schools with reception classes only + primary schools with nursery and reception classes</p>	<p><b>School-based providers:</b></p> <p>Nursery schools + primary schools with reception classes only + primary schools with nursery and reception classes</p>

## 2 Questionnaire Design

The questionnaires were developed by the research team at TNS BMRB in consultation with representatives from the Department for Education (DfE). The 2013 questionnaires were broadly similar to questionnaires from previous years, reintroducing questions that had been removed from the shortened 2011 survey. A small number of new questions were added on subjects such as number of apprentices, and child to staff ratios.

The Childcare and Early Years Provider Survey measures a number of key statistics in the sector and, as such, questions tend to change little from year to year, in order to provide a time series of statistics.

In total there were five different questionnaires; two sample building questionnaires; a main questionnaire for the group-based and out of school providers; a main questionnaire for childminders; and a main questionnaire for school-based providers.

### 2.1 Sample building questionnaire

The sample building survey was conducted primarily to determine the types of group-based and out of school care that a setting provided. This information was included in the Ofsted database prior to 2010, but was not available from 2010 onwards (at which point the sample building stage was added to the survey). The 2013 sample building survey was essentially identical in approach to the 2010 and 2011 sample building surveys.

During the sample build interview, settings were asked if they provided any of the five types of group-based and out of school provision covered in the main stage of the survey, and then several follow up questions were asked to confirm that the care they provided did meet the specific definitions used in the main survey.

The sample build questionnaire also collected the contact details of the person most suitable to interview at the main stage of the survey. This information was also used in the advance letters sent to settings prior to the main stage (as well as appearing in text substitutions used in the main stage interview script).

The outputs from the sample building questionnaire allowed for the derivation of population estimates and allowed the survey data to be weighted so that it is nationally representative (by grossing up the proportion of sample building



respondents offering each type of care to reflect the total number of providers in the database).

It also meant that the sample for each of the different provider types used for main survey interviews could be drawn using the information gathered during the sample building stage, in a similar manner to that employed in previous years.

## **2.2 Main questionnaire**

The research for the main stage of interviewing was divided into three surveys, each of which covered similar topics but were adapted to reflect the differing nature of the provision offered by the three broad groupings of provider outlined below.

The main survey covered a wide range of topics including the number of childcare places and the number of children attending, the number of staff and their demographic profile, qualifications and pay, and various aspects of the providers' finances.

### **Survey of group-based and out of school providers:**

Full day care

Sessional day care

Before school

After school

Holiday

Children's centres offering on-site full day care

### **Survey of school-based providers:**

Nursery schools

Primary schools with nursery and reception classes

Primary schools with reception but no nursery classes

### **Survey of childminders:**

Childminders only

## 2.3 Questionnaire changes

### 2.3.1 Change to definition of key groups in 2013

In the 2013 survey, the definitions of 'after school care' and 'holiday care' were revised in line with a request from DfE. The survey definitions had previously been based on the Ofsted definition of these care types – however, these definitions have now been removed from the Ofsted database and it was felt that it would be beneficial to employ updated definitions which allowed the survey to identify provision that could be used by parents on a more regular basis.

The definitions used in the 2013 and 2011 surveys were as follows:

#### **After school**

2013: After school activities or childcare for school aged children in term time for at least one hour a day for at least four days a week and 30 weeks a year

2011: After school activities or childcare for school aged children in term time for more than two hours in any day and for more than five days a year

#### **Holiday**

2013: Holiday activities or childcare for school aged children during any school holidays for at least five hours in any day and five days a week, for at least one week per year

2011: Holiday activities or childcare for school aged children during any school holidays for more than two hours in any day and for more than five days a year

In addition to the basic definitions above, these settings also had to care for children aged under eight years old to be included in the survey. This applied in both 2011 and 2013.

In addition, before school care was included in the scope of the survey for the first time in 2013. This was defined as:

Before school activities or childcare for school aged children under the age of eight in term time

### **2.3.2 Inclusion of early learning classes in the school-based providers data in 2013**

Up to and including 2011, the frame of reference for primary schools with both nursery and reception classes throughout the questionnaire was 'nursery and reception provision'.

In 2013, this frame of reference was changed to 'nursery and reception provision and any early learning provision for two year olds or younger'.

Similarly, for nursery schools the frame of reference up to and including 2011 was 'children aged 3-4 years old'. In 2013 this was amended to encompass 'children aged under 5 years old'.

As such, it is possible that the answers given by these settings in 2013 included types of provision that would not have been included in their equivalent answers in previous years of the survey.

### 3 Sample Design

The sample design for the 2013 survey was built from three macro groupings of providers (group-based/out of school providers, childminders and school-based providers), which correspond to groupings used in the reporting phase of the survey. The sample for each macro grouping came from different sample sources which were then sub-divided or combined to form the appropriate sample frame for each of the 10 specific types of setting (listed in section 2.2). This process is explained in more detail throughout this chapter.

