Early years census 2020

Guide, version 1.0

July 2019

Contents

Version history

The version history shows when the version was released. The "Change History" is contained within the Errata at Annex C at the end of the document.

Version	Author	Date
1.0	Kirsty Knox	22 July 2019

1. Introduction

1.1 Purpose of this document

This document is provided for use by local authorities who fund early years provision, to enable relevant staff to:

- understand the rationale behind, and purpose of, the early years census (section 1)

- prepare for the early years census

- populate their systems with the required data for children and providers (sections 4 and 5)

- keep their data up to date during the year; and

- complete the early years census return for 2020 (section 2)

It is envisaged that this document will be used as a handbook by local authorities for data collected and stored throughout the year, rather than just as guidance on census day.

This document is published on the department's website.

Local authorities may choose to use it directly with their providers or adapt it to suit their local needs as appropriate. Software suppliers and developers of in-house systems may also find it a useful reference document.

Information on how the data collected in the early years census is used in the calculation of the dedicated school grant is published on the department's website.

1.2 Changes from the 2019 early years census

1.2.1 New data items

There are no new data items.

1.2.2 Existing data items

1.2.2.1 Category of provider
An additional code of 'SFGR' – State-funded governor-run has been added to the codeset for category of provider

1.2.2.2 Type of EY setting
The codeset for early year setting has been rationalised

1.2.2.3 Funded hours

Updated guidance as funded hours are capped at 15 from the 2019 to 2020 financial year

1.5.2.4 Open 24/7 indicator

Changed Open 24 / 7 indicator XML tag from <ContinuouslyOpenIndicator> to <OpenIndicator>

1.2.3 Deleted data items

No data items have been deleted.

1.3 Who is in the scope of the early years census?

All English providers of free early education in the private, voluntary and independent (PVI) sectors are within the scope of the early years census. It is mandatory to collect the data for the early years census at individual child level for children taking up a free place. Other children fall outside the scope of the census except for a few aggregate measures at establishment level. The census must only include PVI providers that have funded children. Any PVI provider within the local authority that has *no funded* children at the time of the census must **NOT** be included.

For the purposes of this collection, the following ages are defined as:

- a 2-year-old has a date of birth between 2017-01-01 and 2017-12-31

- a 3-year-old has a date of birth between 2016-01-01 and 2016-12-31

- a 4-year-old has a date of birth between 2015-01-01 and 2015-12-31

1.3.1 Which census should be used?

Schools with funded on-site early years free provision make their return via **EITHER** the school census **OR** the early years census, **as appropriate for the individual children attending being funded.** This paragraph describes which census is used to return data on children receiving free early education:

- registered pupils of the school (2, 3 and 4-year-olds depending on the statutory age range of the school) are recorded via the **school census** (and **not** the early years census)

- children (aged 2, 3 and 4) attending a separate Ofsted registered PVI provider on a school site, are recorded via the **early years census** (and **not** the school census)

- children attending provision provided by the school governing body under Section 27 of the Education Act 2002 (s27 governor run) or provision which is run / managed by an academy or academy trust under charitable objectives should be **either**:

- recorded via the **school census** where they are registered pupils of the school (can include 2-year-olds if the school's statutory age range covers 2-year-olds); **or**
- recoded via the **early years census** where they are not registered pupils of the school

Children may appear on the two different censuses where their free entitlement and / or extended entitlement hours are split between two different settings. In which case, the number of free entitlement hours for each child across all provision is limited to **15 hours** universal free entitlement or, where appropriate, 30 hours where extended entitlement is claimed.

Where schools need to complete the early years census for non-pupils, the local authority will need to issue a local authority EY number to the schools involved for the purposes of adding the setting to COLLECT.

Please note: We expect that local authority contacts cross-check their early years census and school census returns wherever possible to ensure there are no duplicates before submission as it will not be possible to retrospectively correct mistakes, and amend the data used for funding, after the relevant collection has closed.

1.4 Rationale behind the early years census

The child-level early years census ensures that individual-level data on two, three and four-year old children in early years settings is available in a similar manner to that collected on children in mainstream schools via the school census. This enables a more accurate distribution of funding to schools and local authorities, better demonstration of proper accountability for the expenditure in this area, and better formulation and evaluation of policy.

When developing data collection, the department is committed to four key principles. These are that:

- data should be collected once and used many times

- collection and sharing of data should be fully automated

- the value of any data collected should demonstrably outweigh the costs

- personal data on individuals should be properly protected

The data items in the early years census (listed in sections 4 and 5 of this document) are only those items that are essential and likely to be held by most providers or local authorities.

The data collected and transmitted are as defined in the common basic data set (CBDS).

1.5 Data protection and data sharing

The General Data Protection Regulation (GDPR) and the Data Protection Act 2018 mandate certain safeguards regarding the use of personal data by organisations, including the department, local authorities and schools / settings. Both give rights to those (known as data subjects) about whom data is processed such as pupils, parents and teachers. This includes (amongst other information that we are obliged to provide):

- the right to know the types of data being held
- why it is being held
- to whom it may be communicated

For the purposes of data protection legislation, the terms 'process', 'processed' or 'processing' apply to any activity involving the personal data, such as:

- collecting
- storing
- sharing
- destroying
- etcetera – please note: this list is not exhaustive

Sections (a) and (b) below provide additional information on two aspects of data protection legislation - namely privacy notices and data security. However, as data processors and controllers in their own right, it is important that schools process all data (not just that collected for the purposes of the school census) in accordance with the full requirements of the GDPR. Further information on the GDPR can be found in the Information Commissioner's Office (ICO) overview of the General Data Protection Regulation (GDPR)

(a) Legal duties under the General Data Protection Regulation and the Data Protection Act 2018: privacy notices

Being transparent and providing accessible information to individuals about how you will use (process) their personal data is a key element of both the GDPR and the DPA 2018. The most common way to provide such information is through a privacy notice. Please see the Information Commissioner's Office (ICO) website for further guidance on privacy notices.

For local authorities, schools / settings, this means that you must provide clear and accessible privacy notices that inform parents, pupils and staff:

- what data is collected about them
- for what purposes the data is collected
- how the data is used (processed)

- what the lawful basis is for processing

- for how long the data is retained

- with whom the data is shared

- why the data is shared

- whether we intend to transfer it to another country, and

- whether we do automated decision-making or profiling

The department provides suggested wording for privacy notices that schools and local authorities may wish to use. However, where the suggested wording is used, the school / local authority **must review and amend** the wording to reflect local business needs and circumstances. This is especially important, as the school will process data that is not solely for use within census data collections. As such, to comply with GDPR and DPA 2018, the privacy notice should contain details of all uses of data within the school / local authority, which may include, for example, information used locally for pupil achievement tracking and (where relevant) the use of CCTV data. The privacy notice should also include this link to the gov.uk webpage, which provides information on how the department processes data.

It is recommended that the privacy notice is included as part of an induction pack for pupils and staff, is made available on the school website for parents, as well as featuring on the staff notice board / intranet. Privacy notices do not need to be issued on an annual basis, where:

- new pupils and staff are made aware of the notices

- the notices have not been amended

- they are readily available in

  - electronic, or

  - paper format

(b) Legal duties under the General Data Protection Regulation and the Data Protection Act 2018: data security

Schools / settings and local authorities have a (legal) duty under the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 to ensure that any personal data they process is handled and stored securely. Further information on data security is available from the https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/security/.

Where personal data is not properly safeguarded, it could compromise the safety of individuals and damage your reputation. Your responsibility as a data controller extends to those who have access to your data beyond your organisation where they are working on your behalf; for example, where external IT suppliers can remotely access your

information. The ['School procurement: selecting a school MIS'](#) and ['Responsible for information'](#) pages provide further guidance and advice.

It is **vital** that all staff with access to personal data understand the importance of:

- protecting personal data

- being familiar with your security policy

- putting security procedures into practice

As such, you should provide appropriate initial and refresher training for your staff.

Where local authorities / schools / settings chose to use cloud software services, additional information on handling data securely within such environments is available within the [department guidance on data protection for schools considering cloud software services](#).

1.6 Structure of the early years census

The 2020 early years census is in two parts – establishment level and child level - with each level containing groupings of individual data items. The data items contained within each level are listed at paragraphs [4](#) and [5](#).

