Department for Education

Evaluation of the Early Years Professional Development Programme (Phase 3)

Research report

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Glossary of terms

Abbreviation	Full Meaning
CGR	Cooper Gibson Research
CPD	Continuous Professional Development
EDT	Education Development Trust
DfE	Department for Education
EYER	Early Years Education Recovery Programme
EYPDP	Early Years Professional Development Programme
EYPDP1	Early Years Professional Development Programme-phase 1
EYPDP2	Early Years Professional Development Programme-phase 2
EYPP	Early Years Pupil Premium
IDACI	Income Deprivation Affecting Children Index
EYPDP3	Early Years Professional Development Programme -Phase 3
SENCO	Special Educational Needs Coordinator
LA	Local Authority
MI	Management Information
EYP	Early Years Practitioners
SEND	Special Education Needs and Disabilities
GBP	Group-Based Provider
SBP	School-Based Provider

Key findings summary

The mixed methods evaluation of the third phase of the early years Professional Development Programme (EYPDP3) found:

- a statistically significant improvement in setting leaders' perceptions of staff confidence in supporting children and leading activities, their knowledge and understanding of early years development, how to assess their own skills, support colleagues, and liaise with outside support. Following participation, practitioners were similarly positive about the impact of the programme on these areas
- setting leaders believed there had been improvements in the quality of their early years provision and the skills in the early years sector overall
- the vast majority of setting leaders and practitioners believed that the changes to practice that had been made as a result of EYPDP3 had or would improve children's development in communication and language, mathematics and their personal, social and emotional development (PSED)
- the programme was felt to have contributed to children's education recovery following COVID-19, and children's readiness for school, to some extent. Setting leaders were cautious about impact on staff morale, recruitment and retention
- childminders and setting leaders from school-based providers (SBPs) and group-based providers (GBPs) who had participated in EYPDP3 themselves were particularly positive about their experience and the impacts and benefits of the programme. Benefits were experienced across all levels of deprivation
- multiple practitioners and setting leaders participating in the programme supported cascading of learning and wider implementation of practice across a setting
- programme participants felt that keys strengths were the mixed delivery approach, quality of training, flexibility of sessions and opportunities for peer-to-peer learning
- however, capacity challenges hindered participation for some and 35% of participants were unable to complete the programme
- although the provision of backfill was valued by the sector, concerns were raised about the lack of efficiency, clarity and consistency in its administration by LAs
- future programmes could consider reviewing the funding model, how time and capacity issues can be further addressed and exploring opportunities for widening access, improving completion rates and ensuring content and delivery is meeting future sector needs

Executive Summary

Introduction

The Professional Development Programme (PDP) was designed to provide high-quality Continuing Professional Development (CPD) to pre-reception early years practitioners to improve their practice. The first two phases of PDP were delivered between 2019 and 2022. The third phase of the programme (early years Professional Development Programme (EYPDP3)) was delivered between 2023 to 2025 as part of the Early Years Education Recovery (EYER) programme[1], which aimed to address the impact of the COVID-19 pandemic on early years education settings, particularly those in the most deprived areas.

The Department for Education (DfE) commissioned CooperGibson Research (CGR), an independent research agency, to conduct a process evaluation of the third phase of the early years Professional Development Programme (EYPDP3), which provided early years practitioners (EYPs) with training on communication and language, early mathematics and personal, social and emotional development (PSED).

Methodology

The research aimed to explore programme implementation, barriers/challenges to participation, and the perceived impact of the programme on practitioners' knowledge, skills and confidence.

A mixed methods approach was undertaken, comprising:

- an online survey with 1543 early years setting leaders, administered at the start (pre) and towards the end (post) of the programme across cohorts 1-4 of EYPDP3
- an online survey with 1180 early years practitioners (EYPs) participating in EYPDP3, administered towards the end of the programme
- 40 in-depth telephone or online virtual interviews with setting leaders (n=20) and practitioners (n=20)
- analysis of programme management information (MI) data collated by the programme delivery partner

[1] EYER was a package of up to £180 million for workforce training, qualifications and support and guidance for the early years sector to help address the impact of the pandemic on the youngest and most disadvantaged children.

Key findings

Almost 6500 early years practitioners completed EYPDP3 across all 153 local authorities (LAs), although the number participating per LA varied considerably. Participants from school-based providers (SBPs), group-based providers (GBPs) and childminders participated, with half (50%) of programme participants being from GBPs. Compared to the estimated national profile of paid childcare staff,[2] childminders were over-represented, making up 32% of those who completed the programme compared to 8% of early years staff nationally.

Overall experiences of EYPDP3

Overall, both setting leaders and practitioners were very satisfied with EYPDP3 and very few were dissatisfied.

The vast majority (over 90%) of setting leaders were satisfied and just over 60% were very satisfied with the programme management, delivery and content. Childminders and setting leaders from SBPs and GBPs who participated themselves were particularly satisfied with the programme.

Similarly, over 90% of practitioners were satisfied overall and over 3 out of 5 were very satisfied with content of the 3 modules.[3]

Interviewees highlighted the key delivery and content strengths as the:

- mix of webinars, online learning and follow-up tasks/planning
- training delivery quality with positive comments on tutors' knowledge, skills and attributes
- flexibility with a choice of different days and times for webinars and catch-up opportunities alongside online learning which could be completed at any time
- peer learning opportunities - reciprocally learning with and from fellow practitioners
- resources, such as website links to downloadable materials
- range of practical strategies presented in the training with all citing examples of how these had been implemented from one or more modules

[2] Estimates of the number of paid childcare staff nationally by provider type were taken from data released for the Survey of childcare and early years providers 2024, which was published in December 2024; https://explore-education-statistics.service.gov.uk/find-statistics/childcare-and-early-years-provider-survey.
[3] The modules covered early years communication and language, mathematics and PSED.

The opportunity to have **multiple participants** on the programme was seen by interviewees as beneficial for discussing what they had learnt and collaborating in implementing common practices across rooms within a setting. Similarly, if **setting leaders participated**, this was seen as particularly valuable since they could implement practice, work with practitioners to share and model learning and drive change in their setting.

Awareness and reasons for participation

Setting leaders primarily found out about EYPDP3 from their LA or DfE directly. Childminders were significantly more likely to have heard about EYPDP3 from a peer, colleague or social media compared to SBPs and GBPs. Practitioners interviewed from SBPs or GBPs typically gained awareness from a senior leader/employer who considered it might be suitable for them.

The main reasons for participation for both setting leaders and practitioners were to:

- gain a new perspective or fresh ideas
- further their professional development
- develop knowledge and understanding in the 3 topic areas (modules) covered by EYPDP3

Interviewees described a key draw being that the programme was funded and backfill payments provided.

Challenges to participation

The key challenges were around **time and capacity**:

- finding time to fit in the self-study (33%) and the webinars (27%) were most frequently mentioned for setting leader participants
- finding staff to cover whilst practitioners were taking part (19%), having sufficient capacity (10%) and the timescales of the training (8%)
- some interviewees referred to challenges such as, staff illness requiring adjustments to ensure adequate practitioner-child ratios and the time commitment required or managing competing time demands

Whilst backfill payments for staff cover were viewed very positively by the setting leaders interviewed where it was used, **experiences of the backfill payments process were mixed**. Just over half (53%) of setting leaders were satisfied, however almost one out of

5 (18%) were dissatisfied. Inconsistent payment processes and timescales, the retrospective nature of payments offered by some LAs, and payment delays requiring settings to chase the LA for payments, created difficulties.

Interviewees who did not engage with EYPDP3 stated reasons such as lack of capacity and anticipated backfill difficulties. However, all were receptive to future programme offers.

Perceptions of impact

Overall, perceptions of the impact of EYPDP3 participation were very positive amongst setting leaders and practitioners. Most setting leaders felt that engagement in EYPDP3 had resulted in:

- improved **quality of provision** in their setting **(94%)**
- improved **skills in the early years sector (76%)**
- improved **staff knowledge and skills, practice, confidence, qualifications and awareness of when a child needs additional support**

Impact on practitioner confidence

There was a **significant increase** from start to end of the training programme, in **setting leader perceptions of their practitioners' confidence** in:

- supporting children with their development in communication and language, mathematics and PSED
- leading activities for typically developing 2 to 4 year old children or children with developmental and language delays

Practitioners also felt that their confidence had improved in these areas.

Impact on practitioner knowledge and understanding

Setting leaders' confidence in their practitioners' knowledge and understanding increased significantly between the start and the end of the programme for:

- early years development in communication and language, PSED and mathematics
- how babies and children learn and develop
- how to assess their skills and competencies and identify gaps and next steps

- how to liaise with support beyond the setting and how to support colleagues and improve staff practice in the setting

Improvements in knowledge and understanding in these areas were also reported by practitioners responding to the survey (around 90% or more said that they had improved to a great/moderate extent whereas between 22% and 57% said they had improved to a great extent).

EYPs spoke in the interviews of supporting colleagues through disseminating learning in whole staff meetings, with their close working team or colleagues, sharing materials and modelling practices.

Impact on practice

The **vast majority of practitioners** (89-92%) responding to the survey felt that they would **use the knowledge and skills gained from all 3 EYPDP3 modules** in their practice to a great or moderate extent and at the time of the survey, most said they had **already made changes to their practice**.

Examples of practice changes included:

- identifying 'hot' and 'cold' spots for children's communication and altering cold spot provision to stimulate language use, using commenting rather than questioning and displaying vocabulary
- planning including of mathematics in wider areas of the setting, integrating mathematics into everyday activities
- using strategies to support settling, providing calm spaces and resources

Impact on children

The vast majority of practitioners and setting leaders believed that EYPDP3 had or would **improve children's development** in mathematics, communication and language, and PSED.

Examples provided by interviewees included:

- improved language use and communication, word recognition and use of descriptive language
- use of subitising,[4] better number skills and mathematical vocabulary

[4] Subitising is the ability to instantly perceive and recognise the number of objects in a small group without counting them individually, for example, recognising the number of dots on a dice without counting them.

- improved regulation of emotions, children making positive choices, developing relationships, independence and confidence

EYPDP3 was felt by setting leaders to have **made a contribution to children's education recovery** following the COVID-19 pandemic to some extent. Interviewees also spoke of all children benefiting, not just those from disadvantaged areas.

Setting leaders and practitioners also felt that **EYPDP3 had improved children's readiness for school** to some extent**,** with childminders significantly more positive about this aspect. Developments in communication and language, mathematics and PSED were considered to support school readiness.

Interviewees also highlighted the likelihood of seeing more impact at a later date once practices had been implemented more and had time to take effect.

Staff morale, recruitment and retention

Some perceptions of improvement in staff morale (57% of setting leaders), recruitment (16%) and retention (27%) were noted by setting leaders, however these were to a **much lesser extent** than the more direct impacts on practitioners and children:

- EYPs spoke of **improved morale** through gaining confidence in their role, reassurance in their knowledge, witnessing the impact, enjoyment of the programme and it reinforcing or renewing their sense of professional or moral purpose for the role

- setting leader interviewees commented that issues of role challenges/stress, work-life balance and pay impeded any impacts on these wider sector challenges

The EYPs surveyed **were fairly positive about their current work status**, most feeling satisfied often/always with working in the early years sector and the majority said they rarely or never felt like leaving their current setting or getting a job outside the early years sector.

Future engagement and programme improvements

There was **clear appetite for EYPDP3 style training in the future:**

- 81% of setting leaders said they would be very or quite likely to sign up eligible practitioners
- over 80% of practitioners would be very or quite likely to take part

Conclusions and programme considerations

Overall, experiences of EYPDP3 were extremely positive and the sector welcomed the training and support offered. Improvements in perceptions of practitioner knowledge and understanding, practice and confidence were seen and there is clear appetite for a programme such as EYPDP3 moving forwards.

Considerations for any future iterations of EYPDP3 or similar training, include:

- maintaining awareness raising activity to ensure there is full access across the sector
- continuation of a funded model and backfill, including more efficient and equitable processes for administering backfill and/or alternative funding models
- continuation of a flexible and convenient delivery approach, and delivery times which can suit out of hours and blended learning
- opening access and eligibility, including for those with qualifications below level 3 and providing clear guidance on programme suitability
- review of the structure and format of the programme, to ensure efficient processes, minimise repetition of content and to reduce burden / commitment requirements
- review of content to address current and future sector needs, adequate depth of coverage in content and for relevance to different setting types and levels of experience
- communicating with setting leaders and enabling their involvement so that learning can be shared, cascaded and embedded
- consideration of how time and capacity issues can be further addressed, such as, inclusion of further catch-up opportunities, and exploring strategies to encourage completion and reduce withdrawals
- consideration of how programme learning can be maintained, for example, by offering continued access to a hub of resources / content, download options and continued networking opportunities
- consideration of ease of access to online content and webinars, including website navigation, where staff engage through use of mobile phones and where they are less confident in use of technology

- clearer communications about content, expectations and required time commitments
- ensuring smooth processes are in place for registration, enrolment, exit and receipt of certificates

Introduction

In June 2021, the Department for Education (DfE) announced up to £180m of Early Years Education Recovery (EYER) funding to help the sector recover from the effects of the COVID-19 pandemic through training programmes, qualifications, guidance and targeted whole setting support. The EYER programme aimed to ensure the early years workforce is better equipped to deliver higher quality provision for young children (those directly affected by the pandemic and those in the future), to ultimately improve their outcomes and realise their potential. The third phase of the early years Professional Development Programme (EYPDP3) was part of this wider package of support.

Background to EYPDP3

The Professional Development Programme (PDP) was designed to provide high-quality Continuing Professional Development (CPD) training to pre-reception early years practitioners to improve their practice in working with young children between the ages of 2 and 4. The first phase (PDP1) was delivered face-to-face between 2019 and 2022 as part of the government's plan for improving social mobility through education.[5] The second phase (PDP2) was delivered in 2022 in response to the direct impact of COVID-19 in early years settings.

EYPDP3 built on PDP1 and PDP2 and was aimed at the early years workforce on a national scale in England. As part of the Early Years Education Recovery (EYER) programme, EYPDP3 was available in all local authority (LA) areas from early 2023, targeted in particular at settings with high levels of disadvantaged children aged 2 to 4, whose learning was most affected by COVID-19.

The programme provided early years practitioners (EYPs) with training on communication and language, early mathematics and personal, social and emotional development (PSED) and aimed to equip early years practitioners with the skills they need to support young children's development in the areas that make the most difference to long-term development and attainment.

CooperGibson Research (CGR) was commissioned to conduct a process evaluation of the third phase of the EYPDP3 to understand how the programme was implemented, any barriers/challenges to implementation, how these were addressed, and the perceived impact of the programme on EYPs' knowledge, skills and confidence.

[5] Unlocking Talent, Fulfilling Potential (2017). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf

Aim and objectives

The overall aim was to provide an independent evaluation to assess the third phase of EYPDP3 and further fill gaps in evidence of whether CPD training for early years professionals results in improvements in the quality of early years settings.

The research objectives were to:

- identify the types of providers taking part in EYPDP3 (e.g. provider type, provider size, geographical spread) and its reach
- understand how the programme was implemented, including facilitators and challenges/barriers and how they have been addressed
- explore the elements of EYPDP3 that worked well, those which did not work well, how it worked in different contexts and what improvements could be made
- identify setting and practitioner overall reflections of the programme and their experiences of participating in EYPDP3, including the delivery platform and the modules
- identify perceived outcomes and effectiveness (e.g. EYP confidence, knowledge and skills, practice/application of learning)
- explore how the programme supported education recovery (e.g. upskilling the workforce, improving outcomes for children) and the level of sector demand for future EYPDP3 training
- identify any potential changes or refinements to the programme (including considering sector challenges)

Overview of EYPDP3

EYPDP3 was delivered by the Education Development Trust (EDT) in 4 cohorts between February 2023 and March 2025. The eligibility criteria for participation in EYPDP3 was:

- practitioners and childminders who offer childcare to children between 2 and 4, with priority given to applications from settings that meet at least 2 of the following criteria:
    - provide to at least one child with an Education, Health and Care Plan or Disability Access Fund indicator; provide to at least one child in receipt of Early Years Pupil Premium (EYPP)

    - provide to at least one child taking up the disadvantaged 2-year-old offer
    - early years providers where local intelligence suggests disadvantaged children would benefit from their practitioners receiving additional CPD support
- additionally, participating practitioners must be qualified to level 3 or above and not have completed a previous version of the early years professional development programme delivered by the EDT.

The training was scheduled for delivery over 8 months, with the expectation that the programme and action plans would be completed within one year. The programme also included grant payments to LAs to cover administration fees and backfill payments to allow settings to make cover arrangements while staff undertook the training.

The programme included online self-study eLearning and regular facilitated webinars in which practitioners met with their tutor and other early years professionals on a weekly basis. The training was broken down into 3 modules with content developed by industry experts in communication and language, early mathematics, and personal, social and emotional development (PSED). Completion of the programme included the development of an action plan by participants, to implement learning within their settings. Participant surveys were administered by EDT at the start of the programme, after each module[6] and at the end of the programme to gain feedback on perceptions of the programme.

Evaluation methodology

A mixed methods approach was designed for the evaluation involving:

- online surveys with setting leaders, administered at the start (pre) and towards the end (post) of the programme (n=1543 matched responses) and with practitioners participating in EYPDP3, administered towards the end of the programme (n=1180), to understand experiences of EYPDP3 and the impact of the programme on perceptions of EYPs' skills, knowledge and confidence
- in-depth telephone or online virtual interviews with setting leaders (n=20) and practitioners (n=20) to explore in more detail their needs and expectations of the programme, perceptions of the programme, whether the training met their needs, and impact of the programme on staff and children in the setting

[6] Participants were required to complete each end of module survey in order to progress onto the next module. This data is not included in this independent evaluation.

- analysis of programme management information (MI) data collated by the programme delivery partner to understand programme engagement and reach

Online surveys

Two online surveys were administered:

- **a setting leader pre and post survey** - sent at the start (pre) and the end of the programme (post) to the setting leaders/managers or early years leaders of the settings that had practitioners participating in all 4 cohorts of EYPDP3[7]

- **practitioner survey** - sent at the end of programme participation (post) to all practitioners who had participated in EYPDP3 for cohorts 2 and 3 only[8]

Survey contacts were provided by the programme delivery partner (EDT) and included the name and email addresses of EYPDP3 participants and their setting leaders. Setting leaders may also have participated in EYPDP3, so to ensure each respondent only received one survey invitation, contacts were de-duplicated as follows:

- all contacts listed as setting leaders were invited to take part in the setting leader surveys, irrespective of whether they had participated in EYPDP3 themselves. This included sole childminders, therefore the vast majority of childminders were invited to take part in the setting leader survey

- any contacts that were not listed as setting leaders were invited to take part in the practitioner survey

- contacts were de-duplicated within each cohort and against previous cohorts, to ensure settings where multiple members of staff had participated in EYPDP3 were only invited to complete the surveys once

Data matching and weighting

For setting leaders, n=2643 responses were received for the pre-survey and n=1874 responses were received for the post-survey. Responses to the setting leader survey were matched so that the pre and post-survey data included only those who had completed both surveys (n=1543). Settings responding to the surveys were categorised by provider type based on their response to a question in the surveys as follows:

[7] The setting leader pre and post-survey for cohort 1 was designed and administered by DfE and has not been included in this report. See Section 1.6 for more details.
[8] The evaluation prioritised strategic oversight of setting leaders. For efficiency, 2 of 4 cohorts of EYPs were surveyed to provide practitioner-level feedback.

- school-based providers (SBPs), including maintained nurseries
- group-based providers (GBPs), including private, voluntary and independent settings
- childminders

Matched setting leader survey data was weighted to reflect the proportions of the above provider types in the early years sector. The weighting profile applied was identified from estimates of the number of SBPs, GBPs and childminders from the Survey of childcare and early years providers (SCEYP) 2024.[9] The final survey response and weighting profile is detailed in Table 1 (see Appendix Table 24 for further detail on setting type).

Table 1: Provider type – setting leaders (matched responses)

	Number of responses	% of responses (unweighted)	% of responses (weighted)
SBPs	167	11%	13%
GBPs	555	36%	35%
Childminders	821	53%	52%

Base: All setting leaders (1543)

Source: Setting leader pre and post-surveys

As the vast majority of childminders who participated in EYPDP3 were invited to take part in the setting leader survey, the data for the practitioner survey contained only n=56 childminders (Table 2, see Appendix Table 25 for further detail on setting type). As a result, it was not possible to weight the practitioner survey data by provider type.

Table 2: Provider type – practitioners

	Number of responses	% of responses
SBPs	316	27%
GBPs	808	68%
Childminders	56	5%

Base: All practitioners (1180)

Source: Practitioner surveys

[9] Estimates of the number of PVI settings and childminders were taken from data released for the Survey of childcare and early years providers 2024, which was published in December 2024; https://explore-education-statistics.service.gov.uk/find-statistics/childcare-and-early-years-provider-survey.

Survey sample profile

Tables 26 to 37 in the Appendix detail respondent profile information for setting leaders and practitioners, including region and deprivation level for the area the setting is based in, size of the setting (number of practitioners that work directly with children) and respondent role. In summary:

- **responses to the setting leader and practitioner surveys were spread across England,** with the most responses received from the southeast and the least from the northeast and the midlands. SBPs were significantly more likely to be based in the north or midlands whereas GBPs and setting leader childminders were more likely to be based in the south

- **a spread across all deprivation levels[10] was found**, with just under one-third of setting leader and practitioner survey respondents based in settings in the most deprived (decile 1-2) or deprived (decile 3-4) areas. SBP respondents were significantly more likely to be based in the most deprived areas for both surveys. However, almost 10% of setting leaders and 32% of practitioners did not provide a postcode and around 1% of responses could not be matched to a deprivation decile, so the deprivation level for the area the setting was based in could not be identified. Caution should be exercised when interpreting analysis by deprivation given the level of missing data is relatively high for practitioners and the number of childminders responding to the practitioner survey was too low to conduct sub-group analysis

- **the number of EYPs that work directly with children varied by setting type**. Those responding to the setting leader and practitioner surveys from GBPs tended to say they had more EYPs that work directly with children compared to those from SBPs. Childminders responding to the setting leader survey typically worked alone (77%), whereas childminders responding to the practitioner survey typically had 2 or 3 EYPs in their setting (68%)

- responders to the setting leader survey from SBPs and GBPs were primarily setting managers/deputies (44% and 90% respectively).[11] Responders to the practitioner survey were mostly practitioners (35%), setting managers/deputies (24%) or room/team leaders (19%)

[10] Respondents were asked to provide the postcode of their setting so that a measure of deprivation for the area that the setting was based in could be allocated using the Income Deprivation Affecting Children Index (IDACI).
[11] One out of 4 (25%, n=42) of setting leader respondents from SBPs were headteachers/executive/deputy/assistant headteachers and 11% (n=18) were early years leads (unweighted).

Data for sex, age, tenure, ethnicity and highest level of qualification for practitioner survey respondents are detailed in the Appendix in Tables 38 to 42. In summary:

- almost all practitioner survey respondents were female (97%), although childminders were significantly more likely to be male (11%) compared to those in SBPs and GBPs (1% respectively)
- the vast majority (82%) were aged between 26 and 55 years and of white ethnicity (82%)
- there was a broad spread of the length of time that EYPs responding to the survey had been working in the early years sector, with a mean of 13.8 years

Interviews

The qualitative research comprised interviews with a sample of 20 setting leaders, 20 EYPs and 9 setting leaders who had not engaged with EYPDP3 (referred to in the report as non-engaged).

Interview recruitment and sampling

Participating early years setting leaders and EYPs were identified via the online surveys, which included an option for them to consent to be contacted regarding follow-up research.

The sample comprised a balance of setting types, geographical location and levels of deprivation using the Income Deprivation Affecting Children Index (IDACI). The setting leader sample comprised both those who had participated in the programme themselves and those who had not but who had 1 or more staff members who had participated (Table 3 and Table 4).