There were two broad stages to the sampling process. The first stage involved a short sample building stage (see sections 2.1 and 3.4) in order to help determine population estimates by Region<sup>1</sup>, determine the types of care offered by each setting and also to obtain appropriate contact details where necessary. The second stage was the main stage, where sample members were asked to undertake the full survey (with the sample design informed by information gathered in the sample building stage).

No single sample source existed that covered all of the settings in the survey. As a result, the various settings were sampled from a range of sources, including the School Census, the Children's Centres database and the Ofsted databases of providers of childcare on non-domestic premises and childminders.

#### 3.1 Changes to Sampling Method in 2013

The sampling method was broadly in line with that employed in the 2011 survey, though there were some changes that are worth noting, as follows.

In agreement with DfE, independent schools were included in the 2013 sample of school-based providers selected from the School Census. In previous years such schools had been excluded from the survey sample.

For group-based providers and childminders, there were no changes to the sampling method which would have significantly impacted on the comparability of data from 2013 with data from 2011 (but please note the later discussion of trends relating to earlier waves of the survey in section 3.2).

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<sup>1</sup> 'Region' was previously known as Government Office Region (GOR).

As discussed in section 2.3.1, the definition of ‘after school’ and ‘holiday’ provision was amended in 2013. While this didn’t fundamentally impact on the sampling approach, it did affect the profile of settings that were recorded as offering these types of provision in the 2013 survey.

Before school settings were included in the survey for the first time in 2013.

## **3.2 Change to Sampling Method in 2010**

When looking at the trend data it is important to note the change in sampling method that was employed in the 2010 survey.

In previous years, the Ofsted database contained all institutions eligible for the ‘out of school’ group. In 2010, there was a change in the coverage of the Ofsted database, which meant that schools that ran out of school provision were no longer recorded. To ensure that these providers were covered, in line with previous iterations of the survey, it was decided to use the School Census to identify which schools offered after school and holiday provision that was run by the schools themselves (‘school-run only’ provision).

Furthermore, changes to Ofsted’s database in 2008 meant that the provision type (e.g. full day care, sessional, out of school or crèche) was no longer recorded. Instead, the providers were flagged simply as offering ‘childcare on non-domestic premises’. These changes had two notable consequences on the methodology of the survey in 2010<sup>2</sup>.

Firstly, multiple sample sources were required to ensure the same coverage as previous years (and to allow a degree of comparability with earlier waves of the survey). Secondly, the absence of detail regarding the types of provision offered by each setting meant that it was necessary to introduce the sample building stage in order to; determine an estimate for the number of providers of each type by Region; and to ensure that providers of each given type could be targeted during the main stage interviews (thereby ensuring that sufficient base sizes could be achieved with each type of provider).

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<sup>2</sup> As 2009 was a recontact sample survey, the effects only applied to surveys from 2010 onwards.

Furthermore the early years sample<sup>3</sup> was previously taken from EduBase, but DfE confirmed that the School Census had become a more appropriate dataset in terms of the provision of up-to-date details of primary and nursery schools.

### **3.3 Overview of sample sources, settings and sample building**

The sample sources used for each type setting are outlined below (along with an indication of whether or not they were screened in the sample building stage).

#### **3.3.1 Ofsted**

- Childminders (no sample build necessary)
- Childcare on non-domestic premises (screened during the sample building stage into the following categories):
  - Full day care
  - Sessional
  - Out of school
    - Before school (non 'school-run only' providers)
    - After school (non 'school-run only' providers)
    - Holiday (non 'school-run only' providers)

#### **3.3.2 School Census**

- School-based (no sample build necessary):
  - Nursery
  - Primary with nursery
  - Primary with reception only
- Out of school (screened during the sample building stage into the following categories):
  - Before school (school-run only)
  - After school (school-run only)
  - Holiday (school-run only)