1.7 Key concepts

1.7.1 Data quality

In order to properly account for children taking up free early education places and to allocate funding fairly, it is important that the data collected by providers and local authorities - for onward transmission to the department - is both accurate and complete. In sections [4](#) and [5](#) there is a complete list of data items required by the census, together with an explanation of each item. For instance, it is important that a child's correct and full name is recorded and not just a shortened version. Where providers of data adhere to this requirement, it will help ensure that duplicate records are quickly identified and aid the speed of the process by which funding is allocated to providers.

1.7.2 Duplicate records

A child may legitimately attend more than one early years (EY) setting. It is only a problem if the total number of free entitlement hours for a child across all provision exceeds the free entitlement, which is 15 hours a week or, for those with extended entitlement, 30 hours for 38 weeks a year. It is likely that the only time that this will be identified is when duplicate names are submitted to the local authority by two different providers or when the department finds duplicates for a child accessing a free place in a neighbouring local authority.

Providers and local authorities are requested to make every effort to avoid duplicate records being submitted. A report is available on the COLLECT system that identifies duplicate records and local authorities are advised to run this report before submitting data Before submitting data local authorities should, wherever possible, check whether a child is taking up a free place in a PVI provider in the local authority area at the same time as being a registered pupil of a state-funded school in the local authority area. Children cannot take up the free entitlement hours in addition to their place in a state-funded reception class. Where duplicate records are discovered during or after the process to allocate funding, discussions will need to take place between the providers concerned, the local authorities involved and the Department in order to clarify where the funding for the particular child is to be allocated. The Department may periodically check for duplicate records to ensure that funding is distributed as accurately as possible.

1.7.3 Unique identification

Whilst much consideration has been given to how a child can be uniquely identified, the unique pupil number (UPN), which is used in schools, is not available for children in PVI provision. As such, child record matching is based on name, date of birth and postcode of each child and it is very important that the data provided for these items is accurate.

# 2.	Completing the early years census

This section provides information on how to complete the census. It covers when the census is prepared, when data is generated and what steps are to be taken on or around census day.

2.1 Statutory basis of the census

The individual child level data collection from PVI settings is a statutory requirement on providers and local authorities through regulations under Section 99 of the Childcare Act 2006 and The Education (Provision of Information About Young Children) (England) Regulations 2009.

This means that:

- the word "providers" is applied to both childminders registered with Ofsted and childminders registered with a childminder agency which is itself registered with Ofsted

- providers do not need to obtain consent for the provision of information from parents of individual children. They must, however, meet their obligations to data subjects under the general data protection regulation – see paragraph 1.5 above

- providers and local authorities are protected from any legal challenge that they are breaching a duty of confidence

- providers are required to complete a return

2.2 Census dates

Every local authority is required to provide an individual child level early years census return in 2020 to the department.

Every funded PVI EY setting in England is required to provide the necessary information to their local authority to enable them to complete this return.

The key dates are as follows:

- Thursday 2020-01-16 is census day. The census will collect data on all children taking up free provision during census week

- Friday 2020-03-06 the deadline for loading data onto COLLECT. This is to allow for error correction, credibility checking and authorisation to take place before the collection closes.

- Friday 2020-04-10 the final deadline for the 2020 submission of data to the department

- local authorities may want to notify their providers of their own local deadline for the submission of data and it is vital that they comply with these

2.3 Census generation process

- Data from PVI providers is passed to the local authority early years contacts and may be in paper or electronic format. A data collection template is available at annex A with a guide to completion at annex B, which local authorities can choose to use with their providers. The data provided must be signed off as accurate and complete by the head of the establishment

- Local authority either inputs or imports data into its own MIS. Data will preferably be validated on entry

- Any queries are resolved between the local authority and the provider.

- Local authority produces the census return according to the business and technical specification published on the department's website

- Local authority uploads the return to the department via the COLLECT system

- Further validation takes place in COLLECT. Any errors are resolved in partnership with the provider so that consistency of records is maintained

- Local authority return is finally submitted to the department via COLLECT no later than Friday 2020-03-06

2.4 Provision of data by early years settings to the local authority

Providers must ensure that their data is produced to reflect the children receiving free early education in their setting during census week and that all data items described in sections 4 and 5 are completed. Thursday 2020-01-16 is census day. The census will collect data on all children taking up free provision during census week As soon as possible after that, this information is to be submitted to their local authority contact and this may be in either paper or electronic format. Providers and local authorities must agree a process for this to take place. Local authorities may choose to use the template at annex A.

Validation of data supplied by local authorities is undertaken within the COLLECT system. Any validation that takes place prior to loading is very helpful. This will reduce the number of validation errors when the census return is generated, and substantially reduce the number of errors in your return and the work needed to subsequently resolve these.

We recognise that providers will vary in their means of producing a paper or electronic return and, therefore, do not prescribe how the data is transmitted to the local authority. It is the responsibility of the local authority to provide a means of transferring data between the provider and the local authority.

2.5 Data checking and validation

Census data is used by the department's policy divisions, other government departments, local authorities, schools, external agencies and educational researchers. The data is also used for funding purposes and accuracy of data is therefore paramount.

The software may contain a series of 'data checks' which help to identify and correct errors and inconsistencies in the data prior to generating the census return. Please go through this process carefully as it will substantially reduce the number of validation errors in the return and the work needed subsequently to resolve these.

Local authorities must ensure that every return from providers or from childminder agencies (CMAs) has been authorised by the head of the establishment.

2.6 Resolving conflicts

Errors and inconsistencies in the data are resolved between the local authority and the provider before the full return for the local authority is run. Local authorities must advise their providers of the means by which this process will be undertaken.

2.7 Generation of the early years census return by the local authority

This guide is to be read in conjunction with the early years census business and technical specification which is published on the department's website.

For the individual child level data collection, you will need to export your data from the spreadsheet or database you are using and load it into the department's COLLECT system.

The business and technical specification outlines the requirements for a single data file from each EY setting within an authority. If there are, for example, 120 EY settings within your authority then the department will expect 120 files with each one containing a return from a setting. Each file must contain data as outlined in the specification in respect of content, structure, and format.

2.7.1 XML generator spreadsheet

The department can only accept data that conforms to the xml structure as per the specification. If the data is organised in any other way, then it will not load and will not be validated. In these circumstances, the data will need to be reformatted in such a way as to bring it in line with the specification.

A single file per setting is required that complies with the structure and format as set out in the specification and this will, ideally, be an xml file. However, where the local authority has generated a csv file (which is compliant with the structure in the specification) then this may be rendered loadable if it is passed through the xml generator tool that the department makes available. This tool outputs a correctly formatted xml file that can then be uploaded into COLLECT. Please contact the data collection helpdesk to request this converter by completing a service request form.

2.7.2 Data entry via the XML generator spreadsheet

The department provides, on request via a service request form, a data entry spreadsheet that enables the input of file header and individual child record information. On completion of entry of the data the file can then be converted to xml format, via the spreadsheet, to allow for uploading to COLLECT. Please contact the data collection helpdesk to request this converter by completing a service request form.

2.8 Sending the early years census return to the department

Local authorities will submit the required data to the department via COLLECT using the following steps:

- log onto the department's secure website

- to upload a file either:

  - upload a single establishment file - access COLLECT as many times as you wish and upload single files (drip feeding)

  or

  - upload a ZIP file containing the files from many individual establishments - COLLECT will "unpack" the ZIP file and load and validate your data return

Successfully loaded data is subjected to validation. If you have loaded a ZIP file containing data from many providers, then the validation process may take some time.

After validation is complete, you are able to view your data return, observe the validation outcomes, and decide if any further action is required in response to them. For example, you may need to query something with a setting and return to COLLECT to make a change to the data. You may wish to run a report from COLLECT or export the validated

data set so that you can use it in another system. Ultimately, you must 'approve' the data so that the department can consider it to be finalised.

The above is a brief outline of the process. Prior to the data collection, you will be able to access detailed COLLECT guidance documentation. Availability of this guidance will be announced in the early years census 'early warning' and 'final readiness' news bulletins and published on the department's [website](#).

3. Preparation – data items required

3.1 Introduction

Most of the data items collected in the early years census are those which a provider is expected to use to secure funding and for its own purposes. The majority of items will be kept up to date as part of normal business processes.

Sections 4 and 5 give detailed information of all the data items that are required for the census

3.2 Data to be collected in the early years census

The early years census collects two sets of data:

Data level	Description
Establishment level	Data relating to the PVI early education provider.
Pupil / child level	Data relating to the individual child taking up free early education

The data items are fully defined in the business and technical specification and the CBDS. Additionally, codesets for individual data items are given at section 8.

