

Fifth Survey of Parents of Three and Four Year Old Children and Their Use of Early Years Services (Summer 2000 to Spring 2001)

Rory Fitzgerald, Steven Finch, Margaret Blake, Jane Perry, Alice Bell
National Centre for Social Research

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GUIDANCE FOR INTERPRETATION OF DATA IN THIS REPORT

This report presents data for 4, 474 parents of young children. No weighting was applied to the data, so all bases presented in this report are unweighted.

Except where stated, percentage figures in this report should be read *vertically*. For example, on Table 1.29, the first percentage figure shown (13%) is based on the population group indicated above it, that is, younger threes. This result can be read as follows: '13% of younger three year olds had no nursery education sessions in the last week'.

Due to rounding, percentage figures may not add exactly to 100% but may total between 98% and 102%.

Bases for some population groups are relatively small and so it is important to note the unweighted bases at the foot of the tables when drawing comparisons. The table below gives an indication of the confidence intervals to apply to different sizes of percentage results for different sample sizes within this report. These 95% confidence levels are the levels within which we can be 95% confident that the true answer will lie (in other words there is only a one in twenty chance that the true answer will lie outside this range).

Sample size	Approximate 95% confidence limits for a percentage result of:		
	10% or 90%	30% or 70%	50%
	+/-	+/-	+/-
50	8	13	14
100	6	9	10
250	4	6	6
500	3	4	4
1,000	2	3	3
2,000	1	2	2
3,000	1	2	2
4,000	1	1	1

To take an example from the table, for a percentage result of 50% on a sample of 2,000, there is a 95% chance that the true result will lie within $\pm 2\%$, that is, between 48% and 52%. (These confidence limits assume a simple random sample and no adjustment has been made for the effects of clustering. Such an adjustment would increase the confidence limits slightly).

It should be noted that the results for region depend on the post-code sectors and local education authorities (LEAs) included in the sample within each region. Therefore comparisons between regions and with regional data from previous surveys in this series should be made with care. Similar caveats apply to data comparing different ethnic groups and those with and without special needs which are based on small numbers of cases which are affected from year to year by the exact composition of the sample.

Data for some of the provider types (special schools or nurseries and combined or family centres) have low bases. Data for these providers are referred to in the text of this report when the findings are in line with those which have been observed in previous surveys in this series.

The following symbols have been used in tables in this report:

- [] To indicate a percentage or mean based on fewer than 50 respondents.
- * To indicate a percentage value of less than 0.5%.
- To indicate a percentage value of zero.

INTRODUCTION

This report presents the findings of a survey on the use of nursery education and childcare by children aged three or four in England, based on interviews with their parents ('parents' is used to cover both parents and guardians). The survey was carried out between February and April 2001, and was the fifth in a series beginning in 1997 with the first 'Survey of parents of three and four year old children and their use of early years services'.¹

At the time of this survey, all LEA areas had Early Years Development and Childcare Plans in place. There was a guarantee of a good quality, at least part-time, free early years education place for all four year olds whose parents wanted one. The Department of Education and Skills (DfES) currently has a target that, by September 2004, every 3 year old will also enjoy this entitlement.

The survey had the following principal research objectives:

- to establish rates of participation for three and four year olds in all forms of pre-school provision in England, in the Summer and Autumn terms 2000 and the Spring term 2001, after implementation of the Early Years policy;
- to draw comparisons with the 1997, 1998, 1999 and 2000 surveys in order to identify changes in participation over time;
- to provide information on changes in the type of nursery and childcare provision, and the level of participation over time, as children approach the age at which they will move into primary education;
- to collect information on the characteristics of provision used such as the cost and funding arrangements, as well as parents' attitudes to the service provided;
- to collect a range of personal, socio-demographic and attitudinal information from parents which, when analysed in relation to participation in pre-school education, will provide a greater understanding of the mechanisms that influence whether or not a parent makes use of pre-school education and, for those who do, the factors that influence their choice of provider and level of participation.

These objectives were met by interviewing a sample of 4,474 parents of young children who were aged three or four in the 12 month period leading up to April 2001. Parents were asked to give details of their child's usage of nursery education and childcare during the Summer 2000, Autumn 2000 and Spring 2001 school terms, and were asked to assess the quality of education their child received at the providers used. This information has been used to calculate levels of participation in different types of provider and to examine the factors that influence these levels. In addition, parents were asked about their use of provision during the Summer holiday 2000.

¹ The first survey is reported in *Survey of parents of three and four year old children and their use of early years services*, by N Stratford, S Finch and J Pethick, DfEE Research Report RR31, 1997. The second survey is reported in *Second Survey of Parents of Three and Four year Old Children and their use of Early Years Services*, by G Prior, G Courtenay and E Charkin, DfEE Research Report RR120, 1999. The third survey is reported in *Third Survey of Parents of Three and Four year Old Children and their use of Early Years Services (Summer 1998 to Spring 1999)*, by M. Blake, S. Finch, M. Gloyer, K. Hinds, M. Bajekal, DfEE Research Report RR189, 2000. The fourth survey is reported in *Fourth Survey of Parents of Three and Four year Old Children and their use of Early Years Services (Summer 1999 to Spring 2000)*, by M. Blake, S. Finch, A. McKernan, K. Hinds, DfEE Research Report RR247, 2001.

Three and four year old children are classified into eight age cohorts, which are sub-groups of year groups and correspond to academic years and terms. These cohorts were used to classify children according to their age during the Spring term 2001. The eight age cohorts and their ages during the three terms covered by the survey are shown in Table 1.

Table 1 **The eight age cohorts and their ages during the three terms in the last year**

	Sample age (i.e. age at Spring term 2000)							
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s
Date of birth	1/9/97 - 31/12/97	1/4/97 - 31/8/97	1/1/97 - 31/3/97	1/9/96 - 31/12/96	1/4/96 - 31/8/96	1/1/96 - 31/3/96	1/9/95 - 31/12/95	1/4/95 - 31/8/95
Age in Summer term 2000	2 (O2)	2/3 (R3)	3 (Y3)	3 (O3)	3/4 (R4)	4 (Y4)	4 (O4)	4/5 (R5)
Age in Autumn term 2000	2/3 (R3)	3 (Y3)	3 (O3)	3/4 (R4)	4 (Y4)	4 (O4)	4/5 (R5)	[5 (Y5)]
Age in Spring term 2001	3 (Y3)	3 (O3)	3/4 (R4)	4 (Y4)	4 (O4)	4/5 (R5)	[5 (Y5)]	[5 (O5)]

Italics and square brackets denote term/cohort combinations not relevant to the survey (that is, children not of nursery education age during that term)

This research was carried out by The National Centre for Social Research (formerly SCPR) on behalf of DfES. The research objectives, methodology and main findings are outlined in the Summary. The detailed findings are presented in Chapters 1 to 8. Chapter 9 provides a comparison of the findings from the 1997, 1998, 1999, 2000 and 2001 surveys. A Technical Appendix and copies of the survey documents are appended.

SUMMARY

This report presents the findings of a survey about the use of early years services by parents of three and four year old children. The survey was carried out between February and April 2001 by the *National Centre for Social Research* on behalf of the Department for Education and Skills (DfES). The main aim of the survey was to establish rates of participation for three and four year olds in all forms of pre-school provision in England, in the Summer Term 2000, Autumn term 2000 and Spring term 2001. This allowed comparisons to be drawn with data from the first four surveys of parents of three and four year olds (carried out in 1997, 1998, 1999 and 2000), and will allow comparisons to be made with forthcoming surveys in this series. The survey also investigated the characteristics of providers used and parents' opinions of the quantity and quality of provision in the local area in general as well as of the providers they used, and the influences on their choice of providers.

Participation in nursery education in the last week and last year

Participation in nursery education was high among both three and four year olds. In the week prior to interview ("the last week"), 94% of three year olds and 98% of four year olds (grouped age cohorts) had attended a nursery education provider² (figures are adjusted to count those who were recorded as having no provision but who had left a previous provider because they started school, as being in nursery education). In the last year 94% of three year olds and 99% of four year olds had attended nursery education³.

Overall 96% of children had attended nursery education in the last week and 97% in the year prior to interview ("the last year"). The following trends were observed in participation rates for the last week:

- Participation increased with the increasing age of the child from 88% among younger threes to 99% amongst both older fours and rising fives.
- Participation rates were not significantly different in rural and urban areas (98% and 97% respectively).
- Participation rates were highest among children from Social Classes I and II (98%) and lowest in Social Class III Manual (93%).
- Participation generally increased with household income from 93% among children from households with incomes of less than £10,000 to 98% among children from households with incomes of £30,000 or more. Among the youngest children (younger and older threes), and to some extent with younger fours, participation in nursery education in the last week increased with household income. For example, amongst younger threes participation was 81% amongst those from households earning less than £10,000 annually compared with 94% of those from households earning £30,000 or more. Interestingly, at the time of the fourth survey the gap between these groups was 20% whereas this year the gap is just 14%, suggesting that the rise in participation amongst younger threes is focused primarily on children from the poorest families.
- Participation was highest among children from two parent families (96% compared with 94% for one parent families). In both types of families participation rates were highest among the children of working parents.

² The main nursery education providers are Nursery schools, Nursery class, Reception class, Day nursery and Play group / pre-school.

³ This is based on age at time of interview.

- Participation was lower for ethnic minority children (90%) than those with white parents (97%). Among ethnic minorities participation was similar among children with black parents (90%) and children with Asian parents (91%) (but based on small sub-samples).

Participation in childcare

Overall participation in childcare⁴ on weekdays between 8.00 am and 6.00 pm was 21% of children over the last week and 26% of children during the last year. Participation declined with the increasing age of the child. It varied from 23% of three year olds to 18% of four year olds in the last week (grouped age cohorts) and from 31% of three year olds to 27% of four year olds in the last year. Over the last week 24% of younger threes and 16% of rising fives attended a childcare provider. Participation in childcare over the last year also declined with age from 34% among younger threes to 15% among older fives.

There was a very clear relationship between social class and participation in childcare with much higher levels of participation amongst those in non-manual social classes in the last week and the last year. The highest participation in the last week was found amongst those in social classes I and II (29%) and the lowest amongst those in social classes IV and V (9%).

Nursery education and childcare use over three terms

Overall nursery education participation rates did not differ much between the terms, though they were slightly higher in the Autumn term (96%) and Spring term (95%) than the Summer term (91%). However, for a particular cohort of children, for example those aged younger three in the Summer term 2000, older three in Autumn term 2000 and rising four in the Spring term 2001, there were clear increases in participation between the terms from 77% in the Summer term 2000 to 97% in the Spring term 2001 reflecting the entry of children into nursery education.

Types of nursery education used

Information was collected from parents about the types of provider used. For some types of provider and age groups, the parental classification was modified based on a telephone call to the provider and, in some cases, reference to the Annual Schools' Census or Early Years' Census.

The types of providers used in the last week varied clearly with age. Among the youngest group (younger threes) the most common form of provision was a playgroup or pre-school (41%). No children in this age group attended a reception class, whilst nursery classes and nursery schools were used by 14% respectively. Among the middle age groups (for example younger fours) the most common form of provider was a nursery class (43%). In this age group over a quarter (26%) still attended a playgroup or pre-school and participation in nursery schools was 16%. Amongst the oldest two age groups (older fours and rising fives) the pattern of participation changed again. The most commonly used type of provider was a

⁴ The main childcare providers are Mother & Toddler group, After school club, Childminder, Nanny and other relatives.

reception class (84% for older fours and 88% for rising fives⁵). Among rising fives only 1% attended a nursery school and 4% a nursery class in the last week.

Use of day nurseries was relatively uncommon among all age groups and reduced with age: 19% of younger threes but only 2% of rising fives had attended a day nursery in the last week. Use of special schools and combined/family centres was very low (3% of younger threes attended a combined/family centre, whereas not more than 1% used either of these provider types in any other age group).

Use of some provider types varied according to whether the area was urban or rural. For example, 28% of parents used a nursery class in the last week in urban areas (compared with 18% in rural areas), whereas 32% of parents used a playgroup or pre-school in rural areas (compared with 17% in urban).

Use of nursery classes in the last week was most common among children from low income and manual social class families while use of day nurseries and playgroups was most common among children from higher income and non-manual social class families. For example, 29% of those in Social Class III Manual attended a nursery class in the last week compared with 20% of those in Social Classes I and II, while the corresponding figures for Day nurseries were 7% and 15%. Use of reception classes did not vary much with social class and income reflecting its status as a statutory provider.

Participation in playgroups and pre-schools was highest among children of white parents (24% compared with 10% of ethnic minorities). Conversely, participation in nursery classes was higher among ethnic minorities (33%) than whites (24%).

Types of childcare provider used

The classification of childcare providers is based entirely on that given by parents; no cross-checking was carried out with providers.

The most commonly used type of childcare in the last week was relatives other than parents (10% of children) followed by childminders (used by 6%). Mother and Toddler groups were attended by 3% of children in the last week. Participation varied with the age of the child; in general, participation in childcare declined with increasing age, for example 7% of younger threes attended a mother and toddler group, compared with 0% of rising fives. The only significant exception to this was after school or breakfast clubs, attended by 1% of younger fours compared to 5% of rising fives.

Number of sessions and providers, and types of sessions attended

The mean number of nursery education sessions attended in the last week over all age groups was 6.21 including those who attended none and 6.57 among those who attended one or more sessions per week. The number of nursery education sessions attended in the

⁵ Care should be taken when comparing participation rates for these two age groups with 1998 and 1997 data since Annual Schools' Census checks were carried out in 1999 for the first time and in 2000 in an extended form and these tended to increase the percentage of providers used by these older age groups classified as reception classes compared with information given by parents and providers.

last week was strongly related to age. For example, 58% of younger threes attended fewer than five sessions a week but only 7% of rising fives did so.

Among older fours and rising fives the great majority of children attended nine or ten nursery education sessions a week, indicating full-time attendance (78% and 85% respectively). Among rising fives only 12% attended five or fewer sessions a week, compared with 17% of older fours.

Most children attended no childcare sessions in the last week (79%). Among those who attended any sessions the mean number attended was 4.48. The mean number attended for all children (including those who attended none) was 0.93 and this declined with increasing age from 1.03 among younger threes to 0.72 among rising fives. Only 5% of children attended more than five sessions in the last week.

The majority of children (88%) attended only one nursery education provider in the last week, 5% attended no provider, 6% attended two, and less than 1% attended more than two providers. The mean number of providers did not vary much with age but was lowest for rising fives (1.01), which is related to the fact that older children are most likely to attend one provider full-time.

Children were more likely to attend a morning session (85%) than an afternoon session (69%). Overall, 46% attended a continuous morning and afternoon session but this varied greatly with age, from around a quarter of three year olds (26%-28%) and 30% of younger fours to 87% of rising fives, reflecting the transition into full-time education. Among those cohorts aged younger three to younger four, over half attended a morning session only (50-58%).

Perceptions of services in the local area

Half the parents (50%) considered that there were not enough nursery education places in their local area and nearly all of the rest (49%) thought there were about the right number. Only 1% thought there were too many. Those parents from households with higher incomes, Asian and white parents and those from two parent families were most likely to consider that there were enough places providing nursery education in the local area. Parents in Greater London (40%) were least likely amongst the regions to consider that there were enough nursery education places in the local area. This compares with 56% of parents in Yorkshire and Humberside.

The main reasons for considering that there were not enough places in the local area were that there were not enough schools in general (46%), providers were always full or they had trouble finding a place (39%), that the nearest provision was too far away, or that there was not enough choice of provision in general (both at 23%). A fifth (19%) thought that there was no or not enough state provision.

When asked about the number of childcare places in the local area, 15% of parents responded that they did not know, compared with 5% for nursery education. This reflects the greater use of and awareness of nursery education services. Among those expressing an opinion, about half (49%) thought there were about the right number of childcare places and 50% considered there were not enough.

When asked to rate the quality of nursery education in the local area, over half of parents rated it as excellent or very good (58%: 11% excellent and 47% very good), 34% as fairly good and only 8% said it was not very or not at all good. White parents were more likely than those from ethnic minorities to rate the quality as excellent or very good (59% compared with 48%). All figures showed a marked improvement since 2000 when 52% rated the quality of nursery education as excellent or very good.

When asked about the quality of childcare in the local area, 23% of parents were unable to express an opinion. Among those who responded, 42% rated it as excellent or very good (5% excellent, 37% very good), again showing an improvement since the Fourth survey when 38% rated the quality of childcare as excellent or very good.

Parents who considered their child was receiving too little nursery education were asked whether they would use an existing provider to obtain more sessions and over four-fifths (81%) said they would. Among those who would choose a new provider the most common choice (44% of responses) was a nursery class, followed by a nursery school (15%) or a playgroup/pre-school (14%).

Parental preference for nursery education provision

Parents were asked whether the nursery education provider they were using was their first choice. The majority (91%) were using their first choice and this did not vary much by type of provider.

Parents whose children were aged under five at the interview and attended a nursery or reception class were asked whether their child would stay on at the school after the age of five. Overall, 88% said their child would stay on but this varied by the age of the child and type of provider. Parents of older children were most likely to say their child would stay on (97% of rising fives compared with 76% of younger threes). 97% of the parents of those attending a reception class expected them to stay on after the age of five compared with 81% of the parents of those attending a nursery class.

Three-quarters of children (75%) attended only one provider (nursery education or childcare) in the last week and only 6% attended three or more. Among those attending two providers, more than three-quarters (77%) attended a nursery education and a childcare provider; 23% attended nursery education providers only.

The main reason why parents used more than one provider was that the parent worked or studied (68%) and this reason was given most by parents of older children (90% of rising fives compared with 55% of younger threes). Over a fifth (21%) said that it was to give the child a variety of people, environments and activities, and 15% that one or more of the providers do not offer enough sessions or hours. The majority of parents who used more than one provider (85%) said there were no problems associated with this. The problem mentioned most (by 5% of parents) was high cost, followed by transport problems (4%).

The majority of children (74%) attended a nursery education provider on five days in the last week. This percentage varied with age from 55% of three year olds to 92% of four year olds. Almost a third (32%) of those who used a provider on less than five days in the last week said this was because they wanted to have their child at home some of the time, while nearly as many (28%) said they could not afford to pay for any more sessions.

Half of parents (50%) thought that there was too little information available to help them choose a nursery education place; 49% thought there was about the right amount available. Those with younger children (threes) were most likely to consider there was too little information available (53% compared with 49% of parents of both four and five year olds).

When asked about the amount of nursery education which their child was currently receiving, about three quarters of parents considered they were getting the right amount (77%), 4% thought their child was receiving too much and the rest thought it was about right. This varied with age from 71% of parents of younger threes considering their child was receiving the right amount to 89% of rising fives. The perception of the amount received was related to the number of sessions received. Among those whose child received 1-2 sessions in the last week 55% thought the amount was about right compared with 84% of those whose child attended 9-10 sessions in the last week.

Non-users of nursery education and childcare

Only 3% of respondents had not used any nursery education or childcare for their child in the year preceding the survey. The main reason for using no provision (among those who used neither nursery education or childcare) was that the respondent preferred to look after the child him/herself (28%). More than a quarter said local providers were full or that they could not get a place (27%) while 18% said that their child was too young for local providers. Cost factors were mentioned by 11% of parents.

Characteristics of nursery education providers

Information on the organisation responsible for providing nursery education is based mainly on information given by the parents. For nursery education providers this information was checked by a telephone call to the provider and where there was a contradiction this was modified if applicable.

Local Education Authorities (LEAs) were the most common organisation (62%) responsible for the main or sole nursery education provider. Private or independent schools were responsible for 21% of all main or sole nursery education providers, and community or voluntary organisations provided a further 11%.

The type of organisation providing the service varied by the type of provider. LEAs provided the majority of nursery and reception classes used as main or sole provider (90% of both provider types). The private sector provided the majority of main or sole provider day nurseries (73%) and 33% of playgroups/ pre-schools, but community and voluntary organisations were responsible for the greatest proportion of playgroups and pre-schools (45%).

The average number of children in a class or group was reported by parents as 21. This varied by type of provider from 24 in reception classes to 19 in nursery schools and 15 in day nurseries. The mean number of teachers or carers as reported by parents was three per class or group and this varied very little by type of provider, except for reception classes where the mean was two. The mean ratio of teachers to children (based on this reported data) was one teacher to eight children but this varied considerably by the type of provider from one teacher to five children in day nurseries and playgroups/pre-schools to one teacher to eleven children in reception classes.

Payments for nursery education provision

The majority of parents (69%) paid for at least one service or item at the main or sole nursery education provider. A quarter (25%) paid education fees. The item most commonly paid for was refreshments and meals (50%). 15% paid for trips and outings, 12% paid for childcare fees and 8% paid a donation to the school/ building fund.

The percentage of parents paying for each item varied according to the type of provider used. Parents were least likely to pay anything for their children attending reception classes (39% paid nothing) and 33% of those whose children attended playgroups or pre-schools paid nothing. Over a quarter of parents paid nothing for nursery schools (29%) and nursery classes (27%). Charges were most likely in day nurseries where only 11% paid nothing.

Education fees were paid by 71% of those using a day nursery, 52% of those using a playgroup and only 8% and 5% respectively of those using nursery classes and reception classes. Payments for refreshments were most likely to be made at day nurseries (75%) and least likely in playgroups/pre-schools (42%) and reception classes (44%).

44% of parents paid less than £25 per term to nursery education providers (amounts have been adjusted to assume a standard level of provision of five sessions a week over the term). Among those who paid £250 or more per term (31%) the majority paid for education fees (88%). The total amount paid per term was closely related to income and social class with those in the non-manual social classes and with the highest incomes paying the largest amounts on average. On average parents paid £224 per term for the provision of services and items.

Parents were asked about how education fees were paid at their main or sole nursery education provider. 75% said that they paid no education fees, 7% paid some of the fees and 18% paid all the education fees themselves. Those with the highest income were most likely to pay all of the education fees (29% of those with household incomes of £30,000 or more paid all the education fees compared with 6% of those with an income of less than £10,000). Payments for education fees also varied by type of provider with the majority of those using nursery classes and reception classes paying no education fees (92% and 95% respectively) while 44% of users of day nurseries and 45% of users of playgroups paid all of the fees. Payment of some but not all of the education fees was most common among users of day nurseries (29%). Among those who had some, but not all, of the education fees paid for them, the LEA was the organisation most likely to have paid (79% of parents), while 7% were paid by an employer. For just 2% of parents Social Services paid part of the education fees.

Just over a quarter of parents (26%) said that cost restricted the amount of nursery education their child received. This varied from 38% among those using only one or two sessions a week to 21% of those using nine or ten sessions a week. This problem was related to income with those on the lowest incomes being most likely to have their choice restricted (30% of those with household incomes of less than £10,000 compared with 23% of those with incomes of £30,000 or more).