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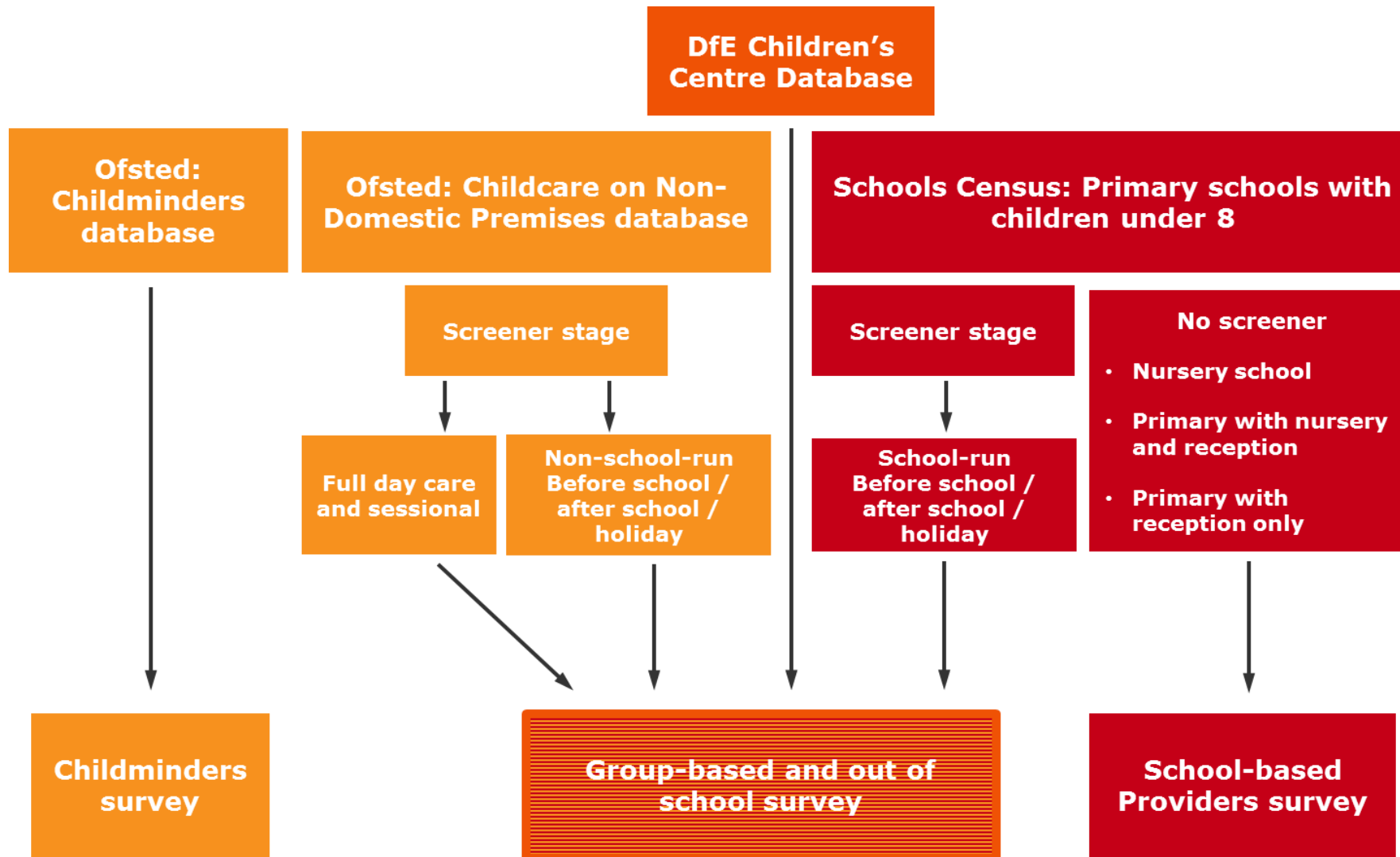
<sup>3</sup> This group was renamed as 'school-based providers' in 2013

### **3.3.3 Children's centres database**

- Children's centres (screened)

Figure 3.1 on the next page gives a visual overview of how each of the sample sources feeds into each of the three main stage surveys.

Figure 3.1 Sample sources mapped against main survey questionnaires





## 3.4 Sample building stage

A sample building screening exercise was necessary within the Ofsted childcare on non-domestic premises sample frame. It was also used to gather information on school-run out of school provision within the School Census sample frame. The sample building process for the Ofsted and School Census frames is outlined below.

### 3.4.1 Ofsted – childcare on non-domestic premises

To provide profiling information on the types of care offered and to ensure that sufficient sample sizes for each type of provider could be achieved in the main stage, the Ofsted sample building exercise estimated the prevalence of full day care and sessional providers. It also identified the prevalence of ‘non-school-run only’ providers of before school, after school and holiday provision (i.e. settings that were under private, voluntary or independent management/ownership). More detail on how the ‘school-run only’ (i.e. provision run by schools) out of school sample was identified is detailed in section 3.4.2.

A sample of 22,831 cases was sampled from the Ofsted database of childcare on non-domestic premises. The following table displays the results from the sample building stage, including the number of settings offering each of the different types of provision:

Table 3.1. The number of cases by provision type							
Sample issued for sample build	Number co-operating at sample build	Eligible sample available <sup>4</sup>	Found to offer full day care	Found to offer sessional	Found to offer before school (non-school-run)	Found to offer after school (non-school-run)	Found to offer holiday (non-school-run)
22,831	18,208	17,454	12,771	5,119	3,446	4,210	4,154

<sup>4</sup> Ineligible cases comprised of businesses that had closed down or those that no longer provided any care at all

In the main survey stage which followed the sample build, settings were only asked about one type of provision. However, as providers could offer more than one type of care, it was necessary to allocate those providing multiple types of care to a single type of provision.