4. Establishment level

This section lists in detail the data items required for the establishment level of the early years census

4.1 Establishment characteristics module

4.1.1 Local authority (LA) Number

The local authority three-digit code identifies a particular local authority. The local authority number represents the one that is responsible for funding children within the setting. It relates to the geographical area within which the provider is situated.

Please note: This is also important for agency-registered childminders (CMs) as a childminder agency (CMA) may operate across a number of local authorities with CMs based in different local authorities. The census return is to be sent to the local authority that funds the CM (which will be the local authority in which the CM operates). It is vital that this is correct as errors may affect the calculation of the local authority dedicated school grant (DSG) and the recording of take-up figures at local authority level.

4.1.2 Establishment unique reference number

The local authority issued unique reference number (URN) for the EY provider must be used by all PVI providers and Ofsted or agency registered CMs submitting a census return direct to the local authority. Local authorities must allocate a URN for each return submitted by a CMA on behalf of their CMs before submitting data to the department.

4.1.3 Ofsted EY unique reference number

The Ofsted unique reference number for the EY provider. A 6 or 7 digit number prefixed by 'EY'. Ofsted will also provide the reference number for CMAs. CMs registered with CMAs will not have an Ofsted EY URN. Ofsted URN is used to match to Ofsted inspection rating data, therefore please check the correct number has been returned.

Please note: Individual settings should have both a local authority EY number and an OFSTED number. However, where a childminder or childcare on domestic premises setting is registered with a CMA, the local authority will need to issue a local authority EY number to each childminder / setting before they submit a return. More information is provided in section 6.1. The authority should approach the CMA to check that a childminder / setting is registered with them.

Governor-run or provision which is run / managed by an academy or academy trust is inspected as part of the whole school /academy inspection, so for this type of provision, please return the school's or academy's Ofsted URN to allow matching to the school's or academy's inspection rating.

4.1.4 Establishment name

EY provider establishment name in full.

4.1.5 Telephone number

Main EY provider telephone number including area code, which is used for official purposes.

4.1.6 Postcode

The code allocated by the post office to for the establishment address.

4.1.7 Category of EY provider

Shows the category of provision such as: private or voluntary (see codeset at section 8)..
A private or voluntary provider who is delivering childcare on behalf of a children's centre should be recorded as a Sure Start Children's Centre.

From 2020 an additional code of 'SFGR' state funded governor run has been added to this codeset.

4.1.8 EY Provider category other

Shows the category of provision where the category is not one of the named values. Accompanying textbox only applicable where 'category of EY provider' equals 'OTHR' - see codeset at section 8.

4.1.9 Type of EY setting

Shows the type of provider - such as: day nursery - only applicable where 'category of EY provider' is 'PRIV' or 'VOLY' (other providers do not need to complete this and should leave it blank) - see codeset at section 8.

The EY setting type codes have been rationalised for 2020. Suppliers have been asked to map existing codes in the following way:

Old code	New code
Day nursery (DNS) Playgroup or pre-school (PPS) Nursery (NUR)	Early years childcare provider (EYP)
Family / Combined / Integrated centre (FCI)	Other (OTH)

Sure start children's centre – main centre (SSM) Sure start children's centre – linked setting (SSL)	Sure start children's centre (SSC)

4.1.10 EY setting type other

Shows the type of setting where the EY setting is not one of the named values in the codeset. Accompanying textbox only applicable where 'type of EY setting' equals 'OTH' - see codeset at section 8.

4.1.11 EY day care

Whether full day (6 hours a day or more) or sessional (less than 6 hours) care is provided - only applicable where 'category of EY provider' is 'PRIV' or 'VOLY' - see codeset at section 8. Other providers do not need to complete this and should leave it blank.

4.1.12 EY day care other

Shows the type of day care where the care provided is not one of the named values. Accompanying textbox only applicable where 'type of day care' equals 'O'. Other providers do not need to complete this and should leave it blank.

4.1.13 Maintained school relationship

Indicates whether or not an EY provider is working with a state funded school (local authority maintained, academy or free school) through a contract or partnership agreement. This should include all partnership working between a PVI provider or childminder and a school including situations where the partners are based on a different site.

4.1.14 Other establishment partnership

Indicates whether or not a PVI provider is working with another PVI provider through a contract or partnership agreement. It should include all partnership working between PVI providers and includes situations where PVI providers are based on different sites.

4.1.15 EY weeks open per year

Number of weeks per year that the EY provider is open for (to the nearest half-week, and where the half week is represented by 0.5).

4.1.16 EY funding weeks

For how many weeks in the current calendar year is the provider open and funded by the local authority (to the nearest half-week, and where the half week is represented by 0.5). This item is only mandatory for providers open and funded for more than 38 weeks.

4.1.17 Open 24 / 7 indicator

The 'open 24 / 7 indicator' data item records where a provider is open for 24 hours a day and 7 days a week – that is, where the setting does not close.

4.1.18 How to record opening and closing times

Paragraphs 4.1.19 and 4.1.20 relate to the **general** opening and closing times of the provider, not the times during which they offer free early education.

Providers who close for a lunch break should record their morning opening and afternoon / evening closing times only. Any lunch break is not recorded.

4.1.19 Opening time

The 'opening time' data item records, for each and every day of the week - therefore there are 7 'opening time' data items to complete - the time at which the setting opens. This is recorded in 24-hour format – that is, the first two digits must be within the range 00-23 with the second set within the range 00-59. The digits are separated by a colon. Where the 'open 24 / 7 indicator' shows that the setting remains open 24 / 7, this data item must not be present. Where the setting is not open on any particular day, this day is to be left blank.

4.1.20 Closing time

The 'closing time' data item records, for each and every day of the week - therefore there are 7 'closing time' data items to complete - the time at which the setting closes. This is recorded in 24-hour format – that is, the first two digits must be within the range 00-23 with the second set within the range 00-59. The digits are separated by a colon. Where the 'open 24 / 7 indicator' shows that the setting remains open 24 / 7, this data item must not be present. Where the setting is not open on any particular day, this day is to be left blank.

4.2 Staff information module

This module records the number, by headcount, of staff, by their qualifications, within the establishment who work with children under 5 years of age. For each member of staff who works with children aged under 5, only the highest qualification is to be recorded and double-counting must not occur. Information about the staff should relate to those that have been present in the week of the census. If unusual circumstances occur, such as

the premises not being available, then usual staffing levels should be provided. Zero is to be input / provided for data items in this module that do not apply to the setting and, as such, there will be no blank items.

We collect data for levels 2 and 3 then EYPS/EYTS/QTS because these are the qualifications required for meeting EYFS staff:child ratios and implementing the 1:13 ratio. We limit the number of questions asked, and the data we require providers to give, to that which is the most useful and relevant, to minimise the burden.

Please note: volunteers are not included within this module.

4.2.1 Total staff at provider who work with children under 5

The 'total staff at provider who work with children under 5' data item records the total number of staff at the provider who work with children aged under 5. This data item includes all the staff in the elements below. For a childminder, this would include themselves, any co-childminders and any assistants. Both qualified and un-qualified staff are included within this total.

4.2.2 Number of staff with a full and relevant early years Level 2 qualification

The 'number of staff with a full and relevant early years level 2 qualification' data item records the number of staff at the provider with a full and relevant early years Level 2 qualification who work with children aged under 5. Definitions of 'full and relevant' qualifications can be found here.

4.2.3 Number of staff with a full and relevant early years Level 3 qualification and not in a managerial role

The 'number of staff with a full and relevant early years level 3 qualification and not in a managerial role' data item records the number of staff at the provider with a full and relevant early years Level 3 qualification who are not in a management role and work with children aged under 5. Definitions of 'full and relevant' qualifications can be found here.

4.2.4 Number of staff with a full and relevant early years Level 3 qualification and in a managerial role

The 'number of staff with a full and relevant early years level 3 qualification and in a managerial role' data item records the number of staff at the provider with a full and relevant early years Level 3 qualification who are in a management role and work with children aged under 5. Definitions of 'full and relevant' qualifications can be found here.

Staff with graduate level qualifications excluding 'EYPS', 'EYTS' and 'QTS' (for example BA Early Childhood Studies, Foundation Degree) should be recorded as Level 3 as their qualifications allow them to practice at Level 3 staffing ratios.