Table 3: Qualitative sample profile – participated in EYPDP3

Provider type	Setting leaders	EYPs
SBPs	7	6
GBPs	6	7
Childminders	7	7
Total	20	20
Region	**Setting leaders**	**EYPs**
North	6	7
Midlands	4	7
South	10	6
Total	20	20

The sample of setting leaders who had not participated in EYPDP3 were identified by the EYPDP3 delivery partner. These were setting leaders who had expressed an interest in EYPDP3 but had not enrolled.

Table 4: Qualitative sample profile – not participated in EYPDP3

Provider type	Setting leaders
SBPs	1
GBPs	4
Childminders	4
Total	9
Region	**Setting leaders**
North	2
Midlands	2
South	5
Total	9

Interview procedures

Semi-structured topic guides were used for interviews which were conducted online or by telephone depending on interviewee preference.

Interviews with 5 participating setting leaders and 5 participating EYPs were conducted at each post-survey round for each cohort of EYPDP3. They lasted around 45 minutes. Interviews with those who had not engaged in EYPDP3 last 20-30 minutes.

The resulting data was organised by question and analysed to create codes that generated themes relating to the evaluation aims.

Methodological considerations

There are a number of methodological considerations to note when considering the findings provided in this report:

- the cohort 1 pre-survey questionnaire was designed and administered by DfE. The cohort 1 post-survey questionnaire was designed and administered by CGR after the pre survey had been administered. Some questionnaire changes were necessary for the pre and post-surveys to ensure the objectives of the evaluation could be met. Furthermore, no identifying data was collected for the cohort 1 pre-survey, therefore pre and post-surveys could not be matched for analysis. As a result, cohort 1 survey data has been excluded from this report and analysis is based on cohorts 2, 3 and 4 only

- participants in EYPDP3 were also required to complete short feedback surveys administered by the delivery partner at the beginning of the programme and after each module, therefore it is possible that the response rates for the setting leader and practitioner surveys for this research could have been impacted due to confusion between surveys and survey fatigue

- to facilitate completion of the programme, participants were allowed an extended timeframe (up to 1 year from the start of their training). This presented challenges for the timing of the evaluation post-surveys. To ensure accuracy of feedback and to maximise the number of participants who had completed or were near completion of the programme, the setting leader and practitioner post-surveys were administered when the majority of participants had completed all 3 modules of EYPDP3, but some may not have completed their action planning at the time of the survey

- the majority of childminders were also setting leaders, therefore childminders were primarily invited to take part in the setting leader survey. As a result, a minority of practitioner survey responses were received from childminders (5%, n=56) and therefore, practitioner survey data could not be weighted to reflect the profile of the early years sector by setting type. Findings from the EYP survey based on childminders should therefore be treated with caution

Reading this report

- as practitioner survey data could not be weighted to reflect the profile of the early years sector by provider type, practitioner survey findings have been reported split by provider type throughout
- sub-group analysis has been conducted by setting type, region (including all government office regions in England, grouped into north, midlands, south), setting size (number of EYPs working directly with children) and deprivation levels using the IDACI, where base sizes allow (see Appendix for further details)
- analysis to identify significant differences between pre and post-surveys and sub-groups has been conducted at the 95% level of confidence
- the symbol * has been used to denote significant differences between pre-post comparison and is shown next to the percentage which is significantly higher
- where data has been combined into a 'net' figure (e.g. very/quite satisfied, agree strongly/agree, to a great/moderate extent) this may not equal the sum of the individual percentages due to rounding
- Likert scale data presented in the main body of the report is primarily based on the net 'top 2' (e.g. very/quite satisfied, agree strongly/agree, to a great/moderate extent) and the most positive response (e.g. very satisfied, agree strongly, to a great extent), with full data presented in the appendix

Awareness and participation in EYPDP3

Key findings

Programme Management Information (MI) data suggests that the programme had wide reach, particularly amongst childminders who comprised 32% of programme completers compared to 8% of early years staff nationally. Survey data indicates that participants were from settings based across all deprivation levels, however, engagement by LA varied considerably.

Setting leaders primarily found out about EYPDP3 from their LA or DfE directly. Childminders were significantly more likely to have heard about EYPDP3 from a peer, colleague or social media compared to SBPs and GBPs. Practitioners interviewed from SBPs or GBPs typically gained awareness from a senior leader/employer who considered it might be suitable for them.

The main reasons for participation for both setting leaders and practitioners were to:

- gain a new perspective or fresh ideas
- further their professional development
- develop knowledge and understanding in the 3 topic areas (modules) covered by EYPDP3

Interviewees described a key draw being that the programme was funded and backfill payments provided.

Programme reach

Programme Management Information (MI) data was reported to DfE by the programme delivery partner. This data included the number of practitioners that enrolled, withdrew and completed EYPDP3 split by LA, the number of enrolments and completions by setting type and the number of enrolments split by setting type and LA (Appendix Table 43). It also included the total number of expressions of interest that were received for EYPDP3.

Based on the final MI data provided in March 2025, the programme had the following reach:

- in total, the programme received 11,170 expressions of interest and 10,000 practitioners enrolled, which suggests that there was further demand

- 6,499 practitioners (65%) had completed the training and 3,501 (35%) had withdrawn

The largest proportion of practitioners who completed EYPDP3 were from GBPs (Table 5).[12] However, comparing the proportion of practitioners by setting type that completed EYPDP3 to national estimates of the total number of paid childcare staff in the sector provided by SCEYP in 2024, the reach of EYPDP3 was greatest amongst childminders as although childminders only comprise 8% of the total number of paid childcare staff in the sector, they comprised 32% of EYPDP3 completers.

Table 5: Participants by setting type compared to the national estimate of number of staff by setting type

	Number of completing EYPDP3 participants	% of EYPDP3 completing participants	% estimate of the number of staff nationally
SBPs	932	14%	16%
GBPs	3223	50%	75%
Childminders	2083	32%	8%
Other	261	4%	-

Source: Delivery partner MI data

The setting type that participants who completed EYPDP3 came from varied across the cohorts (Appendix Table 44). The proportion of participants completing from SBPs and GBPs was highest in cohort 1 and declined across the cohorts, whereas the proportion of childminders was lowest in cohort 1 and increased across the cohorts.

All 153 LAs in England had at least 1 practitioner who completed EYPDP3, with a mean of 42.5 participants per LA, although the number varied widely. The largest number of practitioners who completed the programme were based in Lancashire (n=300), Hertfordshire (n=212) and Hampshire (n=202). LAs with less than 5 completing practitioners were Knowsley (n=3), Rutland (n=3), City of Kingston upon Hull (n=2), City of London (n=1), Isles Of Scilly (n=1) and Kensington and Chelsea (n=1).

Information on deprivation or the postcode of the setting was not routinely collected by delivery partners, therefore it was not possible to identify whether the programme successfully targeted settings in more deprived areas through the MI data. Survey response data suggests that participants came from settings across the full range of

[12] Multiple staff from a setting could take part in EYPDP3. The number of unique settings where at least one member of staff took part was: SBPs n=194, 17%, GBPs n=726, 63%, childminders n=224, 20%.

deprivation levels (see Section 1.4.2 and Table 28, Table 29 and Table 35 in the Appendix).

Sources of EYPDP3 awareness

At the pre-survey (Appendix Tables 45 to 46) setting leaders said they primarily found out about EYPDP3 from:

- the **LA** (49%), particularly for GBPs (54%) and respondents from the north (55%)
- or from **DfE** directly (22%), particularly for SBPs (31%) and GBPs (24%)

Other less prevalent sources of awareness included from a peer or colleague (9%), social media (8%) or the Foundation Years website, email or newsletter (7%).[13] Childminders were significantly more likely to have heard about EYPDP3 from a peer or colleague (14%) or social media (11%) compared to SBPs and GBPs (from a peer or colleague 7% and 4%, social media 4% and 6% respectively).

The practitioners interviewed from school or group-based settings typically gained awareness of the EYPDP3 from a senior leader/employer who considered it might be suitable for them. Childminders were typically made aware through communications from sources such as their LA, another childminder or through engagement with another EYER strand.

Those who had not participated in EYPDP3 (non-engaged interviewees) had mixed views on the amount of information provided in communications to enable them to make an informed choice about participation. References were made to LA correspondence being thorough or too brief.

> The link gave me enough information to think that the training might be worthwhile, but it didn't give me any details or information on funding. I didn't know how many hours of training it would be or that we needed to do an online webinar every week. – *Non-engaged, childminder*

[13] A small number of setting leaders mentioned other sources (n=38) including other parts of the EYER programme such as Stronger Practice Hubs or leads/mentors involved in the Experts and Mentors or Childminder Mentors programmes (n=10), their manager or headteacher (n=6), other early years organisations such as the Professional Association for Childcare and Early Years (PACEY), the Education Endowment Foundation (n=5) or previous participants in EYPDP3 (n=3).

EYPDP3 participation

Overall, the **majority (71%) of responders to the setting leader survey said that one staff member from their setting had taken part in EYPDP3, however this varied by setting type** (Table 6).

- SBPs most commonly had 1 staff member taking part (60%)
- GBPs were the most likely to have 2 or more staff members participating (55%)
- the vast majority (92%) of childminder settings had just 1 participant, which is unsurprising given that the majority of childminders responding to the leader survey worked alone

Almost 2 out of 5 (38%) of SBP setting leaders and almost half (46%) of GBP setting leaders said they had taken part in the training themselves. Almost all (99%) childminders that completed the setting leader survey had participated themselves.

Table 6: Number of staff from setting participating in EYPDP3 – setting leaders (weighted)

	All setting leaders	SBPs	GBPs	Childminders
1	71%	60%	45%	92%
2	16%	19%	28%	7%
3	6%	8%	13%	<1%
4	3%	6%	6%	<1%
5	2%	3%	3%	0%
6 or more	3%	4%	6%	<1%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post survey

Reasons for participating in EYPDP3

The main reasons for participating in EYPDP3 for both setting leaders and practitioners responding to the surveys were to (Figure 1):

- gain a new perspective or fresh ideas
- further their professional development

- develop knowledge and understanding in the 3 topic areas (modules) covered by EYPDP3

These reasons were also commented on by setting leader and practitioner interviewees in terms of:

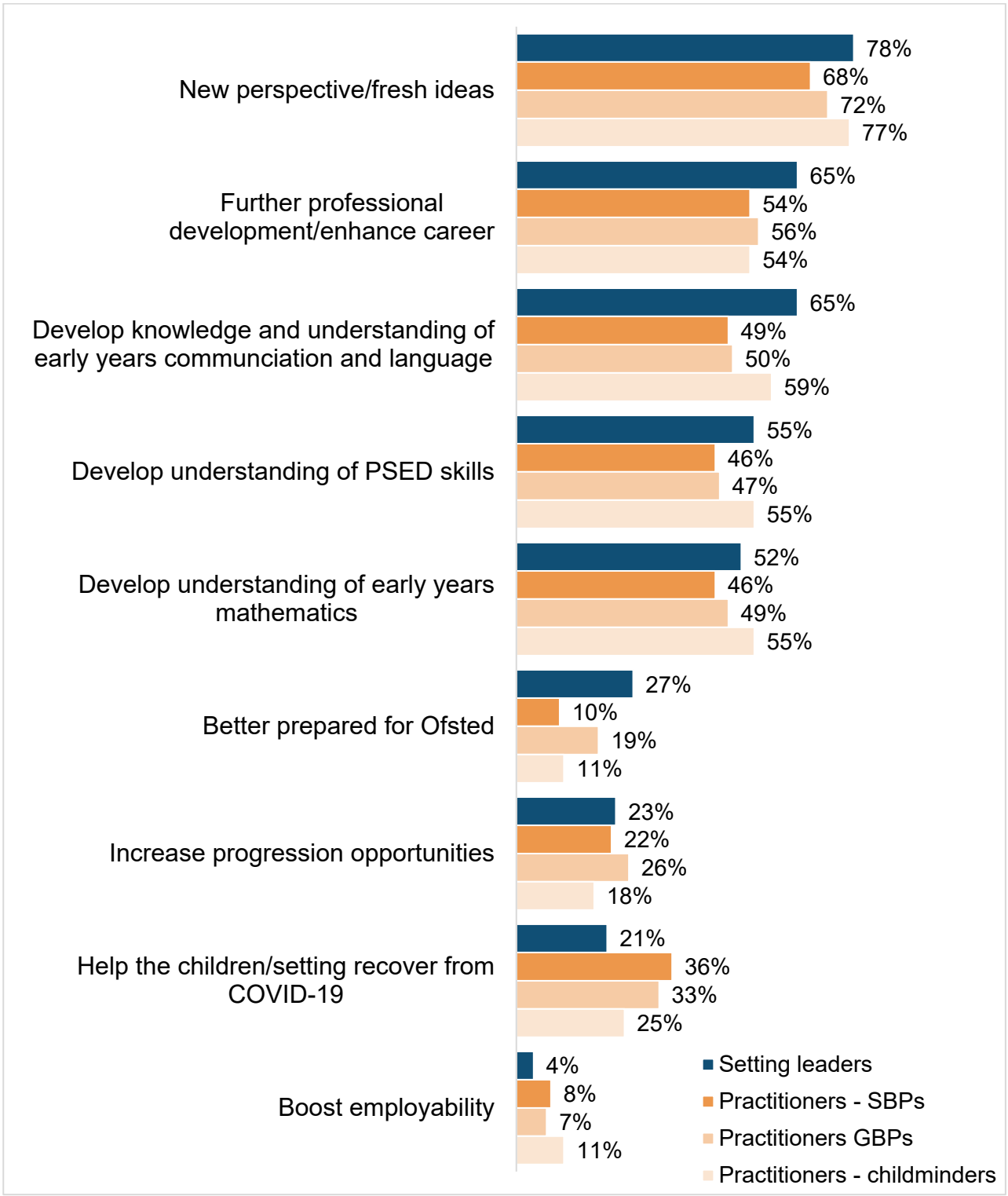
- maintaining currency of, or refreshing knowledge, such as wanting to know what the latest research said about evidence-based practices
- wanting to develop their confidence

> It was both setting needs and for my professional development. I wasn't confident in the maths, so that was a bit for me, for my development as well. I don't like maths and I think that shows sometimes when I'm trying to teach them maths; if I'm not confident they kind of pick up on that. – *EYP, SBP*

Other reasons for participating were less common, although a small number of differences were noted by provider type:

- setting leaders from GBPs were more likely to mention helping the setting recover from COVID-19 (24%) compared to childminders (19%)
- setting leader childminders were more likely to mention being better prepared for Ofsted (30%), but less likely to mention furthering their own professional career (61%) compared to SBPs (20% and 70% respectively) and GBPs (23% and 70% respectively)
- practitioners from GBPs were more likely to mention being better prepared for Ofsted (19%) compared to SBPs (10%)

Figure 1: Reasons for taking part in EYPDP3 – setting leaders (weighted) and practitioners (unweighted)



Base: All setting leaders (1543), all practitioners SBPs (316), GBPs (808), childminders (56)

Source: Setting leader pre-survey and practitioner survey

Additional reasons provided by interviewees included:

- helping the children or setting recover from COVID-19
- addressing specific setting needs/areas for development including children's development needs in specific areas
- there were no programme costs and backfill payments were provided, or in some cases, paying for participation if it was in their own time
- having capacity to engage and not being enrolled on other training

Where setting leaders referred to other staff members' participation they emphasised strategic reasons, such as:

- developing the knowledge and understanding for staff who had knowledge gaps, would benefit from refresher training, might find content motivating/inspiring, or were stepping up to a more senior role
- potential for impact on other staff members' practice, for example, through room leader participants cascading learning to team members
- potential for their own participation to support their practitioners' learning and implementation of practice

Reasons for not participating

Of the 9 setting leaders interviewed who did not engage with the programme, a few suggested that whilst the content might be relevant to their needs, they chose not to participate due to:

- lack of capacity as programme length was too long or it required too much commitment alongside fulfilling management responsibilities
- anticipated backfill difficulties related to finding suitable external staff
- it was targeted at level 3 practitioners whereas the setting required training for practitioners below this level

Experiences and outcomes of EYPDP3

Key findings

Overall, both setting leaders and practitioners were very satisfied with EYPDP3 and very few were dissatisfied.

The vast majority (over 90%) of setting leaders were satisfied and around 3 out of 5 or more were very satisfied with the programme management, delivery and content. Childminders and setting leaders from SBPs and GBPs who participated themselves were particularly satisfied with the programme.

Similarly, over 90% of practitioners were satisfied overall and over 3 out of 5 were very satisfied with content of the 3 modules.

Key delivery and content strengths were the:

- mix of webinars, online learning and follow-up tasks/planning
- training delivery quality and tutors' knowledge, skills and attributes
- flexibility with a choice of different days and times for webinars and catch-up opportunities
- peer learning opportunities
- resources, such as website links to download materials
- range of practical strategies presented in the training

The opportunity to have multiple participants on the programme was seen by interviewees as beneficial for discussing what they had learnt and collaborating in implementing common practices across rooms within a setting. Similarly, if setting leaders participated, these was seen as particularly valuable since they could implement practice, work with practitioners to share and model learning and drive change in their setting.

Whilst backfill payments for staff cover were viewed very positively by the setting leaders interviewed, where it was used, experiences of the backfill payments process were mixed. Just over half (53%) of setting leaders were satisfied, however, almost one out of 5 (18%) were dissatisfied. Inconsistent payment processes and timescales, the retrospective nature of payments offered by some LAs and payment delays requiring setting to chasing the LA for payments created difficulties.

Overall experiences of EYPDP3

Overall, both the **setting leaders and the practitioners that responded to the surveys were very satisfied with EYPDP3** and very few were dissatisfied (Table 7). Childminders who responded to the setting leader survey were significantly more likely to be very satisfied (78%), compared to SBPs (58%) or GBPs (57%).

Table 7: Overall satisfaction with EYPDP3 – setting leaders (weighted) and EYPs (unweighted)

	Very satisfied	Quite satisfied	Neither	NET: Dissatisfied	Don't know
All setting leaders	68%	26%	2%	3%	1%
Setting leader survey - SBP	58%	31%	4%	3%	4%
Setting leader survey - GBP	57%	37%	3%	2%	1%
Setting leader survey - Childminders	78%	17%	1%	4%	0%
Practitioner survey - SBP	64%	25%	5%	6%	0%
Practitioner survey - GBP	64%	24%	5%	7%	<1%
Practitioner survey - Childminders	75%	13%	5%	7%	0%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821); All EYPs SBP (316), GBP (808), childminders (56)

Source: Setting leader post survey and practitioner survey

The vast majority of setting leaders responding to the survey felt that EYPDP3 had completely or mostly met their setting's needs (Table 8,[14] see Appendix Table 47 for the full data). Leaders from childminder settings were significantly more likely to say that EYPDP3 had completely met their setting's needs (54%) compared to SBPs (37%) or GBPs (31%).

[14] The majority of data tables in the main body of the report show the net of the top 2 most positive responses and the top most positive response only. Full data can be found in the appendix.

Table 8: Extent EYPDP3 met setting's needs – setting leaders (weighted)

	All setting leaders	SBPs	GBPs	Childminders
NET: completely/mostly	87%	84%	81%	91%
Completely	44%	37%	31%	54%

Base: All setting leaders (1543)

Source: Setting leader post survey

The setting leaders interviewed reflected that they were very satisfied with EYPDP3 and that it was appropriate to their settings' needs as, for example:

- it focused on prime areas of learning and children with low levels of speech and language and/or PSED skills
- it supported setting improvement priorities

Consequently, the programme was seen as a good use of practitioner time in developing knowledge, skills, confidence and application of ideas and strategies in practice.

> Yes, the modules were appropriate to needs. There are children with low levels of speech and language and PESD post-COVID-19 and that foundation of early years prime areas are always the setting's focus and drive. It has helped practitioners gain more understanding and confidence in these 3 areas in terms of thinking about why they are doing what they are doing and at what point. – *Setting leader, SBP*

Practitioner interviewees similarly stated that the programme met their needs due to:

- increasing their awareness of effective practices, such as through links to external information sources and research that could be selected from to target their own professional development needs
- improving knowledge of how to support children in their setting with communication and language needs or additional needs such as Autism Spectrum Disorder (ASD)
- providing information on strategies that could be used to meet, for example, emotional regulation needs, such as through using programme video content

Sharing mathematics learning with the staff team

A nursery manager (GBP, with 6 years in their current post) described how many of their staff dislike mathematics and are fearful of it: 'We have quite a few apprentices who keep failing their maths qualification and this has a real impact on them and holds them back.'

In reviewing the setting's mathematics provision, a gap in practice was identified around the use of patterns. They presented ideas and resources from the mathematics module in a staff meeting followed by the opportunity for staff to ask questions and discuss what they had been shown. Staff explored making a pattern themselves before choosing one pattern to make with their key children. They were asked to reflect on how this approach had worked in practice and how it could be improved and brought back evidence to the next staff meeting to discuss. Staff have also introduced mathematics activities in the outdoor environment as a consequence of content being shared which was a new direction for the setting's provision.

The nursery manager considered that staff feel much more confident now and that, for them, 'maths was definitely the best [module].'

Experiences of programme management, delivery and content

The vast majority (over 90%) of all setting leaders who responded to the survey were satisfied and around 3 out of 5 or more were **very satisfied with the programme management, delivery and content** (Table 9, see Appendix Table 48 and Table 49 for the full data). The highest levels of satisfaction were reported for the following:

- quality of training delivery (94%)
- information provided about the programme (94%)
- quality of the training content (93%)
- online format for delivery (93%)

Childminders who responded to the setting leader survey and setting leaders from SBPs and GBPs who participated in EYPDP3 themselves (Appendix Table 50 and Table 51) were particularly satisfied across all measures. Responders to the practitioner survey were similarly highly satisfied with the programme delivery across all provider types, with the highest satisfaction levels seen for the quality of training delivery, followed by the online format (Appendix Table 52).

Table 9: Satisfaction with the programme – setting leader survey (weighted)

Quality of training delivery	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: very/quite satisfied	94%	90%	91%	96%
Very satisfied	70%	64%	55%	81%
Information about the programme	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: very/quite satisfied	94%	93%	91%	96%
Very satisfied	62%	54%	49%	73%
Quality of the training content	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: very/quite satisfied	93%	91%	92%	95%
Very satisfied	67%	63%	55%	75%
Online format for delivering the training sessions	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: very/quite satisfied	93%	89%	90%	96%
Very satisfied	65%	60%	52%	75%
Communication from the delivery team	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: very/quite satisfied	92%	86%	89%	95%
Very satisfied	65%	54%	51%	76%
Support provided by the delivery team	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: very/quite satisfied	92%	87%	90%	95%
Very satisfied	65%	53%	53%	77%
Timing of the training sessions	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: very/quite satisfied	92%	90%	90%	95%
Very satisfied	63%	54%	51%	73%
Management of the programme	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: very/quite satisfied	92%	85%	90%	96%
Very satisfied	62%	51%	50%	73%
Length of the training programme	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**

NET: very/quite satisfied	91%	89%	90%	92%
Very satisfied	58%	51%	50%	64%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post survey

Setting leader and practitioner interviewees stated key delivery strengths to be as follows:

Blended learning approach: The mix of webinars, online learning and follow-up tasks/planning was seen as complementary and supportive of participants' learning preferences, due to it being more practically oriented. This included action planning which supported implementation of practices.

> And the best thing has been the action planning, where you go away and really reflect and analyse: 'What do we do well? How good is our communication and language? Is our maths falling down a little bit?' Really identify it and come up with some SMART targets. – *EYP, childminder*

Quality of training delivery: Tutors were seen as a strength overall with positive comments on their knowledge, skills and attributes:

- ability to explain content clearly, linking theory and practice which informed participants' decision making on what to implement
- responsiveness to participants' questions
- creating an enjoyable and supportive learning experience

Timing of the training sessions: The choice of different days and times for webinars alongside catch-up opportunities for these overall helped accommodate participants' work and personal commitments. Similarly, online learning could be completed at any time.