Because there were relatively few settings which offered certain types of provision (e.g. before school), cases were disproportionately assigned to specific provision types in the main stage. This was to ensure that the necessary number of main stage interviews could be achieved with each specific type of provider. The number of cases that needed to be assigned to each provision type was also dependent on the number of eligible school-run out of school settings identified in the School Census sample build (as the total pool of sample for main stage out of school interviews was drawn from both the Ofsted and the School Census sample builds) .

<b>Table 3.2. Sample allocation by provision type</b>		
	Number of cases available for each provision type	Number of cases assigned to each provision type before sub-sampling for main stage
Full day care	12,771	9,093
Sessional	5,119	3,452
Before school (non-school-run)	3,446	930
After school (non-school-run)	4,210	1,447
Holiday (non-school-run)	4,154	1,913
All providers	16,835	16,835

The probabilities of being allocated to each group were recorded, and this information was used for the weighting stage.<sup>5</sup>

Section 3.5 gives more detail about the total number of cases issued per provision type, while section 5.1.1 discusses how the population figures were obtained.

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<sup>5</sup> Please see chapter 4 for more information on the weighting.

### 3.4.2 School Census

Sixteen thousand records were randomly selected from the School Census sample to go into the sample build stage. Cases were selected randomly and stratified by Region, local authority, school type, phase and total number of pupils.<sup>6</sup>

During the initial phase of the sample build for the School Census it was found that eligibility was much higher than anticipated (i.e. more settings than expected offered before school / after school / holiday care). Eligibility was higher than in previous years because of the change in criteria for after school clubs, and the addition of before school care. As such, a random selection of 6,500 records (that had not yet been contacted) were removed from the initial school census sample build sample to leave an issued sample size of 9,461. Table 3.3 shows the results of the School Census sample building stage.

<b>Table 3.3. The number of cases by provision type</b>					
Sample issued for sample build	Number co-operating at sample build	Eligible sample available <sup>7</sup>	Found to offer before school (school-run)	Found to offer after school (school-run)	Found to offer holiday (school-run)
9,461	7,714	7,563	3,678	4,104	655

In the main survey stage which followed the sample build, settings were only asked about one type of provision. However, as providers could offer more than one type of care, it was necessary to allocate those providing multiple types of care to a single type of provision.

Cases were disproportionately assigned to specific provision types in the main stage. This was to ensure that the necessary number of main stage interviews could be achieved with each specific type of provider. The number of cases that needed to be assigned to each provision type was also dependent on the number of eligible non-school-run out of school settings identified in the

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<sup>6</sup> Phase is associated with the school years, but also refers to the type of school. The categories are nursery, primary, middle deemed primary and secondary.

<sup>7</sup> Ineligible cases comprised of businesses that had closed down or those that no longer provided any care at all

Ofsted sample build (as the total pool of sample for main stage out of school interviews was drawn from both the Ofsted and the School Census sample builds) .

<b>Table 3.4. Sample allocation by provision type</b>				
		Allocated main stage		
	Number of cases	Before school	After school	Holiday
Before school	1,013	1,013		
After school	1,355		1,355	
Holiday	29			29
Before school and After school	2,153	861	1,292	
Before school and Holiday	30	15		15
After school and Holiday	114		57	57
Before school, After school and Holiday	482	97	96	289
All providers	5,176	1,986	2,800	390

The school-based samples were not included in the sample building phase, as information about whether settings offered nursery or reception provision could be sourced directly from the School Census database. See Section 3.5.5 for more detail about the number of school-based cases issued at the main stage.

### 3.4.3 Children’s centres

Children’s centres were sampled from the DfE database of children’s centres. Centres were de-duplicated within themselves based on available identifier information. Centres were ordered by Region, local authority, phase<sup>8</sup> and stage before drawing a sample of 2,670 cases.

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<sup>8</sup> Phase used in the context of children’s centres has a different meaning to that used in school-based settings. Children’s centres were originally rolled out in three distinct phases. In

These were then screened, in order to obtain contact details of the appropriate person, as well as to determine whether the children’s centre offered full day care. Sample building interviews were conducted with a total of 2,269 children’s centres. More details can be found in Section 3.5.3

### 3.4.4 Duplicates in the sample building stage

Prior to drawing the sample, checks were carried out for duplication. At the sample building stage checks were carried out on each of the three samples, but not across them. These checks were based on the settings’ reference numbers. Any cases where a postcode *and* telephone number matched those of another setting were also excluded.