A manager is the person undertaking the role of 'setting manager' as prescribed in the Early Years Foundation Stage Framework. This does not include room leaders or senior members who are not the setting manager.

Any registered childminder is considered to have a managerial role even if they are not working with any other adults. However, if they hold a higher level of qualification they should be recorded under the relevant qualification.

4.2.5 Number of staff with early years professional status

The 'number of staff with early years professional status' data item records the number of staff at the provider with early years professional status who work with children aged under 5.

Early Years Professional Status (EYPS) was an accredited graduate status endorsed by Government between 2007 and 2013. Holders of this status will have met the Early Years Professional Status Standards and hold an EYPS certificate. The status was replaced by Early Years Teacher Status in 2013.

4.2.6 Number of staff with early years teacher status

The 'number of staff with early years teacher status' data item records the number of staff at the provider with early years teacher status who work with children aged under 5.

Early Years Teacher Status (EYTS) is an accredited graduate status endorsed by Government since 2013. Holders of this status will have met the Teachers Standards (Early Years) and hold an EYTS certificate issued by DfE. The status is not the same as Qualified Teacher Status (QTS).

4.2.7 Number of staff with qualified teacher status

The 'number of staff with qualified teacher status' data item records the number of staff at the provider with qualified teacher status who work with children aged under 5.

Qualified Teacher Status (QTS) is an accredited graduate status endorsed by Government. Holders of this status will have met the Teachers Standards, hold a certificate issued by DfE and a teacher reference number (TRN).

4.2.8 Reporting order

To assist settings in returning the staffing element, the order the qualifications are to be returned are as follows:

- Level 2

- Level 3

- Level 3 – Managerial

- 'EYPS'

- 'EYTS'

- 'QTS'

4.3 Pupil/child statistics module

4.3.1 Number of 2 year olds

Total number of 2-year-olds (age as at 2019-12-31) accommodated (funded and non-funded children). Zero means none at this age.

4.3.2 Number of 3 year olds

Total number of 3-year-olds (age as at 2019-12-31) accommodated (funded and non-funded children). Zero means none at this age.

4.3.3 Number of 4 year olds

Total number of 4-year-olds (age as at 2019-12-31) accommodated (funded and non-funded children). Zero means none at this age.

5. Pupil / child level

This section lists in detail the data items required for the pupil / child level of the early years census.

5.1 Pupil / child identifiers module

5.1.1 Pupil / child surname

Full legal surname, as the provider / local authority believes it to be (providers / local authorities are not necessarily expected to have verified this from a birth certificate or other legal document).

5.1.2 Pupil / child forename

In full, not shortened or familiar versions.

5.1.3 Pupil / child middle name

In full, not shortened or familiar versions. If child has no middle name(s) then this field must be left blank.

5.1.4 Pupil / child preferred surname

Surname (as written) most commonly used by the provider.

5.1.5 Date of birth

The child's date of birth.

5.1.6 Gender

Gender of child - see codeset at section 8 – recorded as according to the wishes of the parent / guardian or child.

5.2 Pupil / child characteristics module

5.2.1 Child ethnicity

Ethnicity is collected for all children and records the ethnicity as stated by the parent / guardian. Ethnicity is a personal awareness of a common cultural identity and relates to how a person feels and not how they are perceived by others. It is a subjective decision as to which category a person places himself or herself in and does not infer any other characteristics such as religion or country of origin.

The establishment must not ascribe any ethnicity to the child. This information **must** come from the parent / guardian. Where the ethnicity has not yet been collected this is

recorded as 'NOBT' (information not yet obtained). If a parent has refused to provide ethnicity, 'REFU' (refused) is recorded and returned

The ethnicity codeset reflects categories used in the 2001 national population census, with additional categories for Travellers of Irish heritage, Sri Lankan other and children of Gypsy/Roma heritage

If the national population census categories do not meet the needs of local monitoring, local authorities may use the departmentally approved list of extended categories (at section 8).

5.2.2 Funded entitlement hours

Funded entitlement hours records:

- the number of funded entitlement hours funded by the local authority for eligible 2 year old children at the provider

- the number of universal funded entitlement hours funded per week by the local authority for 3 and 4 year old children at the provider

Funded entitlement hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as (10 plus [30 divided by 60]) equals 10.50 with 10 hours and 45 minutes quarter hours being (10 plus [45 divided by 60]) equals 10.75.

Please note: Where a child attends the establishment for extended funded entitlement hours **only** and therefore does not have any universal funded entitlement hours within the establishment, funded entitlement hours of 0.00 must be entered in the funded entitlement hours field. This acts as confirmation that the child took their universal funded entitlement hours in another establishment.

5.2.3 Extended funded entitlement hours

Extended funded entitlement hours are collected for children aged 3 and 4, who have working parents with a valid 30-hour code. As with universal funded entitlement hours, extended funded entitlement hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as (10 plus [30 divided by 60]) equals 10.50 with 10 hours and 45 minutes quarter hours being (10 plus [45 divided by 60]) equals 10.75.

Extended funded entitlement hours are available up to a maximum of 15 hours per week.

Please note: Where a child is in receipt of extended funded entitlement hours, the maximum universal (funded entitlement) hours allowable is 15 hours. The maximum allowable funding, inclusive of universal and extended funded hours is 30 hours.

This field must NOT include any hours funded under the universal funded entitlement for 3 and 4-year-olds which should still be recorded against free hours.

Please note: Where a child attends the establishment for extended funded entitlement hours **only** and therefore does not have any funded entitlement hours within the establishment, funded entitlement hours of 0.00 must be entered in the funded entitlement hours field. This acts as confirmation that the child took their funded entitlement hours in another establishment.

Whilst settings may 'stretch' the extended funded entitlement hours beyond the 38 week period, for funding purposes, extended funded entitlement hours must be reported as if taken over the 38 period.

5.2.4 30-hour code indicator

The 30-hour code indicator is an 11-digit code, issued by HMRC to the parent, collected for children who have extended childcare hours and confirms the eligibility of working parents to receive the additional 15 hours of extended funded entitlement. This is particularly important as parents may split their entitlement between two providers.

The code, once issued, remains fixed and refers to a single parent / child combination (that is: where a parent has two children, each child will have their own code). However, when the setting is presented with the code by the parent, the setting must confirm the code's validity with the local authority. Please see the diagram below:

Provider guide to checking validity of 30 hours eligibility codes

Parents will apply for 30 hours free childcare through the digital **childcare service**. Parents will give you their **30 hours eligibility code** to take up their 30 hours place.

You will need to **validate the code** with your local authority using the DfE Eligibility Checking System (ECS). To do this, you need:

1	**2**	**3**
30 hours code (5000xxxxxxx)	Parent's National Insurance Number	Child's Date of Birth

Contact your LA to validate code

Your LA will have their own process for this

OR

Validate code yourself

Your LA will have their own online portal for you to use

Inform parent their code is valid and **secure 30 hours place**

Your LA will let you know when a parent is no longer eligible for 30 hours and tell you when their grace period ends. A parent may also let you know when they are no longer eligible. You only need to take action once **your** LA tells you which parents are no longer eligible.

Full details about how the provider should verify the code are available here.

Where a child transfers to another establishment, the local authority **must** be informed of the transfer.

Foster children are eligible for 30 hours free childcare in certain circumstances. Foster parents do not apply for the extended funded entitlement through the Childcare Service due to the additional eligibility checking steps required. The 30-hour code indicator is issued by the local authority to the foster parents. Providers still check the code in the same way as for any other parent taking up 30 hours. It should be noted that although it is still an 11-digit code, it begins with a different number to HMRC issued codes. This is to allow local management of the reconfirmation process. Further information about 30 hours free childcare is available in the Department's statutory guidance for local authorities on early education and childcare and the Department's early years entitlements operational guidance.

5.2.5 Disability access fund indicator

The disability access fund indicator records whether a 3 or 4 year old child is in receipt of disability access funding (DAF) from the local authority. Receipt of this funding entitles the child (whilst they are 3 or 4 years of age) to a fixed amount of funding per year from the disability access fund, which is paid direct to the establishment.

Where a child moved providers between September 2019 and census week and it is known they were in receipt of DAF at the original provider, please record this child as in receipt of DAF at the provider they are attending during census week.