Travel to nursery education providers

The majority of parents sent their child to a main or sole provider a mile or less from their home (75%) and half (51%) sent their child to a provider less than a mile from their home.

Parents in urban areas (55%) were significantly more likely than those in rural areas (44%) to send their child to a provider less than a mile from their home.

The most common way to get to providers was by walking (57%) and just under half (48%) used the car (parents could mention more than one mode of transport).

The majority of children (74%) took less than ten minutes to get to their provider and only 5% took longer than 20 minutes.

Respondents were asked how far they would be willing to take their child for nursery education. The average distance that parents said they would be prepared to travel was 3 miles compared with an average distance of 1.2 miles that they currently travelled. Both of these figures show a decrease since 2000, when the equivalents were 3.6 and 2.4 miles respectively. About half of parents (51%) were willing to travel for more than 15 minutes and a quarter (26%) said they would be willing to travel for more than 20 minutes.

Just under a fifth (19%) of parents reported that their choice of nursery education places was restricted by the means of transport available to them. The percentage who reported this problem varied from 9% of those who used a car to get to the provider to 26% of those who walked to the provider and 28% of those who used no nursery education.

Parental evaluation of nursery education providers

All parents who had used nursery education were asked why they chose to send their child to that particular main or sole provider. Almost half (47%) said that the provider was local and another 28% said that it was easy to get to. 38% said that the provider had a good reputation. Almost a third of respondents (31%) said that a sibling had been to the same provider. The reasons for choosing a provider varied by the type of provider attended and the age of the child. Parents also mentioned specific quality reasons such as good facilities (10%), well qualified staff (8%) and a high staff: child ratio.

Parents were asked to say how strongly they agreed or disagreed with five statements about basic skills their child had learned at the main or sole nursery education provider. Over two thirds of parents agreed with each of the statements. This ranged from 94% agreeing that the provider had helped their child to learn to work and play with other children, to 74% agreeing that the provider had helped their child to learn to read and write. Over 80% of parents agreed with each of the following statements: that the provider had helped their child to understand the world around him or her, to improve co-ordination or movement skills, and to learn to count, use numbers or do sums.

The percentage agreeing with each statement varied with the age of the child and the pattern varied among the statements. The parent of a three year old was more likely than the parent of a four year old to agree strongly that the provider helped the child learn to work and play with other children (58% compared to 52%). In contrast, the parent of a four year old was more likely to agree strongly with the statements that the provider helped the child to count, use numbers or do sums and to read and write (43% compared with 30% for numbers, and 45% compared with 23% for literacy).

When asked what if anything was good about the main or sole provider attended by their child, 38% of parents mentioned that the teachers relate well to children and, similarly, 38% mentioned the teaching methods and educational standards. Almost a third (31%) said that

their child likes going there. Only 5% said there was nothing particularly good about the provider. When asked what was bad about the provider, 64% said there was nothing particularly bad about the provider. The importance of different good and bad characteristics varied by type of provider, reflecting the different qualities expected from them.

Parents were positive about the quality of nursery education their child received; 41% rated it as excellent and 43% as very good. 15% rated it as fairly good, leaving only 2% rating it as not very or not at all good. Users of nursery schools were most likely to rate the quality as excellent (54% - an increase of 11% on 2000) compared with only 33% of users of day nurseries. The parental rating of quality improved with the age of the child: 81% of parents of younger threes gave a rating of excellent or very good compared with 86% of parents of rising fives.

Use of provision during the Summer holiday

Over a third of parents (38%) reported using some childcare or nursery education for their child over the Summer holiday 2000. The use of childcare providers⁶ was more common than the use of nursery education providers (28% of parents used a childcare provider and 13% used a nursery education provider among all parents).

Parents of the youngest children were more likely to be using nursery education providers and less likely to be using childcare providers than the parents of older children. Use of childcare increased with age while use of nursery education declined with increasing age. 16% of younger threes attended any nursery education compared with 12% of younger fours and 2% of rising fives. In contrast, more than a third (36%) of parents of rising fives used any childcare providers in the Summer holiday compared with 23% of parents of younger threes and 24% of older threes. This contrasts with patterns of use during term-time, when nursery education was used more by older children than younger children.

The types of providers used during the Summer holiday differed from those used during the terms. Family members were the most important providers of childcare (44% used this type of provider) and this was greatest for older children (53% of older fives). Holiday clubs and play-schemes were the second most common childcare provider (used by 14%) and were used more by older children. Day nurseries were used by 21% of children in the Summer holiday and use decreased with the age of the child from 30% of younger threes to 4% of older fives.

During the holiday some childcare providers (holiday clubs, friends and neighbours, and family members) were used more than during the Summer term. No forms of nursery education were used more during the holiday than the terms.

Just under two thirds (64%) of the main formal provision used during the Summer holiday was organised by a private/ independent organisation, which differs from the term-time when LEAs were the main organisation.

Among parents using formal childcare or nursery education during the Summer holiday, 89% paid for something at that provider. 87% paid for a nursery education provider and

⁶ In Summer holiday periods another key childcare provider is holiday clubs and play schemes.

38% paid for a childcare provider. Among those who paid anything the average cost for nursery education was £290 and childcare cost on average £232.

Just under three-quarters (72%) of parents who used some provision in the Summer holiday considered that there were not enough holiday places in the local area and this percentage did not vary by the age of the child. 44% would have liked to use a provider which they did not use during the Summer holiday and, of those, 65% would have liked to use a holiday club or playscheme. The main reasons given for not using the provider they wanted were that there were none available or they were closed for the school holiday.

When asked about satisfaction with the arrangements they had made for the Summer holiday among those who had used any provision, 52% of parents said they were very satisfied and 29% fairly satisfied (looking at parents with children in all age groups). 12% were fairly or very dissatisfied. Those who used nursery education providers only were most likely to be satisfied (91%). The reasons for satisfaction and dissatisfaction with arrangements varied by the types of providers used over the Summer holiday.

Comparison of data from five years

Participation rates in nursery education in the last week among younger three year olds to rising five year olds increased significantly between 1997 and 2001 (from 92% in 1997 to 96% in 2001)⁷. The main increase occurred between 1997 and 1999 (from 92% to 95% participating in the last week). There was no increase in participation between 1999 and 2000, but the figure rose again (to 96%) in 2001. These figures have been adjusted to take account of those who had left a previous provider to start school who are counted as being in nursery education even if none was recorded by their parents. There were increases in participation in all age cohorts, particularly the youngest. Participation rates in nursery education in the year prior to interview have also increased significantly between 1997 and 2001 (from 94% to 97%).

Between 1997 and 1998 the percentage of parents reporting participation in childcare in the last week increased significantly (from 15% to 18%), owing in part to the increase in the period considered (in 1997 it was 8.00 am to 4.30 pm and in 1998 was 8.00 am to 6.00pm). Between 1998 and 2000 there was no further increase in participation rates, but the figure rose again (from 18% to 21%) between 2000 and 2001. The percentage using childcare in the year prior to interview increased significantly from 1997 to 2001 (from 19% to 26%) and the increase occurring between 2000 and 2001 was mainly observed among older fours and rising fives.

Looking at participation in different types of provision, there were significant increases in the percentage attending reception classes between 1997 and 2001 (from 21% to 29%). These increases are observed only in the oldest two age cohorts and, while they reflect an increase in participation, may also reflect an improvement in the collection of information about and classification of reception classes. There was a significant increase in participation in day nurseries between 1997 and 2001 (from 7% to 10%). For nursery classes there were significant increases in participation for younger threes, older threes and rising fours (the younger age groups), and significant decreases in participation for the oldest age groups between 1997 and 2001. For nursery schools, there were decreases in participation for all age groups between 1997 and 2000, but the trend began to reverse amongst threes, rising fours

⁷ Significant in this section means statistically significant at the 95 or 99% confidence level.

and younger fours in 2001. Use of playgroups increased from 22% in 1997 to 25% in 1998 and 1999, declined again to 22% in 2000 and remained at 22% in 2001.

Looking at different types of childcare a significant increase in use of other relatives was observed between 1997 and 2001 (from 5% to 10%). For other providers there was little change in participation either overall or by age cohort.

There was a significant increase in the number of nursery education sessions attended between 1997 and 2001. The percentage of children attending five or more sessions increased from 62% in 1997 to 75% in 2001 and the mean number of sessions attended increased from 6.05 in 1997 to 6.57 in 2001. There were significant increases in the mean number of sessions attended by users of nursery schools, nursery classes, reception classes, playgroups and pre-schools.

Between 1997 and 2001, despite the changes in participation in nursery education observed in the last few five years, there has been little change in perceptions of the availability of nursery education in the local area. There was a slight increase in the percentage of parents considering their child received the right amount of nursery education between 1997 and 2001 (from 75% to 77%).

Parents were asked about their view of the quality of the nursery education places in the local area: between 1997 and 1999 there was a significant increase in the percentage rating them as excellent or very good (from 50% in 1997 to 55% in 1999) but a slight decrease in 2000 back to 1997 levels. In 2001, the percentage increased again, to its highest level in any of the surveys in this series (58%). There were no significant changes in perceptions of the quality of childcare.

The amount paid to nursery education providers changed between 1997 and 2001 for some age groups and type of providers. For example, there was a significant increase in the percentage of parents of four year olds paying less than £25 (49% to 55%), and for three year olds there was an increase from 27% to 35% in the percentage of parents paying less than £25.

1. PARTICIPATION IN PRE-SCHOOL PROVISION

1.1 Overall participation

The attendance history recorded attendance in nursery education and childcare only between 8 am and 6 pm, Monday to Friday during term time. Nursery education is considered to be education attended by children up to and including the term in which they turn five. Childcare includes other types of provision which do not necessarily involve an educational element⁸. Parents were presented with a list of providers which was used to define nursery education and childcare. Nursery education providers included nursery schools, nursery classes and reception classes in an infant or primary school, special school, day nursery, play group/ pre-school and combined/ family centre. Childcare providers included mother and toddler group, after school/ breakfast club, holiday club, childminder, nanny/ au pair, friends/ neighbours and other family members/ relatives. Parents were also able to mention other types of nursery education and childcare providers. The classification of type of provider used in the report is based mainly on information given by the parents in the interview. However, for some providers the parental classification was modified based on a telephone call to the provider and, in some cases of contradictory information, reference to the Annual Schools' Census or Early Years Census⁹. Full details of the provider and census checks can be found in the Technical Appendix which also provides information about the sample, variable definitions and how the data were collected.

1.1.1 Participation rates of children who were aged five at 1st January, 2001

The survey measured participation in nursery education and childcare by children who were aged three or four at any time in the Summer or Autumn term 2000, or the Spring term 2001. Consequently, all children in the younger five year olds and older five year olds cohorts, and some of those in the rising five year olds cohort, had had their fifth birthday before the interview. As the aim of the survey was to measure participation in *pre-school* provision, it was decided to exclude children of statutory school age from the attendance history in the questionnaire for the terms after which they had turned five.

1.1.2 Participation in nursery education - last week and last year

Participation rates are shown for two main time periods - 'last week' and 'last year'. 'Last week' is the week before the week of interview, for children aged three or four years at interview (including those in the rising five year olds cohort). Parents of children in the younger five year olds and older five year olds cohorts were not asked about participation in the 'last week', as they had turned five years old before the Spring term 2001 and so were not asked about provision during that term since they were assumed to be in primary (statutory) education.

'Last year' includes participation at any time during the Summer and Autumn terms 2000 and Spring term 2001 (up to the date of interview), except for children in the two oldest age cohorts, for whom the data relate to the term or terms in which they were eligible for

⁸ Childminder networks are funded to provide nursery education.

⁹ "Children's Day Care Facilities at 31 March 2001", DfES Statistical Bulletin, Oct 2001; and

"Provision for Children Under Five Years of Age in England - January 2001", DfES Statistical Bulletin, Nov 2001.

‘nursery education’ (rather than statutory education). To be included as participating, a child need only have attended nursery education once in the period under consideration.

Participation in nursery education by age

Table 1.1 shows participation in nursery education in the last week and the last year. The figures for the last week have been adjusted to take account of under-reporting of nursery education attendance by parents who said their children had started school. Where the parent did not report any nursery education for their child in the last week but they reported that they had stopped using a previous provider because their child had started school, the child was imputed to have been in nursery education in the last week. All the tables showing overall participation in the last week (Tables 1.1 to 1.6 and 1.16) show adjusted figures.

Overall, 96% of children had attended nursery education in the week before the interview. Table 1.1 shows that participation rates in the last week rose fairly consistently with age. Amongst younger threes, 88% had attended nursery education in the week before interview compared with 99% of rising fives. Focusing on the grouped cohorts, 94% of three year olds and 98% of four year olds had attended a provider in the last week. Participation in nursery education was very slightly higher over the last year compared to the last week: 97% of children had attended a nursery provider in the last year. This ranged from 89% of younger threes, 99% of older fours and 97% of older fives.

Table 1.1 Participation rates in nursery education last week and last year, by age cohort (adjusted figures)

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
Last week	% 88	% 96	% 97	% 96	% 99	% 99	%	%	% 96
<i>Base</i>	535	708	398	555	708	393			3297
Last year	89	97	98	98	99	100	100	97	97
<i>Base</i>	535	708	398	555	708	393	501	676	4474

	Age at date of interview			Grouped age cohorts		
	3 years	4 years	5 years	3s (Y3-R4)	4s (Y4-R5)	5s (Y5-05)
	%	%	%	%	%	%
Last week	93	98	100	94	98	
<i>Base</i>	1336	1656	305	1641	1656	
Last year	94	99	99	95	99	98
<i>Base</i>	1336	1656	1482	1641	1656	1177
Base for last week:	All except younger and older five year olds					
Base for last year:	All					

Participation in nursery education by region

It should be noted that the results for region in this and later tables depend on the post-code sectors and LEAs included in the sample within each region. Therefore comparisons between regions and with regional data from previous surveys in this series should be made with care. This caveat applies to all regional tables in this report.

Table 1.2 demonstrates that participation in nursery education varied slightly by region (Standard regions were used). Those in the Yorks and Humberside had the highest participation at 98% whilst those in the West Midlands had the lowest participation rate at 93%.

There was no real difference in participation according to whether the child lived in an urban or rural area¹⁰: participation in nursery education in the last week was 97% for urban areas and 98% for rural areas.

Table 1.2 Participation rates in nursery education last week and last year, by region (adjusted figures)

	North	Yorks & NW	Humbs	East Mids	West Mids	SW	East Anglia	Greater SE London	Total
	%	%	%	%	%	%	%	%	%
Last week	95	97	98	97	93	97	96	96	96
Base	195	425	403	289	320	303	120	906	3297
Last year	96	98	98	97	95	99	98	97	97
Base	258	583	556	389	434	413	160	1222	4474
Base for last week:	All except younger and older five year olds								
Base for last year:	All								

Participation in nursery education by social class and income

Participation in nursery education in the last week and year varied by the social class of the respondent (Table 1.3). The highest level of participation in the last week was found amongst social class I and II (98%) and the lowest levels were found amongst social class III (93%), IV and V (94%).

Amongst the youngest children (younger threes) participation was found to be highest amongst those from social classes one and two (93%) compared to those in social classes IV and V (78%). Amongst the older children (older fours and rising fives) participation in nursery education was consistently high for all social class groups.

¹⁰ The urban / rural break is based upon density of population. See the Technical Appendix for full details.

Table 1.3 Participation rates in nursery education last week and last year, by social class (adjusted figures)

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Last week - total	98	96	93	94	96
Last week - by age cohort					
Younger 3s	93	89	84	78	88
Older 3s	98	95	90	97	96
Rising 4s	98	98	95	100	97
Younger 4s	98	97	94	90	96
Older 4s	99	99	100	100	99
Rising 5s	99	99	98	100	99
<i>Base</i>	<i>1192</i>	<i>1319</i>	<i>469</i>	<i>152</i>	<i>3297</i>
Last year - total	98	97	96	96	97
<i>Base</i>	<i>1602</i>	<i>1761</i>	<i>668</i>	<i>216</i>	<i>4474</i>

Base for last week: All except younger and older five year olds

Base for last year: All

There is a direct relationship between household income and participation in nursery education (Table 1.4). Participation in nursery education in the last week varied from 93% amongst those households with an annual income of less than £10,000 to 98% amongst those with an annual income of £30,000 or more. A similar pattern was found for participation in the last year.

It can also be seen that amongst the youngest children (younger and older threes), and to some extent with younger fours, participation in nursery education in the last week increased with household income. For example, amongst younger threes participation was 81% amongst those from households earning less than £10,000 annually compared with 94% of those from households earning £30,000 or more. Interestingly, at the time of the fourth survey the gap between these groups was 20% whereas this year the gap is just 14%, suggesting that the rise in participation amongst younger threes is focused primarily on children from the poorest families.

Table 1.4 Participation rates in nursery education last week and last year, by income (adjusted figures)

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Last week - total	93	96	96	98	96
Last week - by age cohort					
Younger 3s	81	88	87	94	88
Older 3s	91	96	94	99	96
Rising 4s	98	97	99	98	97
Younger 4s	92	96	100	98	96
Older 4s	99	99	99	100	99
Rising 5s	100	98	99	100	99
<i>Base</i>	<i>661</i>	<i>751</i>	<i>637</i>	<i>1040</i>	<i>3297</i>
Last year - total	95	97	98	99	97
<i>Base</i>	<i>917</i>	<i>980</i>	<i>885</i>	<i>1392</i>	<i>4474</i>

Base for last week: All except younger and older five year olds

Base for last year: All

Participation in nursery education by family type and parents' work status

Table 1.5 highlights the relationship between family type, working status and participation in nursery education. Participation in the last week was a little higher amongst children in two-parent families (96%) compared to those in one-parent families (94%). There was only a slightly higher participation rate amongst one-parent families where the parent works full-time (99%) compared to part-time (96%) but a lower level of participation where the parent did not work (93%). Amongst two-parent families participation was the same where both parents worked regardless of whether one or both worked part-time (98%) but fell to just 90% where neither parent worked. Similar patterns were found for participation in the last year.

With the exception of rising fours and rising fives participation amongst children in one-parent families was slightly lower than amongst those of two-parent families. However amongst younger threes in particular the difference is much smaller than last year (3% compared with 7%). Amongst younger threes and rising fours and younger fours participation for children in two-parent families was much lower in families where neither parent worked.

Table 1.5 Participation rates in nursery education last week and last year, by family type and whether parent(s) work(s) (adjusted figures)

	One-parent family				Two-parent family					Total
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both parents work full-time	Both work-one or both part-time	One parent works	Neither works	Total	
	%	%	%	%	%	%	%	%	%	%
Last week - total	99	96	93	94	98	98	96	90	96	96
Last week - by age cohort	<i>(Due to small base sizes no figures are shown for these groups)</i>									
Younger 3s				86	89	94	91	65	89	88
Older 3s				93	99	98	95	98	96	96
Rising 4s				98	100	98	98	82	97	97
Younger 4s				94	99	100	97	90	97	96
Older 4s				98	100	100	99	100	100	99
Rising 5s				99	100	75	99	100	99	99
Base	82	107	500	689	439	607	1335	204	2585	3297
Last year - total	99	97	95	96	98	99	97	93	98	97
Base	110	157	679	946	610	822	1785	279	3496	4474

Base for last week: All except younger and older five year olds

Base for last year: All

Participation in nursery education by ethnic group

Respondents to the survey were classified into one of nine ethnic groups using 1991 census categories. Table 1.6 and some subsequent tables group respondents into four ethnic groups: white, Black (including Black-Caribbean, Black-African and Black-Other), Asian (including Indian, Pakistani and Bangladeshi) and all ethnic minorities (including Black, Asian, Chinese and other ethnic minorities). It should be noted that throughout the report when looking at differences by ethnic group the numbers in all ethnic groups, except white, are very small. This means that caution should be exercised in interpreting the results because results in any particular year can be sensitive to the particular sample drawn which affects the age distribution of children within different ethnic groups and the precise ethnic group from which parents in the broad categories for analysis come. In the report, where relevant, comparisons have been drawn with data from previous years to indicate where findings fit in with a general pattern and are more reliable and where results seem to have been affected by the small sample sizes.

As in previous years participation in nursery education was highest amongst white children (97%) compared to ethnic minorities (90%). This is particularly the case amongst three year olds where for example 99% of children of white parents in the rising fours attended a

provider in the last week compared to just 88% of children from ethnic minorities. Amongst older children there was no clear difference in participation based upon ethnicity.

There was no difference of participation between children of Black parents and those of Asian parents (90% and 91% respectively).

Table 1.6 Participation rates in nursery education last week and last year, by ethnic group (adjusted figures)

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Last week - total	97	90	91	90	96
Last week - by age cohort	<i>(Due to small base sizes, no figures are shown for these groups)</i>				
Younger 3s	90			79	88
Older 3s	97			87	96
Rising 4s	99			88	97
Younger 4s	97			94	96
Older 4s	100			98	99
Rising 5s	99			100	99
<i>Base</i>	2863	108	235	430	3297
Last year - total	98	93	93	93	97
<i>Base</i>	3894	151	313	574	4474
Base for last week:	All except younger and older five year olds				
Base for last year:	All				

1.1.3 Participation in childcare - last week and last year

Participation in childcare by age

In addition to information collected in the survey covering nursery education, the survey also measured participation in childcare in the last week and the last year. Table 1.7 shows that participation was 21% of children in the last week and 26% of children in the last year.

Whilst there is a clear relationship between participation in childcare and age it is in the opposite direction to the relationship between participation in nursery education and age. Participation in childcare is higher for younger children. For example participation amongst younger and older threes was higher than amongst rising fives in the last week and similar patterns can be seen for participation in the last year. Focusing on the grouped aged cohorts for participation in the last year it can be observed that participation was 31% amongst three year olds but just 17% amongst five year olds.

Table 1.7 Participation rates in childcare last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week	24	24	21	20	18	16			21
<i>Base</i>	535	708	398	555	708	393			3297
Last year	34	31	28	28	28	24	19	15	26
<i>Base</i>	535	708	398	555	708	393	501	676	4474

	Age at date of interview			Grouped age cohorts		
	3 years	4 years	5 years	3s (Y3-R4)	4s (Y4-R5)	5s (Y5-O5)
	%	%	%	%	%	%
Last week	24	19	17	23	18	
<i>Base</i>	1336	1656	305	1641	1656	
Last year	33	27	18	31	27	17
<i>Base</i>	1336	1656	1482	1641	1656	1177
Base for last week:	All except younger and older five year olds					
Base for last year:	All					

Participation in childcare by region

There was variation in childcare participation by region but with no clear overall pattern. In the last week the highest participation was found in the North (27%) and the lowest in Greater London and the West Midlands (14%). In the last year participation was still highest in the North (34%) and lowest in Greater London (17%).