## 3.5 Main stage

### 3.5.1 Full day care and sessional

The eligible cases that were identified for the main stage of the survey for full day care and sessional had to be sub-sampled to ensure the appropriate sample size for the main stage of the survey (as there were more cases than were needed for these two groups after the initial process of allocation of settings to one of the five group-based and out of school groups had been completed).

Within both full day care and sessional sample, cases were ordered by Region and the following number of cases were sampled:

<b>Table 3.6. Sample allocation among full day care and sessional</b>		
	Cases available post sample build allocation	Cases sampled for Main stage
Full day care	9,093	2,871
Sessional	3,452	2,265

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the first stage all children’s centres were required to provide full day care, but this requirement was removed in the second and third phases of roll out.

### **3.5.2 Out of school providers**

Once the cases for the out of school sample had been screened in the sample building stage, they then had to be allocated to samples for the main stage of the survey. Eligible returns from both the Ofsted and School Census samples were used in conjunction to determine how much sample was needed from each sample source and how much was available for allocation to the three final sample groups.

The distribution of cases from the combined Ofsted and School Census sample is shown in Table 3.5

<b>Table 3.5: The distribution of eligible screened cases split by sample source for out of school providers</b>						
	Before school		After school		Holiday	
	Non 'school-run only' (Ofsted)	'School-run only' (School Census)	Non 'school-run only' (Ofsted)	'School-run only' (School Census)	Non 'school-run only' (Ofsted)	'School-run only' (School Census)
Estimated population from sample (nearest 100) based on sample build returns	4,900	8,700	6,000	9,700	6,000	1,600
% distribution (weighted) <sup>9</sup>	36%	64%	38%	62%	79%	21%
Number of cases after allocation	930	1,986	1,447	2,800	1,913	390
Number of cases issued	870	1,697	882	1,656	1,946	328

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<sup>9</sup> Cases were weighted by the design weight generated over the various stages of sampling. More detail of this weighting is discussed in Chapter 5

### 3.5.3 Children's centres

Once the children's centres had been screened, datasheets were sent out to the appropriate contacts. A total of 2,269 cases were issued.

### 3.5.4 Childminders

The childminder sample came from the Ofsted register of childminders in England. No sample building was required. A total sample of 2,400 childminders was sampled 1 in n from an anonymised version of the Ofsted database, using a unique identifier. This included a reserve sample of 76 cases, which were subsequently issued during fieldwork.

Prior to sampling, cases were ordered by

- a) Local authority
- b) Combination of registers of which they were members
- c) Number of registered places
- d) Number of days they had been registered

### 3.5.5 School-based

For the school-based sample, no sample building was required and the number of cases issued for each sample was as follows:

<b>Table 3.7. Sample allocation within school-based</b>	
	Number sampled for main stage
Nursery schools	350
Primary School with Nursery (and reception)	1,875
Primary school with reception only.	1,672



### 3.5.6 Duplicates in the main stage

At the main stage all sample groups were checked for duplication within sample group (i.e. where a setting appears twice within a sample type) and where duplicates were found these were removed. They were also checked for duplication across other sample types (i.e. a setting appears in one or more of the sample types). Where this occurred they were randomly allocated to one of the types. For children’s centres, where a duplicate was found in other sample types the setting was removed from the non-children’s centre sample.

### 3.5.7 Target sample sizes and number of cases issued by setting

Target sample sizes were set for all ten setting types. The targets were driven by analysis requirements and the need for sub-group analysis in some types of settings, but were constrained by the amount of sample available. The issued sample size was based on estimated ineligibility rates and response rates.

<b>Table 3.8 Target numbers of interviews and number allocated and achieved at the main stage</b>			
	Number of cases issued for main stage	Target sample size	Interviews achieved
Full day care	2,871	1,700	1,643
Sessional care	2,265	1,125	1,286
Before school	2,567	1,125	1,053
After school	2,538	1,125	956
Holiday	2,274	1,125	1,092
Children’s centres	2,269	1,300	1,548
Childminders	2,476	850	902
Primary schools with nursery and reception classes	1,875	750	798
Primary schools with reception but no nursery classes	1,672	750	808
Nursery schools	350	200	185

## 4 Fieldwork

Sample building surveys were carried out by TNS BMRB's Computer Assisted Telephone Interviewing (CATI) unit between the 2<sup>nd</sup> September and the 24<sup>th</sup> September 2013. Interviews were carried out by 216 TNS telephone interviewers.

The main survey was conducted, between 24<sup>th</sup> September and 20<sup>th</sup> December 2013. Interviews were carried out by 290 TNS telephone interviewers.

Validation was conducted on a minimum of five per cent of all interviews, with monitoring from the introduction through to the close (i.e. full interviews).