Please note: To be eligible for disability access funding, the child must be in receipt of:

- Disability Living Allowance (DLA) **AND**
- The universal 15 hours entitlement

Children do not have to take up the full 570 hours of early education that they are entitled to in order to receive the DAF. Children will be eligible where they take up any period of free entitlement and receive DLA.

5.2.6 Hours at setting

The total number of local authority funded (that is, universal funded entitlement hours, plus any extended funded entitlement hours) and unfunded hours that the child spends at the provider per week. As with free hours, hours at setting are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as (10 plus [30 divided by 60]) equals 10.50 with 10 hours and 45 minutes quarter hours being (10 plus [45 divided by 60]) equals 10.75.

5.2.7 Total funded spring hours

Where the provider is funded for more than 38 weeks of the year, the number of universal free entitlement hours between 1 January and 31 March (that is, free entitlement hours x 13 weeks). As with funded hours, total funded spring hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example, where a pupil has 10 hours and 30 minutes, this is recorded as (10 plus [30 divided by 60]) equals 10.50 with 10 hours and 45 minutes quarter hours being (10 plus [45 divided by 60]) equals 10.75.

Total funded spring hours does not apply to extended funded hours. These should be recorded as term-time only. More detail is shown in section 5.2.3.

5.2.8 Basis for funding

The basis on which a 2-year-old has been funded for a free early education place. This information will be provided for the early years census by the local authority providing the funding for the 2 year old child rather than the early years setting that provides the education for that child. This data item is **NOT** required for 3 and 4-year-olds.

Children may meet more than one criterion given in the codeset below and each that applies should be returned in the census.

Code	Description
'ECO'	Economic criteria
'HSD'	High-level SEN or disability
'LAA'	Looked after or adopted from care

Since this data item is to be populated by the local authority, it is not included in the data collection template in annex A.

5.2.9 Early years pupil premium (EYPP) [used for funding]

The early years pupil premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged three and four-year-olds (all three and four year olds are entitled to up to 15 hours per week of government funded early education for 38 weeks of the year).

Only children **in receipt** of EYPP in census week should be recorded with early years pupil premium receipt equal to "true".

EYPP is paid by local authorities direct to settings. Its award is dependent on the application by parents of eligible children to their local authority, which will use the eligibility checking service (ECS – see section 5.3.8.3) to verify their application against benefits related data.

Children are eligible to receive EYPP if they are taking the universal 15 hours free entitlement and:

- meet the benefits related criteria equivalent to those for Free School Meals (please note: meals delivered as part of the universal infant free meal entitlement are **not** FSM; receipt of FSM does not automatically qualify a child for EYPP)[1]; or

- are in the care of the local authority (in England and Wales); or

- have left care (in England or Wales) through:

  o adoption

  o special guardianship

  o a child arrangement order (formally known as a residence order)

This field also records the basis of eligibility:

Code	Early years pupil premium basis for funding
RE	In receipt through economic reasons: where they are in receipt via the benefits related criteria for FSM
RO	In receipt through other reasons: where they are in receipt due to being in care or due to leaving care through adoption, a special guardianship order or a child arrangement order
RB	In receipt through both reasons: where they are in receipt through both economic and other reasons
RU	In receipt through unknown basis: where the establishment knows the child is in receipt of EYPP (due to receiving funding from the local authority) but does not necessarily know the reason why

5.3 Special educational needs module

5.3.1 SEN provision

The special educational needs and disability provision types are consistent with the 2015 SEND Code of Practice see codeset at section 8.

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[1] Further guidance on EYPP eligibility is available here:
<mark>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/758271/ EYNFF_Operational_Guide_-_2019-20_Final.pdf</mark>

5.4 Individual child level data on funded 2, 3 and 4 year olds

Individual child level data is required in the 2020 early years census for all funded 2, 3 and 4-year-olds. Individual child level data is not required for non-funded 2, 3 and 4-year-olds.

5.5 Home information module

Address information should be provided in whichever format the data is currently held within a management information system – in either BS7666 format or Address Line format. Postcode **must** be provided with either format. The unique property reference number (UPRN) is introduced on a voluntary basis and, like the postcode, may be provided with either format.

A valid BS7666 address will contain a minimum of SAON (the dwelling), the street and at least one of locality, town, administrative area or post town. For a line address, the minimum of address line 1 plus one other address line must be provided. However, up to a maximum of five lines are available for the address, if required.

5.5.1 Secondary addressable object name (SAON)

The secondary addressable object name (SAON) is the flat, apartment name or number or other sub-division of a dwelling (sub-dwelling) such as: 'Flat 2b'.

5.5.2 Primary addressable object name (PAON)

The primary addressable object name (PAON) is the dwelling name and / or number, such as: '27'.

5.5.3 Street

Street name or street description that has been allocated to a street by the street naming authority, such as: 'Lane Street'.

5.5.4 Locality

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town, or stand in its own right within the context of an administrative area. Where an industrial estate contains streets it is defined as a locality in its own right, such as: 'Local Area'.

5.5.5 Town

The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district, such as: 'Townbury'.

5.5.6 Administrative area

The administrative area is a geographic area that may be the highest level local administrative area, which may be a county or a unitary authority, an island or island group, or London, such as: 'Countyshire'.

5.5.7 Post town

The post office usually assigns these based on sorting office, such as: 'Postaltown'.

OR

5.5.8 Address line 1

First Line of Address, such as: 'Flat 2b'.

5.5.9 Address line 2

Second Line of Address, such as: '27, Lane Street'.

5.5.10 Address line 3

Third Line of Address, such as: 'Local Area'.

5.5.11 Address line 4

Fourth Line of Address, such as: 'Townbury'.

5.5.12 Address line 5

Fifth Line of Address, such as: 'Countyshire'.

AND

5.5.13 Postcode

The code allocated by the post office to identify a group of postal delivery points, such as: 'XX99 9XX'.

5.5.14 UPRN

The unique property reference number (UPRN) - introduced on a voluntary basis (defined by Ordnance Survey as: 'The unique identifier for every spatial address in Great Britain. It provides a comprehensive, complete, consistent identifier throughout a property's life cycle – from planning permission through to demolition) – is, like the postcode, provided with either format.

6. Childminders

6.1 Childminder agencies (CMAs)

CMAs register with and are inspected by Ofsted. Agencies are not childcare providers as they will not directly provide childcare, but, once registered with Ofsted, agencies are able to register individual childminders (and childcare providers on domestic premises) who will provide this service. This means that individual childminders will have a choice: either register directly with Ofsted; or, register with a CMA.

The introduction of CMAs may alter the method used by local authorities to collect data and means that the authority will have to collect data from CMAs (on behalf of all childminders registered with the agency), agency registered childminders who choose to submit returns direct to the local authority and from childminders registered with Ofsted. Paragraphs 4.1.2 and 4.1.3 give more information about the impact on URN and EY numbers.

6.1.1 Childminders registered with Ofsted

Childminders who are registered with Ofsted will be required to submit a childminder return to their local authority.

Local authorities with childminder networks (who previously submitted aggregated returns for the network) are now required to submit an individual return for each childminder registered with Ofsted.

6.1.2 Childminders registered with CMAs

CMs who are registered with CMAs can submit a childminder return directly to their local authority. However, CMAs may submit an individual level return for each childminder registered with them to the childminder's home local authority (the local authority within which geographical area the childminder is located).

In both instances (6.1.1 and 6.12) the childminder and any colleagues working with them, are recorded as the number of staff. For example, a childminder working together with another childminder and an assistant would be recorded as three staff.

Please note: The Childcare Act 2006 indicates that if four or more adults work together to provide childcare on domestic premises then they are either classified as an early or later years childcare provider or both (depending on which Ofsted register they are registered on). Therefore, a childminder working with three or more adults will need to be recorded as an early years provider (private, voluntary or other) in the census.

6.1.3 Childminder provider category

The childminder provider category is completed by providers with a category of 'CHMD' (childminder).

Code	Description
'AGY'	Registered with a CMA
'IND'	Registered with Ofsted

7. Further information

For further advice on the completion of any part of the census return, providers should contact their local authority in the first instance.

If there are any questions that the local authority cannot resolve, then these should be directed to the department's Service Desk by completing a [service request form.](#)

This document is posted on the department's [website](#).