Table 1.8 Participation rates in childcare last week and last year, by region

	North	Yorks & NW Humbs	East Mids	West Mids	SW	East Anglia	Greater SE London	Total		
	%	%	%	%	%	%	%	%		
Last week	27	20	24	19	14	23	23	21		
Base	195	425	403	289	320	303	120	906	336	3297
Last year	34	25	31	25	20	27	24	27	17	26
Base	258	583	556	389	434	413	160	1222	459	4474
Base for last week:	All except younger and older five year olds									
Base for last year:	All									

Participation in childcare by social class and income

There is a very clear relationship between social class and participation in childcare with much higher levels of participation amongst those in non-manual social classes in the last week and the last year (Table 1.9). The highest participation in the last week was found amongst those in social classes I and II (29%) and the lowest amongst those in social classes IV and V. As shown in Table 1.9 participation declined amongst all social classes with age although this was less pronounced amongst those in social classes I and II.

Table 1.9 Participation rates in childcare last week and last year, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Last week - total	29	19	12	9	21
Last week - by age cohort					
Younger 3s	33	24	16	13	24
Older 3s	33	23	18	6	24
Rising 4s	30	20	12	11	21
Younger 4s	27	20	7	14	20
Older 4s	28	15	8	7	18
Rising 5s	24	14	5	5	16
<i>Base</i>	<i>1192</i>	<i>1319</i>	<i>469</i>	<i>152</i>	<i>3297</i>
Last year - total	35	24	16	19	26
<i>Base</i>	<i>1602</i>	<i>1761</i>	<i>668</i>	<i>216</i>	<i>4474</i>

Base for last week: All except younger and older five year olds

Base for last year: All

As with social class, analysis of participation by income also shows a clear relationship. Taking the last year, it can be seen that just 12% of children whose parents earned less than £10,000 participated in childcare in the last week compared to 40% of those children whose parents earned £30,000 or more. As with social class participation decreased with age amongst all groups.

Table 1.10 Participation rates in childcare last week and last year, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Last week - total	7	15	26	32	21
Last week - by age cohort					
Younger 3s	5	15	31	37	24
Older 3s	12	19	27	38	24
Rising 4s	7	10	30	32	21
Younger 4s	5	16	28	31	20
Older 4s	7	11	21	28	18
Rising 5s	3	12	17	26	16
<i>Base</i>	<i>661</i>	<i>751</i>	<i>637</i>	<i>1040</i>	<i>3297</i>
Last year - total	12	20	29	40	26
<i>Base</i>	<i>917</i>	<i>980</i>	<i>885</i>	<i>1392</i>	<i>4474</i>

Base for last week: All except younger and older five year olds

Base for last year: All

Participation in childcare by family type and parents' work status

There was a clear relationship between family type and parents' work status and participation in childcare (Table 1.11). Participation was lower among one-parent (14%) than two parent families (23%) and this was consistent across all age groups.

Turning to work status it can be seen that amongst one-parent families participation was 45% where the parent worked full time compared to 24% where the parent worked part-time, and just 7% where the parent didn't work. There was a similar relationship amongst two parent families with 51% participation where both parents work full-time compared with just 32% where one or both parents work part-time.

Table 1.11 Participation rates in childcare last week and last year, by family type and whether parent(s) work(s)

One-parent family					Two-parent family					Total
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both parents work full-time	Both work - one or both part-time	One parent works	Neither works	Total	
	%	%	%	%	%	%	%	%	%	%
Last week - total	45	24	7	14	51	32	12	2	23	21
Last week - by age cohort	(Due to small base sizes no figures are shown for these groups)									
Younger 3s				11	55	35	20	-	27	24
Older 3s				18	57	37	14	7	26	24
Rising 4s				13	46	35	12	-	23	21
Younger 4s				12	50	32	13	2	22	20
Older 4s				15	43	30	8	-	19	18
Rising 5s				10	43	30	8	-	19	16
Base	82	107	500	689	439	607	1335	204	2585	3297
Last year - total	48	29	11	19	52	38	18	8	28	26
Base	110	157	679	946	610	822	1785	279	3496	4474

Base for last week: All except younger and older five year olds

Base for last year: All

Participation in childcare by ethnic group

Differences in participation in childcare by ethnic group were larger than the differences in participation in nursery education. Participation was 22% amongst those with white parents and 10% amongst those with ethnic minority parents. Amongst children with ethnic minority parents, participation was higher amongst children with Black parents (15%) than amongst children with Asian parents (5%) a difference that was also seen in last years survey, though to a lesser extent, suggesting that this is a real variation.

Table 1.12 Participation rates in childcare last week and last year, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Last week – total	22	15	5	10	21
Last week - by age cohort	<i>(Due to small base sizes, no figures are shown for these groups)</i>				
Younger 3s	26			11	24
Older 3s	26			11	24
Rising 4s	24			5	21
Younger 4s	21			11	20
Older 4s	19			12	18
Rising 5s	17			5	16
<i>Base</i>	2863	108	235	430	3297
Last year – total	28	19	7	13	26
<i>Base</i>	3894	151	313	574	4474

Base for last week: All except younger and older five year olds

Base for last year: All

1.1.4 Nursery education and childcare used in combination in the last week

Table 1.13 shows the overall patterns in participation in nursery education and childcare as well as how they were combined. Overall, 97% had attended either nursery education or childcare in the last week and 20% had attended both. Most of those who had attended childcare had also attended nursery education; just 1% had attended childcare only. Use of nursery education and childcare together varied according to age of child. Overall participation was slightly lower for three year olds than for four year olds (95% compared with 98%), though three year olds were more likely to have participation in both forms of provider (22% compared with 18%). It should be noted that these figures are adjusted to take account of those children of nursery education age whose parents said they had started school but recorded no nursery education for them in the last week.

Table 1.13 Participation rates in nursery education and childcare last week, by age cohort (adjusted figures)¹¹

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Participation in either	91	96	98	97	100	99	97
Participation in both	21	23	20	20	18	16	20
Nursery education only	67	72	77	77	81	83	76
Childcare only	3	1	1	*	*	-	1
Participation in neither	9	4	2	3	*	1	3
<i>Base</i>	535	708	398	555	708	393	3297

	Age at interview		Grouped age cohorts	
	3 years	4 years	3s (Y3-R4)	4s (Y4-R5)
	%	%	%	%
Participation in either	95	98	95	99
Participation in both	22	18	22	18
Nursery education only	71	79	72	80
Childcare only	2	*	2	*
Participation in neither	5	2	5	1
<i>Base</i>	1336	1656	1641	1656

Base: All except younger and older 5 year olds

1.1.5 Nursery education and childcare use over three terms

The questionnaire collected information about participation in nursery education and childcare by children who were aged three or four years in each of the three school terms: Summer term 2000, Autumn term 2000 and Spring term 2001. Table 1.14 compares participation in nursery education and childcare during the three terms by the age of the child during each term. The figures for the Spring term and Autumn term are adjusted to take account of those whose parents recorded no nursery education for the child in that term but said they had left a previous provider because the child started school. These children were imputed to have been in nursery education during that term.

The overall level of participation in nursery education was lowest in Summer term (91%) and highest in Autumn term (96%). These differences may be explained by looking at the changes across terms for each cohort of children. By looking at the progression of each individual cohort of children across terms it is possible to examine their transitions into

¹¹ Figures for participation in 'both childcare and nursery education' may differ from totals shown elsewhere due to rounding.

nursery education. For example, children who were in the younger three age group in Summer term 2000, were older threes in Autumn term 2000 and rising fours in Spring term 2001. This cohort's participation rate increased from 77% in the Summer term to 95% in the Autumn term and 97% in the Spring term. Similar increases were seen for all the cohorts. For all the cohorts, particularly the younger ones, the greatest increase was between the Summer term and Autumn term reflecting the fact that many children first enter nursery education in the Autumn term.

Turning to participation in childcare across the three terms (Table 1.14), the general pattern is of slightly decreasing participation in childcare as the children move up an age cohort with each new term. For example, amongst those aged younger four in the Summer term, participation was 18% in the Summer term, 17% in the Autumn term and 16% in the Spring term. The decline in use of childcare as children grow older may well be related to the associated increase in nursery education participation. For example, amongst those aged older three in the Summer term, participation in nursery education was 81% in the Summer term and 96% in the Autumn and Spring terms.

Table 1.14 Participation in nursery education and childcare in the Summer 2000, Autumn 2000 and Spring 2001 terms, by age of child in those terms (adjusted for Spring and Autumn terms)

	AGE DURING TERM						Grouped age cohorts:		
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	3s (Y3s- R4s)	4s (Y4s- R5s)	All Y3-R5
	%	%	%	%	%	%	%	%	%
Participation in nursery education (%)									
Summer term 2000	77	81	95	96	95	97	86	96	91
Autumn term 2000	92	95	96	97	97	97	94	97	96
Spring term 2001	88	95	97	96	98	95	93	97	95
Participation in childcare (%)									
Summer term 2000	23	22	23	18	15	15	23	16	19
Autumn term 2000	27	24	23	22	17	14	25	18	22
Spring term 2001	25	25	22	21	19	16	24	19	22

Base: All in younger three to rising five cohorts in each term

1.2 Types of provider used

1.2.1 Nursery education

During the interview parents were asked to classify the type of providers they used for their children. This information was then checked with the provider and in some cases of discrepancy checked with DfES Annual Schools' Census and Early Years Census data.

Interviewers collected contact details of all the nursery education providers mentioned by respondents. These providers were called by telephone interviewers at the National Centre to ascertain how they classified the provision they offer. This is called the "provider check". Unlike in the first three surveys, the enquiry was made with specific reference to the ages of

the children who attended that provider in order to improve the accuracy of classifications where a provider offers more than one service to different age groups as well as when the provider may not consider children in school to be in nursery education. Another improvement, since the third survey, was made in the way the contact details were collected during the interview. The information was structured into elements of the address and the telephone interviewers then worked from print outs of this information rather than hand written records made by field interviewers. This year, only 11% of providers could not be contacted which is 5% lower than in the fourth survey.

In some cases where the results of the provider check conflicted with the classification given by parents, additional checks were made with data from the Annual Schools' Census and Early Years Census. These were used in cases of contradiction which the census data would help to resolve. These checks were made using logical rules for some cases and manual checks of the information available for others.

Full details of the telephone checks to providers and the census checks are provided in the Technical Appendix. The final provider type used for analysis is derived from the information from these three sources using rules outlined in the Technical Appendix.

Table 1.15 shows the percentage of parental classifications of provider type which were verified or amended as a result of the provider and census checks. Overall, 82% of parental classifications were confirmed by the checks or accepted in the absence of any information from the provider or census data but the percentage verified varied by provider type. For example, 98% of parental classifications of reception class were confirmed or accepted, while in only just over half (56%) of the cases where the parent gave a classification of nursery school was this accepted as the final classification for analysis. These differences reflect the degree to which different terms to describe nursery education are understood by parents and the degree to which they are used as generic terms.

Table 1.15 Percentage of parental provider classifications which were verified or amended as a result of a telephone call to the provider, and Annual Schools' and Early Years Census checks (including all nursery education providers as defined by the parents whether or not the provider was contacted)

	<i>Base</i>		Percentage verified	Percentage changed
Provider type (as reported by parent):				
Nursery school	509	%	56	44
Nursery class in a primary or infants' school	1079	%	67	33
Reception class in a primary or infants' school	1768	%	98	2
Special day school or nursery	23	%	[46]	[54]
Day nursery	538	%	92	8
Playgroup/ pre-school	1401	%	95	5
Combined centre	23	%	[72]	[28]
Other type of nursery education provider	21	%	[50]	[50]
All parental classifications of provider type	6507	%	82	18

Base: All nursery education providers

Types of nursery education provider used, by age

Table 1.16a and 1.16b show that the type of provider used most during the last week was reception class (29%) followed by nursery class which was used by 25% of children. Nursery and reception class figures include both maintained and private/ independent sector schools. Table 4.1 in Chapter 4 shows the percentage of main or sole providers provided by each organisation type (89% of nursery classes and 91% of reception classes used as the main or sole provider were provided by LEAs). Just under a quarter of parents (22%) had used playgroups or pre-schools, 11% nursery schools and 10% had used day nurseries for their children. All other types of provider were used by less than 10% of respondents. The table also shows that not only do overall levels of participation in nursery education vary by age, but that children of different ages have very different patterns of use in terms of type of provider. It should be noted that the figures on the following tables are not adjusted to take account of those who did not report nursery education because their child had started school (see Table 1.1 for an explanation).

Participation in reception classes in the last week increased with age from less than 1% of those aged younger three to 3% of those aged younger four to 88% of those aged rising five¹². It is notable that participation in reception classes in the older age groups has been higher in the last two years which may partly reflect the improved methodology for determining final modified provider type. It was found that use of the census checks often confirmed parental classifications of reception class which in previous years would have been changed to the provider classification where that was different from the parental classification. This is described in more detail in the Technical Appendix. Participation in the last week in nursery classes increased with age to a maximum of 43% of those aged younger four and then declined with age amongst older fours (8%) and rising fives (4%), reflecting their entry into reception class. Participation in nursery schools in the last week also increased with age up to younger fours and declined thereafter.

In contrast, participation in playgroups and day nurseries declined with age. Amongst younger threes, 41% attended a playgroup in the last week and 19% attended a day nursery, while amongst rising fives only 2% or less attended each of these types of provider. It is of note that the proportion of younger threes attending a day nursery is 2% higher than last year. For these two providers as well as nursery schools, nursery classes and reception classes, the largest change in participation comes between the ages of younger four and older four. The main reason for this is the age when children make the transition between different provider types although it may in part reflect some of the age rules used to determine provider type in cases of contradiction between parental, provider and census classifications (See the Technical Appendix).

Use of special schools, combined and family centres and other types of provider in the last week was much lower (1% each) and varied only slightly with age, although younger threes were most likely out of all age groups to use a combined or family centre.

Similar patterns were found for participation in the last year although participation rates for providers which tend to be used by younger children such as playgroups and day nurseries were higher than in the last week for all age groups, particularly the older age groups. This is because during the past year the children have moved through three age cohorts and may have used these types of provider in earlier terms when they were younger. For example,

¹² In some areas of the country younger children are in mixed age classes perhaps explaining why some parents classified their child as being in a reception class.

those aged rising four at the time of the survey were older three in the Autumn term 2000 and younger three in the Summer term 2000. All these patterns are also observed when looking at grouped age cohorts in Table 1.16b.

Table 1.16a Types of nursery education provider used last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	13	5	3	4	2	5			5
Nursery school	14	16	16	16	2	1			11
Nursery class	14	37	42	43	8	4			25
Reception class	*	-	2	3	84	88			29
Special school	*	1	-	1	1	-			1
Day nursery	19	14	13	11	2	2			10
Playgroup/ pre-school	41	33	29	26	3	*			22
Other	1	1	2	1	*	1			1
Combined/Family centre	3	1	1	1	*	-			1
<i>Base</i>	<i>535</i>	<i>708</i>	<i>398</i>	<i>555</i>	<i>708</i>	<i>393</i>			<i>3297</i>
Last year:									
None	11	3	2	2	1	-	-	3	3
Nursery school	15	17	18	20	15	11	14	2	14
Nursery class	15	38	43	44	29	27	13	4	26
Reception class	*	*	3	3	85	90	89	88	45
Special school	*	1	*	1	1	1	1	-	1
Day nursery	22	20	18	17	12	13	9	1	14
Playgroup/ pre-school	49	49	46	39	30	23	26	2	33
Other	2	2	3	1	1	1	2	*	1
Combined/Family centre	3	2	2	1	1	-	*	*	1
<i>Base</i>	<i>535</i>	<i>708</i>	<i>398</i>	<i>555</i>	<i>708</i>	<i>393</i>	<i>501</i>	<i>676</i>	<i>4474</i>
Base for last week:	All except younger and older five year olds								
Base for last year:	All								

Table 1.16b Types of nursery education provider used last week and last year, by grouped age cohort

	3s (Y3-R4)	4s (Y4-R5)	5s (Y5-05)	Total
	%	%	%	%
Last week:				
None	6	2		5
Nursery school	15	6		11
Nursery class	31	19		25
Reception class	1	58		29
Special school	*	1		1
Day nursery	15	5		10
Playgroup/ pre-school	35	10		22
Other	1	*		1
Combined/Family centre	1	1		1
<i>Base</i>	<i>1641</i>	<i>1656</i>		<i>3297</i>
Last year:				
None	5	1	2	3
Nursery school	17	16	7	14
Nursery class	32	34	8	26
Reception class	1	59	88	45
Special school	1	1	*	1
Day nursery	20	14	4	14
Playgroup/ pre-school	48	31	12	33
Other	2	1	1	1
Combined/Family centre	2	1	*	1
<i>Base</i>	<i>1641</i>	<i>1656</i>	<i>1177</i>	<i>4474</i>
Base for last week:	All except younger and older five year olds			
Base for last year:	All			

Type of nursery education provider used by region

There are some clear regional patterns in the use of different types of nursery education provider used in the last week (Table 1.17). Playgroups were most commonly used in East Anglia, the South West and South East (excluding Greater London) whilst nursery classes were less common in these areas. In Northern regions and the Midlands the opposite pattern can be observed. In the Southern regions (South West, East Anglia, South East) the most commonly used types of provider were playgroups (South West 36%, East Anglia 48%, South East 32%) and reception classes (25%-32%). Nursery classes were used by 17% or less

of parents in these regions. In stark contrast in the North and Midlands the most common type of provider used was either a nursery class or reception class (for example North - nursery class 33%, North West - reception class 30%, Yorks and Humber nursery class 36%). Only 25% or less had attended a playgroup in the last week (and just 11% of those in West Midlands).

As in previous surveys Greater London showed a distinct pattern, similar to that in the northern regions and Midlands with higher use of nursery classes (33%) and lower use of playgroups (8%). Use of nursery schools was a little higher in the North West, West Midlands, East Anglia (all on 13%) and Greater London (14%), and highest in the North (16%).

The varying prevalence of nursery classes and playgroups may reflect differing policies in different Local Education Authorities. Alternatively it may relate to local traditions of nursery education or the influence of playgroups and pre-schools. However, it should be remembered that results for region in this and later tables depend on the post-code sectors and LEAs included in the sample within each region.

Table 1.17 Types of nursery education provider used last week, by region

	North	North Yorks & West Humbs	East Mids	West Mids	South West	East Anglia	South East	Greater London	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	4	2	1	2	4	1	4	4	6
Nursery school	16	13	8	9	13	7	13	9	14
Nursery class	33	29	36	29	30	17	13	14	33
Reception class	26	30	33	24	30	32	25	30	28
Special school	1	1	*	*	*	2	-	1	1
Day nursery	7	10	12	11	10	12	3	11	8
Playgroup/ pre-school	14	18	12	25	11	36	48	32	8
Other	1	1	1	*	-	2	1	1	1
Combined/ Family centre	-	2	*	-	2	1	-	*	2
<i>Base</i>	195	425	403	289	320	303	120	906	336

Base: All except younger and older five year olds

Types of nursery education provider used by urban/rural classification

Table 1.18 shows that nursery classes were more prevalent in urban areas while playgroups were much more prevalent in rural than urban areas. This suggests that regional differences may also to some extent reflect whether each region is predominantly urban or rural.

Table 1.18 Types of nursery education provider used last week, by urban/rural classification

	Urban	Rural	Total
	%	%	%
Last week:			
None	5	3	5
Nursery school	10	12	11
Nursery class	28	18	25
Reception class	29	30	29
Special school	1	1	1
Day nursery	10	10	10
Playgroup/ pre-school	17	32	22
Other	1	1	1
Combined/ Family centre	1	*	1
<i>Base</i>	<i>2187</i>	<i>1110</i>	<i>3297</i>

Base: All except younger and older five year olds

Types of nursery education provider used by social class and income

The use of some providers varied by social class (Table 1.19). Day nurseries were used more by those in groups I and II (15%) than those in other groups (5-8%). Playgroups were used more by those in non-manual social classes than those in social class IV and V. Amongst those in social classes I and II, 23% had used a playgroup compared to 19% of those in social classes IV and V.

Use of reception class did not vary dramatically by social class, reflecting their statutory status, although those in manual social class III had slightly lower levels of use than those in classes I-III.

Table 1.19 Types of nursery education provider used last week, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Last week:					
None	4	5	9	7	5
Nursery school	11	9	11	15	11
Nursery class	20	26	29	26	25
Reception class	31	30	25	30	29
Special school	*	*	1	2	1
Day nursery	15	8	7	5	10
Playgroup/ pre-school	23	24	21	19	22
Other	1	*	1	1	1
Combined/Family centre	1	1	1	1	1
<i>Base</i>	<i>1192</i>	<i>1319</i>	<i>469</i>	<i>152</i>	<i>3297</i>

Base: All except younger and older five year olds

Table 1.20 shows that nursery schools, day nurseries and playgroups were most likely to be used by those from households with high incomes, whereas nursery classes were most likely to be used by those from households with lower incomes. For example, 5% of those with incomes of £10,000 or less used a day nursery in the week before the survey compared with 16% of those with incomes of £30,000 or more. These differences in the use of nursery education by income are a reflection of the costs of different types of provider. Nursery schools, day nurseries and playgroups are more likely to charge fees than nursery classes. However, as playgroup fees are likely to be low, the increased use of these among those with higher incomes perhaps reflects a social class effect of choice of provider (Table 1.19).

Table 1.20 Types of nursery education provider used last week, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Last week:					
None	9	6	5	3	5
Nursery school	10	10	10	12	11
Nursery class	34	28	21	19	25
Reception class	26	29	30	30	29
Special school	1	1	*	*	1
Day nursery	5	7	11	16	10
Playgroup/ pre-school	15	23	28	25	22
Other	1	1	1	1	1
Combined/Family centre	2	1	*	*	1
<i>Base</i>	<i>661</i>	<i>751</i>	<i>637</i>	<i>1040</i>	<i>3297</i>

Base: All except younger and older five year olds

Types of nursery education provider used by family type and whether parent(s) work

A clear relationship can be seen between the use of some types of provider and family type and the working status of parents (Table 1.21). For example, nursery classes were used more by children from one parent families (30%) than by those from two parent families (23%) and playgroups were also used more by the former (22%) than the latter (12%).

Within each type of family the use of nursery education varied by parents' working status. In two-parent families, nursery classes were much more likely to be used where either just one parent worked (24%) or neither parent worked (35%) than when one or both parents worked either full or part-time (19% or 21%). Day nurseries were used most when both parents worked full-time (20%), reflecting the hours of provision offered and provision of childcare at day nurseries. Playgroups were used least where neither parent worked (12%). Amongst one parent families nursery classes were used most where the parent did not work (33%) although the pattern with day nurseries was similar to last year with families where the parent worked using this provider more.