### **Survey of group-based and out of school providers**

For the group-based and out of school providers, the senior manager of each setting was sent an advance letter informing them that TNS BMRB would be contacting them and explaining what the research would cover.<sup>10</sup> The letter was addressed to the named senior manager, as taken from the sample building survey. In addition to the letter, and a qualifications sheet, they were sent a datasheet which they were asked to complete prior to the interview. The datasheet included a number of detailed questions from the questionnaire that the respondent would need to look up in advance. If, when the interviewer spoke to the respondent, they said they had not received the advance documents, contact details were taken and duplicate documents issued by post or email. The interviewer then agreed a convenient time to call the respondent back.

### **Survey of childminders**

Every childminder was also sent an advance letter, datasheet and a qualification list prior to the main stage interview.

### **Survey of school-based providers**

For the school-based group, advance letters, datasheets and a qualification list were sent to the early years co-ordinator in the case of the primary school groups and the head teacher in the case of the nursery schools.

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<sup>10</sup> In some cases, during the sample building stage, settings nominated somebody other than the senior manager to complete the main survey. In those cases, the advance letter was sent to the nominated member of staff.

## 4.1 Number of interviews completed

In total 7,578 interviews were carried out with group-based and out of school providers in England – 1,643 with full day care providers, 1,286 with sessional providers, 1,053 with before school providers, 956 with after school providers, 1,092 with holiday providers and 1,548 children’s centres<sup>11</sup>. In total 902 interviews were carried out with childminders.

1,791 interviews were carried out with school-based providers in England; 798 with primary schools with nursery classes, 808 with primary schools with reception but no nursery classes and 185 with nursery schools.

## 4.2 Interview length

Average interview lengths were:

Survey of group-based and out of school providers ~ 22 minutes

Survey of childminders ~ 19 minutes

Survey of school-based providers ~ 23 minutes

## 4.3 Response rates

Tables 4.1 to 4.3 show the number of interviews and response rates achieved by provider type.

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<sup>11</sup> These figures are based on the type of provider as flagged on the sample (which was based on the type of provider confirmed at sample building survey). However when interviewers called to conduct the interview, some settings no longer offered the same type of care. In these cases settings were asked what type of care they did offer and they were asked about this instead. If they offered more than one type of care, the CATI script picked one at random.

### 4.3.1 Group-based and out of school response rates

<b>Table 4.1 Group-based and out of school response rates</b>						
	Full day care	Sessional care	Before school	After school	Holiday	Children's centres
Issued sample <sup>12</sup>	2,868	2,265	2,568	2,540	2,266	2,269
Ineligible <sup>13</sup>	56	61	77	177	62	40
Eligible sample	2,812	2,204	2,491	2,363	2,204	2,229
Bad number	64	50	45	59	40	35
Contactable sample	2,748	2,154	2,446	2,304	2,164	2,194
Refusals	412	293	435	673	543	244
Non-contact	693	575	958	675	529	402
Achieved	1,643	1,286	1,053	956	1,092	1,548
Response rate (on eligible sample)	58.4%	58.3%	42.3%	40.5%	49.5%	69.4%
Response rate (on contactable sample)	59.8%	59.7%	43.0%	41.5%	50.5%	70.6%

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<sup>12</sup> Following the removal of any opt outs as a result of the advance letters.

<sup>13</sup> 'Ineligible' includes providers which have closed down and those who said they didn't provide any relevant type of childcare.

### 4.3.2 Childminders response rates

<b>Table 4.2 Childminders response rates</b>	
	Childminders
Issued sample <sup>14</sup>	2,476
Ineligible <sup>15</sup>	435
Eligible sample	2,041
Bad number	298
Contactable sample	1,743
Refusals	395
Non-contact	446
Achieved	902
Response rate (on eligible sample)	44.2%
Response rate (on contactable sample)	51.8%

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<sup>14</sup> Following the remove of any opt outs as a result of the advance letter

<sup>15</sup> Ineligible includes cases where the respondent was no longer working as a childminder; no longer registered with Ofsted or had died.

### 4.3.3 School-based response rates

<b>Table 4.3 School-based response rates</b>			
	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Nursery schools
Issued sample <sup>16</sup>	1,875	1,672	350
Ineligible <sup>17</sup>	10	10	3
Eligible sample	1,865	1,662	347
Bad number	84	68	20
Contactable sample	1,781	1,594	327
Refusals	409	343	78
Non-contact	574	443	64
Achieved	798	808	185
Response rate (on eligible sample)	42.8%	48.6%	53.3%
Response rate (on contactable sample)	44.8%	50.7%	56.6%

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<sup>16</sup> Following the removal of any opt outs as a result of the advance letter

<sup>17</sup> 'Ineligible' includes providers which have closed down; providers who said that they didn't provide any relevant type of childcare.