> The audios and videos were good because you could break it up and do bitesize sessions and manage your time accordingly. – *EYP, childminder*

As a consequence of this flexibility, allied to backfill payments, overall setting leader interviewees found their own or their colleagues' participation manageable. This was also the case for practitioner interviewees.

Peer learning: The opportunity to reciprocally learn with and from fellow practitioners, including during webinar breakout room discussions, was beneficial as it:

- provided a supportive forum comprising participants from a range of setting types (that were not in local competition with one another for children's places) to share practice, discuss ideas and challenges, and offer a collegiate sounding board

- enabled relationship building (as webinar participants were the same each time) and, in some cases, this extended to groups maintaining connections through social media to, for example, share ideas and resources

  > I hadn't expected to enjoy PDP as much as I did, but the webinars and a chance to chat with others on the course about how things have gone trying new ideas the next week, what they put in place, swapping ideas with others and in the groups, was excellent. We do have a WhatsApp and a Facebook group to keep contact to share ideas. I was sad when PDP ended. It really made me want to go and visit the other participants in some of their nurseries to see how they did implement some things. That would be a great experience. – *EYP, childminder*

- helped participants benchmark their own setting's practices which could offer reassurance about quality of provision

  > I like talking and asking questions so the delivery approach was brilliant. After COVID-19 we have lots of behavioural and emotional regulation problems with the children. It was great to be able to speak to other people on the course to share ideas and to know that we are in the same boat. – *Setting leader, GBP*

The opportunity to have multiple participants on the programme was also seen as beneficial for discussing what they had learnt and collaborating in for example, co-developing an action plan and implementing common practices across rooms within a setting. Where setting leaders participated alongside a colleague practitioner, they were able to support the implementation of practices.

> Having 3 early years practitioners [on the programme] at the same time promoted lots of discussion between them like, 'What do you do with your children in that area?' I didn't think this would be the case when I first promoted it to staff. I hadn't anticipated how much of an impact it would have across the whole setting. If done separately, I don't think it would have been as a great. – *Setting leader, GBP*

Experiences and outcomes of the programme modules

Practitioner survey respondents were highly satisfied with the 3 EYPDP3 modules regarding the quality of the training content, the content and study materials, the teaching and learning activities and the knowledge of the training team (Table 10, see Appendix Tables 53 to 55 for the full data).

- more than 9 out of 10 respondents were satisfied overall (range 91% to 96%) and over 3 out of 5 (range 63% to 79%) were very satisfied with each aspect
- satisfaction was consistently the highest for the knowledge of the training team
- childminders responding to the practitioner survey tended to be the most satisfied compared to other provider types, however the base for childminders is low (n=56) so differences were not significant

Table 10: Percentage very satisfied with the modules – practitioners

Communication and language module	**SBPs**	**GBPs**	**Childminders**
Knowledge of the training team	73%	72%	79%
Quality of the training content	70%	70%	71%
Content and study materials provided by the programme	67%	68%	71%
Teaching and learning activities within the programme	65%	68%	71%
Early mathematics module	**SBPs**	**GBPs**	**Childminders**
Knowledge of the training team	71%	71%	79%
Quality of the training content	66%	69%	75%
Content and study materials provided by the programme	67%	67%	68%
Teaching and learning activities within the programme	64%	67%	73%
PSED module	**SBPs**	**GBPs**	**Childminders**
Knowledge of the training team	71%	69%	75%
Quality of the training content	65%	66%	64%
Content and study materials provided by the programme	63%	63%	64%
Teaching and learning activities within the programme	63%	64%	66%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Setting leaders who had participated in EYPDP3 themselves were similarly very satisfied with the **knowledge of the delivery team, the content and study materials and the teaching and learning activities** (Appendix Table 56).

Setting leader and practitioner interviewees identified particular strengths around:

- **content and study materials** – the resources available and downloadable materials
- **teaching and learning activities –** a range of practical strategies alongside underpinning theory, with all interviewees citing examples of how these had been implemented from one or more modules

Setting leader and practitioner interviewees' views regarding the relative strengths of modules took into account considerations such as the extent to which they:

- offered practical advice on implementation of ideas and strategies and the reasoning behind these
- extended existing knowledge and understanding, including reflection on existing practices

> Some weeks we just came away and thought, 'Crikey, I hadn't even thought of that, it is so simple, why haven't we thought of that?' Just the simplest of things that have made the hugest difference. – *EYP, GBP*

Each module was seen as particularly beneficial/strongest by at least one setting leader or practitioner interviewee who expressed an opinion on this, however, mathematics was cited as the strongest in most instances primarily as it provided the most novel learning.

Mathematics module learning

A childminder of 7 years stated that the tutor suggested practitioners start sentences with ‘good practice is…’ and one that particularly resonated was ‘good practice isn't just your resources it's our own curiosity about maths’.

This led to greater understanding about:

- recognising patterns in the environment to inspire children’s thinking
- developing mathematical thinking through the use of maps as part of a pirate-themed week, drawing on children’s knowledge of the local area – ‘I just didn't even think about maps as maths’
- age related expectations for mathematical development
- how mathematics can be found in everyday routines like counting out cups at snack times

  I didn't realise how much maths is truly present in our daily rhythm and routines. And I think loads of us had that little epiphany.

Perceptions of backfill payments

Backfill payments were viewed very positively by the setting leaders interviewed where it was used for payment of cover so that staff could participate in webinars and/or online study.

> Without funding for backfill it would have been difficult to manage the work as it gave time for their engagement and helped support their family commitments as it wasn’t all home learning. – *Setting leader, SBP*

Some setting leaders did not use backfill as the participant took part outside of working hours, such as evenings and days when they were not working where they had part time contracts. Interviewees also expressed a preference to engage with the programme when they were better able to concentrate or so it did not impact on the setting’s provision. For childminders there was also a financial driver for participating outside of working hours as it allowed them to maintain operations.

Experiences of the backfill payments process were mixed. Just over half (53%) of setting leaders responding to the survey were satisfied, however almost one out of 5 (18%) were dissatisfied (Figure 2). Childminders were significantly more likely to be dissatisfied (21%) compared to SBPs and GBPs (14% respectively)

It should be noted that 13% of setting leaders were unable to answer about the process of backfill payments, and this was particularly the case amongst SBPs (28%), suggesting that they were less likely to be involved in claiming backfill.

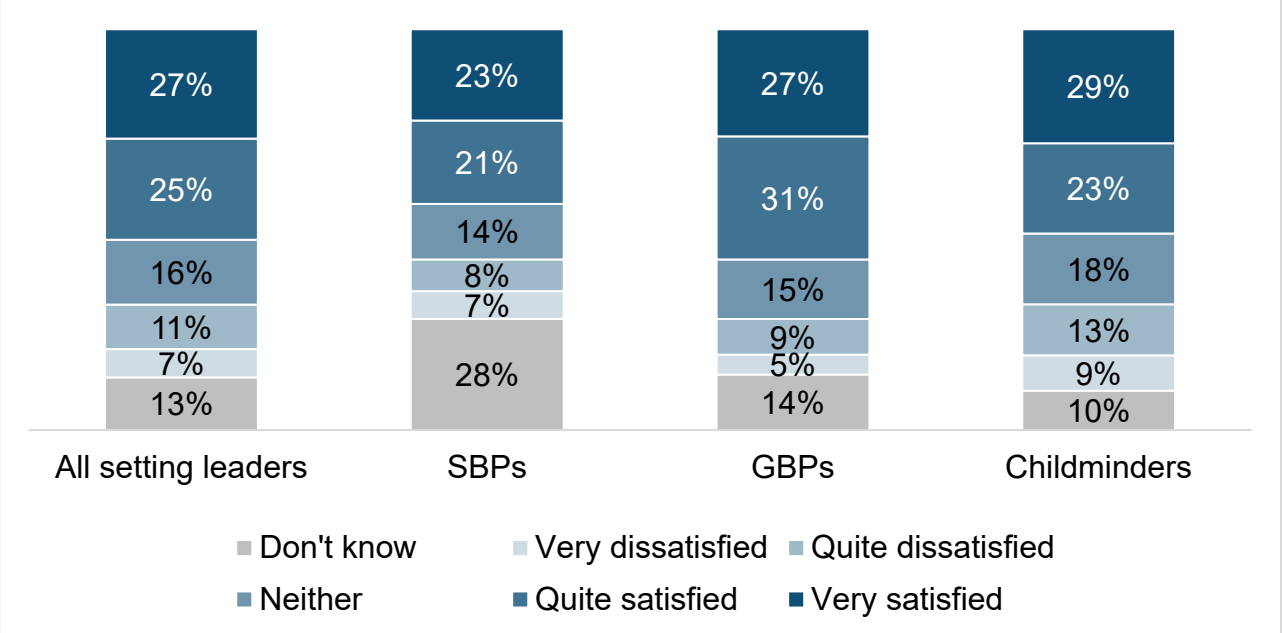
Some of the setting leaders interviewed reported that the backfill, or participation out of working hours payments, operated satisfactorily in practice due to clear LA communications and/or systems.

However, there was a lack of clarity about the process for some including reference to each LA establishing its own system for backfill claims, therefore the process varied between LAs. A few setting leaders interviewed had to chase LAs for payment due to delays in receipt. Other points concerned:

- payments received from the LA but the setting administrator was unsure who they were for or for what period of time
- setting uncertainty over how participants will receive payment for out of working hours study

In a few cases, the retrospective nature of the funding was seen to have created challenges, such as making payments to staff for participating before being reimbursed by the LA.

Figure 2: Satisfaction with the process of backfill payments – setting leaders (weighted)



Base: All setting leaders (1543), SBPs (167), GBPs (555), childminders (821)

Source: Setting leader post-survey

Backfill funding difficulty

In one case, the participation of 3 practitioners meant there were insufficient setting funds available for backfill. This meant the setting leader (a GBP manager for 8 years and 15 years in the sector) had to provide staff cover which impacted negatively on their workload. While they appreciated the reasoning for retrospective funding in terms of training completion and felt that the benefits for the setting in having 3 EYPs participating outweighed any negative impact, they had not fully anticipated the financial implications at the outset.

Challenges to participation

Key findings

The key challenges were around **time and capacity, particularly**:

- finding time to fit in the self-study (33% of setting leaders) and webinars (27%)
- finding staff to cover whilst practitioners were taking part (19%), having sufficient capacity (10%) and the timescales of the training (8%)

Some interviewees referred to challenges such as, staff illness requiring adjustments to ensure adequate practitioner-child ratios, technical issues when accessing the training, and the time commitment required or managing competing time demands

Interviewees who did not engage with EYPDP3 stated reasons such as lack of capacity and anticipated backfill difficulties. However, all were receptive to future programme offers.

Table 11 details the challenges to participating in EYPDP3 cited by setting leaders responding to the surveys.

The key challenges were around **time and capacity**:

- **finding time to fit in the self-study** (33%) and **the webinars** (27%) were the most frequently mentioned challenges for setting leaders who had participated in EYPDP3
- **finding staff to cover whilst practitioners were taking part** (19%), **having sufficient capacity** (10%) and the **timescales of the training** (8%) were also mentioned as key challenges for leaders responding to the survey, particularly for leaders from SBPs and GBPs, but less so for childminders

Table 11: Barriers or challenges to participation in EYPDP3 – participating setting leaders (weighted) [15]

	All setting leaders	SBPs	GBPs	Childminders
Finding time to fit in the self-study**	33%	44%	40%	30%
Finding time to attend the webinars**	27%	27%	40%	23%
Finding staff to cover whilst practitioners are taking part in training	19%	40%	36%	3%
Process of claiming backfill payments	17%	19%	19%	15%
Timing for claiming backfill payments	15%	13%	17%	14%
Having sufficient capacity to take part in training	10%	23%	17%	2%
Timescales of the training	8%	13%	10%	6%
Practitioners' willingness to take part in the training	8%	13%	18%	<1%
Lack of confidence in using technology to take part in the training**	7%	3%	9%	6%
Difficulty accessing the online training	4%	5%	6%	2%
Recruitment/sign up process	2%	2%	4%	1%
Difficulty understanding the topics covered in the training**	<1%	0%	<1%	<1%
Other	4%	5%	4%	3%
None	33%	22%	23%	42%
Don't know	1%	1%	2%	1%

Base: All setting leaders (1543), SBPs (167), GBPs (555), childminders (821); **Setting leaders who participated in EYPDP3 (1131), SBPs (63), GBPs (254) childminders (814)

Source: Setting leader post survey

[15] Finding time to fit in the self-study, finding time to attend the webinars, lack of confidence in using technology to take part in the training and difficulty understanding the topics covered in the training were only shown to participating setting leaders (n=1131), therefore percentages have been calculated based on those who participated.

Responders to the practitioner survey highlighted similar challenges to participation, with finding time to fit in the self-study or to attend the webinars and finding cover being the most commonly mentioned (Appendix Table 57).

Overall, interviewees found participation manageable. However, some referred to challenges such as:

- staff illness requiring adjustments to ensure adequate practitioner-child ratios, although this was either managed through internal cover or the availability of catch-up webinars
- technical issues: programme information or online content not working well on mobile phones; a laptop needed for content to work properly
- the time commitment required or managing competing time demands, both professional and personal

> It was very demanding in terms of the number of webinars, especially for the communication and language module and for the PSED module, there was an hour and a half webinar every week. On top of leading my own area and having a family at home, that was a massive commitment every week. The maths module was better in that the webinar was only once every fortnight, so it was much more manageable. – *EYP, SBP*

As already noted in Section 3.4, perceptions of backfill were mixed and the **process and timing of claiming backfill payments** presented a challenge for some providers (17% and 15% respectively).

Setting leaders from SBPs (13%) and GBPs (18%) also faced challenges with **practitioners' willingness to take part in the programme**, whereas this was only mentioned by less than 1% of childminders.

A minority of setting leaders and practitioners mentioned technical challenges (less than 5% respectively), however some website navigation improvements were suggested by interviewees and survey respondents (see Section 6.2).

Perceived impact of EYPDP3 on practitioners and children

Key findings

Overall, perceptions of the impact of EYPDP3 participation were very positive and childminders were particularly positive about the impact of EYPDP. Most setting leaders felt that EYPDP3 had resulted in improved:

- staff knowledge, understanding and skills, practice, confidence, qualifications and awareness of when a child needs additional support
- quality of provision and skills in the early years sector

A significant increase was seen from start to end of the training programme in leaders':

- perceptions of practitioners' confidence in supporting children with their development in communication and language, mathematics and PSED
- perceptions of practitioners' confidence in leading activities for typically developing 2 to 4 year old children or those with developmental/language delays
- confidence in their practitioners' knowledge and understanding of early years development and how to assess their own skills and identify gaps and next steps, liaise with support beyond the setting, support colleagues, and improve practice

Practitioners also felt that their own confidence, knowledge and understanding had improved in these areas and they had supported wider setting improvement through disseminating learning, sharing materials and modelling practices.

Many examples of practice changes were provided and improvements were reported in children's:

- communication, word recognition and use of descriptive language
- use of subitising, number skills and mathematical vocabulary
- emotion regulation, positive choices, relationships, independence and confidence

EYPDP3 was felt to have contributed to children's education recovery following COVID-19 and improvements in children's readiness for school to some extent. Interviewees thought there would be more future impact once practice changes had time to take effect.

Setting leaders' overall reflections of impact

The vast majority of setting leaders believed that the training and support provided by EYPDP3 had **improved the quality of early years provision** in their setting across all provider types (range 90-96%) (Appendix Table 59). Childminders (46%) were significantly more likely to say that the quality of provision had improved to a great extent compared to SBPs and GBPs (25% respectively), especially if they had more than one practitioner working in the setting (52% versus 43% for childminders working alone) (Appendix Table 60).

In particular, setting leaders agreed overall that there had been **improvements in staff knowledge and understanding, practice and confidence** (Table 12, see Appendix Table 58 for the full data). Setting leaders were least likely to agree that EYPDP3 had improved staff qualifications in their setting. Agreement was highest amongst childminders across all measures.

This perceived improvement was also supported by a significant increase in the proportion of setting leaders who were confident in **delivering a high-quality curriculum and pedagogy to children** in their setting between the pre- and post-surveys across all provider types (Appendix Table 67). The greatest increase was seen for childminders (from 61% to 82% overall and 16% to 45% very confident), however the change in overall confidence (very/quite confident) was not significant for setting leaders from SBPs (86% to 89%) (Appendix Table 68).

Table 12: Agreement with statements – setting leaders (weighted)

EYPDP3 has improved staff knowledge and skills in this setting	**All setting leaders (1386)**	**SBPs (162)**	**GBPs (551)**	**Childminders (673)**
NET: agree/strongly agree	90%	88%	87%	93%
Strongly agree	33%	26%	24%	42%
EYPDP3 has improved staff practice in this setting	**All setting leaders (1343)**	**SBPs (162)**	**GBPs (551)**	**Childminders (630)**
NET: agree/strongly agree	87%	85%	83%	92%
Strongly agree	31%	20%	23%	40%
EYPDP3 has improved staff confidence in this setting	**All setting leaders (1352)**	**SBPs (163)**	**GBPs (548)**	**Childminders (641)**
NET: agree/strongly agree	86%	83%	82%	90%
Strongly agree	31%	20%	24%	40%
Improved staff awareness of when a child needs additional support in this setting	**All setting leaders (1383)**	**SBPs (162)**	**GBPs (550)**	**Childminders (671)**
NET: agree/strongly agree	79%	73%	72%	86%
Strongly agree	27%	15%	20%	36%
Staff qualifications in this setting have improved due to EYPDP3	**All setting leaders (1187)**	**SBPs (150)**	**GBPs (522)**	**Childminders (515)**
NET: agree/strongly agree	59%	51%	47%	73%
Strongly agree	19%	12%	10%	30%

Base: All setting leaders excluding ‘not applicable’ responses, base varies by question

Source: Setting leader post-survey

Setting leader interviewees considered there had been positive impacts on overall setting provision. Examples included:

- improved usage of areas, such as through audits of communication hot and cold spots or greater use of the outdoor environment
- outcomes from collaboration between setting staff, for example through staff training, discussion of programme content and curriculum planning

> It has raised staff discussion in the language EYPDP3: 'Do you remember this webinar and we saw the video about SST [sustained shared thinking]?' It has brought them all together more. – *Setting leader, GBP*

- better home-setting communications, such as regarding, children's emotional wellbeing or next development steps and how parents can contribute to their achievement

A few referred to Ofsted inspections identifying effective practices and an LA officer visit where comments were made on EYPs' effective interactions with children and their focus on language. These commendations were seen to give some external validation of setting practice and the quality of provision.

Setting leaders' perceptions of impact on practitioner confidence

Setting leaders' perceptions of practitioner confidence in leading activities and supporting children's development across the 3 topic (module) areas was relatively high at the start of the training (pre-stage survey) (Table 13, see Appendix Table 61 for the full data).[16] However, a **significant increase was seen between the pre and post-stages in setting leaders' perceptions of practitioners' confidence across all measures.**

[16] Setting leaders' perceptions of practitioners' confidence in leading activities for typically developing 0 to 2 year olds was also included in the survey, but children in this age group were out of scope for EYPDP3. See the Appendix Table 61 for the data for this question.

Table 13: Setting leaders' perceptions of EYP confidence (weighted)[17]

Supporting children with their communication and language development	**Pre**	**Post**
NET: very/quite confident	80%	96%*
Very confident	28%	64%*
Supporting children with their PSED	**Pre**	**Post**
NET: very/quite confident	84%	96%*
Very confident	34%	63%*
Leading activities for typically developing 2 to 4 year olds	**Pre**	**Post**
NET: very/quite confident	84%	95%*
Very confident	37%	66%*
Supporting children with their maths development	**Pre**	**Post**
NET: very/quite confident	70%	92%*
Very confident	18%	51%*
Leading activities for children with developmental or language delays	**Pre**	**Post**
NET: very/quite confident	63%	89%*
Very confident	16%	45%*

Base: All setting leaders (1543)

Source: Setting leader pre and post-surveys

At the post-stage, setting leaders were most likely to say that practitioners were confident in **supporting children with their communication and language development, supporting children with PSED and leading activities for typically developing 2 to 4 year olds**.

This **significant improvement in setting leaders' perceptions of practitioners' confidence for these measures was seen across all provider types** but was particularly evident for childminders (Appendix Table 62). At the pre-stage, childminders who completed the setting leader survey were typically the least likely to say that they or

[17] The * symbol identifies significant differences between pre and post data for each setting type. The symbol * denotes where the percentage is significantly higher.

their practitioners were very confident, whereas at the post-stage they were significantly more likely than SBPs and GBPs to say they were very confident for all measures.

Setting leader interviewees considered practitioners' confidence had increased with respect to:

- their knowledge, either in terms of affirming their existing knowledge or securing their knowledge of theory behind practice so that, for example, they are better able to articulate and justify decision-making: 'why this [practice/strategy], why now'
- trying new approaches in their setting and gaining confidence through their application

> Rather than them thinking someone else will come and support me [with identifying and acting on individual needs], there has been a shift to: 'I've identified this and I feel confident enough to go and have a conversation with the SENCO to say this is what we've seen, I was thinking we should try this, or we need to do a speech and language assessment to get some more evidence for this child?' – *Setting leader, SBP*

Practitioners' experience of impact on their confidence

Positive impacts of participation in EYPDP3 were also noted by practitioners participating in the programme. Following their participation in EYPDP3, the vast majority (90% or more) of **practitioners felt that their confidence had improved** and around one-third to half (range 35% to 52%) said their confidence had improved to a great extent for all measures across all provider types (Table 14, see Appendix Table 69 for the full data).[18]

[18] Practitioners' perceptions of their confidence in leading activities for typically developing 0 to 2 year olds was also included in the survey, but children in this age group were out of scope for EYPDP3. See the Appendix (Table 61 and Table 62) for the data for this question.

Table 14: Practitioners' perceptions of impact on their confidence

Supporting children with their early language and communication development	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	93%	92%	93%
Improved to a great extent	40%	42%	43%
Supporting children with their early mathematics development	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	93%	94%	95%
Improved to a great extent	39%	46%	52%
Supporting children with their PSED	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	91%	92%	95%
Improved to a great extent	39%	40%	41%
Leading appropriate activities for typically developing 2 to 4 year olds	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	91%	91%	91%
Improved to a great extent	36%	41%	43%
Leading appropriate activities for children with developmental or language delays	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	90%	91%	93%
Improved to a great extent	35%	38%	39%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Increased confidence was reported by practitioner interviewees in the context of:

- increased knowledge and understanding of both theory, such as greater understanding of subject terminology used, and practice. This included interviewees' statements about where their confidence was lower, with mathematics mentioned most in this regard

  > You automatically think mathematics and it's like a daunting shadow. I used to hate maths in school and you automatically think how on earth am I going to teach a child mathematics…it [EYPDP3 module] was really good and it has given me a lot of confidence. – *EYP, GBP*

- reassurance, confirmation and validation of own practice – knowing they are doing what is recommended/doing their best based on programme content, what tutors stated, what other participants stated in discussions, and audit materials

- communicating with others from a more knowledgeable, informed standpoint, such as speaking to parents about concerns around their child's development or supporting colleagues to be more aware of concerns about children's development and actions that could be taken

  > Since the course we have got many more systems in place in the class than we had before. For example, with the maths, the teacher and I got together and we have produced a list of things that we can kind of tick [off] to give us more of an idea about where the children are at. What sort of words they know…what we need to build on… We are able to look at PSED needs through systems like that as well…we have got one that is standing out that we do need to help more. It is more with their speech and language as well. Out of the 20 children, there are 11 with speech and language problems. – EYP, SBP

- the professional standing that completing such learning provided

  > So much of this job for me comes down to confidence…that I am a professional. Most of my parents accept that what we do is a profession and I just wanted it [EYPDP3 and SENCO Level 3 training] in my back pocket to show: yes, I do that. It's my job…I covered all this. And this is how I prove it. – *EYP, childminder*

Setting leaders' perceptions of impact on practitioner knowledge, understanding and skills

In addition to perceptions of increased practitioner confidence, setting leaders' confidence in **practitioners' knowledge and understanding of early years development in communication and language, PSED and mathematics increased significantly** between the pre- and post-stages (Table 15, see Appendix Table 63 and Table 64 for the full data).