Table 1.21 Types of nursery education provider used last week, by family type and whether parent(s) work(s)

One-parent family					Two-parent family					Total
Parent works full-time	Parent works part-time	Parent does not work	Total		Both parents work full-time	Both work - one/both part-time	One parent works	Neither works	Total	
%	%	%	%		%	%	%	%	%	%
Last week:										
None	4	6	9	8	3	3	5	12	5	5
Nursery school	7	11	10	11	11	12	11	10	11	11
Nursery class	22	21	33	30	19	21	24	35	23	25
Reception class	30	33	25	27	33	31	29	26	30	29
Special school	-	-	1	1	-	-	1	2	1	1
Day nursery	29	17	5	10	20	13	7	1	10	10
Playgroup/ pre-school	11	16	16	22	19	28	27	12	12	22
Other	1	1	1	1	*	1	1	*	1	1
Combined/ Family centre	-	-	3	2	*	-	*	2	*	1
<i>Base</i>	<i>82</i>	<i>107</i>	<i>500</i>	<i>689</i>	<i>439</i>	<i>607</i>	<i>1335</i>	<i>204</i>	<i>2585</i>	<i>3297</i>

Base: All except younger and older five year olds

Types of nursery education provider used by ethnic group

Table 1.22 shows the variation in use of different types of provider by the ethnic group of the parent. It shows that the overall results for all ethnic minorities can be misleading since the patterns for different ethnic minority groups can be quite different. Nursery classes were much more likely to be used by ethnic minorities than by the children of white parents (33% compared with 24%). This result hides a difference amongst ethnic minorities since 39% of the children of Asian parents and 24% of the children of Black parents had attended nursery classes in the last week. There was no real difference in use of nursery schools between children with white parents and those with ethnic minority parents, however, children of Black parents (16%) were more likely than children of white parents (11%) to use nursery schools. Children of Asian parents were more likely to use nursery schools than last year (14% compared to 6% in the fourth survey).¹³ Ethnic minorities were slightly less likely to use reception classes (24% compared with 30% of the children of white parents) but this varied from 22% of the parents of Black parents to 25% of the children of Asian parents. Day nurseries were most likely to be used by children of Black parents (17%) and least by children of Asian parents (6%). Almost a quarter of the children of white parents attended playgroups (24%) compared with only 10% of the children with Black parents and 7% of children with an Asian parent. However due to the low sample sizes of Black and Asian children differences between these two groups should be treated with caution.

¹³ This difference is significant at the 99% confidence interval.

Table 1.22 Types of nursery education provider used last week, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Last week:					
None	5	12	11	11	5
Nursery school	11	16	14	13	11
Nursery class	24	24	39	33	25
Reception class	30	22	25	24	29
Special school	1	-	*	*	1
Day nursery	10	17	6	10	10
Playgroup/ pre-school	24	10	7	10	22
Other	1	3	-	1	1
Combined/ Family centre	1	2	1	1	1
<i>Base</i>	2863	108	235	430	3297

Base: All except younger and older five year olds

Types of nursery education provider used by children with special needs

A key difference in types of provider used by whether the child had special needs (Table 1.23) is that non statemented children with special needs were slightly more likely than others to use nursery schools (13% compared with 11% overall). However this is a reversal of the finding from last year's survey and should be treated with caution because of the small number of children with statemented needs (62) in this years survey. Those with statemented needs were more likely to attend a special school (18%) and less likely to attend a reception class or playgroup (13%) and day nursery (2%) or nursery school (6%). There was very little difference in the patterns of participation between children with no special needs and those with special needs which were not statemented. As noted above, caution should be exercised in interpreting these figures owing to the small sample sizes which mean that observed differences may result partly from random fluctuations.

Table 1.23 Types of nursery education provider used last week, by whether child has special needs

	Special needs - statemented	Special needs - not statemented	All with special needs	Total
	%	%	%	%
Last week:				
None	10	4	6	5
Nursery school	6	13	11	11
Nursery class	24	22	22	25
Reception class	27	35	33	29
Special school	18	2	6	1
Day nursery	2	8	6	10
Playgroup/ pre-school	13	18	17	22
Other	-	2	2	1
Combined/ Family centre	5	4	4	1
<i>Base</i>	<i>62</i>	<i>170</i>	<i>232</i>	<i>3297</i>

Base: All except younger and older five year olds

1.2.2 Childcare

Parents also classified the type of childcare providers they used for their children. These were not checked with the provider so the classification used is that given by the parent. The majority of parents used no childcare for their children (79% in the last week). Table 1.24 shows that the most commonly used type of childcare provider in the last week was relatives (10%) followed by childminders (6%). All other types of providers were used by 3% or less of children.

Types of childcare provider used by age

As with nursery education providers the types of provider used varied with the age of the child. Use of mother and toddler groups decreased with age from 7% of younger threes in the last week to 0% of rising fives. Use of non-parental relatives also declined with age. This reflects the movement of children into nursery education and out of childcare as they get older. Use of nanny / au pair and friends / neighbours did not show clear variation by age although after school clubs did see a rise in use amongst those aged older four and upwards.

Patterns of use over the last year were similar, though the participation rates were higher and decreased less with age because over the last year children had been in younger cohorts and were therefore more likely to have used childcare providers.

Table 1.24 Types of childcare provider used last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	76	76	79	80	82	84			79
Mother & Toddler	7	4	4	2	*	-			3
After school/ breakfast club	-	*	*	1	3	5			1
Childminder	6	6	6	7	5	5			6
Nanny/au pair	1	2	2	1	1	1			1
Friends/neighbours	1	2	1	2	2	3			2
Other relatives	11	11	12	10	8	6			10
Other	*	1	1	*	*	-			*
<i>Base</i>	535	708	398	555	708	393			3297
Last year:									
None	66	69	72	72	72	76	81	85	74
Mother & Toddler	13	8	8	6	3	2	1	-	5
After school/ breakfast club	*	*	*	1	3	5	2	3	2
Childminder	9	9	8	9	8	7	4	3	7
Nanny/au pair	1	2	2	2	2	2	2	1	2
Friends/neighbours	2	3	2	3	3	4	2	2	2
Other relatives	14	14	14	12	13	10	9	7	12
Other	1	1	1	1	1	*	*	*	1
<i>Base</i>	535	708	398	555	708	393	501	676	4474
Base for last week:	All except younger and older five year olds								
Base for last year:	All								

Types of childcare provider used by social class and income

Overall use of childcare was highest amongst the non-manual social classes (Table 1.25). This pattern is also found when looking at use of childminders and other relatives. 10% of those in Social Classes I and II had used a childminder in the last week compared with 4% in Social Classes IV and V. Similar but perhaps clearer patterns were found when looking at household income (Table 1.26). 93% of those with a household income of less than £10,000 had attended no childcare provision in the last week compared with just 68% of those from households with incomes of £30,000 or more. Just 1% of those with incomes of £10,000 or less had attended a childminder in the last week compared with 11% of those with incomes of £30,000. Use of other relatives also increased with income. These patterns are in part related to the costs of childcare which those with higher incomes are more likely to be able to afford (although clearly not for other relatives). However, since the use of other relatives is also higher amongst those with larger incomes it may also reflect the greater need for childcare amongst parents who work.

Table 1.25 Types of childcare used last week, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Last week:					
None	71	81	88	91	79
Mother & Toddler	4	3	1	1	3
After school/ breakfast club	2	1	*	1	1
Childminder	10	4	3	4	6
Nanny/au pair	3	1	-	-	1
Friends/ neighbours	3	1	2	1	2
Other relatives	12	11	6	3	10
Other	1	*	*	-	*
<i>Base</i>	1192	1319	469	152	3297

Base: All except younger and older five year olds

Table 1.26 Types of childcare provider used last week, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Last week:					
None	93	85	74	68	79
Mother & Toddler	2	2	4	3	3
After school/ breakfast club	*	1	2	2	1
Childminder	1	3	6	11	6
Nanny/au pair	*	*	*	4	1
Friends/ neighbours	1	1	3	3	2
Other relatives	3	8	13	14	10
Other	*	*	1	1	*
<i>Base</i>	661	751	637	1040	3297

Base: All except younger and older five year olds

Types of childcare provider used by family type and parents' work status

Overall, use of childcare was highest in two parent households (only 77% had used no provision compared with 86% in one parent households). However, there were no clear differences in use of particular types of provider by family type although two parent families were slightly more likely to use other relatives than one parent families. Unsurprisingly, for children in one and two parent households, use of childcare overall was much higher where the parents worked, particularly in full-time work. Around half (49%) of those in two parent households where both parents worked full-time had attended no

childcare compared with 98% where neither parent worked. In one parent households where the parent worked 55% had attended no childcare compared with 93% where the parent did not work. Looking at the use of particular types of childcare it can be seen that use of childminders and out of school clubs was highest where parents worked full-time (12%, for childminder's, in one parent households and 19% in two parent households compared with 8% and 10% where parents worked part-time and 2% / less than 1% when the parent(s) were not working). Use of other relatives was high whether or not the parents worked full-time or part-time (although in one-parent and two-parent families it was particularly high if the parent worked full-time) reflecting the fact that this type of provision may be particularly suitable where the need for childcare is part-time.

Table 1.27 Types of childcare provider used last week, by family type and whether parent(s) work(s)

One-parent family					Two-parent family					Total
Parent works full-time	Parent works part-time	Parent does not work	Total		Both parents work full-time	Both work - one or both part-time	One parent works	Neither works	Total	
%	%	%	%	%	%	%	%	%	%	%
Last week:										
None	55	76	93	86	49	68	88	98	77	79
Mother & Toddler	-	-	2	1	1	3	4	*	3	3
After school/ breakfast club	4	1	1	1	4	2	*	-	1	1
Childminder	12	8	2	4	19	10	1	*	6	6
Nanny/au pair	1	1	-	*	5	2	1	1	2	1
Friends/ neighbours	-	4	1	1	4	3	1	-	2	2
Other relatives	30	13	2	7	23	17	5	-	11	10
Other	1	1	*	*	-	*	1	-	*	*
<i>Base</i>	<i>82</i>	<i>107</i>	<i>500</i>	<i>689</i>	<i>439</i>	<i>607</i>	<i>1335</i>	<i>204</i>	<i>2585</i>	<i>3297</i>

Base: All except younger and older five year olds

Type of childcare provider used by ethnic group

Use of childcare was higher amongst children with white parents than amongst children of ethnic minorities and this pattern is generally seen when looking at particular types of provider. Use of childminders was 6% amongst children of white parents compared to just 2% of children of ethnic minority parents and use of other relatives was 11% amongst children of white parents and 3% amongst ethnic minorities. Use of different types of childcare providers did not vary much amongst different ethnic minority groups although Black families were more likely than Asian families to have used any childcare.

Table 1.28 Types of childcare provider used last week, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Last week:					
None	78	85	95	90	79
Mother & Toddler	3	-	*	1	3
After school/ breakfast club	1	2	*	1	1
Childminder	6	4	1	2	6
Nanny/au pair	1	3	*	2	1
Friends/ neighbours	2	-	*	1	2
Other relatives	11	6	2	3	10
Other	*	2	*	1	*
<i>Base</i>	2863	108	235	430	3297

Base: All except younger and older five year olds

1.3 Routes through nursery education

The attendance history data allow analysis of children's routes through nursery education between the Summer term 2000 and the last week (in the Spring term 2001). Figures 1.1 and 1.2 show the routes that had been taken by children to their main or sole provider in the last week for three and four year olds respectively. The format of these figures is briefly explained below with reference to Figure 1.1.

Figure 1.1 shows five 'tree' diagrams, one for each of the five most common types of provision in the last week, that is nursery schools, nursery classes, day nurseries, playgroups and no provision. For each of these trees, the base for percentages is those three year olds who used the particular type of provision in the last week. For example, the base for the first tree indicates that it shows data for children who attended a nursery school in the last week, which group comprised 198 children which was 15% of those children who were aged three at the time of interview. The branches of the tree show the percentage of these children who had attended particular types of nursery education in the Summer term. For example, the first branch of the tree shows that 31% of three year olds who attended a nursery school in the last week had also attended a nursery school in the previous Summer term. As some children attended more than one type of provider in the Summer term, the percentages total more than 100%.

1.3.1 Routes through nursery education for three year olds.

The most commonly used providers by children who were aged three at the time of interview were (in descending order of usage) playgroups (33%), nursery classes (28%), nursery schools (15%) and day nurseries (15%)¹⁴.

¹⁴ These figures are based on analysis by age at time of interview. Table 1.16b shows analysis by grouped age cohort.

The majority (57%) of three year olds who attended **playgroups** in the spring term (see the fourth tree on Figure 1.1) had already been attending this form of provision two terms previously, in the summer term 2000. Most of the rest (38%) of playgroup attendees had previously had no provision.

Similarly, a high proportion (31%) of three year olds who attended **nursery schools** in the spring term (see the first tree) had also attended this form of provision in the summer term. A similar proportion (27%) had attended a playgroup then while a few others had attended day nurseries (5%). However, the highest proportion of nursery school attendees in the spring term (40%) had had no provision in the summer term.

The majority (52%) of three year olds who attended **nursery classes** in the spring term (see the second tree) had had no provision in the summer term. The next largest group were those who had come from playgroups (25%), while only a few had attended day nurseries (11%) or nursery schools (2%). Only 11% had already been in their nursery class for two terms, which is to be expected as most of them would have been too young for this form of provision in the summer term 2000.

Three year old children who attended **day nurseries** in the spring term (see the third tree) were distinctive from those who attended other providers in that the substantial majority of them (84%) had attended the same form of provision in the summer term.

All of the 6% of three year old children who had no provision in the spring term had also had no provision in the summer term. This finding indicates that few children ceased to attend nursery education once they had started any type of provision.

1.3.2 Routes through nursery education for four year olds

The most commonly used providers by children who were aged four in the spring term were (in descending order of usage) reception classes (42%), nursery classes (26%), playgroups (13%), nursery schools (10%) and day nurseries (7%)¹⁵.

Those four year olds who attended **reception classes** in the spring term 2001 (see third tree on Figure 1.2) had come into that provision from a variety of routes. As may be expected, only a minority (22%) had already been in a reception class two terms previously. The remainder of attendees comprised 29% who had been in a playgroup, 23% who had been in a nursery class, 14% who had been in a nursery school and 12% who had been in a day nursery. Only 4% of these children had had no provision in the summer term, a much lower proportion than for four year olds attending other forms of provision in the spring term.

A high proportion (45%) of four year olds who attended **nursery classes** in the spring term (see the second tree) had also attended this form of provision in the summer term. Most of the remainder had previously attended playgroups (24%) or had no provision in the summer term (21%).

Similarly, the majority (57%) of four year olds who attended **nursery schools** in the spring term (see the first tree) had also attended this form of provision in the summer term. As with

¹⁵ These figures are based on analysis by age at time of interview. Table 1.16b shows analysis by grouped age cohort.

four year olds attending nursery classes, most of the remainder had previously attended playgroups (22%) or had no provision in the summer term (19%).

Four year olds who attended **day nurseries** or **playgroups** in the spring term (see fourth and fifth trees) differed from those attending other providers in that the substantial majorities of them (80% and 88% respectively) had attended the same form of provision in the summer term. Since a similar pattern was observed for three year olds, it is clear that a number of children stayed in these forms of provision for several terms.

Figure 1.1 Routes of provision for THREE year olds (at time of interview): Summer term 2000 to last week (Spring term 2001)

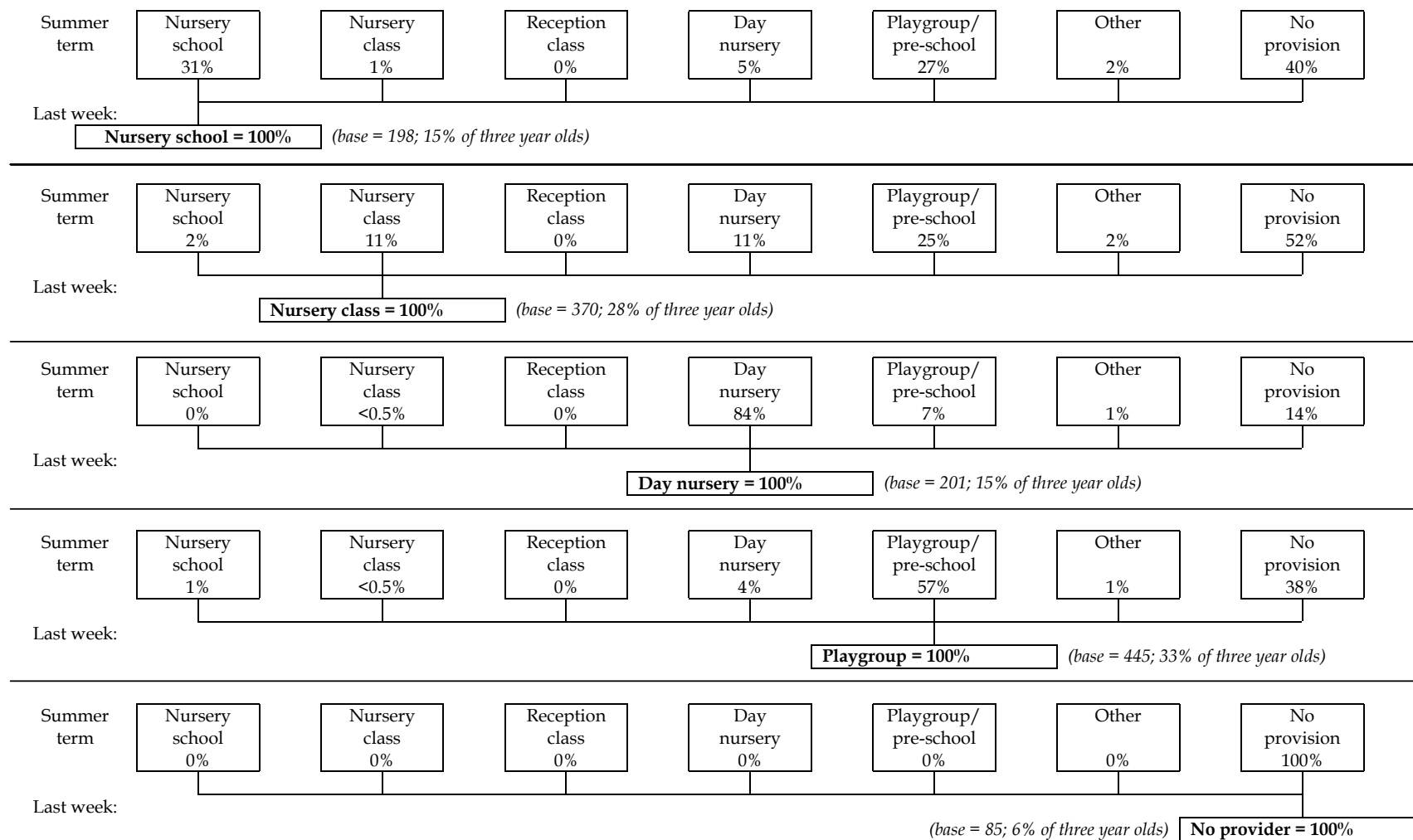
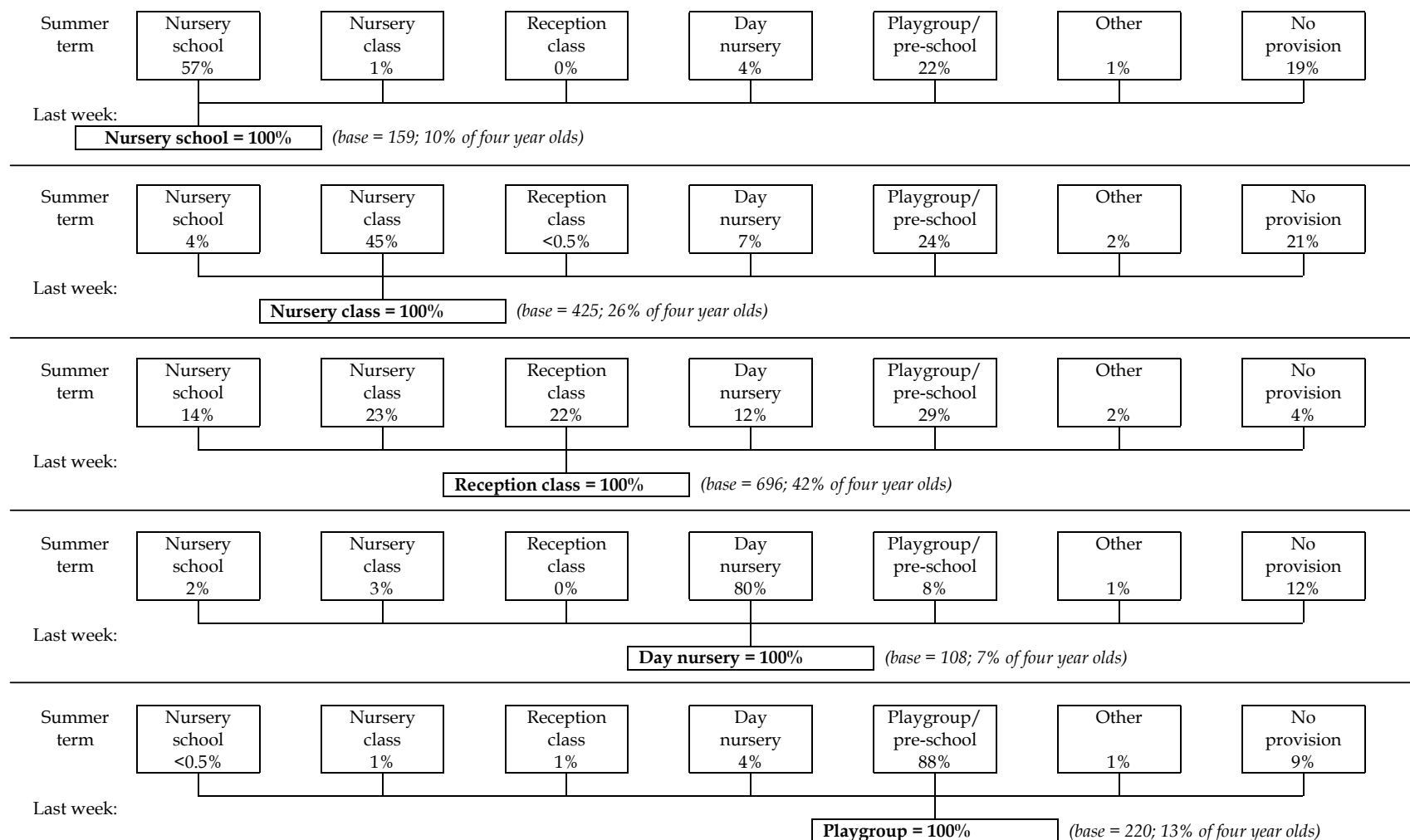


Figure 1.2 Routes of provision for FOUR year olds (at time of interview): Summer term 2000 to last week (Spring term 2001)



1.4 Number of sessions attended

1.4.1 Nursery education sessions

From the attendance history the number of sessions of nursery education attended by each child has been calculated for the week before interview as well as the mean per week for the year before the interview. About a third (34%) of children attended five sessions (i.e. part-time attendance) in the week before the interview while about another third (34%) attended nine or ten sessions (i.e. full-time attendance) (see Table 1.30). Seventy-five percent of children attended at five or more sessions in the last week, while the mean number of sessions attended by those who attended any provider was 6.57. Those who used one nursery education provider in the last week, used an average of 6.55 sessions, rising to 6.78 sessions among those who had used 2 or more providers.