8. Codesets

Gender

Code	Description
0	Not known (gender has not been recorded). Also covers gender of unborn child.
1	Male
2	Female
9	Not specified (indeterminate; unable to be classified as either male or female)

SEN provision

Code	Description
N	No special educational need
E	Education, health and care plan
K	SEN support

Category of EY provider

Code	Description
PRIV	Private
VOLY	Voluntary
INDS	Registered independent school
LADN	LA day nursery
OTHR	Other
CHMD	Childminder
SFGR	State funded governor run

EY setting type

Code	Description
EYP	Early years childcare provider
SSC	Sure start children's centre
OTH	Other

EY day care

Code	Description
F	Full day (6 hours or more)
S	Sessional day (less than 6 hours)
O	Other day care

Ethnicity

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
WBRI	**White - British**	**WBRI**	**White - British**	**White**	**WBRI may not be used if any of the extended categories below (WCOR-WWEL) are used**
WCOR	White - Cornish	WBRI	White - British	White	
WENG	White - English	WBRI	White - British	White	
WSCO	White - Scottish	WBRI	White - British	White	
WWEL	White - Welsh	WBRI	White - British	White	

DfE extended codes	Approved extended categories	DfE main code	Sub-category	Main category	Comments
WOWB	Other White British	WBRI	White - British	White	If LAs collect information for "White - British" pupils using any of the **extended** categories above (WCOR-WWEL), this category must be used as a catch all for all other White pupils within the main "White - British" category. If used, cannot have category "White - British" (WBRI).
WIRI	**White - Irish**	**WIRI**	**White - Irish**	**White**	
WIRT	**Traveller of Irish heritage**	**WIRT**	**Traveller of Irish heritage**	**White**	
WOTH	**Any other white background**	**WOTH**	**Any other white background**	**White**	**WOTH may not be used if any of the extended categories below (WALB-WWEU) are used.**
WALB	Albanian	WOTH	Any other white background	White	Excluding Kosovan.
WBOS	Bosnian-Herzegovinian	WOTH	Any other white background	White	
WCRO	Croatian	WOTH	Any other white background	White	
WGRE	Greek/ Greek Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Greek and Greek Cypriot heritage they may place all Greek/ Greek Cypriot in this category. If used, cannot have categories "Greek" (WGRK) or "Greek Cypriot" (WGRC).
WGRK	Greek	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek Cypriot" (WGRC).
WGRC	Greek Cypriot	WOTH	Any other white background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek" (WGRK).
WITA	Italian	WOTH	Any other white background	White	
WKOS	Kosovan	WOTH	Any other white background	White	
WPOR	Portuguese	WOTH	Any other white background	White	
WSER	Serbian	WOTH	Any other white background	White	
WTUR	Turkish/ Turkish Cypriot	WOTH	Any other white background	White	If LAs do not wish to distinguish between pupils of Turkish and Turkish Cypriot heritage they may place all Turkish/ Turkish Cypriot in this category. If used, cannot have categories "Turkish" (WTUK) or "Turkish Cypriot" (WTUC).
WTUK	Turkish	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish Cypriot" (WTUC).
WTUC	Turkish Cypriot	WOTH	Any other white background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish" (WTUK).

DfE extended codes	Approved extended categories	DfE main code	Sub-category	Main category	Comments
WEUR	White European	WOTH	Any other white background	White	If LAs do not collect information on White European pupils on the basis of country of origin or East/ West European, they may place all White European pupils here.
WEEU	White Eastern European	WOTH	Any other white background	White	Including Russian, Latvian, Ukrainian, Polish, Bulgarian, Czech, Slovak, Lithuanian, Montenegrin and Romanian.
WWEU	White Western European	WOTH	Any other white background	White	Including Italian, French, German, Spanish, Portuguese and Scandinavian.
WOTW	White other	WOTH	Any other white background	White	If LAs collect information for "Any Other White Background" pupils using any of the **extended** categories above (WALB-WWEU), this category must be used as a catch all for all other White pupils within the main "Any Other White Background" category. If used, cannot have category "Any Other White Background" (WOTH).
WROM	**Gypsy / Roma**	**WROM**	**Gypsy / Roma**	**White**	This category includes pupils who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies / Kaale, and or Scottish Travellers / Gypsies, and or Roma. It includes all children of a Gypsy ethnic background or Roma ethnic background, irrespective of whether they are nomadic, semi nomadic or living in static accommodation. It should not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or Bargees unless, of course, their ethnic status is that which is mentioned above. Schools would use this where they do not wish to identify Gypsy and Roma pupils separately
WROG	Gypsy	WROM	Gypsy/Roma	White	This category enables the separate identification of Gypsy pupils. Gypsy refers to: all pupils who identify themselves as Gypsies. This includes all children of a Gypsy ethnic background, irrespective of whether they are nomadic, semi-nomadic or living in static accommodation
WROR	Roma	WROM	Gypsy/Roma	White	This category identifies the separate identification of Roma pupils. Roma refers to: all pupils who identify themselves as Roma or Romany, part of a diverse community of related groups whose ancestors are believed to originate from the Indian sub-continent but who have more recently migrated from Central and Eastern Europe. Many Roma speak a form of dialect of the Romani language as their first language and for many this is in addition to their national language (Czech or Romanian).
WROO	Other Gypsy/Roma	WROM	Gypsy/Roma	White	This category is for Gypsy/Roma who do not identify with one or the other of the above groups - pupils with mixed Gypsy/Roma heritage