Table 15: Setting leaders' perceptions of EYPs' early years knowledge and understanding (weighted)

Early years communication and language development	**Pre**	**Post**
NET: very/quite confident	78%	95%*
Very confident	25%	59%*
Early years PSED development	**Pre**	**Post**
NET: very/quite confident	79%	94%*
Very confident	27%	58%*
Early years maths development	**Pre**	**Post**
NET: very/quite confident	67%	90%*
Very confident	16%	47%*

Base: All setting leaders (1543)

Source: Setting leader pre and post surveys

Although agreement was relatively high from the outset, a **significant increase was seen between the pre- and post-stages** in setting leaders' perceptions of practitioners' knowledge and skills in (Table 16, see Table 65 for the full data):

- understanding how babies and children learn and develop
- assessing their own skills and competencies
- liaising with support beyond the setting and supporting colleagues
- improving staff practice

The significant increases in setting leaders' agreement with these statements between the pre and the post-stages was seen across all setting types (Appendix Table 66).

Setting leader interviewees referred to use of resources that could help identify children's development stages, areas of need, and appropriate support strategies. This included resources they could use in the setting and also signpost parents to, as well as how to make referrals and which external services might support these.

> Previously [EYP participant] may have said [they are] a little bit concerned about one of [their] key worker child's speech, but now would say [they are] concerned but state what [they are] going to do about it. There's more ownership and [they are] proactive in [their] approach. – *Setting leader, GBP*

Table 16: Setting leaders' perceptions of practitioners' knowledge and skills (weighted)

They have a good understanding of how babies and children learn and develop	**Pre**	**Post**
NET: agree/strongly agree	88%	93%*
Strongly agree	26%	46%*
They have a good understanding of how to assess their own skills and competencies, identify any gaps and next steps in professional development	**Pre**	**Post**
NET: agree/strongly agree	80%	90%*
Strongly agree	17%	37%*
They have a good understanding of how to liaise with support beyond the setting	**Pre**	**Post**
NET: agree/strongly agree	78%	89%*
Strongly agree	18%	36%*
They have a good understanding of how to support colleagues and improve staff practice in the setting	**Pre**	**Post**
NET: agree/strongly agree	72%	84%*
Strongly agree	17%	35%*

Base: All setting leaders (1543)

Source: Setting leader pre and post-surveys

Setting leader interviewees provided examples of how EYPs had used their learning to support colleagues and improve staff practices, including:

- leading staff training, such as, using EYPDP3 resources to promote thinking about planning for extended interactions aiding communication and language development

- through team planning meetings, such as, ensuring the provision offered manipulatives that would stimulate children's interest so that EYPs could develop dialogue through commenting on what they are 'noticing' the child do

- individual support, for example, an EYP participant helping a colleague develop a 'home from home' books communication approach so that parents could inform the setting what their child was doing at home, what they enjoyed and were interested in, and whether they were happy or unhappy on a particular day to support PSED

> We have needed really good role models to explain the 'why': why this way now; why that's happening and how children are learning. And what we've really seen is that those practitioners who have been doing the course have been able to support their colleagues to support the children. So not only has it impacted on their children, but it has supported their colleagues. – *Setting leader, SBP*

Practitioners' perceptions of impact on their knowledge and understanding

Practitioners responding to the survey also felt that that their knowledge and understanding had improved following their participation in EYPDP3 (Table 17, see Appendix Table 70 for the full data). Overall, improvements were most likely to be perceived (around 90% or more said that it had improved to a great/moderate extent across all setting types) for knowledge and understanding of:

- children's mathematics development, which had particularly improved amongst childminders, with almost 3 out of 5 (57%) saying that it had improved to a great extent

- how to assess their own skills and competencies, identify any gaps and next steps

- appropriate strategies to support children's early language and communication development

- children's communication and language development

- children's PSED

Other differences were noted by setting type:

- childminder practitioners were significantly more likely to say their knowledge and understanding of when a child requires additional support had improved to a great extent (52%) compared to SBPs and GBPs (36% respectively)

- childminder practitioners (80%) were significantly less likely than SBPs (90%) and GBPs (92%) to say that there had been an improvement (to a great/moderate extent) in their knowledge and understanding of how to support colleagues and improve staff practice in their setting

- practitioners from GBP (28%) and childminder settings (38%) were significantly more likely to say that their knowledge and understanding of how to liaise with support beyond the setting had improved to a great extent compared to those from SBPs (22%)

> Yes, absolutely my awareness has improved. There is a massive delay in speech and language help for children in my area…It is more important now with the delay in referring people for help and COVID-19 has had a massive effect on this. So, for me I feel more confident to manage this. – *EYP, childminder*

Table 17: Practitioners' perceptions of impact on their early years knowledge and understanding (unweighted)

Children's maths development	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	92%	94%	98%
Improved to a great extent	40%	49%	57%
How to assess my own skills and competencies, identify any gaps and next steps in my professional development	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	93%	93%	89%
Improved to a great extent	33%	34%	38%
Appropriate strategies to support children's early language and communication development	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	91%	92%	95%
Improved to a great extent	41%	41%	50%
Children's communication and language development	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	91%	92%	95%
Improved to a great extent	37%	40%	50%
Children's PSED	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	90%	92%	95%
Improved to a great extent	35%	40%	46%
How to support colleagues and improve staff practice in my setting	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	90%	92%	80%
Improved to a great extent	31%	35%	38%
When a child requires additional support	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	87%	89%	96%
Improved to a great extent	36%	36%	52%
Knowledge and understanding of how babies learn and develop	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	87%	89%	95%
Improved to a great extent	33%	36%	46%
How to liaise with support beyond the setting	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	80%	85%	86%
Improved to a great extent	22%	28%	38%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Practitioner interviewees identified examples of how they had supported their colleagues to improve through disseminating practices:

- in whole staff meetings/briefings

  > We shared and discussed in the setting in an ad hoc way to start with. We didn't originally have staff meetings here, but since PDP, we now have monthly timetabled staff meetings. These are excellent. – *EYP, childminder*

- with team colleagues before the start of the day, at lunchtime or after the children leave

- through providing access to programme materials to team/setting colleagues

- through modelling practices to colleagues in the same room, offering advice where appropriate or sharing programme videos

  > If there was a particular thing that one of the practitioners has done [from the EYPDP3], the setting will ask them to come in and do little talk on it. But I think that the course itself pushes you to do that, to share with colleagues. It gives you ideas and they [tutors] talk about going back to your setting and sharing those. – *EYP, GBP*

Impact on practice

The vast majority of practitioners responding to the survey felt that they would use the knowledge and skills gained from all 3 EYPDP3 modules in their practice to a great or moderate extent (Table 18, see Appendix Table 71 for the full data). Childminders were particularly positive, with between 70-80% stating that they would use the knowledge and skills gained to a great extent. The response from setting leaders was similarly positive (Appendix Table 72)

Table 18: Extent knowledge and skills will be used in practice – practitioners

Communication and language module	SBPs	GBPs	Childminders
NET: to a moderate/great extent	92%	92%	100%
To a great extent	62%	62%	70%
Early mathematics module	**SBPs**	**GBPs**	**Childminders**
NET: to a moderate/great extent	91%	91%	98%
To a great extent	59%	66%	80%
PSED module	**SBPs**	**GBPs**	**Childminders**
NET: to a moderate/great extent	89%	90%	95%
To a great extent	59%	59%	71%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Most practitioners responding to the survey agreed that there had been **enough time to build changes into their practice**, and at the time of completing the survey the majority of practitioners agreed that they had already **made changes to their practice** (Table 19, see Appendix Table 73 for the full data).

Table 19: Agreement with statements – practitioners

I have had enough time to build changes into my practice	SBPs	GBPs	Childminders
NET: agree/strongly agree	66%	71%	79%
Strongly agree	9%	12%	25%
I have changed my practice following participation in EYPDP3	**SBPs**	**GBPs**	**Childminders**
NET: agree/strongly agree	82%	82%	88%
Strongly agree	16%	19%	25%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Examples of practice changes

Setting leader and practitioner interviewees identified numerous examples of how programme learning had been implemented in practice. Examples of changes in practice given for each of the modules are presented below.

Communication and language practice changes included:

- identifying ‘hot’ and ‘cold’ spots for children’s communication and altering cold spot provision so it stimulates language more - one setting created a woodworking station which successfully promoted boys’ language in particular

Developing communication and language skills

A practitioner of 3 years in a GBP described how they discussed a key child during a webinar who was happy to speak one-to-one but was wary of speaking within a larger group. The practitioner was given lots of ideas on approaches to take and implemented the strategies suggested which included incrementally increasing the number of peers in activities [the child] was involved in and focusing on their interests. They used small group stories and songs about dinosaurs, messy kitchen ideas and repetitive play to stimulate [the child’s] contributions. This worked well - on [the child’s] transfer to the next room in the nursery, they were confident to speak whatever the situation.

- commenting on children’s play, not just questioning

  > The more comments [strategy] has really blown me away as children chat more. If you ask a question, they just answer it and carry on with their play but if you make a comment, they’ll make a comment back and then they might ask a question and you begin a conversation. – *Setting leader, childminder*

- extending wait time when asking children questions to aid processing of what was being asked and formulating a response

- displaying vocabulary in rooms so that practitioners know what to focus on when modelling

- using terms such as ‘I noticed’ and ‘I can see’ to develop children’s language development

Vocabulary development in a pre-school

A pre-school focused on expanding children’s language, with practitioners planning specific activities to help achieve this. They used painting effects that can be described, for example, ‘splat’. The development of a home area as a coffee shop also encouraged children to use vocabulary that they would not normally encounter, such as ‘froth’ and ‘soya’.

Mathematics practice changes included:

- planning for greater inclusion of mathematics in the outdoor area so that, for example, shape and measures could be highlighted and discussed

- implementing activities to support children's learning in mathematics through gaining a greater knowledge and understanding of mathematics in areas such as, shape, pattern and subitising

  > When I saw the content and saw 'counting', I thought 'Oh, this is going to be awful' but it was just the way it was delivered – it made you realise how children learn to count and how long it takes them to count and all the words like cardinality – I didn't know what cardinality meant.[19] It's just made such a difference to my setting and I've noticed a massive improvement in the children. – *EYP, childminder*

- integrating mathematics into everyday activities and routines, such as, during snack time, by laying out groups of fruit slices in different orientations to support children's use of subitising

- using resources to deepen children's conceptual understanding, for example, where a numeral can be found in different contexts (such as on a clock), as well as using visual representations of the numeral, word and quantity

Enhancing mathematical talk

One childminder of 7 years stated how the programme had raised their awareness of mathematical concepts and strategies, such as, describing not just naming shapes. This required a shift in how they talked to the children so that they emphasised shape properties: 'Let's use a 3-sided shape.' The children are now noticing shapes and patterns in the environment more and initiating conversations about which shapes they can see on houses and road signs, or patterns on fencing when on local learning walks.

Some stated how mathematics was an area they considered to be a personal weakness but that the module helped address this.

[19] Cardinality refers to the number of elements in a set.

> For most practitioners that I've ever spoken to or come into contact with, maths is the subject that they feel that they're not as confident with [but] really realising where in your daily practice maths actually comes into play…that was so much fun; that was the best module for me, I enjoyed that immensely. – *EYP, childminder*

PSED practice changes included:

- using a PSED ages and stages resource to consider children's development, what they were showing evidence of and how their needs and next steps might be supported

> Everyone started thinking about: 'How can I help the child? What is the child trying to tell me?' This particularly helped with attachment – both theory and practice - with ideas on how to manage certain situations. It was an eye-opener I must say. – *Setting leader, GBP*

- using strategies that can support settling, such as, access to a favourite toy to reduce anxiety at transition times
- using strategies such as waiting and watching to diffuse instances of challenging behaviours
- providing calm spaces and resources, including puppets to support children express their emotional state

Colour monsters

A childminder of 12 years responded to a child's need for their feelings to be validated both in the setting and at home. The childminder created a calm corner so that [the child] could use colour monsters to express their feelings:

> So instead of me just talking and explaining it's okay for [the child] to feel that way, [they] had the monsters to use so if [the child] was feeling whatever the yellow monster was feeling, [they would] press the button and the yellow light would show up, just to distract [them] and help [them] focus on how [they] felt and how we could make [them] feel better.

Perceptions of impact on children

The vast majority of practitioners agreed that **the changes they had made to their practice following participation in EYPDP3 would improve children's development in language and communication, mathematics and PSED** across all setting types (Table 20, see Appendix Table 74 for the full data). Between 28% and 48% strongly agreed with these statements, with childminders being significantly more likely to say they strongly agreed that the changes in their practice would improve children's mathematics development (48% versus 34% for SBPs and 33% for GBPs).

Table 20: Practitioners' perceptions of impact of changes made to practice

Improve children's language and communication development	**SBPs**	**GBPs**	**Childminders**
NET: agree/strongly agree	88%	90%	91%
Strongly agree	32%	30%	36%
Improve children's maths development	**SBPs**	**GBPs**	**Childminders**
NET: agree/strongly agree	86%	91%	91%
Strongly agree	34%	33%	48%
Children's PSED	**SBPs**	**GBPs**	**Childminders**
NET: agree/strongly agree	86%	88%	88%
Strongly agree	30%	28%	32%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

The vast majority of setting leaders responding to the surveys believed that EYPDP3 had impacted on children's development in mathematics (90%), communication and language (88%), and PSED (85%) (Table 21, see Appendix Table 75 for the full data). Childminders were again significantly more likely to say that children's development had improved across these 3 areas compared to SBPs and GBPs.

Table 21: Perceptions of impact on children's development – setting leaders (weighted)

Maths development	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	90%	80%	87%	95%
Improved to a great extent	29%	16%	16%	41%
Communication and language development	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	88%	79%	86%	91%
Improved to a great extent	28%	19%	18%	37%
PSED	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	85%	78%	84%	88%
Improved to a great extent	24%	14%	17%	32%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post-survey

Where setting leader interviewees were asked to reflect on whether participation in EYPDP3 had impacted on children's development outcomes, they tended to cite contribution rather than causation. This was due to considerations such as:

- difficulty in distinguishing programme impact on development from children's natural development over a period of time
- not having had sufficient time to implement practices for them to have had an effect
- practices implemented being a refresher of existing ones rather than totally new

> All children will be impacted by improvement in the maths skills and opportunities to introduce maths into the provision. That will have an impact on school readiness. All children will be impacted by COVID-19 whether they are disadvantaged or not. I am not sure how much of an impact we will see at the moment on their outcomes because we have not had long enough to put various practices in place in the provision since the course. I don't think you can pinpoint whether the training has impacted outcomes. – *Setting leader, GBP*

The likelihood of seeing more impact at a later date once practices had been implemented more and had time to take effect was also highlighted by some practitioner interviewees. Nonetheless, setting leader and practitioner interviewees did identify examples of practices that had been implemented in each of the 3 topic areas, which they considered had impacted on children's development. Those stated by practitioners tended to be more anecdotal and included a focus on individual children.

Communication and language:

- improved word recognition and use of vocabulary through displaying words with pictures around the learning environment
- improved communication skills through displaying Makaton signs alongside words in the setting and sharing these with parents
- improved use of descriptive language through inviting a child's thoughts when talking about pictures in books
- improved language skills for a child with English as an additional language (EAL) through using picture cards and modelling use of words and short sentences

> I would say there has been a big impact on improvement in the children's language from us being more focused in teaching them during discussion and play rather than it being incidental (for example, modelling prepositions). Obviously, you can't say 100%, but there does seem to be a big impact on communication and language in the assessments [used from a commercial company] 3 terms on from the EYPDP3 communication and language [module], compared with what we were achieving in same age and stage prior to this. – *Setting leader, GBP*

Encouraging language in the outdoor environment

Making changes to the outdoor area has stimulated communication and language in one nursery. They used magnifying glasses to look for bugs in the leaves and providing laminated pictures of these tied to the trees which stimulated talk about what the children had found.

They also created a one-way system with a stop sign so that when children were riding bikes someone could play at being a crossing person. This meant the children have to use vocabulary such as ‘stop’, ‘go’, ‘please’ ‘cross’ where before there was no language evident.

> It definitely has had an impact. Quiet areas are now hives of activity. I think at the start it was the more confident ones that did talk more, and now they are all trying to join in. I have got a [child] who has got autism and [they do not] talk, but [they are] now pointing and make noises along with the other children, so [they are] copying the other children communicating more. – EYP, GBP (16 years in post)

Mathematics:

- setting leader observations of EYP practice showed that children were now using subitising and were seen to be ‘excelling’ in mathematics whereas before they were not as there was less focus on it

> It has definitely impacted maths learning positively. I don’t think that the impact or improvement is especially for COVID-19 disadvantaged children, all children have been negatively affected by COVID-19. We have lots of disadvantaged kids and I think we have seen an improvement across all children. – *Setting leader, GBP*

- improved number skills, such as in counting forwards and backwards using objects and songs

- improved mathematical vocabulary through practitioners using a wider range learnt from programme content, such as, properties of shape:

We were outside and I drew a snake on the floor in chalk. [A child] drew one and we talked about if it bigger or smaller. I didn't know that talking about length could get them all so excited and involved. By the end there were lots of children involved and the chalk snake drawings were half way around the nursery. They got the concept of bigger and smaller and we all really enjoyed it. – *EYP, GBP*

PSED:

- improved expression and regulation of emotions was stated by several setting leaders and practitioners as a consequence of practices such as:
    - the creation of a calming areas, use of puppets or feelings cards to represent emotions, or mirrors to look at how facial expressions represent feelings, and discussion with practitioners about these
    - using a visual timetable so children better understood the sequence of the day's activities
    - discussion with children about their emotions and offering reassurance and validation of these including through group discussions

  You have to make a distinction that you don't like that behaviour, but that is not [the child]. I could really see that having an impact on [them]. That is the way that I have always practised before, but I think I have taken more time over doing it this year. It has been reinforced by the course that I just need to step back a little bit sometimes and again remember how important those things are. – *EYP, GBP*

- evidence of children making positive choices through the use of cards with pictures of activities on them to communicate their wishes
- evidence of improved independence, problem solving play, and risk-taking, to help with confidence post-COVID-19

Awareness of speech and language and PSED needs

In one case, a childminder of 10 years (and 14 years working in the sector overall) stated how the programme had raised their awareness of speech and language and PSED needs, offering examples of actions taken.

They took time to step back and reflect on 3 children in their setting, observing how 2 children played together but another with limited language did not join in. The childminder drew on their programme learning to sit alongside the children and purposefully comment on their play to bring the other child into this. The impact has been that this child is now more involved in their play, making more gestures which the children seem to understand.

The childminder also found a phrase from the PSED module really resonated: 'Every Day, in 100 small ways, our children ask, 'Do you hear me? Do you see me? Do I matter?'' This has influenced how they responded to a child who was getting quite angry:

> I just feel as though since I've done this course, everything's more calm; I'm calm and it's just letting [the child] know that I'm noticing what [they are] doing, praising expected behaviour, using [their] name a lot and it really seems to be working. It's using language that supports their behaviour and wellbeing, that makes them feel like they're important that really struck a chord with me - I'm making sure they know they matter.

EYPDP3 was felt to have made a contribution to children's education recovery following the COVID-19 pandemic to some extent (Table 22 and Appendix Table 76). Most setting leaders responding to the survey (60%) believed that EYPDP3 had improved children's education recovery and just over one out of 10 (13%) believed it had improved to a great extent. Childminder setting leaders were again more likely to have perceived an improvement compared to those from SBPs and GBPs.

Practitioner interviewees in some cases commented on post COVID-19 impact on development but tended to state that where they considered this was evident, it was not specifically disadvantaged children that benefited but children more widely as strategies were used with all.

> It is difficult to say if the training bridged that [disadvantage] gap because we already had in place some strategies, but I can say that it has supported bridging that gap for children at risk. – *EYP, SBP*

Setting leaders and practitioners also felt that **EYPDP3 had improved children's readiness for school to some extent** (Table 22 and Appendix Table 77) with childminders significantly more positive about this aspect compared to those from SBPs

and GBPs. While there were broad references to contribution to school readiness by interviewees, examples of actions taken through EYPDP3 participation included:

- using action planning to focus on fine and gross motor skill development
- developing understanding of days of the week through calendar work
- focusing on ensuring knowledge of numbers up to 5
- providing children with the opportunity to organise the room layout and reflect on choices made and their impact
- prioritising relationships with parents more so they can contribute to school readiness

Table 22: Perceptions of impact of EYPDP3 – setting leaders (weighted)

Children's education recovery (making up for lost education due to COVID -19)	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	60%	53%	57%	64%
Improved to a great extent	13%	6%	9%	17%
Children's readiness for school	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: improved to some/a great extent	67%	59%	61%	73%
Improved to a great extent	16%	7%	11%	22%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post survey

Where interviewees considered the programme had contributed to improving school readiness this was because changes to practices made as a consequence of participation in EYPDP3 had been seen to aid children's development in the 3 areas of learning targeted.

Some practitioners referred to development of PSED behaviours such as resilience, confidence, exercising choices and considering consequences, whereas others offered examples such as mathematics skills gained and knowing the days of the week.

> I think we were already on the journey to improve school readiness. I think this course supported it. It will be interesting to see if this current cohort is more school ready than last year's cohort but I don't think we will see an impact until they are in reception in September/October time. *– EYP, SBP*

Perceptions of wider impacts

Most setting leaders (72%) agreed overall that the skills in the early years sector have improved due to EYPDP3 (Table 23, see Appendix Table 78 and Table 79 for the full data). Childminders were the most likely to agree that skills in the sector had improved and GBPs were the least likely.

Some evidence of wider impacts on morale, recruitment and retention were seen, however these were to a lesser extent than the more direct impacts on practitioners and children reported in Section 5 (Table 23). Setting leaders were most likely to agree overall that staff morale had improved (57%). Agreement that there had been improvements in staff retention (29%) and recruitment (16%) was much lower, however this is perhaps to be expected as these were indirect rather than direct impacts of the programme.