Nursery education sessions attended by age

The number of nursery education sessions attended in the week before interview increased consistently with age from 3.77 amongst younger threes to 9.15 amongst rising fives (including those who used no sessions). Looking at the number of sessions attended grouped into categories it can be seen that the younger children were most likely to attend no sessions (13% of younger threes compared with 5% of rising fives). Only younger threes were more likely to attend fewer than five sessions (58%) than five sessions or more, while the middle age groups were most likely to attend five sessions (between 48% and 57%) and children aged older four and rising five were most likely to have attended 9-10 sessions (78% and 85% respectively). This reflects the movement of children from a few sessions of part-time nursery education into full-time nursery education in a reception class.

The mean figures for the last year show a similar pattern, though less extreme, because over the last year most children would have attended fewer sessions per week than they are now, because the number of sessions attended increases with age.

Table 1.29 Mean number of nursery education sessions last week, and per week over the last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	13	5	3	4	2	5			5
1-2	18	7	4	1	*	1			5
3-4	27	23	20	12	1	1			14
5	26	48	51	57	14	5			34
6-8	10	7	10	7	3	2			6
9-10	5	8	12	18	78	85			34
11 or more	-	1	1	1	1	1			1
Fewer than 5	58	36	27	18	4	7			25
5 or more	42	64	73	82	96	93			75
Mean number of sessions ^a	3.77	4.72	5.25	5.62	8.90	9.15			6.21
Mean number of sessions ^b	4.35	4.98	5.43	5.87	9.10	9.64			6.57
<i>Base^a</i>	535	708	398	555	708	393			3297
<i>Base^b</i>	463	672	385	531	693	373			3117
Last year:									
Mean number of sessions per week ^a	2.71	3.67	4.27	4.77	6.74	7.34	7.41	9.07	5.79
<i>Base</i>	535	708	398	555	708	393	501	676	4474
Base for last week:	All except younger and older five year olds								
Base for last year:	All								
a	Mean number of sessions based on all children								
b	Mean number of sessions based on those children who had any nursery education in last week								

Nursery education sessions by region

The mean number of sessions attended in the last week varied by region and was generally slightly lower in the southern regions (South West, South East, East Anglia) and the East Midlands and highest in the northern regions and West Midlands as well as Greater London (highest in Greater London: 7.57)¹⁶. These figures include only children who attended at least one session in that week.

The mean number of sessions attended in the last week was higher in urban than rural areas (6.75 in urban areas and 5.21 in rural areas). The regional patterns may reflect the urban rural differences with more urbanised regions such as Greater London having a higher mean number of sessions.

¹⁶ These differences are not statistically significant.

Table 1.30 Mean number of nursery education sessions last week, by region

	North	North Yorks & West Humbs	East Mids	West Mids	South West	East Anglia	South East	Greater London	Total
Last week:									
Mean no. of sessions	6.54	7.09	6.90	6.23	7.02	6.27	5.28	6.03	6.57
Standard error of the mean	0.20	0.14	0.14	0.17	0.17	0.17	0.25	0.10	0.05
Base	181	410	390	268	291	294	115	860	3117

Base: Children who participated in nursery education in the last week

Nursery education sessions by social class and income

The mean number of sessions attended did not vary systematically by income but the number attended was a little higher amongst the non manual social classes. For example those in social classes I and II used an average of 6.67 sessions in the last week compared to 6.52 for those in social classes IV and V.

Family type and parents' work status

The mean number of nursery education sessions attended in the last week was higher for those from one parent families than those from two parent families (6.84 compared with 6.49) showing that although this group was slightly less likely to attend nursery education in the last week when they did attend it was for more sessions than the average (Table 1.31). For both types of family the number of sessions attended was highest where the parents worked full-time (8.41 in one parent families and 7.37 in two parent families). This perhaps reflects the demand for full-time nursery education or childcare when parents work as well as the fact that these groups are most likely to attend day nurseries and providers which offer more sessions in the week.

Table 1.31 Mean number of nursery education sessions last week, by family type and whether parent(s) work(s)

	One-parent family				Two-parent family					Total
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both parents full-time	Both work - one/both part-time	One parent works	Neither works	Total	
Last week:										
Mean no. of sessions	8.41	6.85	6.57	6.84	7.37	6.50	6.12	6.93	6.49	6.57
Standard error of the mean	0.28	0.28	0.13	0.11	0.15	0.12	0.08	0.21	0.06	0.05
Base	79	101	456	636	425	590	1265	179	2459	3117

Base: Children who participated in nursery education in the last week

Number of nursery education sessions by ethnic group

Table 1.32 shows that the mean number of sessions attended by children with white parents was lowest (6.44) and the mean number attended by children of Black parents was highest (8.05). Thus, although the participation in nursery education was higher for children of white parents, the number of sessions they attended was fewer on average.

Table 1.32 Mean number of nursery education sessions last week, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
Last week:					
Mean no. of sessions	6.44	8.05	7.38	7.43	6.57
Standard error of the mean	0.05	0.26	0.18	0.14	0.05
<i>Base</i>	2732	95	208	381	3117

Base: Children who participated in nursery education in the last week

1.4.2 Number of childcare sessions by age

The number of childcare sessions attended in the week before the interview and on average per week over the last year has also been calculated from the attendance history. The mean number of sessions attended in the last week, including those who attended no sessions was 0.93 but was 4.48 for those who attended at least one session. This reflects the high percentage (79%) who attended no childcare sessions in the last week. Whichever measure is used the mean number of childcare sessions attended in the last week is lower than the mean number of nursery education sessions.

The number of sessions of childcare attended in the last week did not show a clear pattern with age. Looking at those who attended at least one session, the mean number was lowest for younger threes (4.26) and highest for younger fours (4.64), but considering all children the mean was highest for older threes (1.11). This reflects the fact that younger threes were more likely to use childcare but they used fewer sessions than older children.

Looking at the mean number of sessions per week over the last year a similar age pattern is found.

Table 1.33 Mean number of childcare sessions last week, and per week over the last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	76	76	79	80	82	84			79
1-2	10	9	8	7	5	4			7
3-4	4	4	3	4	4	3			4
5	2	4	5	4	5	5			4
6-8	4	3	3	1	2	1			2
9-10	2	4	1	3	2	2			2
11 or more	1	1	1	1	-	*			1
Mean number of sessions ^a	1.03	1.11	0.92	0.93	0.80	0.72			0.93
Mean number of sessions ^b	4.26	4.61	4.40	4.64	4.43	4.53			4.48
<i>Base^a</i>	535	708	398	555	708	393			3297
<i>Base^b</i>	129	170	83	111	128	62			683
Last year:									
Mean number of sessions per week ^a	1.07	1.17	0.95	0.99	0.92	0.77	0.60	0.61	0.89
<i>Base</i>	535	708	398	555	708	393	501	676	4474

Base for last week: All except younger and older five year olds

Base for last year: All

a Mean number of sessions based on all children

b Mean number of sessions based on those children who had any childcare

Number of childcare sessions by region

There were no consistent overall regional patterns in the number of childcare sessions attended. The highest mean number of sessions per week for those children who attended some childcare were found in the North (5.74) and West Midlands (5.00) and the lowest in the South West (3.78). The mean number of sessions per week was slightly higher in urban than rural areas (4.55 and 4.37 respectively).

Social class and income

Looking at income (Table 1.35) there was a consistent increase in the mean number of sessions attended with increasing income. Amongst those with incomes of less than £10,000 the mean number of sessions attended was 3.09 compared with 4.82 amongst those with household incomes of £30,000 or more. This may in part reflect the costs of childcare and the fact that those with higher incomes can afford more sessions and that they may also be more likely to be working. The sample size for social class IV and V is very low and we have not therefore commented on this data.

Table 1.34 Mean number of childcare sessions last week, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
Last week:					
Mean number of sessions	4.60	4.39	3.89	[5.37]	4.48
Standard error of the mean	0.17	0.19	0.35	[0.88]	0.12
<i>Base</i>	349	256	55	14	683

Base: Children who used any childcare in the last week

Table 1.35 Mean number of childcare sessions last week, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
Last week:					
Mean number of sessions	[3.09]	4.16	4.35	4.82	4.48
Standard error of the mean	[0.33]	0.27	0.27	0.17	0.12
<i>Base</i>	46	109	163	336	683

Base: Children who used any childcare in the last week

Number of childcare sessions by working status of parents

As would be expected, the number of sessions of childcare attended in the last week was highest for two-parent families where both parents worked full-time (6.47) and lowest where only one parent worked (2.21). This reflects the need for childcare while parents are working. The figures for one parent families and where neither parent works in two parent families are not shown owing to the small number of valid cases.

Table 1.36 Mean number of childcare sessions last week, by working status of parents in two-parent families

	Both parents work full-time	Both work - one or both part-time	One parent works	Total
Last week:				
Mean number of sessions	6.47	4.05	2.21	4.47
Standard error of the mean	0.22	0.18	0.12	0.12
<i>Base</i>	222	194	164	683

Base: Children who used any childcare in the last week

1.4.3 Use of nursery education and childcare sessions in combination

Table 1.37 shows how the mean number of nursery education sessions and of childcare sessions used in the last week varied according to whether the child attended both types of provision or only one. The mean number of nursery education sessions was higher where the child attended only nursery education rather than both nursery education and childcare (6.75 and 5.88 respectively). The number of nursery education sessions attended was also higher where the child attended two or more nursery education providers rather than one, but lower when they attended two or more childcare providers rather than one.

Looking at the number of childcare sessions attended in the week before the interview, the mean number was higher where the child attended only childcare (6.13) rather than childcare and nursery education (4.40) and higher when the child attended two or more childcare providers. The number of childcare sessions attended was higher where only one nursery education provider was used (4.58) than when two or more were used (2.88).

Table 1.37 Mean number of nursery education and childcare sessions last week, by type and number of providers used in the last week

	Type of provider used			Number of nursery education providers used		Number of childcare providers used		Total
	Nursery only	Nursery and childcare	Child-care only	One	Two or more	One	Two or more	
Last week:								
Nursery education								
Mean no. of sessions	6.75	5.88	-	6.55	6.78	6.06	5.16	6.57
Standard error of the mean	0.06	0.11	-	0.05	0.19	0.12	0.25	0.05
Childcare								
Mean no. of sessions	-	4.40	6.13	4.58	2.88	4.32	5.18	4.48
Standard error of the mean	-	0.12	0.71	0.13	0.25	0.14	0.26	0.12
<i>Base – nursery education</i>	2466	651	-	2906	211	526	125	3117
<i>Base – childcare</i>	-	651	32	584	67	553	130	683

Base: Children who participated in nursery education and/or childcare in the last week

1.5 Number of providers used

1.5.1 Nursery education

Number of providers used by age

Looking at the number of providers used in the last week shows that older children were most likely to have attended one provider only (94% of rising fives compared with 78% of younger threes). The youngest children were most likely to have attended no providers and children in the middle age groups most likely to have attended two or more providers (9% of rising fours).

Over the last year the pattern is slightly different. Ninety seven per cent of older fives had attended only one provider over the last year, reflecting the fact that their parents were asked only about one term in the last year (Summer term 2000). However, amongst younger fives (whose parents were asked only about two terms - Summer and Autumn 2000), 59% had attended two providers over the last year and only 34% had attended one. This probably reflects their transition into a new type of provider (probably reception class) in the Autumn term 2000. Amongst younger and older fours the majority (64%) had attended two providers in the last year while amongst younger children, the majority (between 67% and 62%) had attended only one provider in the last year. This confirms the fact that the transition between different provider types takes place mainly in the older four to younger five age cohorts (see Table 1.16).

Table 1.38 Number of nursery education providers used last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	13	5	3	4	2	5			5
One	78	86	88	88	95	94			88
Two	8	9	9	7	3	1			6
Three	*	*	-	1	-	-			*
<i>Base</i>	535	708	398	555	708	393			3297
Mean no. of providers used in the last week ^a	1.10	1.10	1.09	1.09	1.03	1.01			1.07
Standard error of the mean	0.01	0.01	0.01	0.01	0.01	0.01			0.00
<i>Base for mean</i>	463	672	385	531	693	373			3117
Last year:									
None	12	4	2	4	1	1	1	3	4
One	67	62	61	28	26	29	34	97	56
Two	18	30	33	64	64	61	59	1	36
Three	2	3	4	4	8	8	6	-	4
Four	*	*	-	*	1	*	1	-	*
<i>Base</i>	535	708	398	555	708	393	501	676	4474
Mean no. of providers used in the last year ^a	1.26	1.39	1.41	1.38	1.84	1.79	1.73	1.01	1.47
Standard error of the mean	0.02	0.02	0.03	0.03	0.02	0.03	0.03	0.00	0.01
<i>Base for mean</i>	470	678	389	534	701	389	498	658	4317
Base for last week:	All except younger and older five year olds								
Base for last year:	All								
A	Mean based on those who used any nursery education								

Number of providers used by region

There were no clear patterns in the number of nursery education providers used by region.

Social class and income

The percentage of respondents using one provider for their child did not vary much by income or social class. However, those children with parents in non-manual social classes and those with higher incomes were most likely to attend two or more providers and least likely to have attended no providers in the last week. For example, amongst those children whose parents had household incomes of less than £10,000, 9% had attended no provider and 3% had attended two or more providers in the last week compared with 3% and 10% respectively amongst those whose parents had household incomes of £30,000 or more.

Number of nursery education providers by family type and parents' work status

In both one and two parent families those working full-time were more likely to send their child to two or more providers and less likely to send them to no providers compared with those who were not working. For example, in one parent families 4% of parents who worked full-time used no provider in the last week compared to 9% of those who do not work. The data also highlights the need for several providers in order to cover sufficient sessions for working parents with 8% of two parent families where both work full-time using two or more providers in the last week compared with just 3% where neither parent works and just 1% when one parent works part time.

1.5.2 Childcare

The number of childcare providers attended in the last week and last year was also derived from the attendance history. In contrast with nursery education, the majority had attended no provider in the last week (79%), 17% had attended one provider and only 4% had attended two or more providers. Looking at the results by age cohort shows that the percentage using one provider or two or more providers decreased with age. For example amongst younger three years olds, 19% attended one provider and 5% attended two or more providers in the last week compared with 12% and 4% respectively amongst rising fours. This same pattern can be seen when looking at the mean number of providers attended (by those who attended at least one provider) which was 1.24 for younger threes and 1.26 for rising fives although there was not a consistent rise across the age groups.

Looking at the number attended in the last year the pattern was similar but in each age group the mean number and the percentage attending two or more providers were higher than in the last week. This again reflects the fact that even if children attend only one provider at a time over the course of a year they may use more than one.

Table 1.39 Number of childcare providers used last week and last year, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week:									
None	76	76	79	80	82	84			79
One	19	19	17	16	16	12			17
Two	4	4	3	3	2	4			4
Three	1	*	1	-	*	-			*
Four or more	-	-	-	*	-	-			*
<i>Base</i>	535	708	398	555	708	393			3297
Mean number of providers used in the last week ^a	1.24	1.22	1.23	1.20	1.16	1.26			1.21
Standard error of the mean	0.04	0.03	0.06	0.04	0.04	0.06			0.02
<i>Base for mean</i>	129	170	83	111	128	62			683
Last year:									
None	66	69	72	72	72	76	81	85	74
One	24	22	21	22	21	16	16	13	20
Two	7	8	5	4	5	7	3	2	5
Three	3	1	2	1	1	1	*	*	1
Four or more	-	*	-	*	*	-	*	-	*
<i>Base</i>	535	708	398	555	708	393	501	676	4474
Mean number of providers used in the last year ^a	1.35	1.33	1.31	1.26	1.30	1.37	1.19	1.18	1.29
Standard error of the mean	0.05	0.04	0.06	0.05	0.04	0.06	0.05	0.04	0.02
<i>Base for mean</i>	180	222	110	153	196	93	96	102	1152
Base for last week:	All except younger and older five year olds								
Base for last year:	All								
a	Mean based on those who used any childcare								

1.6 Timing of nursery education sessions used

Table 1.40 has also been derived from attendance history data and shows that overall, morning sessions were used more than afternoon sessions in the last week (85% had attended a morning session and 69% an afternoon session). 40% had attended a morning session only compared with 18% who attended only an afternoon session. The difference in the use of morning and afternoon sessions was most marked amongst the younger age groups. Amongst younger threes, 77% had attended any morning session compared with

53% who had attended an afternoon session. This compares with the rising fives amongst whom 95% had attended a morning session and 91% an afternoon session.

The other key age difference is that younger children were more likely to attend either morning or afternoon sessions, while older children were more likely to attend continuous morning and afternoon sessions indicating the fact that they are more likely to be in full-time provision. As many as a quarter of younger threes (28%) attended a continuous morning and afternoon session increasing to 87% of rising fives.

Table 1.40 Type of nursery education and childcare sessions last week¹⁷, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Any morning session	77	80	81	78	95	95	85
Any afternoon session	53	57	61	64	89	91	69
Continuous morning and afternoon session	28	26	27	30	81	87	46
Morning session only	53	58	54	50	14	7	40
Afternoon session only	24	26	30	26	4	1	18
Separate morning and afternoon session	12	14	15	14	5	3	11
<i>Base</i>	535	708	398	555	708	393	3297

Base: All except younger and older five year olds

1.7 Days spent in nursery education

Table 1.41 shows that nursery education sessions were distributed evenly across the days of the week. Each day, 15% or 16% of children attended no session on that day of the week.

Table 1.41 Number of nursery education sessions used last week, by day of the week

	Monday	Tuesday	Wednesday	Thursday	Friday	Last week in total
	%	%	%	%	%	%
None	15	15	15	16	16	5
1-2	84	84	84	84	84	5
3-4	-	-	-	-	-	14
5	-	-	-	-	-	34
6-8	-	-	-	-	-	6
9-10	-	-	-	-	-	34
11 or more	-	-	-	-	-	1
<i>Base</i>	3297	3297	3297	3297	3297	3297

Base: All except younger and older five year olds

¹⁷ Continuous sessions start before noon but end after 1:29pm.

2. PARENTAL EVALUATION OF LOCAL PRE-SCHOOL PROVISION

2.1 Perception of availability of places in local area

All the parents who participated in the survey (whether or not they used nursery education and whatever the age of their child) were asked about their perceptions of the amount of nursery education and childcare in their local area. The questions referred to all provision in the local area whatever the type of provider and whether or not they had used the provider or type of provider.

2.1.1 Nursery education

Respondents were asked whether they thought the number of nursery education places in their local area was too many, about right, or not enough. The local area includes any providers close enough to be used on a regular basis. Table 2.1 shows that half (50%) of parents thought that there were not enough places providing nursery education in the local area, 49% thought there were about enough, and only 1% thought there were too many places.

Age

A weak relationship between the age of the child and the parents' perceptions of the amount of nursery education in the local area was observed. Parents of younger children were most likely to think that there were not enough places (50%-55% of parents from younger threes to older fours) and parents of older children were least likely to think there were not enough (46%-48% of of younger and older fives).

Table 2.1 Parents' opinion of the number of nursery education places available, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Too many	1	1	1	1	1	2	1	1	1
About right	49	44	46	47	49	49	51	53	49
Not enough	50	55	53	52	50	49	48	46	50
<i>Base</i>	<i>500</i>	<i>670</i>	<i>370</i>	<i>526</i>	<i>687</i>	<i>379</i>	<i>473</i>	<i>640</i>	<i>4245</i>

Base: All who answered the question (the 5% of eligible parents who said they did not know or did not answer have been excluded from the table).

Region

There was no clear overall regional pattern in opinions about the availability of nursery education. Parents living in Greater London were most likely to say there were not enough places providing nursery education (59%), while parents in the Yorkshire & Humberside region were least likely to say that there were not enough (44%).

Table 2.2 Parents' opinion of the number of nursery education places available, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Too many	-	2	1	1	2	1	1	1	1	1
About right	52	47	56	51	44	48	48	49	40	49
Not enough	48	52	44	48	54	47	51	50	59	50
<i>Base</i>	<i>247</i>	<i>557</i>	<i>526</i>	<i>371</i>	<i>413</i>	<i>390</i>	<i>155</i>	<i>1159</i>	<i>427</i>	<i>4245</i>

Base: All who answered the question (the 5% of eligible parents who said they did not know or did not answer have been excluded from the table)

Social class and income

There appears to be no real difference in parents' perceptions of the amount of nursery education in the local area by social class or income. Respondents in Social Class III (manual and non-manual) were most likely to think that there were sufficient places (Table 2.3), whilst with increasing income, parents are more likely to perceive that there were about the right number of places in the local area. Forty nine percent of those with household incomes of £30,000 or more said there were not enough places, compared with 53% of those with a household income of less than £10,000. This finding is not surprising since parents with higher incomes are likely to have access to a wider range of providers than other parents.

Table 2.3 Parents' opinion of the number of nursery education places available, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Too many	1	1	1	1	1
About right	48	50	50	46	49
Not enough	51	48	49	53	50
<i>Base</i>	<i>1551</i>	<i>1687</i>	<i>635</i>	<i>201</i>	<i>4245</i>

Base: All who answered (the 5% of eligible parents who said they did not know or did not answer have been excluded from the table).

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category.

Table 2.4 Parents' opinion of the number of nursery education places available, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Too many	2	1	1	1	1
About right	46	48	49	50	49
Not enough	53	52	50	49	50
<i>Base</i>	<i>868</i>	<i>946</i>	<i>845</i>	<i>1310</i>	<i>4245</i>

Base: All who answered (the 5% of eligible parents who said they did not know have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category.

Ethnic group

Table 2.5 shows that there were clear differences in the perception of local availability of nursery education by ethnic group. Overall, ethnic minority parents were more likely than white parents to say that there were not enough nursery education places in the local area (59% and 49% respectively). However, this hides an important difference between black and Asian parents. Seventy percent of black parents thought that there were not enough places compared to only 51% of Asian parents. The relatively small subgroup sizes for the ethnic minority groups indicate that these results should be treated with caution. However similar results were found in previous years suggesting that the results can be reliably interpreted.

Table 2.5 Parents' opinion of the number of nursery education places available, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Too many	1	1	2	2	1
About right	50	29	46	39	49
Not enough	49	70	51	59	50
<i>Base</i>	<i>3713</i>	<i>140</i>	<i>290</i>	<i>527</i>	<i>4245</i>

Base: All who answered (the 5% of eligible parents who said they did not know or did not answer have been excluded from the table)

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities.