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
MWBC	**White and Black Caribbean**	**MWBC**	**White and Black Caribbean**	**Mixed/Dual background**	
MWBA	**White and Black African**	**MWBA**	**White and Black African**	**Mixed/Dual background**	
MWAS	**White and Asian**	**MWAS**	**White and Asian**	**Mixed/Dual background**	**MWAS may not be used if any of the extended categories below (MWAP-MWAI) are used.**
MWAP	White and Pakistani	MWAS	White and Asian	Mixed/Dual background	
MWAI	White and Indian	MWAS	White and Asian	Mixed/Dual background	
MWAO	White and any other Asian background	MWAS	White and Asian	Mixed/Dual background	If LAs collect information for "White and Asian" pupils using any of the **extended** categories above (MWAP-MWAI), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "White and Asian" category. If used, cannot have category "White and Asian" (MWAS).
MOTH	**Any other mixed background**	**MOTH**	**Any other mixed background**	**Mixed/Dual background**	**MOTH may not be used if any of the extended categories below (MAOE-MWCH) are used.**
MAOE	Asian and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MABL	Asian and Black	MOTH	Any other mixed background	Mixed/Dual background	
MACH	Asian and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MBOE	Black and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MBCH	Black and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MCOE	Chinese and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWOE	White and any other ethnic group	MOTH	Any other mixed background	Mixed/Dual background	
MWCH	White and Chinese	MOTH	Any other mixed background	Mixed/Dual background	
MOTM	Other mixed background	MOTH	Any other mixed background	Mixed/Dual background	If LAs collect information for "any other mixed background" pupils using any of the **extended** categories above (MAOE-MWCH), this category must be used as a catch all for all other Mixed/Dual background pupils within the main "any other mixed background" category. If used, cannot have category "any other mixed background" (MOTH).
AIND	**Indian**	**AIND**	**Indian**	**Asian or Asian British**	
APKN	**Pakistani**	**APKN**	**Pakistani**	**Asian or Asian British**	**APKN may not be used if any of the extended categories below (AMPK-AKPA) are used.**
AMPK	Mirpuri Pakistani	APKN	Pakistani	Asian or Asian British	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
AKPA	Kashmiri Pakistani	APKN	Pakistani	Asian or Asian British	
AOPK	Other Pakistani	APKN	Pakistani	Asian or Asian British	If LAs collect information for "Pakistani" pupils using any of the **extended** categories above (AMPK-AKPA), this category must be used as a catch all for all other Pakistani pupils within the main "Pakistani" category. If used, cannot have category "Pakistani" (APKN).
ABAN	**Bangladeshi**	**ABAN**	**Bangladeshi**	**Asian or Asian British**	
AOTH	**Any other Asian background**	**AOTH**	**Any other Asian background**	**Asian or Asian British**	**AOTH may not be used if any of the extended categories below (AAFR-ASRO) are used.**
AAFR	African Asian	AOTH	Any other Asian background	Asian or Asian British	Including East and South African Asians.
AKAO	Kashmiri other	AOTH	Any other Asian background	Asian or Asian British	Kashmiri respondents not wishing to be classified under Asian Pakistani should use this category.
ANEP	Nepali	AOTH	Any other Asian background	Asian or Asian British	
ASNL	Sri Lankan Sinhalese	AOTH	Any other Asian background	Asian or Asian British	All other Sinhalese pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Tamil' (ASLT) and 'Sri Lankan Other' (ASRO).
ASLT	Sri Lankan Tamil	AOTH	Any other Asian background	Asian or Asian British	All other Tamil pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan other' (ASRO).
ASRO	Sri Lankan other	AOTH	Any other Asian background	Asian or Asian British	If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Tamil' (ASLT).
AOTA	Other Asian	AOTH	Any other Asian background	Asian or Asian British	If LAs collect information for "any other Asian background" pupils using any of the **extended** categories above (AAFR-ASRO), this category must be used as a catch all for all other Asian pupils within the main "any other Asian background" category. If used, cannot have category "any other Asian background" (AOTH).
BCRB	**Black Caribbean**	**BCRB**	**Black Caribbean**	**Black or Black British**	**Including Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Trinidad and Tobago.**
BAFR	**Black - African**	**BAFR**	**Black - African**	**Black or Black British**	**BAFR may not be used if any of the extended categories below (BANN-BSUD) are used.**
BANN	Black - Angolan	BAFR	Black - African	Black or Black British	
BCON	Black - Congolese	BAFR	Black - African	Black or Black British	
BGHA	Black - Ghanaian	BAFR	Black - African	Black or Black British	
BNGN	Black - Nigerian	BAFR	Black - African	Black or Black British	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
BSLN	Black - Sierra Leonean	BAFR	Black - African	Black or Black British	
BSOM	Black - Somali	BAFR	Black - African	Black or Black British	
BSUD	Black - Sudanese	BAFR	Black - African	Black or Black British	Including Sudanese of Egyptian origin.
BAOF	Other Black African	BAFR	Black - African	Black or Black British	Including Black South African, Zimbabwean, Ethiopian, Rwandan and Ugandan. If LAs collect information for "Black - African" pupils using any of the **extended** categories above (BANN-BSUD), this category must be used as a catch all for all other Black African pupils within the main "Black - African" category. If used, cannot have category "Black - African" (BAFR).
BOTH	**Any other Black background**	**BOTH**	**Any other Black background**	**Black or Black British**	**BOTH may not be used if any of the extended categories below (BEUR-BNAM) are used.**
BEUR	Black European	BOTH	Any other Black background	Black or Black British	
BNAM	Black North American	BOTH	Any other Black background	Black or Black British	Include Black North American and Canadian.
BOTB	Other Black	BOTH	Any other Black background	Black or Black British	If LAs collect information for "any other Black background" pupils using any of the **extended** categories above (BEUR-BNAM), this category must be used as a catch all for all other Black pupils within the main "any other Black background" category. If used, cannot have category "any other Black background" (BOTH).
CHNE	**Chinese**	**CHNE**	**Chinese**	**Chinese**	**CHNE may not be used if any of the extended categories below (CHKC-CTWN) are used.**
CHKC	Hong Kong Chinese	CHNE	Chinese	Chinese	
CMAL	Malaysian Chinese	CHNE	Chinese	Chinese	
CSNG	Singaporean Chinese	CHNE	Chinese	Chinese	
CTWN	Taiwanese	CHNE	Chinese	Chinese	
COCH	Other Chinese	CHNE	Chinese	Chinese	If LAs collect information for "Chinese" pupils using any of the **extended** categories above (CHKC-CTWN), this category must be used as a catch all for all other Chinese pupils within the main "Chinese" category. If used, cannot have category "Chinese" (CHNE).
OOTH	**Any other ethnic group**	**OOTH**	**Any other ethnic group**	**Any other ethnic group**	**OOTH may not be used if any of the extended categories below (OAFG-OYEM) are used.**
OAFG	Afghan	OOTH	Any other ethnic group	Any other ethnic group	
OARA	Arab other	OOTH	Any other ethnic group	Any other ethnic group	Include Palestinian, Kuwaiti, Jordanian and Saudi Arabian.
OEGY	Egyptian	OOTH	Any other ethnic group	Any other ethnic group	
OFIL	Filipino	OOTH	Any other ethnic group	Any other ethnic group	

DfE extended codes	Approved extended categories	DfE main code	Sub- category	Main category	Comments
OIRN	Iranian	OOTH	Any other ethnic group	Any other ethnic group	
OIRQ	Iraqi	OOTH	Any other ethnic group	Any other ethnic group	
OJPN	Japanese	OOTH	Any other ethnic group	Any other ethnic group	
OKOR	Korean	OOTH	Any other ethnic group	Any other ethnic group	
OKRD	Kurdish	OOTH	Any other ethnic group	Any other ethnic group	Include Kurdish pupils from Iraq, Iran and Turkey.
OLAM	Latin/South/ Central American	OOTH	Any other ethnic group	Any other ethnic group	Include all pupils from Central/ South America, Cuba and Belize.
OLEB	Lebanese	OOTH	Any other ethnic group	Any other ethnic group	
OLIB	Libyan	OOTH	Any other ethnic group	Any other ethnic group	
OMAL	Malay	OOTH	Any other ethnic group	Any Other Ethnic Group	Including Malaysian other than Malaysian Chinese.
OMRC	Moroccan	OOTH	Any Other Ethnic Group	Any other ethnic group	
OPOL	Polynesian	OOTH	Any other ethnic group	Any other ethnic group	Including Fijian, Tongan, Samoan and Tahitian.
OTHA	Thai	OOTH	Any other ethnic group	Any other ethnic group	
OVIE	Vietnamese	OOTH	Any other ethnic group	Any other ethnic group	
OYEM	Yemeni	OOTH	Any other ethnic group	Any other ethnic group	
OOEG	Other ethnic group	OOTH	Any other ethnic group	Any other ethnic group	If LAs collect information for "any other ethnic group" pupils using any of the **extended** categories above (OAFG-OYEM), this category must be used as a catch all for all other pupils within the main "any other ethnic group" category. If used, cannot have category "any other ethnic group" (OOTH).
REFU	**Refused**	**REFU**	**Refused**	**Refused**	
NOBT	**Information not yet obtained**	**NOBT**	**Information not yet obtained**	**Information not yet obtained**	

Annex A – Data collection template

Data collection template for private, voluntary and independent providers of early education for children aged two, three and four years old (as at 2019-12-31)

January 2020

Action by: xx/xx/2020

Date of issue: xx/xx/2020

Section 1A - Provider details [for ALL returns]

Local authority name

Local authority number

LA Establishment URN (issued to provider)

OFSTED URN (if applicable)

Provider name	1a
Postcode	2a
Telephone	3a

Section 1B – Childminder agency details [where providers are registered with an agency]

Local authority name

Local authority number

OFSTED URN

Agency Name	1b
Postcode	2b
Telephone	3b

Section 2 - General details of provision (boxes 8 to 65) Note: This relates to ALL children in your care

Section 2A - Category of provider

i. Private	4		Go to boxes 11-33
ii. Voluntary	5		Go to boxes 11-33
iii. Registered independent school	6		Go to box 34
iv. Local authority day nursery	7		Go to box 34
v. Childminder type	8		Go to box 34
vi. State funded governor run	9		Go to box 34
vii. Other	10		Go to box 10
If you have ticked 'other' (box 9) please specify:	11		Go to box 34

Section 2B - to be completed by private or voluntary providers only

Type of care

	Full day care		Sessional day care		Other day care	
i. Early years childcare provider	12		15		18	
ii. Sure start children's centre	13		16		19	
iii. Other	14		17		20	

44

If you ticked 'other' type (boxes 17,24 and 31) please specify:	21	
If you ticked 'other' care (boxes 25-28) please specify:	22	

Section 2C

If you are not open during census week due to unforeseen circumstances, please record your hours during a normal week.

		Yes		No	
Are you open 24 / 7?	23		24		

		Opening		Closing	
Monday opening and closing times	25		26		
Tuesday opening and closing times	27		28		
Wednesday opening and closing times	29		30		
Thursday opening and closing times	31		32		
Friday opening and closing times	33		34		
Saturday opening and closing times	35		36		
Sunday opening and closing times	37		38		

Do you operate on the premises of a maintained school or have a contract or partnership agreement with a maintained school?

		Yes		No	
	39		40		

Do you work in partnership with another PVI establishment to provide funded early education?