Table 23: Agreement with statements – setting leaders (weighted)

The skills in the early years sector have improved due to EYPDP3	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: agree/strongly agree	72%	71%	64%	79%
Strongly agree	23%	14%	16%	30%
Improved staff morale in this setting	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: agree/strongly agree	57%	57%	60%	56%
Strongly agree	20%	13%	17%	24%
Improved staff retention in this setting	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: agree/strongly agree	29%	25%	30%	29%
Strongly agree	11%	7%	9%	13%
Staff recruitment in this setting has become easier due to EYPDP3	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
NET: agree/strongly agree	16%	12%	12%	19%
Strongly agree	6%	4%	3%	9%

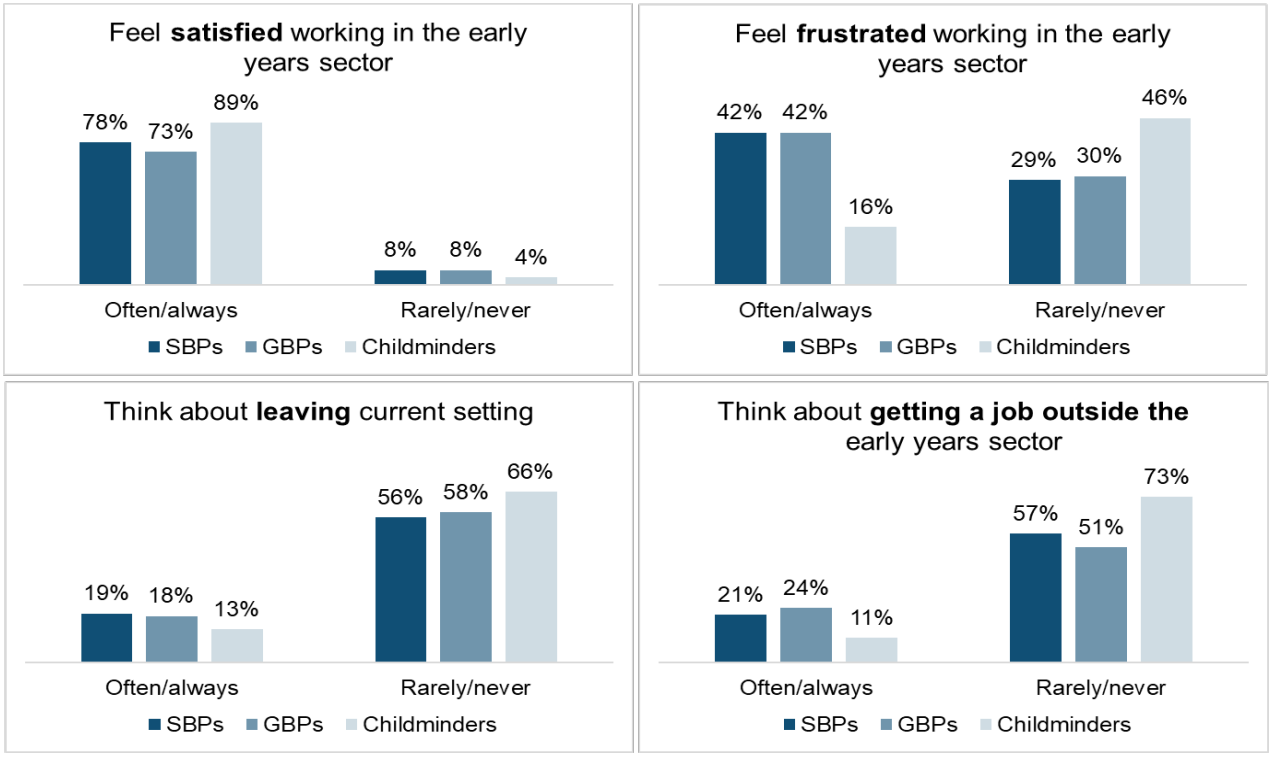
Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post survey

Overall, practitioners felt **satisfied with working in the early years sector** (range 73% to 89% often/always), and the majority said they **rarely or never felt like leaving their current setting** (range 56%-66%) or **getting a job outside the early years sector** (range 51%-73%) (Figure 3, see Appendix Table 80 for the full data).

Childminders appeared to be happier about working in the early years sector compared to SBPs and GBPs, being significantly more likely to say they were often or always satisfied and significantly less likely to be often or always frustrated or wanting to leave the sector.

Figure 3: Practitioners' feelings about working in the early years sector



Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Setting leader interviewees' opinions on whether the programme impacted on morale, retention and recruitment varied. Setting leaders highlighted in some cases that EYPDP3 would be unlikely to address the sector challenge of retention as this was due to role challenges or workload, work-life balance and pay.

Where positive effects were mentioned, they referred to improvements to their own morale and motivation, as well as in some cases those of their staff. Individual examples of positive effects on interviewees' morale were seen to be as a consequence of:

- greater confidence in the role such as having the knowledge to know both what they are doing and why
- reassurance that existing knowledge, understanding and practice are secure
- reassurance that challenges faced were those that other participants also faced

- seeing the impact of changes to practice on children's development
- enjoyment of the programme
- having time to participate

> It has really impacted staff morale and job satisfaction. We feel sparked, enthused and excited again. It has helped with things like building our confidence especially with maths. – *Setting leader, GBP*

- reinforcing or renewing their sense of professional or moral purpose for the role, including as a consequence of being alongside other dedicated professionals on the programme

> I think it made me love more what I am doing with the children. I got some good feedback from people in nurseries on the course telling me that actually, I am very knowledgeable. – *EYP, childminder*

There were no statements from setting leader interviewees that EYPDP3 had impacted positively on recruitment as it had not been used as an incentive for external applications and only existing staff members participated.

A few setting leaders and practitioners felt that EYPDP3 had impacted, or might impact, on retention. In these cases, links were made between the programme and:

- utilising their programme experience to support job progression
- its financial support for participation being a positive feature that might support retention if subsequent professional development offers were also funded

There were a few instances reported by setting leaders of career progression within settings for participating practitioners, such as one gaining a senior role and another given a wider role within their phase, as well as some others pursuing further learning opportunities, either certificated or non-certificated. Similarly, a few practitioners reported taking further career progression steps, such as starting an early years teacher training course.

> PDP has made me want to go further in my job. I have completed the NPQEYL now and want to take my career further. EYPDP3 made me realise that I could be part of the SLT one day. – *EYP, GBP*

Differences in impact perceptions by deprivation

Some differences in perceptions of the impact of EYPDP3 were found amongst setting leaders depending on the deprivation level of the area the setting was based in (Appendix Table 82). **Setting leaders from the most deprived areas (decile 1-2) were more likely to say that**:

- staff confidence and morale had improved in their setting following participation in EYPDP3 and that the skills in the early years sector had improved
- children's school readiness and education recovery (making up for lost education due to COVID-19) had improved

Differences were most likely to be found amongst setting leaders from GBPs (Appendix Table 83), however it was difficult to make comparisons for SBPs as the base sizes for the deprivation levels were too low for analysis (n=18-40).

Differences by deprivation level were also noted in the responses from practitioners about the perceived impact of EYPDP3 (Appendix Table 84). Practitioners responding from settings based in the most deprived areas were significantly more likely to report:

- improvements in their knowledge and understanding of children's PSED, how babies learn and develop and when a child requires additional support
- improvements in their knowledge and understanding of how to support colleagues and improve staff practice, how to assess their own skills and competencies, identify any gaps and next steps in my professional development
- the changes they had made to their practice would improve children's mathematics and PSED development

Similar to the setting leaders, differences were particularly noted amongst practitioners from GBPs (Appendix Table 85), however for SBPs it was again difficult to make comparisons due to low base sizes for some of the deprivation levels (n=26-64).

Differences for participating setting leaders

Setting leaders from SBPs and GBPs who took part in EYPDP3 themselves were more likely to have positive perceptions of the programme and to perceive it had an impact (Appendix Table 86). In particular, participating setting leaders were significantly more likely than those who had not participated themselves to say that:

- they were satisfied with the EYPDP3 training

- the knowledge and skills gained from EYPDP3 would be used in their setting to a great/moderate extent, particularly for the communication and language and mathematics modules
- the quality of early years provision in their setting had improved
- EYPDP3 had impacted on children's communication and language, mathematics and personal social and emotional development had improved
- children's school readiness and education recovery to make up for lost education due to COVID-19 had improved

Participating setting leaders from GBPs were also more likely to say that staff knowledge and skills, practice and morale had improved and that EYPDP3 had met their setting's needs.

Future engagement and improvements

Key findings

There was clear appetite for EYPDP3 style training in the future, with around 8 out of 10 setting leaders and practitioners very or quite likely to engage with similar training in the future.

Improvements were suggested around:

- programme structure: more flexibility in the timing of sessions, moderating and encouraging discussion, reducing repetition to condense the programme and ensuring that groups contain a balance of setting types and similar experience levels
- programme content: more, and more in-depth content, particularly for PSED, differentiating content for different setting types and levels of experience
- programme format: improving website navigation, consistency in tutors/trainers
- the backfill process: more timely payment, greater clarity and consistency in the process and ensuring payments meet the cost of cover and go to those who are participating in their own time
- access and eligibility: expanding the criteria to include those below level 3, offering more places and continuing the training in the future
- communication and information about the programme: ensuring participants and leaders are fully aware of the required commitment, more involvement of setting leaders and more timely response to support requests
- more timely delivery of programme certificates

Future engagement

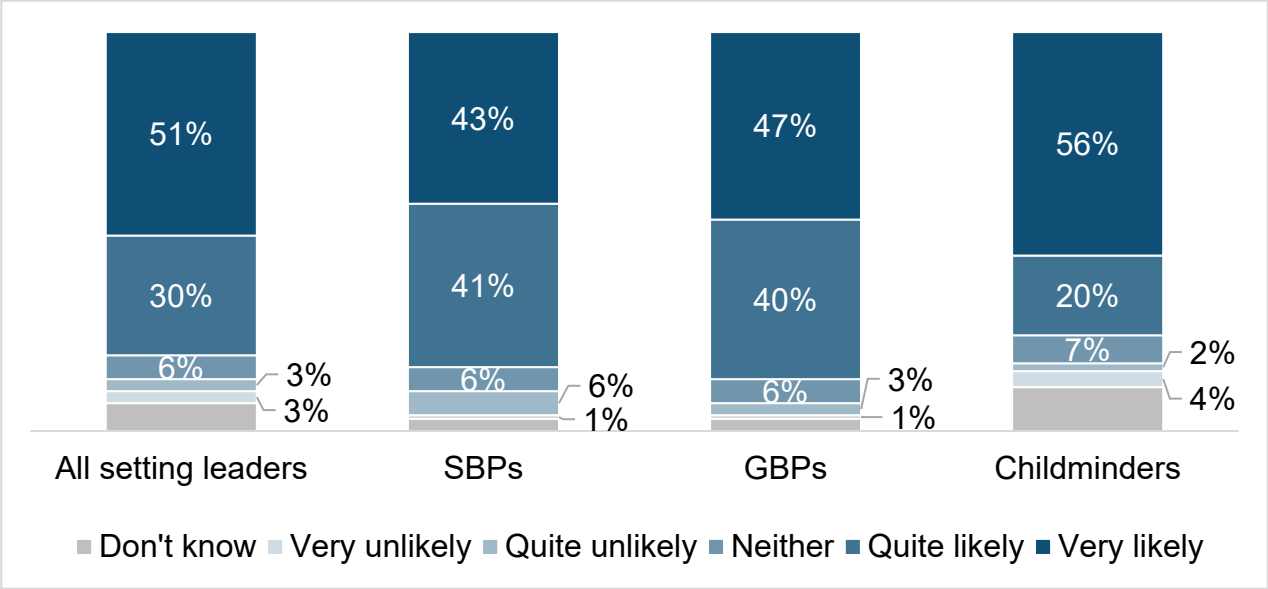
Appetite for EYPDP3 style training in the future was high (Figure 4 and Appendix Table 81)**:**

- around 4 out of 5 (81%) of setting leaders responding to the survey were very or quite likely to sign up eligible practitioners and half (51%) very likely

- childminders were significantly more likely to say they would be very likely to take part in EYPDP3-style training in the future compared to SBPs and GBPs. However, when looking at overall likelihood to take part in the future (those who said they were very or quite likely), childminders were less likely overall (76% versus SBPs 84% and GBPs 87%), primarily due to a higher proportion saying they were unsure (11% compared to 35% each for SBPs and GBPs)

- over 4 out of 5 of practitioners responding to the survey were very/quite likely to take part in similar training in the future (SBPs 81%, GBPs 82%, childminders 88%) and over 2 out of 5 were very likely (SBPs 41%, GBPs 45%, childminders 57%)

Figure 4: Likelihood to sign up eligible practitioners to take part in this type of training in the future – setting leaders (weighted)



Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)[20]

Source: Setting leader post survey

- setting leaders from the most deprived areas (decile 1-2) were more likely to say that they would be likely to sign up eligible practitioners in their setting to take part in similar type of training in the future

- participating setting leaders were significantly more likely than those who had not participated themselves to say that they would be likely to sign up eligible practitioners in their setting to take part in similar type of training in the future

[20] Data labels for 'Don't know' responses not shown.

Setting leader interviewees were similarly positive about future engagement and roll out due to their own or their practitioners' positive learning experience and the impact it has had on practice.

> I'm not going to lie. When I first saw it come out, I was a bit like is this going to be just the same old hat, different name. But actually, I've been really impressed with what [participant] has learned and what [they have] been able to bring into the setting. So much so that I'm starting to consider whether there's a couple of other members of staff I think would benefit from it. – *Setting leader, GBP*

Future training enablers identified by interviewees who did not participate in EYPDP3 but stated that they would participate in future training should it be offered included the following:

- continuing with a funded model, for example to provide for backfill, while recognising that finding cover was not necessarily easy
- better access to technology as the online content required devices other than mobile phones
- participation times that did not impact on the working day
- clear communications about aspects such as time commitment and impact of withdrawal on future application

Improvements

Survey respondents and interviewees suggested a range of improvements to EYPDP3, covering the following key elements of the programme:[21]

- programme structure, content or format of the programme
- the backfill process
- access and eligibility
- communication and information about the programme
- delivery of certificates

[21] Other mentions were less than n=10 amongst setting leaders or practitioners.

Structure

The most common improvements suggested were to the structure of the programme (setting leaders n=252, practitioners n=223), which included:

- **holding webinar sessions at different times** of the day, more evening or weekend sessions, more catch-up sessions and recordings of sessions to allow for catch-up

- **encouraging discussion** during online sessions (with support to turn cameras on) and moderating breakout discussions to ensure all relevant topics were covered and time was used efficiently

- **reducing the length of the webinars** (although a minority suggested longer sessions for a slower pace or more discussion) and **condensing the programme** to reduce time commitments and reduce any repetition

  > We learn everything in the training then go over it in webinars, personally I just feel like I'm going over it again and don't need to be doing it twice. It's nice to have support when needed but not every week. - *Setting leader Childminder*

- **allowing earlier (at the start of the programme/module) and permanent access to the online content**, or for the content to be easily downloaded and/or printed out so that participants could share it with the setting and/or refer back to it in the future

  > If we really want people to take advantage of this knowledge, a person should be able to download it and have it in a folder…This course has so much in, however, I can't remember all of it so need to go back and recheck. – *Setting leader, GBP*

- **changing the group structure**, such as, ensuring there is a balance of members coming from different types of setting or having similar levels of experience to facilitate discussions and ensure they were relevant

  > I would have wanted more content that was differentiated for us as childminders specifically as we work so differently. Sometimes in the breakout rooms it was very awkward and silent. It would have been better to be split into setting types, so that childminders were together. As a childminder everything is down to you. In a nursey/school, you have different leads and support. We work very differently. – *EYP, childminder*

Content

Improvements to the content were the second most common request from survey respondents (setting leaders n=119, practitioners n=78), with suggestions including:

- **more content, or more in-depth content,** most commonly for the PSED module such as on attachment, children's mental health, processing trauma/Adverse Childhood Experiences (ACEs), ages and stages of PSED, supporting children's behaviour and self-regulation. Some called for more in-depth mathematics content. Widening the scope of the content to include other areas was also mentioned, such as SEND, physical development and the outdoor environment, brain development, babies/0 to 2 year olds, or covering areas of the Early Years Foundation Stage (EYFS) curriculum

  > I think the content was not deep enough on certain areas. PSED I felt was too squished together, you literally touched on attachment but did not go into any depth about this and the importance and styles of attachment. – *Setting leader, childminder*

- **differentiating content for different setting types and levels of experience** particularly childminders who mentioned irrelevance of staff wellbeing content or the lack of coverage of younger children

Format

Suggestions from survey respondents around format (setting leaders n=52, practitioners n=69) included:

- **improving website access or navigation** such as, including clearer page/task numbering, better signposting to the relevant content, functionality of the multiple choice questions, drag and drop activities and ensuring links are correct, save and resume options, and improved accessibility for mobile phone users

- **greater consistency in tutors/trainers and their delivery expertise** to maintain enthusiasm, attention and reduce disruption by having the same trainer throughout

Backfill

Improvements to the **process and timing of backfill payment** were particularly requested by setting leaders responding to the survey (setting leaders n=127, practitioners n=24). As discussed in Section 3.4, the process and timing for backfill payment varied between LAs and this caused challenges for settings which were in some instances further exacerbated by payment delays. Improvements included **more timely payment, greater clarity and consistency around the process of claiming backfill**

and ensuring the payments met the cost of cover. Some practitioners who completed all or some of the programme in their own time requested that the **payments be made to the individuals participating in the programme** rather than to settings.

Access and eligibility

Widening access and eligibility for EYPDP3 was mentioned by survey respondents (setting leaders n=79, practitioners n=26), including **expanding the criteria for participation so that it included practitioners who are below level 3 qualified**. Interviewees requested that apprentices or less experienced staff members would be allowed to participate, as this could add value to their professional development or help reinforce messages from those who had participated. Setting leaders responding to the survey also requested **more places be offered for EYPDP3** or for the **training to be continued** in the future, to enable more practitioners from their setting to take part.

> Some of my staff that don't hold a level 3 in childcare would have benefited greatly from attending this course. Is there some way this could be adapted to support the staff who don't hold a level 3 qualification gain much needed knowledge to support their carer in this industry? – *Setting leader, GBP*

Communication

Requests for improvements to communication (setting leaders n=35, practitioners n=19) included:

- **ensuring participants and setting leaders were fully aware of the required time commitment** at the start; and whether the programme should be completed in participants' own time
- **involving setting leaders** in the programme more so that they are aware of what their practitioners are learning
- **more timely responses to requests** for support or arranging catch-up for missed webinars

> It would be better on the training if you had to have something that involves management. Because I do feel I have done this course, but I can't share it with everyone how I want. I can't necessarily go in and say, 'Right, we need to change this, this and this'. I can only like share my opinion, advise and show what I've learned, whereas managers they can obviously put that into practise and make those changes. – *EYP, GBP*

Delivery of certificates

A few survey respondents complained that they had yet to receive their certificates (setting leaders n=28, practitioners n=10), despite having completed the course months previously in some cases. Requests were made for the certificate to be issued automatically upon completion of the programme.

Conclusions

The evaluation aimed to understand the profile of providers taking part in the programme, their experiences and overall reflections, and their perceptions of the impact on practitioners, children, settings and the wider early years sector.

Feedback gathered from those participating in EYPDP3 was extremely positive and complimentary of the programme. The vast majority of setting leaders felt that EYPDP3 had met their setting's needs. Satisfaction with the programme overall was very high across both setting leaders and EYPs and the programme management, delivery and content was viewed positively.

Whilst the flexible blended delivery approach was welcomed (particularly by childminders) for its convenience, time and capacity issues hindered participation for some. Management information provided by the delivery team identified that 65% of those enrolling were able to complete the programme, whilst 35% had withdrawn. The funding provided and backfill payments were viewed positively and enabled participation by interviewees. However, reported experiences of the process of administering backfill payments were mixed. While some found the system worked well, there were concerns expressed around variations in LA systems and processes, lack of clarity in how payments are processed at a setting level and issues created through retrospective payments.

Evidence gathered for this independent evaluation indicates that EYPDP3 has contributed to perceptions of improvements in **staff knowledge and understanding, practice** and **confidence.** This includes perceived improvements in **EYPs' confidence** to understand and support children's development, how to identify professional development needs and source and provide support to improve practice.

Most setting leaders and EYPs said they would use their learning, and many examples of learning **being applied and embedded**, and shared with colleagues, were given during the interviews. Setting leaders reported improvements in the **quality of their early years provision** and **skills in the early years sector** overall.

Programme participants particularly welcomed the opportunity to hear and learn from others and to discuss and collaborate with colleague participants. They saw value in more than one staff member participating (ideally at the same time) to allow **discussion and peer learning** to take place, which they felt benefited their own and others' practice.

At the time of the evaluation, practical application of learning was perceived to be showing some benefits for children. The vast majority of EYPs agreed that the changes they had made to their practice following participation in EYPDP3 **would improve children's development in language and communication, mathematics and PSED**

and setting leaders reported similar impacts. To this end, they felt that to some extent, **EYPDP3 had made a contribution to children's education recovery** following the COVID-19 pandemic, and **their readiness for school.** Setting leaders were more cautious about impact on wider sector issues such as, staff morale, recruitment and retention.

There were some clear trends identified in that childminders were particularly positive about their experience and the impacts and benefits the programme could bring, compared to SBPs and GBPs. Setting leaders and EYPs expressed benefits from setting leaders participating themselves and those who did participate tended to be more satisfied and report more positive impacts in the survey than those who did not. There were also some indications that settings in most deprived areas were more likely to experience improvements, however, benefits were experienced across all levels of deprivation.

Appetite for future EYPDP3 style training or similar training was high due to the positive learning experience and perceived impacts on practice. Those participating valued the opportunity for professional development and the recognition of their status as a profession. There were areas that could be improved however, and enablers to support programme participation and completion that should be considered if future rounds or similar training was offered:

- maintaining awareness raising activity to ensure there is full access across the sector
- continuation of a funded model and backfill, including a more equitable processes for administering backfill should it be offered, with consideration of potential alternative funding models that might address concerns raised by some participants
- continuation of a flexible and convenient delivery approach, and delivery times which can suit out of hours and blended learning
- opening access and eligibility, including for those with qualifications below level 3 and providing clear targeting guidance for settings to enable them to decide who the programme is most suitable for
- review of the structure and format of the programme, to ensure efficient processes, minimise repetition of content and to reduce burden / commitment requirements
- review of content to address current and future sector needs, adequate depth of coverage in content and for relevance to different setting types and levels of experience

- communicating with setting leaders and enabling their involvement so that learning can be shared, cascaded and embedded
- consideration of how time and capacity issues can be further addressed, such as, inclusion of further catch-up opportunities and strategies to encourage completion and reduce withdrawals
- consideration of how programme learning can be maintained, for example, by offering continued access to a hub of resources / content, download options and continued networking opportunities
- consideration of ease of access to online content and webinars, including website navigation, where staff engage through use of mobile phones and where they are less confident in use of technology
- clearer communications about content, expectations and required time commitments
- ensuring smooth processes are in place for registration, enrolment, exit and receipt of certificates

Appendix

Other sub-group differences

Sub-group analysis was conducted for the setting leader and practitioner survey data by region, deprivation level[22] of the area the setting was based in, and size of setting.[23] For the setting leader surveys, analysis was also conducted by the number of staff participating in EYPDP3 and whether setting leaders took part in EYPDP3 themselves.

Differences by region

Perceptions of the impact of EYPDP3 on practitioners, children and the wider sector were typically similar across regions and deprivation deciles. Where region differences were found, they lacked clear patterns or trends.

Differences by setting size

A small number of differences were found in the responses of setting leaders based on the size of their setting, most notably:

- setting leaders from smaller SBPs (1-5 practitioners) were more likely to say that EYPDP3 had improved staff retention and that recruitment had become easier compared to medium sized (6-10 practitioners) or large (11+ practitioners) settings (Appendix Table 88)
- practitioners from small SBPs were more likely to say that their knowledge and understanding of leading appropriate activities for children with developmental or language delays and supporting children with their early language and communication, mathematics and PSED development had improved compared to medium sized or large settings. They were also more likely to say their knowledge and understanding of how to assess their own skills and competencies, identify gaps and next steps had improved (Appendix Table 89)
- setting leaders from small GBPs were significantly more likely to say that EYPDP3 had impacted on the overall quality of the early years provision in their setting and that it had improved staff retention and staff morale compared to medium sized and/or large settings. (Appendix Table 90)
- childminders with 2 or more practitioners working in their setting were more positive across a range of measures compared to those that work alone. In particular, they were more likely at the post stage to say that practitioners were

[22] Using the Income Deprivation Affecting Children Index (IDACI).
[23] Estimated from the number of early years practitioners in the setting working directly with children.

confident in their knowledge and understanding of PSED. They were also more likely to say that EYPDP3 had improved staff retention, practice and awareness of when child needs additional support and to agree that the skills in the early years sector had improved, and that EYPDP3 had improved children's PSED, education recovery following COVID-19 and school readiness (Appendix Table 91)

Differences by number of staff participating in EYPDP3

Very few differences were noted in relation to the number of staff participating for GBPs and SBPs, where they were noted these may be related to setting size.