Family type and parents' work status

Parents appear to be more content with the number of places available if they are working part-time. Those working full-time or not at all are less likely to be content. For example, among two parent families, 53% of those where one parent works part time said there were about the right number of places compared to 46% where both work full-time or neither works.

Table 2.6 Parents' opinion of the number of nursery education places available, by family type and whether parent(s) work(s)

Number of places	One parent family				Two parent family				Total
	Parent works full-time	Parent works part-time	Parent does not work	Total	Both work full-time	Both work one/both part time	One parent works	Neither works	
	%	%	%	%	%	%	%	%	%
Too many	2	1	1	1	1	1	1	2	1
About right	43	49	44	45	46	53	50	46	49
Not enough	55	49	55	54	52	47	49	52	50
<i>Base</i>	<i>103</i>	<i>150</i>	<i>647</i>	<i>900</i>	<i>571</i>	<i>780</i>	<i>1704</i>	<i>260</i>	<i>4245</i>

Base: All parents (other guardians excluded). The 5% who said they did not know or did not answer have been excluded from the table)

Special needs

Overall, parents of children with special needs were no more likely than other parents to say that there were not enough places providing nursery education in the local area (50% for each). There are no statistically significant differences between those who are and are not stated.

Table 2.7 Parents' opinion of the number of nursery education places available, by whether child has special needs

	Special needs-stated	Special needs-not stated	All with special needs	Total
	%	%	%	%
Too many	2	1	3	1
About right	47	45	48	49
Not enough	51	54	50	50
<i>Base</i>	<i>328</i>	<i>89</i>	<i>239</i>	<i>4245</i>

Base: All parents (other guardians excluded)

5% who said they did not know have been excluded from the table

Note: All with special needs includes all those in the first two columns; the total column includes all whether or not their children had special needs

Number of sessions and nursery education providers

There was a clear relationship between the number of nursery education providers used by the parent and their perceptions of the number available. Among parents of children who used two or more providers of nursery education in the last week, only 42% thought there were not enough nursery education providers in the local area compared with 51% of those who used one provider. There were no clear differences in parents' opinions of the number of nursery education places in the local area by the number of nursery education sessions attended in the last week. Regardless of the number of sessions used, between 48% and 51% thought that there were not enough nursery education places in the local area.

There was little difference between parents who had and had not used nursery education in their perception of the number of nursery places available in the local area. However parents who used day nurseries as their main or sole provider were more likely than parents using any other provider to say there are not enough places available.

Table 2.8 Parents' opinion of the number of nursery education places available, by main or sole nursery education provider

	Nursery school	Nursery class	Reception class	Day nursery	Play-group/Pre-school	No NE	Total
	%	%	%	%	%	%	%
Too many	3	1	1	1	2	2	1
About right	45	45	51	40	50	47	49
Not enough	53	54	48	60	49	51	50
	119	368	1913	297	667	324	4245

Base: All parents (no figures are shown for those who used other providers, combined centres or special schools because the bases were too low)
5% who said they did not know have been excluded from the table

2.1.2 Childcare

All parents were asked for their views about the number of places at childcare providers in their local area (local area here means close enough to be used regularly). Half of parents (50%) thought there were not enough childcare places in the local area and about half (49%) thought that there were enough. Only 1% said there were too many childcare places. Fifteen percent of parents did not know or did not have an opinion about the availability of childcare places in the local area, which is higher than the 5% who did not know about nursery education availability. Interestingly two thirds (64%) of parents who said there was about the right amount of childcare available said the same about nursery education. Similarly two thirds (66%) of those agreeing there was not enough childcare available said the same of nursery education.

Region

As with perception of the number of nursery education places, there were no overall regional patterns. Parents in Greater London were again most likely to say that there were not enough (61%), while parents in the South West were least likely to say there were not enough places (43%).

Table 2.9 Parents' opinion of the number of childcare places available, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Too many	1	1	1	3	1	2	1	1	2	1
About right	48	49	53	54	45	55	41	50	38	49
Not enough	51	51	46	43	54	43	58	49	61	50
Base	232	516	446	341	375	364	134	1011	390	3809

Base: All who answered (the 15% of eligible parents who said they did not know have been excluded from the table)

Social class and income

Again, Table 2.10 shows that there was no clear relationship between social class and the perceptions of the availability of childcare in the local area. Parents from Social Class III (Non-manual) were least likely to say that there were not enough places (47%), but about half of parents from all social classes were in this category. Table 2.11 shows that there was a relationship between income and parents' opinions of the number of childcare places. Parents from the very lowest income households were most likely to say that there were not enough places (55% of those with an annual income of less than £10,000 compared with 50% of parents overall). It is interesting that among those earning over £10,000 a year there appears to be a relationship with income, with 47% of those in the £10,000- £19,000 bracket believing there were not enough places, compared to 52% of those in the highest income bracket.

Table 2.10 Parents' opinion of the number of childcare places available, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Too many	1	1	1	1	1
About right	46	52	48	50	49
Not enough	52	47	50	49	50
<i>Base</i>	1374	1501	555	190	3809

Base: All who answered the question (the 15% of eligible parents who said they did not know have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 2.11 Parents' opinion of the number of childcare places available, by income

	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
Too many	1	2	1	1	1
About right	44	52	51	47	49
Not enough	55	47	48	52	50
<i>Base</i>	772	844	769	1211	3809

Base: All who answered the question (the 15% of eligible parents who said they did not know have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Ethnic group

Table 2.12 shows that there were clear differences in perceptions of the availability of childcare in the local area according to the ethnic origin of the parent. It also shows that the percentage of parents who did not know or did not have an opinion about the availability of childcare varied by ethnic origin. Fourteen percent of white parents did not express an

opinion about the number of childcare places in the local area compared with 28% of Asian parents. Excluding “don’t knows”, 49% of white parents thought there were not enough places in the local area compared with 81% of black parents and 46% of Asian parents. These differences may reflect differences in the level of need for childcare provision, availability of provision in the areas in which they live and differing expectations about childcare. As with perceptions of availability of nursery education, subgroup sizes for ethnic minority groups are small, but similar patterns were found in previous years.

Table 2.12 Parents’ opinion of the number of childcare places available, by ethnic group (including ‘don’t knows’)

	White		Black		Asian		All ethnic minorities		Total	
		%		%		%		%		%
Too many	(1)	1	(1)	1	(1)	-	(1)	1	(1)	1
The right number	(50)	43	(19)	17	(53)	38	(41)	32	(49)	42
Not enough	(49)	42	(81)	72	(46)	33	(58)	45	(50)	42
Don’t know		14		11		28		22		15
<i>Base¹</i>		3894		151		313		574		4474
<i>Base²</i> (excluding Don’t Know)		3355		134		224		449		3809

Base¹: All (excluding one refusal)

Base²: All excluding the 13% who responded “don’t know” and 1 refusal

Note: Figures excluding “don’t know’s” are shown in brackets

Note: Base total does not equal the sum of the bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

Special needs

Overall, parents of children with special needs were no more likely than other parents to say that there were not enough places providing childcare in the local area (50% for each). Parents of children with statemented special needs were less likely than other parents to say that there was not enough childcare provision, although this finding must be qualified by the relatively small subgroup size involved. The small number of cases with special needs means that the precise figures vary from year to year. In the past there has been a general pattern of a higher percentage of parents with children with special needs saying that there were not enough places in the local area than those with children did not have special needs.

Table 2.13 Parents' opinion of the number of childcare places available, by whether child has special needs

	Special needs- stated	Special needs- not stated	All with special needs	Total
	%	%	%	%
Too many	-	-	-	1
About right	55	48	50	49
Not enough	45	52	50	50
<i>Base</i>	78	210	288	3809

Base: All who answered the question (the 15% of eligible parents who said they did not know have been excluded from the table)

Note: All with special needs includes all those in the first two columns; the total column includes all whether or not their children had special needs

Type of provision used in last week

Table 2.14 shows that opinions about the number of childcare places in the local area varied according to the types of provision used. Those who used nursery education only were least likely to say that there were not enough childcare places (49%), while those who were using childcare only were most likely to say there were not enough childcare places (67%).

Table 2.14 Parents' opinion of the number of childcare places available, by type of provision used

	No provider	Nursery education only	Nursery education and childcare	Childcare only	Total
	%	%	%	%	%
Too many	2	1	1	-	1
About right	48	50	47	33	49
Not enough	51	49	52	67	50
<i>Base</i>	256	2821	702	30	3809

Base: All who answered the question (the 15% of eligible parents who said they did not know have been excluded from the table)

2.2 Perceived reasons for the lack of places

2.2.1 Nursery education

Parents were asked why they thought there were not enough nursery education places locally. Table 2.15 shows that nearly 46% of parents said that there were not enough schools or nursery education in general. Thirty nine percent said that providers were always full or that they had trouble finding a place. Other reasons given by at least 20% of parents were that there was not enough local provision or that there was not enough choice of provision. Less than 10% said that local providers don't offer suitable hours or provision for children of their child's age.

Table 2.15 Reasons for thinking there were not enough places locally providing nursery education

	%
Existing providers over-stretched:	
Providers always full/trouble finding place	39
Not enough providers:	
Not enough schools/nursery education in general	46
Not enough local provision / nearest too far away	23
Not enough choice of provision in general	23
No / not enough state provision	19
Existing providers inappropriate/unsuitable:	
Local providers don't offer enough hours/days/sessions	7
Local providers don't take children young enough	4
Other answer	9
<i>Base</i>	2129
Base: All who said there were not enough nursery education places locally (excluding the 0.2% of cases who answered don't know to this question)	
Note: Percentages sum to more than 100 since parents could give more than one answer	

2.3 Rating the quality of pre-school provision in the local area

2.3.1 Nursery education

Parents were asked to rate the quality of nursery education in their local area on a five point scale from excellent to not at all good (looking at all provision in the local area whether or not they had used it or planned to). Ninety two percent of parents rated the quality of nursery education positively (11% as excellent, 47% as very good, 34% as fairly good). 7% said the quality was not very good and only 1% rated the quality as not at all good.

Region

Table 2.16 shows that there was no clear regional pattern in parents' opinion of the quality of nursery education. Parents in the North were most likely to describe the quality of nursery education as excellent (15%), whilst parents in the South East and Greater London were least likely to do so (9%). The mean scores ranged from 2.28 in the North (indicating the highest quality ratings) to 2.57 for Greater London (indicating the poorest quality rating).

Table 2.16 Parents' opinion of the quality of nursery education, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
1. Excellent	15	12	13	13	12	12	12	9	9	11
2. Very good	48	49	48	48	47	48	43	47	40	47
3. Fairly good	32	32	30	31	36	32	35	37	39	34
4. Not very good	4	6	7	7	6	7	9	7	10	7
5. Not at all good	1	1	1	1	1	1	1	1	3	1
Mean score	2.28	2.35	2.34	2.35	2.37	2.37	2.44	2.44	2.57	2.40
Standard error of the mean	0.05	0.03	0.04	0.04	0.04	0.04	0.07	0.02	0.04	0.01
<i>Base</i>	<i>246</i>	<i>542</i>	<i>497</i>	<i>365</i>	<i>391</i>	<i>393</i>	<i>149</i>	<i>1118</i>	<i>414</i>	<i>4115</i>

Base: All who answered the question (the 8% of eligible parents who said they did not know have been excluded from the table)

Social class and income

There were no clear patterns of quality ratings for nursery education by social class and income, although those from households with an income of less than £10,000 were less likely to rate the quality as excellent or very good (54% compared to 58% overall).

Ethnic group

Table 2.17 shows that white parents were more likely than ethnic minority parents to consider the quality of nursery education in their local area excellent or very good (59% and 48% respectively). Among ethnic minority parents, black parents were least likely to consider the quality of nursery education to be excellent or very good (5% and 34% compared with 7% and 46% of Asian parents), and most likely to consider the quality to be not very good or not good at all (15% and 5% compared with 8% and 1% of Asian parents). These patterns can also be seen using mean scores. The highest score (indicating poorest quality rating) was found among black parents and the lowest score among white parents. Similar patterns were also found in previous years, indicating that this is a real pattern rather than variation owing to small numbers of cases in each category.

Table 2.17 Parents' opinion of the quality of nursery education, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
1. Excellent	12	5	7	6	11
2. Very good	47	34	46	42	47
3. Fairly good	33	42	39	40	34
4. Not very good	6	15	8	10	7
5. Not at all good	1	5	1	2	1
Mean score	2.37	2.81	2.50	2.61	2.4
Standard error of the mean	0.01	0.08	0.04	0.04	0.01
<i>Base</i>	<i>3590</i>	<i>137</i>	<i>288</i>	<i>521</i>	<i>4115</i>

Base: All who answered the question (the 8% of eligible parents who said they did not know have been excluded from the table)

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are sub groups of all ethnic minorities

Type and number of providers

Table 2.18 shows that parental opinions of the quality of nursery education in the local area varied by the types of provision used. Those who used childcare only were more likely to class the quality of nursery education as excellent, but those who used nursery education only, or nursery education and childcare, were most likely to rate the care as excellent or very good (58%) compared to 50% for the childcare only group. However the base for those using childcare only is very low and these results should therefore be treated with caution.

Table 2.18 Parents' opinion of the quality of nursery education places available, by type of providers used in the last week

	Type of provider used in last week				Total
	No provider	Nursery education only	Nursery education and childcare	Childcare only	
	%	%	%	%	%
1. Excellent	11	11	11	[25]	11
2. Very good	43	47	47	[25]	47
3. Fairly good	34	34	34	[36]	34
4. Not very good	10	7	7	[4]	7
5. Not at all good	2	1	1	[11]	1
Mean score	2.49	2.40	2.39	[2.5]	2.4
Standard error of the mean	0.05	0.01	0.03	[0.23]	0.01
<i>Base</i>	<i>267</i>	<i>3097</i>	<i>723</i>	<i>28</i>	<i>4115</i>

Base: All who answered the question (the 8% of eligible parents who said they did not know have been excluded from the table)

Table 2.19 shows that there was little difference in parental opinions of the quality of nursery education in the local area according to the number of nursery education providers they used for their child. Among those who used one provider, 58% classed provision as excellent or very good, compared to 64% of those who used more than one provider. Among users of childcare, those who used two or more childcare providers were less likely than those who used one to consider the quality of nursery education as excellent, but more likely to regard it very good (9% of those using two or more said excellent and 51% very good, compared to 13% and 45% respectively for those only using one provider). The mean scores of those using two or more providers (for nursery and childcare) were slightly lower than those only using one; indicating a higher quality rating.

Table 2.19 Parents' opinion of the quality of nursery education places available, by number of providers used in the last week

	Number of nursery education providers used in the last week		Number of childcare providers used in the last week		Total
	One	Two or more	One	Two or more	
	%	%	%	%	%
1. Excellent	11	10	13	9	11
2. Very good	47	54	45	51	47
3. Fairly good	34	29	34	36	34
4. Not very good	7	7	8	3	7
5. Not at all good	1	-	1	1	1
Mean score	2.4	2.33	2.4	2.35	2.4
Standard error of the mean	0.01	0.05	0.85	0.06	0.01
<i>Base</i>	<i>3610</i>	<i>210</i>	<i>620</i>	<i>131</i>	<i>4115</i>

Base: All who answered the question (the 8% of eligible parents who said they did not know have been excluded from the table)

2.3.2 Childcare

Parents were also asked their opinion of the quality of childcare in their local area. Overall 88% described the quality positively; 5% described it as excellent, 37% as very good and 46% as fairly good. Only 2% described the quality as not at all good. It is notable that 23% of parents responded that they did not know, or did not have an opinion, compared with only 8% who said they did not know, or did not have an opinion, about the quality of nursery education in the local area. In addition, parents are a little less positive about childcare (88%) than nursery education (92%).

Region

Table 2.20 shows that there were no clear overall regional patterns to parents' perceptions of the quality of childcare in their local area. In previous years the clearest finding has been that parents in Greater London were least likely to rate the quality positively and this is repeated this year with just 32% of parents rating the quality as excellent or very good. The highest mean scores were found in Greater London (2.83) and East Anglia (2.84) indicating a lower quality rating compared to 2.55 in the North. This demonstrates a similar regional

pattern for the perceived quality of childcare compared to that of nursery education (see table 2.16).

Table 2.20 Parents' opinion of the quality of childcare places available, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
1. Excellent	6	6	7	4	5	5	6	5	5	5
2. Very good	44	39	42	40	35	40	27	35	27	37
3. Fairly good	41	42	39	42	48	45	47	49	51	46
4. Not very good	9	11	9	11	12	9	17	9	14	11
5. Not at all good	-	1	3	3	1	1	3	1	3	2
Mean score	2.55	2.62	2.58	2.66	2.68	2.62	2.84	2.67	2.83	2.66
Standard error of the mean	0.05	0.04	0.04	0.05	0.04	0.04	0.08	0.03	0.04	0.01
<i>Base</i>	206	477	393	314	329	343	121	910	371	3464

Base: All who answered the question (the 23% of eligible parents who said they did not know or did not answer have been excluded from the table)

Age

There were few differences (between 85% and 90% rating it as fairly good, very good or excellent) based upon the age of the child and the parents' perception of the quality of childcare available in the local area.

Table 2.21 Parents' opinion of the quality of childcare places available, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
1. Excellent	5	4	5	7	6	4	6	5	5
2. Very good	40	34	37	34	39	40	33	37	37
3. Fairly good	43	47	43	47	44	46	48	45	46
4. Not very good	10	12	13	11	9	9	11	11	11
5. Not at all good	1	3	2	2	2	1	2	1	2
<i>Base^b</i>	401	539	318	438	562	298	383	525	3464

All who answered the question (the 23% of eligible parents who said they did not know or did not answer have been excluded from the table)

Social class and income

Table 2.22 shows there were no real differences in opinion according to social class. In terms of household income, Table 2.23 shows that those from households with larger incomes gave better ratings than those from households with smaller incomes. There was little variation

in the percentage classifying the provision as excellent. However, only 37% of those with a household income of less than £10,000 considered the quality of childcare in the local area to be very good or excellent, compared with 43% of those with a household income of over £30,000, and 46% of those with an income of between £20,000 and £29,000. Similarly, whilst 16% of those households with incomes of less than £10,000 considered the quality to be not very good or not at all good, only 11% of those households from the highest income bracket held the same view. These differences, which are reflected in the mean scores which decrease with increasing income, may arise from the differing quality of the types of childcare that each group has access to.

Table 2.22 Parents' opinion of the quality of childcare places available, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
1. Excellent	6	6	5	5	5
2. Very good	36	38	35	36	37
3. Fairly good	46	44	48	49	46
4. Not very good	10	11	10	9	11
5. Not at all good	1	2	2	2	2
Mean score	2.65	2.64	2.70	2.68	2.66
Standard error of the mean	0.02	0.02	0.04	0.06	0.01
<i>Base</i>	<i>1246</i>	<i>1375</i>	<i>500</i>	<i>171</i>	<i>3464</i>

Base: All who answered the question (the 23% of eligible parents who said they did not know have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 2.23 Parents' opinions of the quality of childcare places available, by income

	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
1. Excellent	5	5	5	7	5
2. Very good	32	36	41	36	37
3. Fairly good	47	48	44	45	46
4. Not very good	13	10	9	10	11
5. Not at all good	3	2	1	1	2
Mean score	2.78	2.67	2.59	2.63	2.66
Standard error of the mean	0.03	0.03	0.03	0.02	0.01
<i>Base</i>	<i>706</i>	<i>775</i>	<i>703</i>	<i>1091</i>	<i>3464</i>

Base: All who answered the question (the 23% of eligible parents who said they did not know have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a income category

Ethnic group

As with nursery education there were clear differences in the rating of quality of childcare in the local area according to the ethnic origin of the parent. Parents from ethnic minorities gave a poorer overall quality assessment of childcare in their local area (2.82) than white parents (2.64) and this was particularly marked among black parents (3.03). White parents were more likely than ethnic minority parents to rate the quality as excellent or very good (6% and 38% respectively for white parents and 4% and 30% for all ethnic minority parents). While 25% of black parents classified the quality as excellent or very good, 39% of Asian parents did so. Similarly, 27% of black parents classified the quality as not very or not at all good compared with just 10% of Asian parents. All these findings are consistent with those in previous years and suggest that results are reasonably reliable despite the small sample sizes in some categories.

Table 2.24 Parents' opinion of the quality of childcare places available, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
1. Excellent	6	4	3	4	5
2. Very good	38	21	36	30	37
3. Fairly good	45	49	50	49	46
4. Not very good	10	21	9	13	11
5. Not at all good	1	6	1	3	2
Mean score	2.64	3.03	2.70	2.82	2.66
Standard error of the mean	0.01	0.08	0.05	0.04	0.01
<i>Base</i>	3053	121	202	406	3464

Base: All who answered the question (the 23% of eligible parents who said they did not know have been excluded from the table)

Note: Base total does not equal the sum of bases for each category since some respondents could not be assigned to an ethnic group owing to missing information and because Asian and Black are subgroups of all ethnic minorities

Special needs

Parents of children with special needs were less likely to consider the quality of childcare in the local area to be very good compared to parents overall (as was found in previous years), suggesting that variation between groups is not solely attributable to sample size.

Table 2.25 Parents' opinion of the quality of childcare places available, by whether child has special needs

	Special needs – stated	Special needs- not stated	All special needs	Total
	%	%	%	%
1. Excellent	4	7	6	5
2. Very good	31	31	31	37
3. Fairly good	50	49	49	46
4. Not very good	10	11	11	11
5. Not at all good	4	2	2	2
Mean score	2.79	2.68	2.71	2.66
Standard error of the mean	0.10	0.06	0.05	0.01
<i>Base</i>	<i>70</i>	<i>194</i>	<i>264</i>	<i>3464</i>

Base: All who answered the question (the 23% of eligible parents who said they did not know have been excluded from the table)

Type and number of providers

Table 2.26 shows variations in parents' opinions of the quality of childcare in their local area according to different types of provision used. Those who used both nursery education and childcare for their child were most likely to say that the quality of childcare was excellent or very good (50%) while those who used childcare only were most likely to classify the quality of childcare as not very good or not good at all (17%). These differences may reflect the different types of childcare that parents have had experience of, which may vary according to whether the childcare was combined with nursery education.

Table 2.26 Parents' opinion of the quality of childcare places available, by type of providers used in the last week

	Type of provider used in the last week				Total
	No provider	Nursery only	Nursery and childcare	Childcare only	
		%	%	%	%
1. Excellent	5	5	7	[3]	5
2. Very good	32	36	43	[33]	37
3. Fairly good	50	46	41	[47]	46
4. Not very good	11	11	9	[10]	11
5. Not at all good	3	2	1	[7]	2
Mean score	2.75	2.69	2.54	[2.83]	2.66
Standard error of the mean	0.05	0.02	0.03	[0.17]	0.01
<i>Base</i>	<i>218</i>	<i>2574</i>	<i>642</i>	<i>30</i>	<i>3464</i>

Base: All who answered the question (the 23% of eligible parents who said they did not know have been excluded from the table)

2.4 The amount of information about nursery education available to parents

All parents, regardless of the age of their child and whether or not they used nursery education, were asked whether they thought the amount of information available to help them choose a nursery education place in the local area was too much, about right, or too little. Only 1% of parents were unable to express an opinion about this. One percent thought that there was too much information available, whilst 50% thought there was too little, which is a drop from previous years.