	41		42		
How many weeks are you open each year?	43				
How many weeks in the current calendar year is the provider open and funded by the local authority?	44				

Staff

Total number, by headcount, of staff at provider who work with children under 5?	45	
Number, by headcount, of staff that have a full and relevant early years level 2 qualification who work with children aged under 5?	46	
Number, by headcount, of staff with a full and relevant early years level 3 qualification and not in a managerial role who work with children aged under 5?	47	

Number, by headcount, of staff with a full and relevant early years level 3 qualifications and in a managerial role who work with children aged under 5?

Number, by headcount, of staff with qualified teacher status who work with children aged under 5?

48 [ ]

Number, by headcount, of staff with early years professional status who work with children aged under 5?

49 [ ]

Number, by headcount, of staff with early years teacher status who work with children aged under 5?

50 [ ]

51 [ ]

Number of funded and unfunded children by age

Number of 2 year olds? (age as at 2019-12-31)	52	[ ]
Number of 3 year olds? (age as at 2019-12-31)	53	[ ]
Number of 4 year olds? (age as at 2019-12-31)	54	[ ]

Section 3: Child level data items

Child level data is required from any PVI setting where one or more of their children (aged 2, 3 and 4 years as at 2019-12-31) are receiving early education funded by the department.

Surname	Forename	Middle names	Date of birth	Gender	Child preferred surname	Child ethnic code	Number of free (universal) hours at provider	Number of free extended hour at provider	Total number of hours at provider	30-Hour code	Total funded spring hours	DAF Indicator	SEN provision	EYPP receipt	EYPP Basis for funding	Address 1	Address 2	Address 3	Address 4	Address 5	Postcode	UPRN (where provided by MIS)

Annex B – Guide for data collection template

Information about children

Please record the normal situation during the week beginning 2020-01-12. If children are temporarily absent, for example, sick or on holiday, please include them. If the provider was temporarily closed for any reason, record the situation which would have applied during the week.

Section 2: General details of provision (boxes 4-50)

Note: This relates to ALL children in your care.

Section 2A - All types of provider must complete this section

Please tick the appropriate box to indicate the type of facility that you provide having read the guidance below.

If you are a private or voluntary day nursery, pre-school / playgroup or nursery school on the premises of or as part of a family / combined / integrated centre, please enter a tick in either section 2Ai or 2Aii and then complete section 2B.

If you are a private or voluntary provider delivering early years provision as a sure start children's centre main centre or as a linked provider, please enter a tick in section 2Ai or 2Aii and then complete section 2B

A childminder may be either independently registered with Ofsted or registered with a childminder agency that is registered with Ofsted.

Section 2B: Private or voluntary providers only

You must complete this section if you have ticked either of boxes 2Ai or ii (boxes 4 or 5)

Provision for free early education is categorised / classified as full day care and sessional day care. These are defined as :

Full day care: Facilities that provide day care for children under five for a continuous period of 6 hours or more in any day in premises that are not domestic premises. Boxes 11-17.

Sessional day care: Facilities where children under five attend day care each session being less than a continuous period of six hours in any day. Boxes 18-24.

If you are a private or voluntary day nursery, pre-school / playgroup or nursery school on the premises of or as part of a family / combined / integrated centre, you should have already ticked either section 2Ai or ii. Now tick section 2Bi, ii, iii, iv, v or vi. Tick 2Bvii only where section 2Bi, ii, iii, iv, v or vi do not apply.

Other type: this category should only be used when a provider definitely does not fit into either of the categories in section 2Bi, ii, iii, iv, v or vi (boxes 17, 24 and 31).

Other care: this category should only be used when a provider definitely does not fit into full day care and sessional day care (boxes 25-31).

Section 2C - Information about staff in this survey should relate to those who have been present in the week beginning 2020-01-13. If unusual circumstances occur that week (if premises were unavailable), please record usual staffing levels.

Information is collected on staff qualifications:
- Total number, by headcount, of staff who work with children aged under 5
- Number, by headcount, of staff with a full and relevant level 2 qualification who work with children aged under 5
- Number, by headcount, of staff with a full and relevant level 3 qualification and not in a managerial role who work with children aged under 5
- Number, by headcount, of staff with a full and relevant level 3 qualification who are in a managerial role who work with children aged under 5
- Number, by headcount, of staff with qualified teacher status who work with children aged under 5
- Number, by headcount, of staff with early years professional status who work with children aged under 5
- Number, by headcount, of staff with early years teacher status who work with children aged under 5

Section 3: Child level data items

Child level data is required from any setting where one or more of their children (aged 2, 3 and 4 years as at 2019-12-31) are receiving early years education that is funded by the department via the local authority.

Child identifiers

Surname
Forename
Date of birth - The child's date of birth.
Gender - Gender of child.
Child preferred surname - The surname most commonly used by the provider.

Child characteristics

Child ethnic code - The codes collected will be those specified for use by the local authority which can be found in CBDS and is as ascribed by the parent / guardian or child.

Funded hours - The number of funded entitlement (15)hours funded by a local authority for the child at the provider to 2 decimal places (30 minutes equals 0.50 divided by 45 minutes equals 0.75)

Extended hours – the number extended funded entitlement hours taken by eligible 3 and 4 year old children at the setting to 2 decimal places (30 minutes equals 0.50 divided by 45 minutes equals 0.75) Whilst settings may 'stretch' the extended funded entitlement hours beyond the 38 week period, for funding purposes, extended funded entitlement hours must be reported as if taken over the 38 week period.

30-Hour code – the 11-digit code provided by the parent that confirms the child is eligible to receive extended funded entitlement hours.

Disability access fund indicator – the indicator shows that the child is in receipt of disability access funding.

Hours at provider - The total number of local authority funded entitlement (15) funded hours plus any extended childcare hours and any unfunded hours that the child spends at the provider to 2 decimal places (30 minutes equals 0.50 divided by 45 minutes equals 0.75)

Total funded spring hours - Where the provider is funded for more than 38 weeks of the year, the number of universal funded entitlement hours between 1 January and 31 March (that is, funded entitlement hours multiplied by 13 weeks). As with funded hours, total funded spring hours are recorded to two decimal places and it should be noted that this is a decimal of hours and therefore does not record hours and minutes. For example: where a pupil has 10 hours and 30 minutes, this is recorded as (10 plus [30 divided by 60]) equals 10.50 with 10 hours and 45 minutes quarter hours being (10 plus [45 divided by 60]) equals 10.75. Total funded spring hours does not apply to extended funded hours. These should be returned as term-time only and this is detailed under 'extended hours' above.

Child SEN

SEN provision - Provision types under the SEND code of practice.

Home information

Postcode - The code allocated by the post office to identify a group of delivery points.
Address line 1 - First line of address.
Address line 2 - Second line of address.
Address line 3 - Third line of address.
Address line 4 - Fourth line of address.
Address line 5 - Fifth line of address.
Unique property reference number – The code allocated by the Ordnance Survey unique to each property. This item is voluntary and only submitted should the data be available within the settings' MI

system.

Annex C - Errata

This errata lists all changes to the document from the baselined version (Version 1.0) onwards.

Version	Changes made	Author / date
1.0	Global changes: All dates within the document have been updated to reflect the change in census year (including the birth date / age references for children). Specific changes: 1.3.1 Which census should be used – amended – strengthened guidance around s27 governor run and updated with information regarding capping of hours 1.7.2 Duplicate records – amended – guidance strengthened 4.1.3 Ofsted EY unique reference number – amended – guidance strengthened 4.1.7 Category of provider – updated - an additional code of 'SFGR' – State-funded governor-run has been added to the codeset for category of provider 4.1.9 Type of EY setting – updated - the codeset for early year setting has been rationalised 4.1.17 Open 24/7 indicator – amended - Changed Open c24 / 7 indicator XML tag from <ContinuouslyOpenIndicator> to <OpenIndicator> - will be updated by MIS 5.2.2 Funded entitlement hours - amended - refreshed guidance as funded hours are capped at 15 from the 2019 to 2020 financial year 5.2.3 Extended funded entitlement hours – amended - refreshed guidance as funded hours are capped at 15 from the 2019 to 2020 financial year	Kirsty Knox 22 July 2019

	5.2.5 Disability Access Fund (DAF) – updated – guidance refreshed to match the EYNFF operational guidance	
	5.3 Special educational needs – updated – removed code S	
	8 codesets – updated – updated codesets for SEN provision, category of EY provider and EY setting type	
	Annex A – updated – refreshed with new categories of provider and EY setting types	
	Annex B – updated – guidance strengthened	

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