Data tables

Table 24: Setting type – setting leaders

	Number of responses	% of responses
Childminders	821	53%
Private nursery	311	20%
School based Early Years setting	165	11%
Voluntary nursery	87	6%
Other PVI	79	5%
Pre-school	41	3%
Independent nursery	37	2%
Maintained nursery school	2	<1%

Base: All setting leaders (1543)

Source: Setting leader surveys

Table 25: Setting type – practitioners

	Number of responses	% of responses
Private nursery	522	44%
School based Early Years setting	297	25%
Independent nursery	106	9%
Other GBPs	99	8%
Childminders	56	5%
Voluntary nursery	42	4%
Pre-school	39	3%

Base: All practitioners (1180)

Source: Practitioner survey

Table 26: Region – setting leaders

	Number of respondents (unweighted)	% of respondents (unweighted)	% of respondents (weighted)
North East	66	4%	4%
North West	226	15%	15%
Yorkshire and The Humber	158	10%	10%
East Midlands	91	6%	6%
West Midlands	144	9%	10%
East of England	165	11%	11%
London	158	10%	10%
South East	343	22%	22%
South West	191	12%	12%
Other	1	<1%	<1%

Base: All setting leaders (1543)

Source: Setting leader surveys

Table 27: Region by provider type – setting leaders (weighted)

	SBPs	GBPs	Childminders
North East	10%	2%	5%
North West	13%	13%	16%
Yorkshire and The Humber	10%	9%	11%
East Midlands	4%	7%	5%
West Midlands	20%	10%	7%
East of England	9%	12%	10%
London	9%	10%	10%
South East	14%	21%	24%
South West	10%	15%	11%
Other	1%	0%	0%

Base: All setting leaders SBPs (167), GBPs (555), childminders (821)

Source: Setting leader surveys

Table 28: Deprivation – setting leaders

	Number of respondents (unweighted)	% of respondents (unweighted)	% of respondents (weighted)
Most deprived (1-2)	202	13%	13%
Deprived (3-4)	270	17%	18%
Average (5-6)	282	18%	18%
Less deprived (7-8)	336	22%	22%
Least deprived (9-10)	293	19%	19%
Unmatched	160	10%	10%

Base: All setting leaders (1543)

Source: Setting leader survey

Table 29: Deprivation by provider type – setting leaders (weighted)

	SBPs	GBPs	Childminders
Most deprived (1-2)	23%	13%	11%
Deprived (3-4)	24%	18%	16%
Average (5-6)	13%	17%	20%
Less deprived (7-8)	20%	21%	23%
Least deprived (9-10)	11%	21%	19%
Unmatched	8%	9%	11%

Base: All setting leaders SBPs (167), GBPs (555), childminders (821)

Source: Setting leader survey

Table 30: Setting size (number of EYPs working directly with children) (post-survey) – setting leaders

	Number of respondents (unweighted)	% of respondents (unweighted)	% of respondents (weighted)
1	600	39%	38%
2 to 3	215	14%	14%
4 to 5	172	11%	11%
6 to 10	310	20%	20%
11 to 20	169	11%	11%
21 or more	75	5%	5%
Don't know	2	<1%	<1%

Base: All setting leaders (1543)

Source: Setting leader post-survey

Table 31: Setting size (number of EYPs working directly with children) by provider type (post-survey) – setting leaders (weighted)

	SBPs	GBPs	Childminders
1	1%	<1%	73%
2 to 3	16%	4%	20%
4 to 5	25%	17%	4%
6 to 10	34%	43%	2%
11 to 20	17%	25%	<1%
21 or more	7%	11%	1%
Don't know	0%	0%	<1%

Base: All setting leaders SBPs (167), GBPs (555), childminders (821)

Source: Setting leader post-survey

Table 32: Respondent role (post-survey) – setting leaders

	Number of respondents (unweighted)	% of respondents (unweighted)	% of respondents (weighted)
Childminder	799	52%	51%
Setting Manager/Deputy	608	39%	40%
Setting Practitioner	15	1%	1%
Room / Team Leader	13	1%	1%
Administration including Finance, HR and Marketing	6	<1%	<1%
Childcare assistant	2	<1%	<1%
Childminder assistant	2	<1%	<1%
Other	97[24]	6%	7%
Don't know	1	<1%	<1%

Base: All setting leaders (1543)

Source: Setting leader post-survey

[24] Other responses include headteacher/executive/deputy/assistant headteacher (n=42), EY lead (n=18), business owner (n=18), teacher (n=6), CEO/director (n=5), other manager (n=4), other administration (n=3) and inclusion lead (n=1).

Table 33: Respondent role by provider type (post-survey) – setting leaders (weighted)

	SBPs	GBPs	Childminders
Childminder	0%	0%	97%
Setting Manager/Deputy	44%	92%	2%
Setting Practitioner	4%	1%	<1%
Room / Team Leader	5%	1%	0%
Administration including Finance, HR and Marketing	0%	1%	0%
Childcare assistant	0%	<1%	0%
Childminder assistant	0%	0%	<1%
Other	41%	5%	0%

Base: All setting leaders SBPs (167), GBPs (555), childminders (821)

Source: Setting leader post-survey

Table 34: Region by provider type - practitioners

	SBPs	GBPs	Childminders
North East	9%	4%	2%
North West	15%	13%	16%
Yorkshire and The Humber	11%	10%	14%
East Midlands	4%	6%	2%
West Midlands	18%	10%	13%
East of England	8%	10%	11%
London	9%	13%	7%
South East	15%	21%	23%
South West	10%	14%	13%
Other	0%	<1%	0%
Don’t know	0%	<1%	0%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 35: Deprivation by provider type - practitioners

	SBPs	GBPs	Childminders
Most deprived (1-2)	20%	12%	11%
Deprived (3-4)	18%	14%	20%
Average (5-6)	11%	11%	20%
Less deprived (7-8)	11%	14%	21%
Least deprived (9-10)	8%	13%	9%
Unmatched/Not answered	31%	36%	20%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 36: Setting size (number of EYPs working directly with children) by provider type – practitioners

	SBPs	GBPs	Childminders
1	1%	0%	5%
2 to 3	18%	2%	68%
4 to 5	26%	16%	9%
6 to 10	32%	38%	11%
11 to 20	16%	30%	0%
21 or more	6%	12%	7%
Don't know	1%	1%	0%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 37: Role by provider type – practitioners

	SBPs	GBPs	Childminders
Setting Practitioner	33%	38%	0%
Setting Manager/Deputy	8%	31%	7%
Room / Team Leader	16%	21%	4%
Childcare assistant	8%	4%	13%
Childminder	0%	0%	46%
Childminder assistant	0%	0%	29%
Other	35%	6%	2%
Don't know	<1%	<1%	0%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 38: Sex by provider type – practitioners

	SBPs	GBPs	Childminders
Female	97%	98%	89%
Male	1%	1%	11%
I identify in another way	<1%	0%	0%
Prefer not to say	1%	1%	0%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 39: Age by provider type – practitioners

	SBPs	GBPs	Childminders
25 or below	6%	11%	9%
26-35	22%	25%	20%
36-45	38%	33%	23%
46-55	28%	23%	23%
56+	5%	7%	25%
Prefer not to say	1%	1%	0%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 40: Early years sector tenure by provider type – practitioners

	SBPs	GBPs	Childminders
1-5	27%	17%	25%
6-10	19%	21%	16%
11-15	16%	18%	18%
16-20	17%	19%	11%
21+	18%	20%	25%
Prefer not to say	4%	5%	5%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 41: Ethnicity by provider type – practitioners

	SBPs	GBPs	Childminders
White	88%	81%	84%
Asian, Asian British, Asian Welsh	6%	10%	4%
Black, Black British, Black Welsh, Caribbean or African	2%	2%	9%
Mixed or Multiple ethnic groups	<1%	1%	2%
Other ethnic group	1%	2%	0%
Don't know	0%	<1%	0%
Prefer not to say	3%	3%	2%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 42: Highest qualification level by provider type – practitioners[25]

	SBPs	GBPs	Childminders
Level 1/entry level qualifications	1%	<1%	0%
Level 2 qualifications	1%	1%	5%
Apprenticeship	1%	1%	2%
Level 3 qualifications	48%	64%	52%
Level 4 qualifications or above	42%	27%	36%
Other	6%	5%	5%
Not applicable	<1%	1%	0%
Don't know	1%	1%	0%

Base: All practitioners SBPs (316), GBPs (808), childminders (856)

Source: Practitioner survey

Table 43: Number of EYPDP3 expressions of interest/enrolments by cohort – MI data

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Total
Expressions of interest					**11170**
Enrolments	2099	2900	2999	2002	**10000**
Withdrawals	880	1072	1030	519	**3501**
Completions	1219	1828	1969	1483	**6499**
Total	**2099**	**2900**	**2999**	**2002**	**10000**

Source: Delivery partner management information data

[25] The criteria for participation in EYPDP3 included that participants should be qualified to a minimum of level 3. This data is based on the self-reported highest qualification achieved by practitioners who responded to the survey, therefore misattribution is likely.

Table 44: Number of participants completing EYPDP3 by cohort – MI data

	Cohort 1	Cohort 2	Cohort 3	Cohort 4	Total
SBPs	228	321	232	151	**932**
GBPs	748	991	952	532	**3223**
Childminders	170	425	724	764	**2083**
Other	73	91	61	36	**261**
Total	**1219**	**1828**	**1969**	**1483**	**6499**

Source: Delivery partner management information data

Table 45: Sources of awareness – setting leaders (weighted)

	All setting leaders	SBPs	GBPs	Childminders
From my local authority	49%	37%	54%	48%
From DfE directly (e.g. via email or gov.uk)	22%	31%	24%	19%
Word of mouth e.g. from a peer or colleague	9%	7%	4%	14%
Via the media (e.g., social media, articles)	8%	4%	6%	11%
From the Foundation Years website/email/newsletter	7%	11%	8%	5%
Other	3%	6%	2%	2%
Don't know	2%	5%	2%	1%

Base: All setting leaders (1543) SBPs (167), GBPs (555), childminders (821)

Source: Setting leader pre-survey

Table 46: Sources of awareness by region – setting leaders (weighted)

	North	Midlands	South
From my local authority	55%	48%	46%
From DfE directly (e.g. via email or gov.uk)	22%	24%	22%
Word of mouth e.g. from a peer or colleague	7%	7%	11%
Via the media (e.g., social media, articles)	8%	6%	9%
From the Foundation Years website/email/newsletter	4%	9%	7%
Other	2%	2%	3%
Don't know	2%	3%	2%

Base: All setting leaders north (450), midlands (235), south (857)

Source: Setting leader pre-survey

Table 47: Extent EYPDP3 met setting's needs – setting leaders (weighted)

	All setting leaders	SBPs	GBPs	Childminders
Completely	44%	37%	31%	54%
Mostly	43%	47%	50%	38%
Somewhat	10%	11%	15%	7%
Very little	1%	1%	2%	1%
Not at all	<1%	1%	<1%	<1%
Don't know	1%	3%	1%	<1%

Base: All setting leaders (1543) SBPs (167), GBPs (555), childminders (821)

Source: Setting leader post-survey

Table 48: Satisfaction with aspects of EYPDP3 management – setting leaders (weighted)

Management of the programme	All setting leaders	SBPs	GBPs	Childminders
Very satisfied	62%	51%	50%	73%
Quite satisfied	30%	34%	40%	23%
Neither satisfied nor dissatisfied	4%	7%	7%	2%
Quite dissatisfied	1%	1%	1%	2%
Very dissatisfied	1%	1%	<1%	1%
Don't know	1%	6%	2%	<1%
Communication from the delivery team	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Very satisfied	65%	54%	51%	76%
Quite satisfied	27%	32%	39%	19%
Neither satisfied nor dissatisfied	4%	7%	7%	2%
Quite dissatisfied	1%	1%	1%	2%
Very dissatisfied	1%	1%	<1%	1%
Don't know	1%	5%	2%	<1%
Support provided by the delivery team	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Very satisfied	65%	53%	53%	77%
Quite satisfied	27%	34%	37%	18%
Neither satisfied nor dissatisfied	4%	6%	7%	2%
Quite dissatisfied	1%	0%	1%	1%
Very dissatisfied	1%	1%	<1%	1%
Don't know	2%	7%	2%	1%
Information about the programme	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Very satisfied	62%	54%	49%	73%
Quite satisfied	32%	38%	42%	24%
Neither satisfied nor dissatisfied	3%	4%	6%	1%
Quite dissatisfied	1%	1%	1%	1%
Very dissatisfied	<1%	0%	0%	1%
Don't know	1%	3%	1%	<1%

Base: All setting leaders (1543) SBPs (167), GBPs (555), childminders (821)

Source: Setting leader post-survey

Table 49: Satisfaction with aspects of EYPDP3 delivery and content – setting leaders (weighted)

Timing of the training sessions	All setting leaders	SBPs	GBPs	Childminders
Very satisfied	63%	54%	51%	73%
Quite satisfied	29%	36%	39%	22%
Neither satisfied nor dissatisfied	5%	4%	7%	3%
Quite dissatisfied	1%	2%	1%	1%
Very dissatisfied	1%	0%	<1%	1%
Don't know	1%	4%	2%	<1%
Length of the training programme	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Very satisfied	58%	51%	50%	64%
Quite satisfied	34%	38%	39%	28%
Neither satisfied nor dissatisfied	6%	5%	7%	5%
Quite dissatisfied	1%	1%	1%	1%
Very dissatisfied	1%	1%	0%	1%
Don't know	1%	4%	2%	0%
Online format for delivering the training sessions	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Very satisfied	65%	60%	52%	75%
Quite satisfied	28%	28%	38%	21%
Neither satisfied nor dissatisfied	4%	4%	5%	2%
Quite dissatisfied	1%	1%	1%	1%
Very dissatisfied	1%	1%	<1%	1%
Don't know	2%	5%	3%	0%
Quality of training delivery	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Very satisfied	70%	64%	55%	81%
Quite satisfied	24%	26%	35%	16%
Neither satisfied nor dissatisfied	3%	4%	5%	2%
Quite dissatisfied	<1%	0%	<1%	<1%
Very dissatisfied	1%	0%	<1%	1%
Don't know	2%	6%	4%	0%

Quality of training content	All setting leaders	SBPs	GBPs	Childminders
Very satisfied	67%	63%	55%	75%
Quite satisfied	27%	28%	37%	20%
Neither satisfied nor dissatisfied	3%	3%	5%	2%
Quite dissatisfied	1%	0%	1%	1%
Very dissatisfied	1%	0%	<1%	1%
Don't know	2%	6%	3%	0%

Base: All setting leaders (1543) SBPs (167), GBPs (555), childminders (821)

Source: Setting leader post-survey

Table 50: Satisfaction with aspects of EYPDP3 management – participating SBP and GBP setting leaders

Management of the programme	SBPs	GBPs
NET: very/quite satisfied	97%	93%
Very satisfied	62%	63%
Communication from the delivery team	**SBPs**	**GBPs**
NET: very/quite satisfied	97%	95%
Very satisfied	71%	66%
Support provided by the delivery team	**SBPs**	**GBPs**
NET: very/quite satisfied	97%	95%
Very satisfied	68%	68%
Information about the programme	**SBPs**	**GBPs**
NET: very/quite satisfied	98%	96%
Very satisfied	68%	61%

Base: Participating setting leaders SBPs (63), GBPs (254)

Source: Setting leader post-survey

Table 51: Satisfaction with aspects of EYPDP3 delivery and content – participating setting leaders

Timing of the training sessions	**SBPs**	**GBPs**
NET: very/quite satisfied	94%	92%
Very satisfied	67%	59%
Length of the training programme	**SBPs**	**GBPs**
NET: very/quite satisfied	98%	89%
Very satisfied	56%	58%
Online format for delivering the training sessions	**SBPs**	**GBPs**
NET: very/quite satisfied	98%	93%
Very satisfied	78%	63%
Quality of training delivery	**SBPs**	**GBPs**
NET: very/quite satisfied	98%	96%
Very satisfied	76%	68%
Quality of training content	**SBPs**	**GBPs**
NET: very/quite satisfied	97%	96%
Very satisfied	71%	66%

Base: Participating setting leaders SBPs (63), GBPs (254)

Source: Setting leader post-survey

Table 52: Satisfaction with aspects of EYPDP3 – practitioners

Timing of the training sessions	SBPs	GBPs	Childminders
Very satisfied	57%	57%	55%
Quite satisfied	28%	32%	38%
Neither satisfied nor dissatisfied	10%	6%	4%
Quite dissatisfied	3%	2%	2%
Very dissatisfied	2%	2%	2%
Don't know	0%	1%	0%
Length of the training programme	**SBPs**	**GBPs**	**Childminders**
Very satisfied	52%	50%	54%
Quite satisfied	32%	37%	32%
Neither satisfied nor dissatisfied	9%	8%	9%
Quite dissatisfied	6%	3%	5%
Very dissatisfied	1%	2%	0%
Don't know	0%	1%	0%
Online format for delivering the training sessions	**SBPs**	**GBPs**	**Childminders**
Very satisfied	63%	63%	63%
Quite satisfied	27%	28%	34%
Neither satisfied nor dissatisfied	5%	5%	0%
Quite dissatisfied	3%	2%	4%
Very dissatisfied	2%	1%	0%
Don't know	0%	1%	0%
Quality of training delivery	**SBPs**	**GBPs**	**Childminders**
Very satisfied	69%	71%	82%
Quite satisfied	23%	23%	14%
Neither satisfied nor dissatisfied	4%	3%	2%
Quite dissatisfied	2%	2%	2%
Very dissatisfied	2%	1%	0%
Don't know	0%	1%	0%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 53: Satisfaction with communication and language module - practitioners

Quality of the training content	SBPs	GBPs	Childminders
Very satisfied	70%	70%	71%
Quite satisfied	23%	24%	25%
Neither satisfied nor dissatisfied	3%	3%	2%
Quite dissatisfied	2%	1%	2%
Very dissatisfied	1%	1%	0%
Don't know	0%	<1%	0%
Content and study materials provided by the programme	**SBPs**	**GBPs**	**Childminders**
Very satisfied	67%	68%	71%
Quite satisfied	26%	25%	25%
Neither satisfied nor dissatisfied	3%	4%	2%
Quite dissatisfied	2%	1%	2%
Very dissatisfied	1%	1%	0%
Don't know	<1%	<1%	0%
Teaching and learning activities within the programme	**SBPs**	**GBPs**	**Childminders**
Very satisfied	65%	68%	71%
Quite satisfied	28%	26%	23%
Neither satisfied nor dissatisfied	4%	4%	4%
Quite dissatisfied	2%	1%	2%
Very dissatisfied	1%	1%	0%
Don't know	0%	<1%	0%
Knowledge of the training team	**SBPs**	**GBPs**	**Childminders**
Very satisfied	73%	72%	79%
Quite satisfied	20%	23%	18%
Neither satisfied nor dissatisfied	4%	3%	2%
Quite dissatisfied	2%	<1%	2%
Very dissatisfied	1%	1%	0%
Don't know	0%	<1%	0%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 54: Satisfaction with early mathematics module - practitioners

Quality of the training content	SBPs	GBPs	Childminders
Very satisfied	66%	69%	75%
Quite satisfied	27%	25%	20%
Neither satisfied nor dissatisfied	4%	4%	4%
Quite dissatisfied	2%	1%	0%
Very dissatisfied	1%	1%	0%
Don't know	0%	<1%	2%
Content and study materials provided by the programme	**SBPs**	**GBPs**	**Childminders**
Very satisfied	67%	67%	68%
Quite satisfied	25%	26%	29%
Neither satisfied nor dissatisfied	4%	4%	2%
Quite dissatisfied	1%	1%	0%
Very dissatisfied	2%	1%	0%
Don't know	0%	<1%	2%
Teaching and learning activities within the programme	**SBPs**	**GBPs**	**Childminders**
Very satisfied	64%	67%	73%
Quite satisfied	29%	26%	21%
Neither satisfied nor dissatisfied	4%	4%	4%
Quite dissatisfied	2%	1%	0%
Very dissatisfied	1%	1%	0%
Don't know	0%	<1%	2%
Knowledge of the training team	**SBPs**	**GBPs**	**Childminders**
Very satisfied	71%	71%	79%
Quite satisfied	23%	24%	18%
Neither satisfied nor dissatisfied	3%	3%	2%
Quite dissatisfied	2%	<1%	0%
Very dissatisfied	1%	1%	0%
Don't know	0%	<1%	2%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 55: Satisfaction with PSED module - practitioners

Quality of the training content	SBPs	GBPs	Childminders
Very satisfied	65%	66%	64%
Quite satisfied	27%	27%	29%
Neither satisfied nor dissatisfied	4%	4%	4%
Quite dissatisfied	3%	1%	2%
Very dissatisfied	1%	1%	0%
Don't know	0%	1%	2%
Content and study materials provided by the programme	**SBPs**	**GBPs**	**Childminders**
Very satisfied	63%	63%	64%
Quite satisfied	29%	29%	29%
Neither satisfied nor dissatisfied	5%	4%	4%
Quite dissatisfied	2%	1%	2%
Very dissatisfied	1%	1%	0%
Don't know	0%	1%	2%
Teaching and learning activities within the programme	**SBPs**	**GBPs**	**Childminders**
Very satisfied	63%	64%	66%
Quite satisfied	28%	28%	27%
Neither satisfied nor dissatisfied	5%	4%	4%
Quite dissatisfied	2%	1%	2%
Very dissatisfied	1%	1%	0%
Don't know	0%	1%	2%
Knowledge of the training team	**SBPs**	**GBPs**	**Childminders**
Very satisfied	71%	69%	75%
Quite satisfied	22%	25%	18%
Neither satisfied nor dissatisfied	4%	3%	4%
Quite dissatisfied	2%	<1%	2%
Very dissatisfied	1%	1%	0%
Don't know	0%	1%	2%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 56: Satisfaction with aspects of EYPDP3 content – participating setting leaders (weighted)

Content and study materials provided by the programme	Participating setting leaders	SBPs	GBPs	Childminders
Very satisfied	73%	75%	66%	74%
Quite satisfied	23%	22%	30%	21%
Neither satisfied nor dissatisfied	2%	0%	2%	3%
Quite dissatisfied	1%	3%	1%	1%
Very dissatisfied	1%	0%	<1%	1%
Don't know	0%	0%	0%	0%
Teaching and learning activities within the programme	**Participating setting leaders**	**SBPs**	**GBPs**	**Childminders**
Very satisfied	72%	73%	65%	74%
Quite satisfied	24%	24%	31%	21%
Neither satisfied nor dissatisfied	3%	3%	4%	3%
Quite dissatisfied	1%	0%	1%	1%
Very dissatisfied	1%	0%	<1%	1%
Don't know	0%	0%	0%	0%
Knowledge of the delivery team	**Participating setting leaders**	**SBPs**	**GBPs**	**Childminders**
Very satisfied	78%	76%	69%	81%
Quite satisfied	19%	24%	27%	16%
Neither satisfied nor dissatisfied	2%	0%	3%	2%
Quite dissatisfied	1%	0%	1%	<1%
Very dissatisfied	1%	0%	0%	1%
Don't know	<1%	0%	0%	<1%

Base: All participating setting leaders (1131) SBPs (63), GBPs (254), childminders (814)