## 5 Weighting and grossing

Weighting was used to ensure that the final achieved samples are representative of the population to which they are generalising.

There were two main stages to the weighting; design weights and non-response weights.

The design weights take account for the probability of selection at the sample build stage; the probability of allocation to an eligible sample group; and the probability of being in the main stage sample. At each stage of sampling, the probability of being allocated to any one of the sample groups was recorded to enable these design weights to be determined.

The non-response weighting was used in the sample build stage to deal with any differential response rates to help obtain the population estimates in the absence of the information from Ofsted and the School Census.

These population figures were then used as targets for grossing weights so that the weighted numbers were scaled to the number estimated in the population.

### 5.1 Weighting for population figures

Weighting was used at the sample build stage to obtain population estimates, which were then used to generate the grossing targets for each Region.

#### 5.1.1 Ofsted sample building

The sample build carried out on the Ofsted database was used to determine an estimate for the populations of those providing full day care, sessional and out of school (non-‘school-run only’) provision.

When the sample build information was returned, the figures were used to generate estimated population figures by Region for each of the five types of setting.

##### **Full day care and sessional**

The population figures for full day care and sessional were calculated as follows:

- The number of settings reporting they provide full day care/ sessional care at the sample build was recorded.

- As only a portion of the entire Ofsted database was screened, the proportion of those reporting that they provided full day care / sessional care was grossed up to the full database total.
- A sample build eligibility factor was then applied to account for the proportion of providers who mentioned they no longer offered care or had closed down.
- A further eligibility factor was applied after the main stage (for any further settings that were ineligible).

### **Out of School (Non-school-run only)**

The population figures for the out of school sample from Ofsted were calculated in exactly the same manner as above. These were then added to the population totals from the School Census out of school sample (see below).

### **5.1.2 School Census out of school provision**

The School Census sample build was used to identify the 'school-run only' portion of out of school provision.

The population estimates for the out of school 'school-run only' element was calculated as follows:

- The number of schools which reported that they provided before school / after school / holiday care themselves was recorded
- Design weights which accounted for the probability of allocation to the out of school 'school-run only' sample at the sample build stage were applied to these schools.
- A sample build eligibility rate was applied to the population figures to give a regional population total for each setting.
- A further eligibility factor was applied after the main stage (for any further settings that were ineligible).

These were then used as weighting targets for before school, after school and holiday providers for the 'school-run only' element of these groups. These were added to the Ofsted population estimates for non-school-run out of school provision, to provide a total out of school population figure.



### **5.1.3 Childminders**

The population of childminders was based on the data held in the Ofsted database of childminders. As with previous years, the rate of ineligible childminders (i.e. those no longer working) identified during fieldwork was applied to the population total, and then the regional population figures were used as grossing targets for the weighting.

### **5.1.4 Children's centres**

At the main stage, the design weights were applied to account for the probability of being in the main stage, having been through a sample build as well. Non-response weights were also necessary to account for differential response rates among those offering full day care and not.

### **5.1.5 School-based providers**

A similar principle was applied to all three school-based samples.

Design weights were applied to account for the probability of allocation to the associated sample for each setting. The sample information from the School Census with regards to the Region was used as grossing targets. Design weights were applied to each case within each setting, and the profile of Region was compared to that of the population figures. Grossing weights were then applied so that the weighted number of each type of setting by Region matched that of the population.

## **5.2 Staff weighting**

To reduce both the burden on providers and the overall length of interview, settings employing more than a certain number of staff were asked to randomly select members of staff, rather than having to give details for the whole team.<sup>18</sup>

When selecting the members of staff, respondents were instructed to list them in alphabetical order by surname and pick the first two or three (see footnote) in order to provide a random selection of staff.

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<sup>18</sup> In group-based and out of school settings, the interview focused on a maximum of three supervisors and three other paid childcare staff. In school-based settings the survey recorded data on a maximum of two qualified teachers, two nursery nurses and two early years support staff.

While this process should have ensured a random selection of staff, staff in those providers that employed more than three or two staff of a given type were underrepresented. To address this, a weight was applied to up-weight the data in those cases where a sample of staff was drawn. For example, if a setting employed six staff, the three staff selected for the interview were up-weighted by a factor of two so that they would represent the six. Separate weights were calculated for the different staff types. These weights are only applied to those variables which relate specifically to staff of a given type (e.g. the supervisory staff weight was only applied to supervisory staff variables).

Below is an example of how the supervisory staff weight was calculated in the survey of group-based and out of school providers (where the survey collected data on a maximum of three members of staff at any given level).