Age

While patterns of response were not completely consistent by age cohort, there was a general pattern that parents of younger children were most likely to say that there was too little information available (Table 2.27). Fifty three percent of the parents of three year olds said there was too little information compared with 49% of parents of four year olds.

Table 2.27 Parents' evaluation of the amount of information available to help then choose a nursery education place, by age cohort

i) Child's Grouped age cohort

	3s (Y3-R4)	4s (Y4-R5)	5s (Y5-O5)	Total
	%	%	%	%
Too much	1	1	1	1
About right	47	50	51	49
Too little	53	49	49	50
<i>Base</i>	<i>1618</i>	<i>1637</i>	<i>1162</i>	<i>4417</i>

Base: All who answered the question (the 1% of eligible parents who said they did not know have been excluded from the table)

ii) Child's age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Too much	-	1	1	1	1	1	-	1	1
About right	44	47	49	48	51	50	48	53	49
Too little	56	52	49	51	48	50	52	46	50
<i>Base</i>	<i>524</i>	<i>699</i>	<i>395</i>	<i>549</i>	<i>699</i>	<i>389</i>	<i>495</i>	<i>667</i>	<i>4417</i>

Base: All who answered the question (the 1% of eligible parents who said they did not know have been excluded from the table)

Region

Table 2.28 shows that there was some variation by region. Parents in the South West were most likely to report having too little information (57%) whilst parents in the North were most likely to say the amount of information they had was about right. As in previous years there was little difference between the responses of those in urban and rural areas.

Table 2.28 Parents' evaluation of the amount of information available to help them choose a nursery education place, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Too much	1	1	-	1	1	-	-	1	2	1
About right	56	45	49	54	50	43	45	50	50	49
Too little	44	54	51	46	50	57	55	50	48	50
<i>Base</i>	<i>257</i>	<i>578</i>	<i>544</i>	<i>383</i>	<i>430</i>	<i>407</i>	<i>160</i>	<i>1206</i>	<i>452</i>	<i>4417</i>

Base: All who answered the question (the 1% of eligible parents who said they did not know have been excluded from the table)

Social class and income

There was no clear relationship between social class or income and parents' opinion of the amount of information available. The percentage of each social class who considered that there was too little information available ranged from 49% (III non-manual) to 52% (I and II). Those in the £10,000-£19,000 income range were most likely to think there was too little information available.

Ethnic group

Black parents were most likely to report having had too little information about nursery education (58%). This contrasted with white parents of whom 51% said they had received too little information (44% of Asian parents).

3. PARENTAL PREFERENCE FOR NURSERY EDUCATION PROVISION

3.1 First choice of nursery education providers

Parents were asked whether each individual provider they were using was their first choice. The majority of parents (91%) were using their first choice of provider for their child and this did not vary much by age or type of provider used. Those who were not using their first choice of provider were asked which type of provider best described their first choice for their child. Table 3.1 compares the results for those who were using their first choice with those who were not (ie: for those using their first choice of provider what that provider actually was and for those not using their first choice what type of provider would have been their first choice). Among those who did achieve their first choice of provider the most popular first choice was a reception class (29%) compared to 16% of those who didn't achieve their first choice. Among those who didn't achieve their first choice the most popular was a nursery class (23%). Playgroups were also popular. Of those who had achieved their first choice 22% were sending their child to a playgroup compared to 18% of those who had not managed to send their child to their first choice of provider.

Table 3.1 Parents' first choice of provider

	Parents who:	
	Achieved first choice provider	Did not achieve first choice provider
First choice provider	%	%
Nursery school	11	21
Nursery class	25	23
Reception class	29	16
Special school	1	*
Day nursery	9	14
Playgroup/ pre-school	22	18
Combined/ family centre	1	*
Other	1	8
<i>Base</i>	<i>3068</i>	<i>310</i>
Base: All parents who used a nursery education provider excluding younger and older fives (excluding the less than 1% who did not respond)		

Table 3.2 shows that the type of first choice of provider for those who were not currently using their first choice, varied according to the age of the child. Among parents of three year olds who did not attend their first choice of provider, the most popular first choices were nursery school (26%), nursery class (24%), playgroup/pre-school (24%) and day nursery (16%). In contrast, among parents of four year olds the most popular first choices were reception class (34%), nursery class (23%), nursery school (15%) and day nursery (12%).

Table 3.2 First choice provider by parents who did not get their first choice, by age (grouped cohort)

	Grouped age cohort		Total
	3s (Y3-R4)	4s (Y4-R5)	
First choice:	%	%	%
Nursery school	26	15	21
Nursery class	24	23	23
Reception class	2	34	16
Special school	-	1	-
Day nursery	16	12	14
Playgroup/ pre-school	24	6	16
Combined/ family centre	1	0	0
Other	8	9	9
<i>Base</i>	157	128	285

Base: All whose main/sole provider was not their first choice excluding younger and older fives (excluding the less than 1% who did not respond)

Table 3.3 shows the first choice of provider by type of main or sole provider actually used, for those whose child did not attend their first choice of provider. It shows that those whose child attended a reception class were most likely to show a preference for another provider of the same type, in other words a reception class at a different school, as their first choice (58%) whilst about 15% would have preferred to send their child to a nursery class. About half of those whose child attended a nursery class (54%), day nursery (51%) or playgroup/pre-school (52%) said that another provider of the same type would be their first choice. Just under a third (30%) of those who attended a nursery school, or nursery class, said that their first choice would be a nursery school or class respectively. Another interesting finding is that 26% of those attending a playgroup would have preferred to send their child to a nursery school or nursery class.

Table 3.3 Parents who did not get first choice provider: their first choice, by type of main/sole provider in the week before the interview

First Choice Provider:	Type of main or sole provider					Total
	Nursery school	Nursery Class	Reception Class	Day Nursery	Playgroup /pre-school	
	%	%	%	%	%	
Nursery school	[39]	30	8	[20]	14	21
Nursery class	[30]	54	15	[10]	12	23
Reception Class	[3]	-	58	[2]	4	16
Special school	[-]	2	-	[-]	-	*
Day nursery	[21]	5	3	[51]	9	14
Playgroup/pre-school	[3]	5	3	[5]	52	16
Combined Centres	[-]	-	-	[-]	1	*
Other	[3]	5	14	[12]	7	9
Base	[33]	61	73	[41]	69	285

Base: Parents who said their main/sole provider in the previous week was not their first choice, excluding younger and older fives

Note: Providers used by fewer than ten parents are excluded from the table, but are included in the total column

3.2 Choice of primary school

Parents whose children were aged under five at the time of interview and who attended a nursery or reception class were asked whether their child would remain at that provider after the age of five. Table 3.4 shows that parents' responses to this question varied by the age of the child. Around over three-quarters (72-81%) of parents of younger three to younger four year olds said their child would stay in the same school. Ninety six percent of parents of older fours, and 97% of parents of rising fives said that their child would stay in the same school after the age of five.

The response also varied by type of provider attended. Among those whose child attended a reception class as their main provider, 97% said their child would stay at the same provider after the age of five, compared with 81% of those attending a nursery class.

Table 3.4 Percentage of parents who said their child would stay in the same school when child reached age five

Child's age cohort:	%	Base
Younger three	76	84
Older three	80	264
Rising four	72	169
Younger four	81	237
Older four	96	623
Rising five	97	358
Total	88	1735

Base: Parents whose child attended a nursery class or reception class, excluding younger and older fives (the 2% of parents who did not know or did not answer the question are excluded)

3.3 Frequency of, and reasons for, using more than one provider

Table 3.5 shows that the majority of parents who used nursery education used only one provider of nursery education or childcare in the last week before the interview (75%). A fifth (20%) used two providers and only 6% used three or more. Table 3.6 shows that among those who used only one provider, 99% used only a nursery education provider. This contrasts with those who used two providers, among whom over three quarters (77%) used both nursery education and childcare and only a quarter (23%) used nursery education only. Among those using three or more providers, almost all (96%) had used both nursery education and childcare.

Table 3.5 Number of nursery education and childcare providers used in the last week

Number of providers used last week	
	%
One	75
Two	20
Three	5
Four+	1
Base	3149

Base: Parents who used any provision in the last week, excluding older and younger fives

Table 3.6 Type of providers used in the last week, by number used

	Providers				Total
	One	Two	Three	Four +	
	%	%	%	%	%
Nursery education only	99	23	3	-	78
Nursery education and childcare	-	77	96	[100]	21
Childcare only	1	1	1	-	1
Base	2349	616	159	25	3149

Base: Parents who used any provision in the last week, excluding older and younger fives

Table 3.7 shows that regardless of the type of nursery education provider used in the last week, the majority had only used nursery education. However those who had attended a play group were the group most likely to have attended a childcare provider as well (29%). The majority of those attending some nursery education had used only one provider but this varied from 98% of those using reception classes and 92% of those using nursery classes, to 75% of those using day nurseries and only 62% of those using other providers. Reception classes are more likely than other types to be full-time, making it more likely that children attending them would only have attended one provider in the last week.

Table 3.7 Pattern of nursery education provision in the last week, by type of nursery education provider used last week

(Note: percentages read horizontally)

Type of nursery education provider used in last week	Used nursery education only	Used childcare as well	Used one nursery education provider only	Used two or more nursery education providers	Base
Nursery school	77	23	88	12	359
Nursery class	82	18	92	8	819
Reception class	82	18	98	2	971
Day nursery	77	23	75	25	331
Playgroup/ pre-school	71	29	80	20	738
Other providers	62	38	62	38	29

Base: Number using each type of provision in the last week

Note: As there were only 3 users of special schools and 10 users of Combined/Family centres in the last week, figures for these types of provider are not shown separately

Table 3.8 shows the extent to which childcare providers were used in combination with nursery education or other childcare provision. Unlike nursery education provision, the majority of those using all types of childcare had used both nursery education and childcare in the week before the survey. This varied from 92% of those who attended a mother and toddler group to 100% who attended an after school or breakfast club. Forty seven percent of those who had used friends and neighbours had used more than one childcare provider in the last week, compared to 15% of those who used a nanny or au pair.

Table 3.8 Pattern of childcare provision in the last week, by type of childcare provider used last week

(Note: percentages read horizontally)

Type of childcare provider used in last week	Used childcare only	Used nursery education as well	Used one childcare provider only	Used two or more childcare providers	Base
Mother and Toddler group	8	92	68	32	92
After schl/ breakfast club	[-]	[100]	[64]	[36]	45
Childminder	6	94	74	26	191
Nanny/au pair	[4]	[96]	[85]	[15]	46
Friends/neighbours	3	97	53	47	62
Other family members	3	97	73	27	325

Base: Number using each type of provision in the last week

Table 3.9 shows that the main reason given for using more than one provider in the last week was that the parent worked or studied, or was returning to work (68%). Just over a fifth (21%) mentioned giving their child a variety of people, environments and activities and 13% mentioned giving their child a balance of social and educational activities. Fifteen percent said the provider did not offer enough hours and each of the other reasons were given by fewer than 10% of parents.

Table 3.9 Reasons why parents used more than one provider in the last week

	%
Work/study reasons	
Parent works/studies/Will be returning to work/study	68
Educational reasons	
To give child variety of people/environments/activities	21
To give child balance of social/play and educational skills	13
To get child used to school/education	9
Other reasons:	
One or more of the providers do not offer enough sessions/hours	15
Cost reasons	6
Child stayed on at old provider after starting at a new one	5
To meet/keep in touch with other local parents/children	6
Sibling goes to one of providers	3
Other answer	6
<i>Base</i>	<i>798</i>

Base: All who used more than one provider in the last week, except younger and older five year olds

Looking at the reasons for using more than one provider by the age of child (Table 3.10) it can be seen that for all age groups the fact that the parent worked or studied was the main reason for using more than one provider. However the importance of this reason increased with age, from 55% of parents of younger threes to 90% of parents of rising fives. Parents of younger children were more likely to mention that using more than one provider gave their child a variety of activities or environments or a balance of social, play and educational skills (36% and 27% respectively of parents of younger threes compared with 7% and 3% of the

parents of rising fives). Getting the child ready for school or education was most likely to be mentioned by the parents of three year olds. Parents of younger children, particularly younger fours were more likely to say that there were not enough sessions available.

Table 3.10 Main reasons why parents used more than one provider last week, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Parent worked/studied	55	65	63	67	83	90	68
Variety of people/ environments/ activities	36	23	24	20	6	7	21
To give child a balance of social/ play and educational skills	27	14	12	12	4	3	13
To get child used to school/ education	9	11	10	7	7	5	9
One or more providers do not offer enough sessions/hours	14	16	15	22	9	5	15
<i>Base</i>	<i>146</i>	<i>209</i>	<i>105</i>	<i>139</i>	<i>138</i>	<i>61</i>	<i>798</i>

Base: Parents who used more than one provider in the last week (excluding younger and older fives)

The reasons for using more than one provider also varied by the type of main provider used (Table 3.11). Among parents of children in a reception class, the main reason was that they worked or studied (88%). Among those attending a nursery class, 68% mentioned that they worked or studied and 18% gave the reason of variety.

Table 3.11 Main reasons why parents used more than one provider in the last week, by type of main provider

	Nursery School	Nursery class	Reception Class	Day Nursery	Playgroup/ pre-school	Total
	%	%	%	%	%	%
Parent worked/ studied	67	68	88	69	53	68
Variety of people/ environments/ activities	25	18	6	24	31	21
To give child a balance of social/ play and educational skills	17	15	3	15	17	13
To get child used to school/ education	10	9	4	15	10	9
One or more providers do not offer enough sessions/ hours	16	16	8	19	17	15
<i>Base</i>	<i>105</i>	<i>172</i>	<i>179</i>	<i>110</i>	<i>215</i>	<i>798</i>
Base: Parents who used more than one provider in the last week (excluding younger and older fives)						

3.4 Problems arising from using more than one nursery education provider

Table 3.12 shows that the majority of parents who used more than one provider for their child said that there were no problems with doing so (85%) and this did not vary much with age. Where problems were mentioned, the main ones were the high cost (5%) and transport problems (4%) which again did not vary much by the age of the child.

Table 3.12 Problems experienced by parents who used more than one provider last week, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
No problems	86	82	87	86	86	84	85
<i>Problems with:</i>							
High cost	7	4	7	3	8	2	5
Transport	1	6	1	6	4	6	4
Different types of nursery education did not go well together	1	2	1	1	1	-	1
Other	6	8	8	5	5	8	7
<i>Base</i>	<i>146</i>	<i>209</i>	<i>105</i>	<i>139</i>	<i>139</i>	<i>62</i>	<i>800</i>

Base: Parents who used more than one provider in the last week (excluding younger and older
fives)

The problems mentioned did vary more by the type of main provider. Among parents whose child attended a playgroup as the main provider, 90% said there were no problems with using more than one provider compared with only 78% of day nursery users.

Table 3.13 Problems experienced by parents who used more than one provider last week, by type of main or sole provider

	Nursery school	Nursery class	Reception Class	Day Nursery	Playgroup/ pre-school	Total
	%	%	%	%	%	%
No problems	82	83	86	78	90	85
<i>Problems with:</i>						
High cost	6	3	6	7	4	4
Transport	5	4	6	5	2	1
Different types of nursery education did not go well together	1	3	-	2	1	1
Other	9	8	5	-	12	7
<i>Base</i>	<i>105</i>	<i>173</i>	<i>179</i>	<i>110</i>	<i>215</i>	<i>798</i>

Base: Parents who used more than one provider in the last week (excluding younger and older fives)

3.5 The amount of nursery education provision used

Table 3.14 shows that nearly all parents of four year olds (92%) who used any provision, used nursery education for all five days of the last week and most of the remainder used it for three or four days (3% / 4%). This contrasts with three year olds of whom 55% attended nursery education on five days in the week. Only 1% of three year olds only attended one day a week but 12% attended on two days and 20% on three days.

Table 3.14 Number of days in nursery education in the last week

	Grouped age cohorts		Total
	3s (Y3-R4)	4s (Y4-R5)	
	%	%	%
One	1	-	1
Two	12	1	7
Three	20	3	11
Four	11	4	7
Five	55	92	74
<i>Base</i>	<i>1520</i>	<i>1597</i>	<i>3117</i>

Base: Parents of three and four year olds who attended nursery education in the week before the survey (excluding younger and older fives)

Parents of children who attended nursery education on fewer than five days a week were asked why this was. Table 3.15 shows that the two main reasons were that the parent preferred to have the child at home some of the time (32%) and that they could not afford anymore (28%). These two reasons are quite different since one represents a parental

preference while the other indicates that the amount of nursery education is to some extent forced by circumstances. Looking at the age cohorts it can be seen that among parents of three year olds 42% said there were cost reasons compared with 20% of the parents of four year olds. This, among parents of older children using part-time nursery education is more likely to be a positive choice whereas among younger children there are more likely to be financial reasons behind this. The percentage of parents who said that their child was too young to go everyday was practically the same across both age groups.

Table 3.15 Main reasons why parents of three and four year olds used nursery education on fewer than five days a week

	Grouped age cohorts		Total
	3s (Y3-R4)	4s (Y4-R5)	
	%	%	%
Not able to:			
Cannot afford any more	42	20	28
Provider not flexible enough/ cannot take child every day	15	16	15
Could not get a state nursery place	5	7	6
Does not want to:			
Prefer to have child at home some of the time	30	34	32
Child is too young to go every day	16	15	15
Other answers	14	23	19
<i>Base</i>	<i>88</i>	<i>146</i>	<i>234</i>

Base: Parents of 3 and 4 year olds (at time of interview) who used nursery education on fewer than five days a week, excluding the two cases who did not respond

3.6 Opinion of the amount of nursery education currently received

Parents who had a child in nursery education at the time of the survey were asked about their opinion of the amount of nursery education their child currently received. Parents of younger and older fives were not asked this question since they were not asked about nursery education provision in the week before interview (the last week). Just over three quarters (77%) of parents thought their child was receiving about the right amount of nursery education, just under a fifth (19%) thought too little and a small number of parents (4%) thought too much was being received.

Age

Table 3.16 shows that parents of younger children (three year olds and younger four's) were more likely to think that their child received too little nursery education, 26% of younger threes reported this, compared with 5% of rising fives. Interestingly 8% of parents of older four's thought their child receives too much nursery education.

Table 3.16 Parents' evaluation of the amount of nursery education currently received, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Too much	2	2	2	3	8	6	4
About right	71	72	76	72	82	89	77
Too little	26	26	22	25	10	5	19
<i>Base</i>	458	665	382	527	692	369	3093

Base: Current users of nursery education, excluding younger and older fives (the 1% of eligible parents who did not know or did not answer have been excluded from the table).

Region

There were very little differences according to region. Parents in the North were most likely to think that their child was receiving too little nursery education (26%), but also most likely (along with parents in the South East) to think that their child was receiving too much nursery education (5%). Parents in Yorkshire & Humberside were most likely to think their child was receiving the right amount of nursery education (80%).

Table 3.17 Parents' evaluation of the amount of nursery education currently received, by region

	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Too much	5	4	1	3	3	6	3	5	4	4
About right	69	75	80	77	78	79	78	76	77	77
Too little	26	21	18	20	18	15	18	20	19	19
<i>Base</i>	181	408	384	267	288	290	115	855	305	3093

Base: Current users of nursery education, excluding younger and older fives (the 1% of eligible parents did not know or did not answer have been excluded from the table)

Main / Sole provider

Parents whose child's main or sole provider was a playgroup (29%) or nursery school (28%) were most likely to say that their child was receiving too little nursery education and those with children in reception classes the least likely to say this (8%).

Table 3.18 Parents' opinion of the amount of nursery education currently received, by main or sole nursery education provider

	Nurs- ery school	Nurs- ery class	Recep- tion class	Day nursery	Play- group/ Pre- school	Total
	%	%	%	%	%	%
Too much	3	1	8	6	1	4
About right	70	75	84	78	70	77
Too little	28	23	8	16	29	19
<i>Base</i>	352	790	956	301	637	3093

Base: Current users of nursery education, excluding younger and older fives (the 1% of eligible parents did not know or did not answer have been excluded from the table)

Note: Base total does not equal the sum of bases for each category since some categories had very small bases

Social class and income

Parents in social classes IV and V were most likely to report that their child received too little nursery education (26%) compared with just 15% of parents in Social Classes I and II. Looking at differences by income shows a direct relationship between income and satisfaction with the amount of nursery education currently received. Only 14% of those in the highest income group thought their child received too little nursery education compared with around a quarter (24%) in the lowest income group.

Table 3.19 Parents' opinion of the amount of nursery education currently received, by income

	Less than £10,000	£10,000- £19,999	£20,000- £29,999	£30,000 or more	Total
	%	%	%	%	%
Too much	2	4	4	5	4
About right	74	74	75	81	77
Too little	24	23	21	14	19
<i>Base</i>	706	775	703	1091	3464

Base: Current users of nursery education, excluding younger and older fives (the 1% of eligible parents did not know or did not answer have been excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a income category

Type and number of providers

There was little difference in perceptions of the amount of nursery education received according to whether the child received nursery education only or childcare as well. Nor was there much difference according to whether the child attended one or two or more providers.

Table 3.20 Parents' opinion of the amount of nursery education currently received, by type of providers used in the last week

	No provider	Nursery only	Nursery and childcare	Childcare only	Total
	%	%	%	%	%
Too much	-	4	4	-	4
About right	-	77	74	-	77
Too little	-	19	22	-	19
Base	-	2446	647	-	3464

Base: Current users of nursery education, excluding younger and older fives (the 1% of eligible parents did not know or did not answer have been excluded from the table)

Number of nursery education sessions

Those parents whose children had received 6 or more sessions of nursery education and childcare in the last week were less likely than those who had received 5 or less sessions to say that their child received too little. For example 44% of those who received only 1-2 sessions said their child received too little nursery education compared to just 14% of those whose child had received 11+ sessions.

Table 3.21 Parents' evaluation of the amount of nursery education currently received, by the number of sessions (of nursery education and childcare) in the last week

	1-2	3-4	5	6-8	9-10	11+	Total
Too much	1	0	1	2	7	7	4
About right	55	75	70	81	84	79	77
Too little	44	25	29	17	9	14	19
Base	120	363	926	323	1074	287	3093

Base: Current users of nursery education, excluding younger and older fives (the 1% of eligible parents did not know or did not answer have been excluded from the table)

3.7 Non-users of nursery education and childcare

The survey found that 3% of parents had not sent their child to any nursery education or childcare in the year. The main reasons given by those who had not used nursery education or childcare were that they would prefer to look after the child at home (28%) and that local providers were full / they could not get a place (27%).