Source: Setting leader post-survey

Table 57: Barriers or challenges to participating in EYPDP3 – practitioners

	SBPs	GBPs	Childminders
Finding time to fit in the self-study	40%	33%	30%
Finding time to attend the webinars	28%	25%	29%
Finding staff to cover whilst taking part in training	19%	16%	2%
Timescales of the training	8%	8%	11%
Lack of confidence in using technology to take part in the training	4%	8%	5%
Having sufficient capacity to take part in training	4%	2%	4%
Difficulty accessing the online training	3%	3%	2%
Recruitment/sign up process	2%	1%	0%
Difficulty understanding the topics covered in the training	<1%	1%	0%
Other	8%	4%	2%
None	39%	39%	46%
Don't know	1%	2%	2%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 58: Agreement with statements about impact of EYPDP3 – setting leaders (weighted)

Improved staff practice in this setting	Setting leaders (1343)	SBPs (162)	GBPs (551)	Childminders (630)
Strongly agree	31%	20%	23%	40%
Agree	57%	65%	60%	51%
Neither agree nor disagree	10%	11%	14%	6%
Disagree	1%	1%	2%	1%
Strongly disagree	<1%	0%	0%	1%
Don't know	1%	4%	1%	1%
Improved staff knowledge and skills in this setting	**Setting leaders (1386)**	**SBPs (162)**	**GBPs (551)**	**Childminders (673)**
Strongly agree	33%	26%	24%	42%
Agree	57%	62%	63%	51%
Neither agree nor disagree	7%	8%	10%	5%
Disagree	1%	1%	2%	1%
Strongly disagree	<1%	0%	<1%	1%
Don't know	1%	3%	1%	1%
Improved staff confidence in this setting	**Setting leaders (1352)**	**SBPs (163)**	**GBPs (548)**	**Childminders (641)**
Strongly agree	31%	20%	24%	40%
Agree	55%	64%	58%	50%
Neither agree nor disagree	10%	13%	14%	6%
Disagree	1%	1%	2%	1%
Strongly disagree	1%	0%	<1%	1%
Don't know	1%	3%	1%	1%
Improved staff awareness of when a child needs additional support in this setting	**Setting leaders (1383)**	**SBPs (162)**	**GBPs (550)**	**Childminders (671)**
Strongly agree	27%	15%	20%	36%
Agree	52%	57%	52%	50%
Neither agree nor disagree	16%	22%	23%	9%
Disagree	3%	2%	4%	3%

Improved staff practice in this setting	Setting leaders (1343)	SBPs (162)	GBPs (551)	Childminders (630)
Strongly agree	31%	20%	23%	40%
Agree	57%	65%	60%	51%
Neither agree nor disagree	10%	11%	14%	6%
Disagree	1%	1%	2%	1%
Strongly disagree	<1%	0%	0%	1%
Don't know	1%	4%	1%	1%
Strongly disagree	<1%	0%	0%	1%
Don't know	1%	2%	1%	1%
Staff qualifications in this setting have improved due to EYPDP3	**Setting leaders (1187)**	**SBPs (150)**	**GBPs (522)**	**Childminders (515)**
Strongly agree	19%	12%	10%	30%
Agree	40%	39%	37%	43%
Neither agree nor disagree	31%	36%	39%	20%
Disagree	7%	9%	11%	3%
Strongly disagree	1%	1%	1%	1%
Don't know	2%	3%	2%	3%

Base: Setting leaders excluding 'not applicable' responses, base varies by question

Source: Setting leader post-survey

Table 59: Perceptions of impact on the quality of early years provision in setting – setting leaders (weighted)

	All setting leaders	SBPs	GBPs	Childminders
Improved to a great extent	36%	25%	25%	46%
Improved to some extent	58%	65%	68%	51%
No change	5%	7%	6%	4%
Worsened to some extent	<1%	0%	0%	<1%
Worsened to a great extent	0%	0%	0%	0%
Don't know	1%	4%	2%	<1%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post-survey

Table 60: Perceptions of impact on the quality of early years provision in setting – childminders

	Solo childminders	Childminders with 2+ practitioners
Improved to a great extent	43%	52%
Improved to some extent	53%	43%
No change	3%	5%
Worsened to some extent	<1%	0%
Worsened to a great extent	0%	0%
Don't know	<1%	0%

Base: Setting leaders solo childminders (598), childminders with 2+ practitioners in the setting (221)

Source: Setting leader post-survey

Table 61: Setting leaders' perceptions of practitioners' confidence (weighted) [26]

Leading appropriate activities for typically developing 0 to 2 year olds	**Pre**	**Post**
Very confident	26%	*50%
Quite confident	39%*	27%
Somewhat confident	15%*	6%
Slightly confident	5%*	1%
Not at all confident	2%*	<1%
Don't know	1%	<1%
Not applicable	13%	15%
Leading activities for typically developing 2 to 4 year olds	**Pre**	**Post**
Very confident	37%	66%*
Quite confident	46%*	29%
Somewhat confident	12%*	3%
Slightly confident	3%*	1%
Not at all confident	<1%	0%
Don't know	<1%	<1%
Not applicable	<1%	1%
Leading appropriate activities for children with developmental or language delays	**Pre**	**Post**
Very confident	16%	45%*
Quite confident	47%*	44%
Somewhat confident	27%*	9%
Slightly confident	8%*	2%
Not at all confident	1%*	0%
Don't know	1%	<1%
Not applicable	<1%	<1%

[26] The * symbol identifies significant differences between pre and post data for each setting type. The symbol * denotes where the percentage is significantly higher.

Supporting children with their communication and language development	**Pre**	**Post**
Very confident	28%	64%*
Quite confident	52%*	32%
Somewhat confident	16%*	3%
Slightly confident	4%*	1%
Not at all confident	<1%	0%
Don't know	<1%	<1%
Not applicable	<1%	<1%
Supporting children with their maths development	**Pre**	**Post**
Very confident	18%	51%*
Quite confident	52%*	41%
Somewhat confident	23%*	6%
Slightly confident	5%*	1%
Not at all confident	1%*	<1%
Don't know	<1%	<1%
Not applicable	<1%	<1%
Supporting children with their personal, social and emotional development	**Pre**	**Post**
Very confident	34%	63%*
Quite confident	50%*	32%
Somewhat confident	13%*	3%
Slightly confident	2%*	1%
Not at all confident	<1%	0%
Don't know	<1%	<1%
Not applicable	<1%	<1%

Base: All setting leaders (1543)

Source: Setting leader pre and post-surveys

Table 62: Setting leaders' perceptions of practitioners' confidence by provider type (weighted)

Leading appropriate activities for typically developing 0 to 2 year olds[27]	SBP (pre)	SBP (post)	GBP (pre)	GBP (post)	Child-minders (pre)	Child-minders (post)
Very confident	11%	20%*	21%	31%*	33%	70%*
Quite confident	18%	22%	32%	29%	48%*	27%
Somewhat confident	16%	12%	16%*	8%	14%*	3%
Slightly confident	11%*	4%	4%*	1%	4%*	<1%
Not at all confident	9%*	2%	1%	1%	<1%	0%
Don't know	2%	1%	1%	1%	0%	0%
Not applicable	32%	40%	26%	29%	<1%	<1%
Leading appropriate activities for typically developing 2 to 4 year olds	**SBP (pre)**	**SBP (post)**	**GBP (pre)**	**GBP (post)**	**Child-minders (pre)**	**Child-minders (post)**
Very confident	44%	61%*	40%	63%*	33%	70%*
Quite confident	39%	32%	44%*	31%	50%*	26%
Somewhat confident	13%*	4%	12%*	5%	13%*	3%
Slightly confident	3%*	0%	3%*	1%	4%*	1%
Not at all confident	0%	0%	<1%	0%	<1%	0%
Don't know	1%	0%	1%	<1%	0%	0%
Not applicable	1%	3%	<1%	<1%	<1%	<1%

[27] Whilst this measure was included in the online survey, the 0 to 2 year old age group was outside of the scope of the EYPDP3 programme. As such, any impact on this measure should be treated as an unintended consequence.

Leading appropriate activities for children with developmental or language delays	**SBP (pre)**	**SBP (post)**	**GBP (pre)**	**GBP (post)**	**Child-minders (pre)**	**Child-minders (post)**
Very confident	17%	41%*	18%	40%*	15%	49%*
Quite confident	47%	46%	49%	48%	45%	41%
Somewhat confident	26%*	10%	25%*	10%	29%*	8%
Slightly confident	10%*	2%	6%*	1%	9%*	2%
Not at all confident	0%	0%	0%	0%	1%	0%
Don't know	0%	0%	1%	<1%	1%	0%
Not applicable	0%	1%	<1%	<1%	<1%	<1%
Supporting children with their communication and language development	**SBP (pre)**	**SBP (post)**	**GBP (pre)**	**GBP (post)**	**Child-minders (pre)**	**Child-minders (post)**
Very confident	30%	59%*	30%	58%*	27%	68%*
Quite confident	51%*	38%	51%*	35%	53%*	29%
Somewhat confident	16%*	2%	15%*	6%	16%*	2%
Slightly confident	3%*	0%	3%*	1%	4%*	1%
Not at all confident	0%	0%	0%	0%	<1%	0%
Don't know	0%	0%	1%	<1%	0%	0%
Not applicable	0%	1%	<1%	<1%	<1%	<1%
Supporting children with their maths development	**SBP (pre)**	**SBP (post)**	**GBP (pre)**	**GBP (post)**	**Child-minders (pre)**	**Child-minders (post)**
Very confident	19%	51%*	15%	37%*	19%	61%*
Quite confident	59%*	43%	52%	50%	50%*	34%
Somewhat confident	17%*	4%	25%*	11%	24%*	4%
Slightly confident	5%*	1%	5%*	1%	5%*	1%
Not at all confident	0%	1%	1%*	<1%	1%	0%
Don't know	1%	0%	1%	<1%	0%	0%
Not applicable	0%	1%	1%	<1%	<1%	<1%

Supporting children with their personal, social and emotional development	SBP (pre)	SBP (post)	GBP (pre)	GBP (post)	Child-minders (pre)	Child-minders (post)
Very confident	35%	62%*	38%	57%*	31%	68%*
Quite confident	49%*	36%	46%*	36%	53%*	29%
Somewhat confident	13%*	2%	13%*	5%	14%*	2%
Slightly confident	3%*	0%	2%	1%	3%*	1%
Not at all confident	0%	0%	0%	0%	<1%	0%
Don't know	1%	0%	1%	<1%	0%	0%
Not applicable	0%	1%	<1%	<1%	<1%	<1%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader pre and post-surveys

Table 63: Setting leaders' perceptions of practitioners' early years knowledge and understanding (weighted)

Early years communication and language development	Pre	Post
Very confident	25%	59%*
Quite confident	53%*	36%
Somewhat confident	17%*	3%
Slightly confident	3%*	1%
Not at all confident	<1%	<1%
Don't know	<1%	<1%
Not applicable	2%	1%

Early years maths development	Pre	Post
Very confident	16%	47%*
Quite confident	51%*	43%
Somewhat confident	25%*	7%
Slightly confident	6%*	1%
Not at all confident	1%*	0%
Don't know	<1%	<1%
Not applicable	2%	2%
Early years PSED development	**Pre**	**Post**
Very confident	27%	58%*
Quite confident	52%*	36%
Somewhat confident	16%*	3%
Slightly confident	3%*	1%
Not at all confident	<1%	<1%
Don't know	<1%	<1%
Not applicable	2%	2%

Base: All setting leaders (1543)

Source: Setting leader pre and post-surveys

Table 64: Setting leaders' perceptions of practitioners' early years knowledge and understanding by provider type (weighted)

Early years communication and language development	SBP (pre)	SBP (post)	GBP (pre)	GBP (post)	Child-minders (pre)	Child-minders (post)
Very confident	28%	58%*	29%	54%*	21%	62%*
Quite confident	51%*	38%	52%*	41%	55%*	32%
Somewhat confident	19%*	4%	15%*	4%	17%*	2%
Slightly confident	2%	0%	3%*	1%	4%	<1%
Not at all confident	0%	0%	0%	0%	<1%	<1%
Don't know	0%	0%	<1%	<1%	<1%	<1%
Not applicable	0%	1%	<1%	<1%	3%	3%

Early years maths development	SBP (pre)	SBP (post)	GBP (pre)	GBP (post)	Child-minders (pre)	Child-minders (post)
Very confident	21%	47%*	13%	34%*	16%	56%*
Quite confident	52%	46%	54%	51%	49%*	37%
Somewhat confident	23%*	5%	26%*	13%	25%*	4%
Slightly confident	4%	1%	6%*	2%	6%*	<1%
Not at all confident	1%	0%	1%*	0%	1%*	0%
Don't know	0%	0%	<1%	<1%	<1%	0%
Not applicable	0%	1%	<1%	<1%	3%	3%
Early years PSED development	**SBP (pre)**	**SBP (post)**	**GBP (pre)**	**GBP (post)**	**Child-minders (pre)**	**Child-minders (post)**
Very confident	32%	65%*	32%	54%*	23%	60%*
Quite confident	49%*	31%	52%*	39%	53%*	34%
Somewhat confident	18%*	3%	13%*	5%	17%*	2%
Slightly confident	1%	1%	3%*	1%	3%*	<1%
Not at all confident	0%	0%	<1%	0%	<1%	<1%
Don't know	0%	0%	<1%	<1%	<1%	0%
Not applicable	0%	1%	<1%	<1%	3%	3%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader pre and post-surveys

Table 65: Setting leaders' agreement with statements about practitioners' knowledge and skills (weighted)

They have a good understanding of how babies and children learn and develop	**Pre**	**Post**
Strongly agree	26%	46%*
Agree	62%*	47%
Neither agree nor disagree	5%*	1%
Disagree	<1%	1%
Strongly disagree	<1%	<1%
Don't know	<1%	<1%
Not applicable	6%	5%
They have a good understanding of how to support colleagues and improve staff practice in the setting	**Pre**	**Post**
Strongly agree	17%	35%*
Agree	55%*	49%
Neither agree nor disagree	10%*	4%
Disagree	2%*	<1%
Strongly disagree	<1%	<1%
Don't know	1%	<1%
Not applicable	15%	11%
They have a good understanding of how to liaise with support beyond the setting	**Pre**	**Post**
Strongly agree	18%	36%*
Agree	60%*	53%
Neither agree nor disagree	14%*	6%
Disagree	3%*	1%
Strongly disagree	<1%	<1%
Don't know	1%	1%
Not applicable	4%	3%

They have a good understanding of how to assess their own skills and competencies, identify any gaps and next steps in professional development	Pre	Post
Strongly agree	17%	37%*
Agree	63%*	53%
Neither agree nor disagree	13%*	6%
Disagree	3%*	1%
Strongly disagree	<1%	<1%
Don't know	<1%	<1%
Not applicable	4%	3%

Base: All setting leaders (1543)

Source: Setting leader pre and post-surveys

Table 66: Setting leaders' agreement with statements about practitioners' knowledge and skills by provider type (weighted)

They have a good understanding of how babies and children learn and develop	**SBP (pre)**	**SBP (post)**	**GBP (pre)**	**GBP (post)**	**Child-minders (pre)**	**Child-minders (post)**
Strongly agree	16%	36%*	25%	36%*	30%	55%*
Agree	66%*	54%	62%*	55%	61%*	40%
Neither agree nor disagree	11%*	1%	7%*	2%	2%*	<1%
Disagree	1%	2%	1%	1%	<1%	0%
Strongly disagree	0%	0%	0%	<1%	<1%	1%
Don't know	1%	1%	1%	<1%	0%	0%
Not applicable	5%	5%	5%	5%	7%	4%
They have a good understanding of how to support colleagues and improve staff practice in the setting	**SBP (pre)**	**SBP (post)**	**GBP (pre)**	**GBP (post)**	**Child-minders (pre)**	**Child-minders (post)**
Strongly agree	14%	29%*	21%	37%*	15%	35%*
Agree	69%	62%	63%*	57%	47%*	41%
Neither agree nor disagree	13%	8%	12%*	5%	7%*	3%
Disagree	3%	1%	3%*	1%	1%*	0%
Strongly disagree	0%	0%	0%	<1%	<1%	1%
Don't know	1%	0%	<1%	<1%	1%	<1%
Not applicable	0%	1%	<1%	<1%	29%	21%

They have a good understanding of how to liaise with support beyond the setting	SBP (pre)	SBP (post)	GBP (pre)	GBP (post)	Child-minders (pre)	Child-minders (post)
Strongly agree	14%	29%*	18%	34%*	18%	40%*
Agree	60%	58%	58%	54%	62%*	51%
Neither agree nor disagree	17%*	9%	17%*	9%	10%*	3%
Disagree	7%*	2%	5%*	2%	1%	1%
Strongly disagree	0%	0%	0%	0%	<1%	<1%
Don't know	1%	1%	1%	1%	1%	1%
Not applicable	1%	1%	<1%	<1%	8%	5%
They have a good understanding of how to assess their own skills and competencies, identify any gaps and next steps in professional development	**SBP (pre)**	**SBP (post)**	**GBP (pre)**	**GBP (post)**	**Child-minders (pre)**	**Child-minders (post)**
Strongly agree	14%	25%*	13%	27%*	20%	46%*
Agree	64%	64%	64%	59%	61%*	47%
Neither agree nor disagree	15%*	7%	17%*	10%	9%*	2%
Disagree	7%	2%	5%*	3%	1%*	0%
Strongly disagree	0%	0%	0%	0%	<1%	<1%
Don't know	1%	1%	<1%	1%	<1%	<1%
Not applicable	0%	1%	<1%	<1%	8%	5%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader pre and post-surveys

Table 67: Setting leaders' confidence (weighted)

How confident do you feel in delivering a high quality curriculum and pedagogy to children in your setting	Pre	Post
Very confident	27%	52%*
Quite confident	44%*	35%
Somewhat confident	16%*	5%
Slightly confident	3%*	1%
Not at all confident	1%*	<1%
Don't know	<1%	0%
Not applicable	9%	8%

Base: All setting leaders (1543)

Source: Setting leader pre and post-surveys

Table 68: Setting leaders' confidence by provider type (weighted)

How confident do you feel in delivering a high quality curriculum and pedagogy to children in your setting	SBP (pre)	SBP (post)	GBP (pre)	GBP (post)	Child-minders (pre)	Child-minders (post)
Strongly agree	44%	64%*	38%	56%*	16%	45%*
Agree	41%*	25%	44%*	35%	44%*	36%
Neither agree nor disagree	4%	1%	12%*	6%	22%*	6%
Disagree	1%	0%	3%*	1%	5%*	1%
Strongly disagree	0%	0%	0%	0%	1%*	<1%
Don't know	0%	0%	0%	0%	<1%	0%
Not applicable	11%	10%	3%	2%	12%	11%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader pre and post-surveys

Table 69: Practitioners' perceptions of impact on their confidence

Leading appropriate activities for typically developing 0 to 2 year olds	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	27%	32%	43%
Improved to some extent	42%	49%	52%
No change	22%	14%	4%
Worsened to some extent	0%	0%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	8%	5%	2%
Leading appropriate activities for typically developing 2 to 4 year olds	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	36%	41%	43%
Improved to some extent	54%	50%	48%
No change	9%	8%	7%
Worsened to some extent	0%	0%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	1%	1%	2%
Leading appropriate activities for children with developmental or language delays	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	35%	38%	39%
Improved to some extent	55%	54%	54%
No change	9%	7%	5%
Worsened to some extent	0%	<1%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	1%	1%	2%
Supporting children with their early language and communication development	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	40%	42%	43%
Improved to some extent	53%	50%	50%
No change	7%	7%	5%
Worsened to some extent	0%	0%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	1%	1%	2%

Supporting children with their early mathematics development	SBPs	GBPs	Childminders
Improved to a great extent	39%	46%	52%
Improved to some extent	54%	47%	43%
No change	7%	5%	4%
Worsened to some extent	0%	0%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	<1%	1%	2%
Supporting children with their personal, social and emotional development	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	39%	40%	41%
Improved to some extent	52%	52%	54%
No change	8%	7%	4%
Worsened to some extent	0%	<1%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	1%	1%	2%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 70: Practitioners' perceptions of impact on their early years knowledge and understanding

Children's communication and language development	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	37%	40%	50%
Improved to some extent	53%	51%	45%
No change	9%	7%	4%
Worsened to some extent	0%	<1%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	1%	1%	2%
Children's maths development	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	40%	49%	57%
Improved to some extent	52%	46%	41%
No change	8%	4%	0%
Worsened to some extent	0%	<1%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	1%	1%	2%
Children's personal, social and emotional development	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	35%	40%	46%
Improved to some extent	54%	51%	48%
No change	9%	7%	4%
Worsened to some extent	0%	<1%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	1%	1%	2%
How babies and children learn and develop	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	33%	36%	46%
Improved to some extent	54%	53%	48%
No change	11%	10%	4%
Worsened to some extent	0%	<1%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	2%	1%	2%

Appropriate strategies to support children's early language and communication development	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	41%	41%	50%
Improved to some extent	51%	51%	45%
No change	8%	7%	4%
Worsened to some extent	<1%	<1%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	1%	1%	2%
When a child requires additional support	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	36%	36%	52%
Improved to some extent	51%	53%	45%
No change	12%	9%	2%
Worsened to some extent	0%	<1%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	1%	1%	2%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 71: Extent knowledge and skills will be used in practice – practitioners (unweighted)

Communication and language module	SBPs	GBPs	Childminders
To a great extent	62%	62%	70%
To a moderate extent	30%	30%	30%
To a small extent	4%	3%	0%
Not at all	1%	1%	0%
It's too early to say	3%	3%	0%
Don't know	<1%	1%	0%
Early mathematics module	**SBPs**	**GBPs**	**Childminders**
To a great extent	59%	66%	80%
To a moderate extent	32%	25%	18%
To a small extent	3%	3%	0%
Not at all	1%	1%	0%
It's too early to say	4%	4%	0%
Don't know	1%	1%	2%
PSED module	**SBPs**	**GBPs**	**Childminders**
To a great extent	59%	59%	71%
To a moderate extent	30%	31%	23%
To a small extent	5%	4%	2%
Not at all	<1%	1%	0%
It's too early to say	5%	3%	4%
Don't know	1%	1%	0%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 72: Extent knowledge and skills gained from the modules will be used in setting – setting leaders (weighted)

Communication and language module	All setting leaders	SBPs	GBPs	Childminders
To a great extent	67%	53%	58%	76%
To a moderate extent	23%	33%	27%	18%
To a small extent	2%	3%	3%	2%
Not at all	1%	1%	1%	1%
It's too early to say	6%	7%	10%	3%
Don't know	1%	3%	1%	<1%
Early mathematics module	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
To a great extent	67%	50%	57%	79%
To a moderate extent	23%	36%	27%	16%
To a small extent	2%	3%	3%	1%
Not at all	<1%	1%	<1%	<1%
It's too early to say	7%	8%	11%	3%
Don't know	1%	3%	2%	<1%
PSED module	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
To a great extent	61%	49%	53%	69%
To a moderate extent	26%	36%	30%	21%
To a small extent	3%	5%	3%	3%
Not at all	1%	0%	1%	1%
It's too early to say	8%	7%	12%	5%
Don't know	1%	3%	1%	<1%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post-survey

Table 73: Agreement with statements – practitioners

I have had enough time to build changes into my practice	SBPs	GBPs	Childminders
Strongly agree	9%	12%	25%
Agree	57%	59%	54%
Neither agree nor disagree	27%	24%	16%
Disagree	6%	4%	4%
Strongly disagree	0%	<1%	0%
Don't know	1%	1%	2%
I have changed my practice following participation in EYPDP3	**SBPs**	**GBPs**	**Childminders**
Strongly agree	16%	19%	25%
Agree	66%	63%	63%
Neither agree nor disagree	16%	15%	11%
Disagree	1%	1%	0%
Strongly disagree	0%	1%	0%
Don't know	1%	1%	2%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 74: Agreement statements about changes made to practice - practitioners