<b>Table 5.1 Example of staff weighting</b>			
	Number of staff selected for inclusion in interview	Total number of staff in setting	Weight (applied to each member of staff)
Setting 1	1	1	1.00
Setting 2	2	2	1.00
Setting 3	3	3	1.00
Setting 4	3	4	1.33
Setting 5	3	5	1.67
Setting 6	3	6	2.00

### 5.2.1 Capping

The weighting process has an impact on the effective sample sizes for all of the sample groups. As the weights get larger, there is a greater impact on the efficiency of the sample. With the staff weights, where a setting employed a large number of staff, the weights became quite large. In order to reduce the impact that the staff weights had on the sample efficiency, the staff weight element of the weight was capped.

Weights were capped at six times the median weight for each type of provision.

The weighting factors above which caps were applied are shown below:

**Table 5.2a Maximum weight cap (group-based and out of school)**

	Full day	Sessional	Before school	After school	Holiday
Supervisory staff weight	10	8	6	6	8
Other paid childcare staff weight	6	6	6	6	6

**Table 5.2b Maximum weight cap (school-based)**

	Primary with nursery and reception classes	Primary with reception, but no nursery class	Nursery schools
Qualified teacher weight	6	6	6
Nursery nurse weight	9	6	18
Support staff weight	9	6	9

### 5.3 Actual and effective sample sizes

Table 5.3a Actual and effective sample sizes (Group-based and out of school)												
	Full day care		Sessional		Before school		After school		Holiday		Children's centres	
	Actual sample size	Effective sample size	Actual sample size	Effective sample size	Actual sample size	Effective sample size	Actual sample size	Effective sample size	Actual sample size	Effective sample size	Actual sample size	Effective sample size
General weight	1,788	1,715	1,262	1,187	1,033	959	936	874	1,010	917	1,511	1,456
Supervisory staff weight	4,842	2,918	3,157	1,909	2,177	1,287	2,162	1,306	2,562	1,492	435	306
Other paid childcare staff weight	2,818	1,795	1,657	1,038	982	574	1,038	646	1,569	1,053	215	156

**Table 5.3b Actual and effective sample sizes (Childminders)**

	Actual sample size	Effective sample size
General weight	902	892

**Table 5.3c Actual and effective sample sizes (School-based)**

	Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes		Nursery schools	
	Actual sample size	Effective sample size	Actual sample size	Effective sample size	Actual sample size	Effective sample size
General weight	848	823	758	748	185	178
Qualified teacher weight	1,348	1,026	645	584	321	263
Nursery nurse weight	1,394	894	630	532	367	262
Support staff weight	983	650	753	598	205	135

## 6 Data analysis

### 6.1 Calculating annual income, expenditure and fees

In order to make it as easy as possible to collect data on certain topics, providers were able to give figures for the following time periods:

- Per week
- Per month
- Per four week period
- Per quarter
- Per year

In order to produce annual estimates, some assumptions therefore had to be made. For the following topics, we assumed that the finances would be consistent across the full year, and thus multiplied data reported on shorter periods up to a full 52 week year:

- Income from fees paid by parents
- Income from local authority/central government
- Income from other sources
- Outgoings

### 6.2 Fees

In order to make it as easy as possible to collect income data, providers were able to give figures for the following periods:

- Per hour
- Per half day or session
- Per day
- Per week

Hourly rates were calculated from half day, daily and weekly amounts to provide comparable figures.

### 6.3 Pay data

When asked about hourly pay, if a respondent refused to give an absolute figure they were asked to give a banded answer. The data in the reports combines the banded data with the non-banded data, by using the midpoint of bands.

It was also possible for respondents to give details of staff pay for a range of different time spans. These were then pro-rated to a standard hourly rate, taking into account factors such as the number of weeks per year that a setting was open.

## 6.4 Edits

When collecting information on pay and income and asking respondents to provide numbers that are keyed in by the interviewer, it is possible for mis-keying to occur. On inspection, a small number of answers seemed either much too large or much too small. Therefore, it was decided to implement rules whereby certain outliers would be removed from the data. Only a very small number of answers were removed (no more than around five responses per group).

## 6.5 Calculating turnover, employment growth & recruitment rates

### 6.5.1 Turnover rate

The turnover rate is calculated by dividing the total number of staff leaving their employment by the total number currently employed, less the difference between those recruited and those leaving their current employment.

$$\frac{\text{Number that left}}{\text{Total number of staff} - (\text{Number recruited} - \text{Number that left})} \times 100$$

### 6.5.2 Employment growth rate

The employment growth rate 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.

$$\frac{\text{Number recruited} - \text{Number that left}}{\text{Total number of staff} - (\text{Number recruited} - \text{Number that left})} \times 100$$

### 6.5.3 Churn within sector

It should be noted that while the above calculations include the 'churn within sector' (i.e. staff moving from one provider to another) as well as staff being recruited to the sector, it does not capture the movement of staff within a provider (i.e. internal staff promotions).



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