Improve children's language and communication development	SBPs	GBPs	Childminders
Strongly agree	32%	30%	36%
Agree	56%	60%	55%
Neither agree nor disagree	10%	9%	5%
Disagree	<1%	<1%	0%
Strongly disagree	0%	<1%	0%
Don't know	1%	1%	2%
Not applicable	1%	<1%	2%
Improve children's maths development	**SBPs**	**GBPs**	**Childminders**
Strongly agree	34%	33%	48%
Agree	52%	58%	43%
Neither agree nor disagree	10%	7%	5%
Disagree	1%	<1%	0%
Strongly disagree	0%	<1%	0%
Don't know	2%	1%	2%
Not applicable	1%	<1%	2%
Improve children's PSED	**SBPs**	**GBPs**	**Childminders**
Strongly agree	30%	28%	32%
Agree	56%	60%	55%
Neither agree nor disagree	12%	10%	7%
Disagree	<1%	<1%	2%
Strongly disagree	0%	<1%	0%
Don't know	1%	1%	2%
Not applicable	1%	1%	2%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 75: Perceptions of impact on children's development – setting leaders (weighted)

Children's communication and language development	All setting leaders	SBPs	GBPs	Childminders
Improved to a great extent	28%	19%	18%	37%
Improved to some extent	60%	60%	68%	54%
No change	10%	15%	12%	8%
Worsened to some extent	0%	0%	0%	0%
Worsened to a great extent	0%	0%	0%	0%
Don't know	2%	6%	2%	1%
Children's maths development	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	29%	16%	16%	41%
Improved to some extent	61%	64%	71%	54%
No change	8%	15%	10%	4%
Worsened to some extent	<1%	0%	<1%	0%
Worsened to a great extent	0%	0%	0%	0%
Don't know	2%	5%	3%	1%
Children's personal, social and emotional development	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	24%	14%	17%	32%
Improved to some extent	61%	65%	68%	56%
No change	12%	16%	13%	10%
Worsened to some extent	0%	0%	0%	0%
Worsened to a great extent	0%	0%	0%	0%
Don't know	2%	5%	3%	2%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post-survey

Table 76: Perceptions of impact of EYPDP3 – setting leaders (weighted)

Children's education recovery (making up for lost education due to COVID -19)	All setting leaders	SBPs	GBPs	Childminders
Improved to a great extent	13%	6%	9%	17%
Improved to some extent	47%	47%	48%	47%
No change	29%	35%	33%	24%
Worsened to some extent	<1%	0%	0%	<1%
Worsened to a great extent	<1%	0%	0%	<1%
Don't know	11%	13%	10%	12%
Children's readiness for school	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Improved to a great extent	16%	7%	11%	22%
Improved to some extent	51%	51%	50%	51%
No change	27%	35%	33%	20%
Worsened to some extent	<1%	0%	<1%	0%
Worsened to a great extent	0%	0%	0%	0%
Don't know	6%	6%	6%	7%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post-survey

Table 77: Perceptions of school readiness – practitioners

	SBPs	GBPs	Childminders
Improved to a great extent	14%	15%	25%
Improved to some extent	59%	58%	45%
No change	21%	17%	21%
Worsened to some extent	0%	<1%	0%
Worsened to a great extent	0%	<1%	0%
Don't know	6%	10%	9%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 78: Agreement with statements (excluding 'not applicable') – setting leaders (weighted)[28]

The skills in the early years sector have improved due to EYPDP3	All setting leaders (1466)	SBPs (162)	GBPs (548)	Childminders (756)
Strongly agree	24%	14%	16%	33%
Agree	52%	59%	49%	53%
Neither agree nor disagree	16%	19%	26%	8%
Disagree	2%	1%	3%	1%
Strongly disagree	<1%	0%	<1%	1%
Don't know	6%	7%	6%	5%
Improved staff morale in this setting	**All setting leaders (1255)**	**SBPs (162)**	**GBPs (544)**	**Childminders (549)**
Strongly agree	25%	14%	17%	37%
Agree	46%	46%	44%	47%
Neither agree nor disagree	23%	33%	31%	12%
Disagree	3%	2%	5%	2%
Strongly disagree	1%	1%	1%	1%
Don't know	2%	4%	2%	2%
Improved staff retention in this setting	**All setting leaders (1004)**	**SBPs (136)**	**GBPs (508)**	**Childminders (360)**
Strongly agree	16%	8%	10%	30%
Agree	28%	23%	23%	36%
Neither agree nor disagree	39%	51%	47%	23%
Disagree	10%	13%	14%	3%
Strongly disagree	1%	1%	2%	1%
Don't know	6%	4%	5%	8%

[28] Data recalculated excluding 'not applicable' responses.

Staff recruitment in this setting has become easier due to EYPDP3	All setting leaders (885)	SBPs (123)	GBPs (470)	Childminders (292)
Strongly agree	11%	6%	4%	25%
Agree	16%	11%	10%	28%
Neither agree nor disagree	46%	59%	50%	34%
Disagree	17%	18%	25%	3%
Strongly disagree	4%	2%	6%	2%
Don't know	6%	4%	5%	8%

Base: Setting leaders excluding 'not applicable' responses, base varies

Source: Setting leader post-survey

Table 79: Agreement with statements – setting leaders (weighted)

The skills in the early years sector have improved due to EYPDP3	All setting leaders	SBPs	GBPs	Childminders
Strongly agree	23%	14%	16%	30%
Agree	49%	57%	48%	48%
Neither agree nor disagree	15%	19%	25%	7%
Disagree	2%	1%	3%	1%
Strongly disagree	<1%	0%	<1%	1%
Don't know	5%	7%	6%	5%
Not applicable	5%	3%	1%	8%
Improved staff morale in this setting	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Strongly agree	20%	13%	17%	24%
Agree	37%	44%	43%	31%
Neither agree nor disagree	19%	32%	31%	8%
Disagree	3%	2%	5%	1%
Strongly disagree	1%	1%	1%	1%
Don't know	2%	4%	2%	1%
Not applicable	18%	3%	2%	33%

Improved staff retention in this setting	All setting leaders	SBPs	GBPs	Childminders
Strongly agree	11%	7%	9%	13%
Agree	18%	19%	21%	16%
Neither agree nor disagree	25%	41%	43%	10%
Disagree	6%	10%	13%	1%
Strongly disagree	1%	1%	2%	<1%
Don't know	4%	4%	5%	3%
Not applicable	35%	19%	8%	56%
Staff recruitment in this setting has become easier due to EYPDP3	**All setting leaders**	**SBPs**	**GBPs**	**Childminders**
Strongly agree	6%	4%	3%	9%
Agree	9%	8%	9%	10%
Neither agree nor disagree	27%	44%	42%	12%
Disagree	10%	13%	21%	1%
Strongly disagree	2%	2%	5%	1%
Don't know	3%	3%	4%	3%
Not applicable	42%	26%	15%	64%

Base: All setting leaders (1543), SBP (167), GBP (555), childminders (821)

Source: Setting leader post-survey

Table 80: Practitioners' feelings about working in the early years sector

How often do you feel satisfied working in the early years sector?	SBPs	GBPs	Childminders
Always	30%	27%	43%
Often	47%	46%	46%
Sometimes	12%	18%	7%
Rarely	7%	7%	2%
Never	1%	1%	2%
Prefer not to say	3%	2%	0%
How often do you feel frustrated working in the early years sector?	**SBPs**	**GBPs**	**Childminders**
Always	8%	8%	7%
Often	34%	34%	9%
Sometimes	27%	26%	34%
Rarely	23%	26%	38%
Never	5%	5%	9%
Prefer not to say	3%	2%	4%
How often do you think about leaving your current setting?	**SBPs**	**GBPs**	**Childminders**
Always	3%	4%	5%
Often	16%	15%	7%
Sometimes	18%	20%	18%
Rarely	37%	35%	25%
Never	20%	23%	41%
Prefer not to say	7%	3%	4%
How often do you think about getting a job outside of the early years sector?	**SBPs**	**GBPs**	**Childminders**
Always	2%	5%	4%
Often	19%	19%	7%
Sometimes	18%	22%	13%
Rarely	38%	31%	36%
Never	19%	20%	38%
Prefer not to say	4%	4%	4%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 81: Likelihood to take part in this type of training in the future - practitioners

	SBPs	GBPs	Childminders
Very likely	41%	45%	57%
Quite likely	40%	37%	30%
Neither likely nor unlikely	10%	10%	11%
Quite unlikely	4%	4%	0%
Very unlikely	1%	2%	0%
Don't know	4%	3%	2%

Base: All practitioners SBPs (316), GBPs (808), childminders (56)

Source: Practitioner survey

Table 82: Differences[29] by deprivation – setting leaders (weighted)

Improved staff confidence in this setting	Most deprived (decile 1-2)	Deprived (decile 3-4)	Average (decile 5-6)	Less deprived (decile 7-8)	Most deprived (decile 9-10
NET - AGREE	81%	77%	75%	80%	72%
Strongly agree	32%	28%	24%	31%	24%
Improved staff morale in this setting	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	64%	61%	52%	60%	55%
Strongly agree	23%	21%	16%	24%	19%
The skills in the early years sector have improved due to EYPDP3	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	74%	70%	72%	74%	74%
Strongly agree	28%	23%	20%	26%	21%
Children's education recovery (making up for lost education due to COVID -19)	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	59%	66%	59%	61%	58%
Improved to a great extent	18%	15%	12%	9%	12%
Children's readiness for school	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	66%	72%	68%	66%	69%
Improved to a great extent	21%	18%	14%	15%	15%

Base: All setting leaders most deprived (202), deprived (270), average (282), less deprived (336), least deprived (293)

Source: Setting leader post-survey

[29] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses from the most deprived areas (deciles 1-2) compared to at least one other deprivation group.

Table 83: Differences[30] by deprivation – GBP setting leaders (weighted)

Improved staff retention in this setting	Most deprived (decile 1-2)	Deprived (decile 3-4)	Average (decile 5-6)	Less deprived (decile 7-8)	Most deprived (decile 9-10
NET - AGREE	40%	32%	25%	28%	29%
Strongly agree	11%	12%	2%	9%	10%
Improved staff practice in this setting	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	92%	81%	80%	79%	86%
Strongly agree	28%	29%	17%	22%	22%
Improved staff confidence in this setting	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	88%	75%	77%	85%	84%
Strongly agree	31%	28%	19%	26%	20%
Improved staff morale in this setting	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	65%	68%	48%	63%	59%
Strongly agree	22%	18%	9%	18%	18%
Staff qualifications have improved in this setting	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	57%	46%	44%	36%	46%
Strongly agree	15%	11%	5%	6%	12%

[30] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses from the most deprived areas (deciles 1-2) compared to at least one other deprivation group.

The skills in the early years sector have improved due to EYPDP3	Most deprived (decile 1-2)	Deprived (decile 3-4)	Average (decile 5-6)	Less deprived (decile 7-8)	Most deprived (decile 9-10
NET - AGREE	63%	62%	66%	68%	67%
Strongly agree	26%	19%	8%	19%	15%
Children's education recovery (making up for lost education due to COVID -19)	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	65%	63%	53%	59%	48%
Improved to a great extent	15%	10%	7%	9%	8%
Children's readiness for school	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	69%	65%	63%	56%	62%
Improved to a great extent	21%	13%	5%	12%	6%

Base: All GBP setting leaders, most deprived (72), deprived (101), average (96), less deprived (117), least deprived (117)

Source: Setting leader post-survey

Table 84: Differences[31] by deprivation - practitioners

Knowledge and understanding of children's PSED	Most deprived (decile 1-2)	Deprived (decile 3-4)	Average (decile 5-6)	Less deprived (decile 7-8)	Most deprived (decile 9-10
NET - IMPROVED	93%	88%	95%	93%	92%
Improved to a great extent	50%	40%	44%	38%	32%
Knowledge and understanding of how babies learn and develop	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	91%	87%	91%	90%	86%
Improved to a great extent	44%	36%	39%	35%	25%

[31] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses from the most deprived areas (deciles 1-2) compared to at least one other deprivation group.

Knowledge and understanding of when a child requires additional support	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	92%	87%	91%	90%	87%
Improved to a great extent	42%	39%	41%	33%	31%
Knowledge and understanding of how to support colleagues and improve staff practice in my setting	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	92%	91%	90%	90%	88%
Improved to a great extent	40%	39%	36%	34%	29%
Knowledge and understanding of how to assess my own skills and competencies, identify any gaps and next steps in my professional development	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	94%	92%	97%	91%	92%
Improved to a great extent	40%	35%	36%	33%	29%
The changes made to my practice will improve children's communication and language development	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	92%	90%	87%	92%	88%
Strongly agree	40%	32%	29%	29%	32%
The changes made to my practice will improve children's maths development	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	91%	89%	88%	93%	90%
Strongly agree	43%	36%	37%	31%	35%

The changes made to my practice will improve children's PSED	Most deprived (decile 1-2)	Deprived (decile 3-4)	Average (decile 5-6)	Less deprived (decile 7-8)	Most deprived (decile 9-10
NET - AGREE	90%	86%	85%	90%	86%
Strongly agree	41%	32%	28%	27%	26%

Base: All practitioners, most deprived (169), deprived (184), average (136), less deprived (163), least deprived (133)

Source: Practitioner survey

Table 85: Differences[32] by deprivation – GBP practitioners

Knowledge and understanding of children's PSED	Most deprived (decile 1-2)	Deprived (decile 3-4)	Average (decile 5-6)	Less deprived (decile 7-8)	Most deprived (decile 9-10
NET - IMPROVED	93%	90%	92%	93%	90%
Improved to a great extent	56%	43%	39%	42%	29%
Knowledge and understanding of children's maths development	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	95%	95%	96%	94%	93%
Improved to a great extent	61%	49%	54%	46%	49%
Knowledge and understanding of how babies learn and develop	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	94%	88%	89%	91%	83%
Improved to a great extent	46%	38%	36%	35%	24%

[32] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses from the most deprived areas (deciles 1-2) compared to at least one other deprivation group.

Knowledge and understanding of how to support colleagues and improve staff practice in my setting	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	95%	93%	88%	91%	89%
Improved to a great extent	44%	36%	34%	35%	29%
Knowledge and understanding of how to assess my own skills and competencies, identify any gaps and next steps in my professional development	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - IMPROVED	93%	95%	96%	92%	90%
Improved to a great extent	44%	31%	34%	35%	26%
The changes made to my practice will improve children's communication and language development	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	93%	91%	83%	94%	88%
Strongly agree	39%	31%	27%	28%	30%
The changes made to my practice will improve children's maths development	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	93%	91%	84%	97%	91%
Strongly agree	43%	35%	34%	28%	35%
The changes made to my practice will improve children's PSED	**Most deprived (decile 1-2)**	**Deprived (decile 3-4)**	**Average (decile 5-6)**	**Less deprived (decile 7-8)**	**Most deprived (decile 9-10**
NET - AGREE	90%	88%	82%	92%	86%
Strongly agree	41%	30%	25%	28%	26%

Impact on children's school readiness in your setting	Most deprived (decile 1-2)	Deprived (decile 3-4)	Average (decile 5-6)	Less deprived (decile 7-8)	Most deprived (decile 9-10
NET - IMPROVED	78%	73%	76%	74%	64%
Improved to a great extent	22%	13%	18%	13%	12%

Base: All GBP practitioners, most deprived (99), deprived (115), average (89), less deprived (116), least deprived (102)

Source: Practitioner survey

Table 86: Differences[33] by whether participated or not – SBP setting leaders (weighted)

Overall satisfaction	Participated	Not participated
NET - SATISFIED	97%	85%
Very satisfied	65%	54%
Extent the knowledge and skills gained will be used in your setting - communication and language module	**Participated**	**Not participated**
NET - MODERATE/GREAT	94%	82%
To a great extent	60%	49%
Extent the knowledge and skills gained will be used in your setting – early mathematics module	**Participated**	**Not participated**
NET - MODERATE/GREAT	94%	81%
To a great extent	57%	45%
The quality of early years provision in your setting	**Participated**	**Not participated**
NET - IMPROVED	98%	85%
Improved to a great extent	35%	19%

[33] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses from the most deprived areas (deciles 1-2) compared to at least one other deprivation group.

Children's personal, social and emotional development	**Participated**	**Not participated**
NET - IMPROVED	86%	74%
Improved to a great extent	22%	9%
Children's communication and language development	**Participated**	**Not participated**
NET - IMPROVED	86%	75%
Improved to a great extent	33%	11%
Children's maths development	**Participated**	**Not participated**
NET - IMPROVED	86%	76%
Improved to a great extent	25%	10%
Children's education recovery (making up for lost education due to COVID -19)	**Participated**	**Not participated**
NET - IMPROVED	56%	51%
Improved to a great extent	13%	2%
Children's readiness for school	**Participated**	**Not participated**
NET - IMPROVED	65%	55%
Improved to a great extent	13%	4%

Base: All GBP setting leaders, participated in EYPDP3 (63), not participated in EYPDP3 (104)

Source: Setting leader post-survey

Table 87: Differences[34] by whether participated or not – GBP setting leaders (weighted)

Overall satisfaction	**Participated**	**Not participated**
NET - SATISFIED	96%	93%
Very satisfied	67%	49%
Extent that EYPDP3 met your setting's needs	**Participated**	**Not participated**
NET - COMPLETELY/MOSTLY	86%	77%
Completely	38%	25%
Extent the knowledge and skills gained will be used in your setting - communication and language module	**Participated**	**Not participated**
NET - MODERATE/GREAT	88%	82%
To a great extent	65%	52%
Extent the knowledge and skills gained will be used in your setting – early mathematics module	**Participated**	**Not participated**
NET - MODERATE/GREAT	87%	82%
To a great extent	65%	50%
Extent the knowledge and skills gained will be used in your setting – PSED module	**Participated**	**Not participated**
NET - MODERATE/GREAT	86%	80%
To a great extent	59%	49%
The quality of early years provision in your setting	**Participated**	**Not participated**
NET - MODERATE/GREAT	96%	89%
Improved to a great extent	34%	16%
Improved staff practice in this setting	**Participated**	**Not participated**
NET - IMPROVED	85%	80%
Improved to a great extent	28%	19%

[34] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses from the most deprived areas (deciles 1-2) compared to at least one other deprivation group.

Improved staff knowledge & skills in this setting	Participated	Not participated
NET - AGREE	90%	84%
Strongly agree	30%	19%
Improved staff morale in this setting	**Participated**	**Not participated**
NET - AGREE	64%	56%
Strongly agree	20%	13%
Improved staff awareness of when child needs additional support	**Participated**	**Not participated**
NET - AGREE	76%	67%
Strongly agree	27%	15%
The skills in the early years sector have improved	**Participated**	**Not participated**
NET - AGREE	70%	59%
Strongly agree	22%	12%
Children's communication and language development	**Participated**	**Not participated**
NET - IMPROVED	92%	80%
Improved to a great extent	25%	12%
Children's maths development	**Participated**	**Not participated**
NET - IMPROVED	94%	82%
Improved to a great extent	24%	10%
Children's PSED development	**Participated**	**Not participated**
NET - IMPROVED	90%	80%
Improved to a great extent	24%	11%
Children's education recovery (making up for lost education due to COVID -19)	**Participated**	**Not participated**
NET - IMPROVED	63%	52%
Improved to a great extent	12%	6%

Children's readiness for school	Participated	Not participated
NET - IMPROVED	68%	56%
Improved to a great extent	14%	8%

Base: All GBP setting leaders, participated in EYPDP3 (254), not participated in EYPDP3 (301)

Source: Setting leader post-survey

Table 88: Differences[35] by size of setting (number of EYPs) (excluding 'not applicable' – SBP setting leaders (weighted) [36]

Improved staff retention in this setting	1-5 EYPs (53)	6-10 EYPs (46)	11+ EYPs (37)
NET - AGREE	42%	22%	27%
Strongly agree	11%	7%	5%
Recruitment has become easier in this setting	**1-5 EYPs (48)**	**6-10 EYPs (39)**	**11+ EYPs (36)**
NET - AGREE	25%	18%	3%
Strongly agree	8%	8%	0%

Base: All setting leaders excluding 'not applicable' responses, base varies

Source: Setting leader post-survey

[35] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses from the most deprived areas (deciles 1-2) compared to at least one other deprivation group.
[36] Data recalculated excluding 'not applicable' responses.

Table 89: Differences[37] by size of setting (number of EYPs) – SBP practitioners

Knowledge and understanding of leading appropriate activities for children with developmental or language delays	**1-5 EYPs**	**6-10 EYPs**	**11+ EYPs**
NET - IMPROVED	91%	87%	93%
Improved to a great extent	42%	33%	26%
Supporting children with their early language and communication development	**1-5 EYPs**	**6-10 EYPs**	**11+ EYPs**
NET - IMPROVED	94%	91%	93%
Improved to a great extent	47%	32%	36%
Supporting children with their early mathematics development	**1-5 EYPs**	**6-10 EYPs**	**11+ EYPs**
NET - IMPROVED	92%	92%	96%
Improved to a great extent	45%	36%	29%
Supporting children with their personal, social and emotional development	**1-5 EYPs**	**6-10 EYPs**	**11+ EYPs**
NET - IMPROVED	94%	89%	90%
Improved to a great extent	46%	36%	31%
Knowledge and understanding of how to assess my own skills and competencies, identify any gaps and next steps in my professional development	**1-5 EYPs**	**6-10 EYPs**	**11+ EYPs**
NET - IMPROVED	95%	89%	93%
Improved to a great extent	40%	27%	29%

Base: All practitioners, 1-5 EYPs (144), 6-10 EYPs (100), 11+ (70)

Source: Practitioner survey

[37] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses from the most deprived areas (deciles 1-2) compared to at least one other deprivation group.

Table 90: Differences[38] by size of setting (number of EYPs) – GBP setting leaders

Quality of early years provision in your setting	1-5 EYPs	6-10 EYPs	11+ EYPs
NET - IMPROVED	92%	90%	95%
Improved to a great extent	32%	24%	21%
Improved staff retention**	**1-5 EYPs (106)**	**6-10 EYPs (215)**	**11+ EYPs (187)**
NET - AGREE	42%	30%	31%
Strongly agree	12%	10%	8%
Improved staff morale	**1-5 EYPs**	**6-10 EYPs**	**11+ EYPs**
NET - AGREE	63%	61%	56%
Strongly agree	22%	17%	13%

Base: All GBP setting leaders, 1-5 EYPs (120), 6-10 EYPs (238), 11+ (197), ** excludes 'not applicable' responses, base varies, see table for base

Source: Setting leader post-survey

[38] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses between at least 2 groups.

Table 91: Differences[39] by size of setting (number of EYPs) – childminder setting leaders

Quality of early years provision in your setting	**1**	**2+**
NET - IMPROVED	96%	95%
Improved to a great extent	43%	52%
Improved staff retention**	**1 (208)**	**2+ (152)**
NET - AGREE	71%	61%
Strongly agree	30%	30%
Improved staff practice**	**1 (428)**	**2+ (200)**
NET - AGREE	91%	93%
Strongly agree	37%	47%
Improved staff awareness of when a child needs additional support	**1**	**2+**
NET - AGREE	65%	84%
Strongly agree	26%	39%
The skills in the early years sector have improved	**1**	**2+**
NET - AGREE	76%	85%
Strongly agree	28%	37%
Children's PSED	**1**	**2+**
NET - IMPROVED	86%	92%
Improved to a great extent	30%	38%
Children's education recovery (making up for lost education due to COVID -19)	**1**	**2+**
NET - IMPROVED	61%	72%
Improved to a great extent	16%	19%
Children's readiness for school	**1**	**2+**
NET - IMPROVED	70%	81%
Improved to a great extent	21%	26%

Base: All childminder setting leaders, 1 (598), 2+ (221), ** excludes 'not applicable' responses, base varies, see table for base

Source: Setting leader post-survey

[39] Data shown only where there are significant differences between the 'Net top 2' and/or most favourable responses.

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