Table 3.22 Reasons why no nursery education was used in the last year

	Used no NE or CC %	Used no NE %
Reasons not able to use nursery education:		
Local providers full / could not get a place	27	[8]
Too expensive/cost factors	11	[12]
Child too young for local provider	18	[28]
No local providers	4	[4]
Child dislikes/unhappy in nursery education	4	[-]
Reasons did not want nursery education:		
Prefer to look after child at home	28	[24]
Child not yet developed enough to benefit	3	[16]
Parent prefers to teach child him/herself	8	[8]
Other answers	16	[24]
<i>Base</i>	74	26

Base: Non-users of nursery education in the last year

3.8 Preference for extra nursery education provision

Parents who were using nursery education in the week before interview and who said that the amount their child currently received was too little were asked who they would like to obtain extra nursery education from in their local area.

3.8.1 Existing or different provision

When asked whether they would use an existing provider or a new provider for extra provision for their child, three quarters (81%) said they would use a provider they had used before and 19% said they would choose a new provider.

Age

Overall, there were no differences between the views of parents of three and four year olds concerning whether they would use an existing provider or a new one. These overall figures hide differences among the age cohorts. Parents of rising fives were most likely to say that they would choose a provider used before (85%), whilst parents of younger three's were most likely to say they would choose a new provider.

Social class and income

Those households from Social Class IV and V and those in the lowest income bracket were more likely to say they would choose a new provider (25% and 27% respectively compared to an overall figure of 19%).

Ethnic group

Parents from an ethnic minority group were less likely than white parents to choose a provider used before (74% compared with 83%) and more likely to use a new provider. This was particularly the case for Asian parents (only 71% would use a provider which they had used before compared with 79% of black parents). However these figures are based on a very small number of cases (95 ethnic minority parents in total) and so these findings should be treated with caution.

Special needs

Among those children who had special needs, 23% of parents of a child with a statement, and 10% of parents of a child without a statement, said they would use a new provider, compared to 19% for all parents. The small number of cases here (54) means that these results should also be treated with caution.

3.8.2 Type of new provision

Those parents who said they would use a new provider were asked what type of provider they would choose. Table 3.23 shows that the most popular choice was a nursery class (44%) followed by a nursery school (15%). Preferences varied by age. Among parents of three year olds almost half (46%) would choose a nursery class, 18% would choose a playgroup/pre-school, and 17% would choose a nursery school. Among parents of four year olds, 19% would choose a nursery class, and 17% would choose a reception class. A playgroup or pre-school was selected more often by parents of three year olds (18%) than by parents of four year olds (7%).

Table 3.23 Type of new nursery education parents would choose, by age (grouped age cohorts)

	3s (Y3-R4)	4s (Y4-R5)	Total
	%	%	%
Nursery school	17	[12]	15
Nursery class	46	[39]	44
Reception class	4	[17]	9
Special school	-	[10]	4
Day nursery	13	[7]	11
Playgroup/ pre-school	18	[7]	14
Other	-	[7]	3
Combined/ family centre	1	[-]	1
<i>Base</i>	<i>71</i>	<i>41</i>	<i>112</i>

Base: All parents who would choose new provider for extra nursery education provision, excluding younger and old fives

3.8.3 Reasons for choice

Parents who said that their child did not currently receive enough nursery education were asked why they would make their particular choice for nursery education provision (a previous provider or a new provider); the results are shown in Table 3.24. The main reason for their choice was that the child enjoys it there (46%), followed by the fact that it was the most appropriate type of education for their child's age (40%). Twenty nine percent said that they liked it or it had a good reputation. Other reasons given were that the provider would prepare the child for the school environment (17%), that it was local or convenient (16%) and that it was attached to their chosen school (15%).

Table 3.24 Reasons for choice of extra nursery education provision

	%
Most appropriate type of education for my child's age	40
Child enjoys it there	46
I liked it/it was the best I looked at/ has a good reputation	29
Attached to school of choice/provides continuity of primary education	15
Prepares child for/gets used to school environment	17
It's local/ convenient	16
Offered suitable hours	5
Other	7
<i>Base</i>	<i>597</i>
Base: Parents who thought their child received too little nursery education, excluding younger and older fives (the 4% of eligible parents did not know or did not answer have been excluded from the table)	

4 CHARACTERISTICS OF MAIN OR SOLE NURSERY EDUCATION PROVIDER

4.1 Organisation responsible for nursery education

A classification of the organisation responsible for providing the child's nursery education was obtained from parents and the information was checked by means of follow-up telephone calls to the providers themselves. The different organisations providing nursery education and the types of education they provided are shown in Table 4.1. This table covers main or sole nursery education providers which were used by children in the last week (excluding older and younger five year olds).

The majority of the nursery education services (62%) were provided by a Local Education Authority (LEA), 21% were provided by a private or independent organisation and 11% by a community or voluntary organisation.

As may be expected, almost all (90%) of nursery classes and reception classes used by respondents were reported to have been provided by an LEA. The majority of nursery schools and special schools were also provided from this source (65% and 84% respectively).

Among the small number of parents who reported using a combined or family centre, a little over half said that the service was provided by a local authority social services department while a third said that it was provided by the LEA (these findings should be treated with caution due to low base sizes).

Private and independent organisations were responsible for providing the majority (73%) of day nurseries and substantial proportions of playgroups or pre-schools (33%) and nursery schools (29%) used. They were also responsible for 8% of nursery classes and 5% of reception classes. Community or voluntary organisations were of most importance in the provision of playgroups and pre-schools, 45% of which were provided by this source. They also provided a small proportion of the nursery schools and day nurseries (3% and 5% respectively).

Employers provided 2% of provision overall. The most common form of provision that was provided by employers was day nurseries, 12% of which were provided by this source.

Table 4.1 Classification of main or sole providers (excludes provision for younger and older fives)

	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ Nurs- ery	Day nurs- ery	Play- group/ Pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
A Local Education Authority	65	90	90	[84]	6	12	[33]	[37]	62
A private / independent (fee-paying) school or organisation	29	8	5	[5]	73	33	[-]	[47]	21
A community or voluntary org'n	3	1	2	[5]	5	45	[10]	[-]	11
A church or religious org'n	1	1	3	[-]	-	6	[-]	[-]	2
A Local Authority social services department	2	*	-	[-]	3	2	[57]	[5]	1
An employer	1	-	*	[5]	12	1	[-]	[5]	2
Other		1	1	[-]	1	*	[-]	[5]	1
<i>Base</i>	<i>361</i>	<i>810</i>	<i>971</i>	<i>19</i>	<i>314</i>	<i>663</i>	<i>21</i>	<i>19</i>	<i>3178</i>

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 0.2% of eligible children whose parents said they did not know have been excluded from the table).

4.2 Number of children aged under five in the class or group

Parents were asked about the number of children in their child's class or group for each nursery education provider used in the last week. The range of class or group sizes and the average class size for each type of provider are shown in Table 4.2. It should be noted that these figures are based on parents' estimates and have not been checked with the providers.

The average class or group size was 21. The largest class sizes were in reception classes (which include five year olds) and nursery classes (average sizes of 24 and 22 respectively) . The average group size in playgroups and nursery schools was 19. Day nurseries had smaller group sizes, an average of 15 children.

These patterns are very similar to those that have been reported in earlier surveys in this series.

Table 4.2 Number of children in the class or group, by type of main or sole provider

	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ Nurs- ery	Day nurs- ery	Play- group/ Pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
1-5	1	-	1	[12]	3	1	[25]	[5]	1
6-10	19	9	3	[59]	30	10	[31]	[11]	10
11-15	18	17	8	[12]	34	24	[6]	[16]	17
16-20	28	20	20	[12]	20	34	[6]	[37]	24
21-25	16	21	26	[6]	7	22	[6]	[16]	21
26-30	14	30	38	[-]	4	9	[13]	[16]	24
31-35	4	3	5	[-]	2	1	[13]	[-]	3
Mean	19	22	24	[10]	15	19	[15]	[19]	21
Standard error	0.4	0.3	0.2	[1.5]	0.4	0.3	[2.9]	[1.6]	0.1
<i>Base</i>	302	704	905	17	260	564	16	19	2787

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 11% of eligible children whose parents said they did not know have been excluded from the table).

Class or group size increased with children's ages, reflecting the movement into the types of providers which had the largest class sizes, nursery classes and reception classes. As Table 4.3 shows, the average class or group size was 17 children for younger threes and 19 children for older threes. These numbers increased to 23 for older fours and 24 for rising fives. However, these averages conceal considerable variation in class or group size within each of the cohorts. These patterns are the same as have been observed for earlier surveys in this series.

Table 4.3 Number of children in the class or group, by age cohort

No. of children	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
1-5	1	1	2	1	1	1	1
6-10	21	13	12	13	3	4	10
11-15	28	22	19	20	9	7	17
16-20	28	26	22	24	22	19	24
21-25	12	18	22	20	25	27	21
26-30	8	18	22	19	34	40	24
31-35	2	2	2	4	6	3	3
Mean	17	19	20	20	23	24	21
Standard error	0.3	0.3	0.4	0.3	0.3	0.3	0.1
<i>Base</i>	395	594	332	464	649	353	2787

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 11% of eligible children whose parents said they did not know have been excluded from the table).

4.3 Number of teachers and / or carers in the class or group

Parents also reported the number of teachers or carers who were in their child's class or group, excluding parent helpers or other volunteer helpers (see Table 4.4).

The average number of teachers or carers was about three per class or group. This average varied little according to the type of provider. Reception classes had the lowest numbers of teachers or carers, an average of two compared with an average of three for most other types of providers. Playgroups had the highest number of carers, an average of four carers (excluding parents and volunteers).

Overall, 9% of children were in classes or groups which had a single teacher or carer, 40% had two teachers or carers, 29% had three and 22% had four or five. The majority of parents whose children attended nursery schools, nursery classes, reception classes, special schools and day nurseries reported that they had two or three carers. Very few of these services were reported to have more than three teachers or carers.

The pattern of results for the number of teachers and carers differed for the other types of provider. Playgroups typically had a higher number of carers; only 14% were reported to have two or fewer carers while 30% had three carers and 46% had four or five carers.

Table 4.4 Number of teachers and/or carers for the class or group, by type of provider

No. of teachers and/or carers	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ Nurs- ery	Day nurs- ery	Play- group/ Pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
0	-	-	-	[-]	-	*	[6]	[-]	*
1	12	9	11	[7]	8	2	[44]	[11]	9
2	31	41	62	[47]	29	12	[19]	[33]	40
3	30	34	22	[27]	35	30	[-]	[39]	29
4	20	13	4	[7]	19	39	[13]	[17]	16
5	7	3	1	[13]	8	17	[19]	[-]	6
Mean	3	3	2	[3]	3	4	[2]	[3]	3
<i>Base</i>	<i>312</i>	<i>780</i>	<i>940</i>	<i>15</i>	<i>262</i>	<i>560</i>	<i>15</i>	<i>18</i>	<i>2902</i>

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 7% of eligible children whose parents said they did not know have been excluded from the table).

Teacher or carer / child ratios have been calculated by dividing the reported number of children in the class or group by the number of teachers or carers (see Table 4.5). It should be noted that these ratios are subject to an uncertain amount of reporting error since it may be assumed that some parents will have imperfect knowledge of the numbers of children or teachers or carers at their child's provider. Moreover, some parents may have had difficulty in deciding what constitutes a 'teacher or carer' as distinct from 'parent helpers or other volunteer helpers' whom they were asked to exclude.

There was an overall ratio of 8 children to every teacher or carer. As may be expected, there was substantial variation between types of provider. Reception classes had the lowest ratio with one teacher or carer for every 11 children. Nursery classes had the second lowest ratio with one teacher or carer for every 8 children. At the other end of the scale, day nurseries

and playgroups had high ratios of one carer for five children. Special schools or nurseries had the highest ratio with one teacher or carer to every four children (which is a similar result to those found in previous years).

Table 4.5 Mean teacher or carer/ child ratios: number of teachers or carers / number of children in the class or group, ratio based on means, by type of provider

	Nurs- ery school	Nurs- ery class	Recep- -tion class	Special school/ Nurs- ery	Day nurs- ery	Play- group/ Pre- school	Comb- ined/ family centre	Other prov- ider	Total
Mean no. of teachers and/or carers	3	3	2	[3]	3	4	[2]	[3]	3
Mean no. of children	19	22	24	[10]	15	19	[15]	[19]	21
Teacher or carer/ child ratio (means)	1:7	1:8	1:11	[1:4]	1:5	1:5	[1:6]	[1:7]	1:8

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 11% of eligible children whose parents said they did not know or gave no fixed number have been excluded from the table).

Note: Teacher or carer / child ratios have been calculated by dividing the mean number of children by the mean number of teachers or carers (ratios calculated using means to 2 decimal places)

The number of teachers or carers per class or group fell as the age of the child increased, reflecting children's movement into the types of providers which had the lowest teacher or carer / child ratios, nursery classes and reception classes. As Table 4.6 shows, the average number of teachers or carers fell from 3 for younger threes to 2 for rising fives.

Table 4.6 Number of teachers and/or carers for the class or group, by age cohort

No. of teachers and/or carers	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
0	1	-	-	-	-	-	*
1	6	8	11	8	10	11	9
2	23	30	25	33	60	62	40
3	32	32	30	33	24	22	29
4	29	22	24	18	5	5	16
5	9	8	10	8	1	*	6
Mean	3	3	3	3	2	2	3
Base	406	616	352	485	680	363	2902

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 7% of eligible children whose parents said they did not know or gave no fixed number have been excluded from the table).

4.4 Age of youngest child at nursery education provider

Parents were asked the age of the youngest children who attended the same class or group as their child.

As has been observed for previous surveys, the age of the youngest child varied notably according to the type of provider (Table 4.7). The great majority (88%) of parents with a child in a reception class reported that the youngest age of children in the class was four, while 9% reported that it was three. It should be noted that these results are based on parents' estimates of the age of the youngest child in the class or group and may be subject to some reporting error. For example, the small minority (3%) who reported, almost certainly erroneously, that the youngest age of children at a reception class was below three could be explained either by parents thinking of other services at the same site which their child had previously attended or by mis-classification of the provider.

The great majority (83%) of parents with a child in a nursery class reported that the youngest child in the class was aged three. Most parents (71%) whose child attended a nursery school also generally reported that the youngest age was three, while 23% reported a younger age. In contrast, most parents (65%) whose child attended a playgroup reported that the youngest age in the group was two. Day nurseries still differ from the other forms of provision in having a broader age focus as fairly equal proportions of parents of children attending this type of provider reported youngest ages of under two, two and three.

Table 4.7 Age of youngest child at provider, by type of provider

	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ Nurs- ery	Day nurs- ery	Play- group/ Pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
Age of youngest child at provider									
Under 2	5	2	2	[5]	39	2	[19]	[-]	6
2 but less than 3	18	4	1	[16]	24	65	[14]	[32]	19
3 but less than 4	71	83	9	[53]	35	31	[57]	[53]	43
4 but less than 5	7	11	88	[26]	2	2	[10]	[16]	31
<i>Base</i>	<i>348</i>	<i>781</i>	<i>929</i>	<i>19</i>	<i>302</i>	<i>642</i>	<i>21</i>	<i>19</i>	<i>3061</i>

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 2% of eligible children whose parents said they did not know have been excluded from the table).

Most children attended a provider where the youngest child was about the same age or younger than them. For example, 90% of three year olds and 89% of four year olds were said to be in a class or group in which the youngest child was the same age or a year younger (Table 4.8). These findings are very consistent with those reported in previous surveys in this series.

Table 4.8 Age of youngest child at provider, by grouped age cohort

	Grouped age cohort		Total
	3s (Y3-R4)	4s (Y4-R5)	
	%	%	%
Age of youngest child at provider			
Under 2	8	4	6
2 but less than 3	32	7	19
3 but less than 4	58	29	43
4 but less than 5	1	60	31
<i>Base</i>	<i>1501</i>	<i>1560</i>	<i>3061</i>
Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 2% of eligible children whose parents said they did not know have been excluded from the table).			

5. PAYMENTS FOR NURSERY EDUCATION PROVISION

5.1 Services and items paid for by parents

The payment questions presented in this chapter cover payments made to the child's main or sole provider¹⁸ of nursery education in the last week for all parents except those whose children were younger or older fives and those who did not use a nursery education provider in the last week. The amounts which parents were asked about included both compulsory and voluntary payments. The questions used to collect this information in the fifth survey largely repeated those which had been introduced for the first time in the fourth survey.

Overall, 69% of parents paid something to their child's main or sole provider while 31% paid nothing. The proportion of parents making payments was slightly lower than that found in the fourth survey (72%).

The most common items paid for were refreshments/ meals (50%), education fees (25%) and use of equipment (21%). 15% of parents reported paying for trips or outings, 12% for childcare fees and 8% for a donation to a school fund. All these proportions are comparable with those reported in the fourth survey.

There were variations in charging practice amongst the different types of provider (Table 5.1). Reception classes were the least likely to make charges with only 61% of parents making any payments for that form of provision. Charges were most likely in day nurseries; 89% of parents who used that form of provision made payments.

The most common charge was for refreshments and meals (50% of parents paid for this) and this was commonly mentioned for all types of provider. In contrast, education fees, which were paid by 25% of parents overall, were mainly mentioned for day nurseries (71%), playgroups (52%) and nursery schools (28%). As may be expected, very few parents said that they paid education fees for nursery or reception classes (just 8% and 5% respectively)¹⁹. Similarly, payments for use of equipment and materials, which were reported by 21% of parents overall, were most common in day nurseries and playgroups and much less common in nursery and reception classes. Childcare fees were mentioned for a majority of day nurseries (61%) and a smaller proportion of playgroups (20%). Payments for trips and outings and donations to a school fund were reported for small proportions of each type of provider and were most common for reception classes (21%) and day nurseries (24%).

Just over half (53%) of parents of children who attended special schools or nurseries made some payments. Refreshments and meals were by far the most common payment by parents in this group (paid for by 37%). Just under half (43%) of parents of children who attended combined or family centres made any payments. A variety of different payments were made by these parents with those for refreshments and meals (paid for by 29%), education fees (24%) and trips and outings (14%) being most common (findings for special schools and combined or family centres should be treated with caution due to small base sizes).

¹⁸ The main or sole provider is the one which is used for the greatest amount of time in the last week.

¹⁹ These figures include private sector providers.

Table 5.1 Services and items paid for by parents, by type of provider

Services and items paid for	Nursery school	Nursery class	Reception class	Special school/nursery	Day nursery	Play-group/pre-school	Combined/family centre	Other provider	Total
	%	%	%	%	%	%		%	%
Education fees	28	8	5	[5]	71	52	[24]	[53]	25
Childcare fees	9	1	1	[5]	61	20	[10]	[21]	12
Refreshments/meals	50	56	44	[37]	75	42	[29]	[47]	50
Use of equipment	23	14	7	[11]	54	34	[10]	[42]	21
Trips/ outings	10	11	21	[5]	24	11	[14]	[21]	15
Donation to school fund	8	10	10	[16]	2	5	[-]	[11]	8
Other fees	2	2	3	[-]	1	1	[-]	[5]	2
No payments	29	27	39	[47]	11	33	[57]	[21]	31
<i>Base</i>	<i>361</i>	<i>810</i>	<i>971</i>	<i>19</i>	<i>314</i>	<i>670</i>	<i>21</i>	<i>19</i>	<i>3185</i>

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives

Note: The column percentages can add up to more than 100% since respondents could mention more than one item

Parents of younger children were more likely to make payments than parents of older children (Table 5.2). The parents of 78% of younger threes and 79% of older threes made payments for at least one service or item, compared with only 60% of parents of older fours and rising fives. This trend of decreasing payments as the child's age increased was most notable for education fees. Whereas 51% of parents of younger threes paid education fees this proportion fell steeply as the child's age increased to just 5% for older fours and 7% for rising fives. This reflects the transition of older children into LEA-funded reception classes.

Similarly, childcare fees were more likely to be paid by the parents of younger children. Nearly a third (28%) of the parents of younger threes paid for childcare, compared with only 2-3% of the parents of older fours and rising fives.

Parents of younger children were more likely to pay for refreshments and meals, and use of equipment, than parents of older children. The parents of older children were more likely to pay for trips and outings and to make a donation to a school fund, than parents of younger children.

Table 5.2 Services and items paid for by parents, by child's age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
Services and items paid for	%	%	%	%	%	%	%
Education fees	51	37	34	19	5	7	25
Childcare fees	28	16	14	12	2	3	12
Refreshments/ meals	55	59	52	46	44	45	50
Use of equipment	34	33	26	19	8	8	21
Trips/ outings	10	13	14	16	18	21	15
Donation to school fund	5	6	7	8	10	10	8
Other fees	2	1	1	1	2	4	2
No payments	22	21	26	35	40	40	31
<i>Base</i>	<i>476</i>	<i>684</i>	<i>388</i>	<i>542</i>	<i>705</i>	<i>390</i>	<i>3185</i>

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives

Note: The column percentages can add up to more than 100% since respondents could mention more than one item

Parents in Social Classes I and II were more likely to pay for items and services than other parents (Table 5.3). Only 25% paid nothing compared with between 32% and 37% of other parents. Parents in the non-manual Social Classes were more likely than others to pay for most services and items. The largest differences according to social class were observed for education fees and childcare fees which were paid for by 36% and 18% respectively of the Social Class I and II groups but by less than half these proportions of the manual groups. In contrast, the proportion who paid for refreshments and meals or trips and outings did not vary notably by social class.

These findings partly reflect the higher incomes of the non-manual social class groups. 77% of parents with household incomes over £30,000 paid for services or items compared with 63% of parents with household incomes below £10,000 (Table 5.4). Parents in the highest income band were four times as likely as those in the lowest income band to pay education fees (40% compared with 10%) and childcare fees (20% compared with 5%).

Table 5.3 Services and items paid for by parents, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
Services and items paid for					
	%	%	%	%	%
Education fees	36	22	15	15	25
Childcare fees	18	11	6	5	12
Refreshments/ meals	53	49	50	48	50
Use of equipment	28	19	15	17	21
Trips/ outings	19	14	12	14	15
Donation to school fund	8	8	8	5	8
Other fees	3	2	1	2	2
No payments	25	32	35	37	31
<i>Base</i>	<i>1169</i>	<i>1274</i>	<i>443</i>	<i>146</i>	<i>3185</i>

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives

Note: The column percentages can add up to more than 100% since respondents could mention more than one item

Table 5.4 Services and items paid for by parents, by income

Services/ items paid for	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
Education fees	10	19	25	40	25
Childcare fees	5	10	11	20	12
Refreshments/ meals	44	52	48	55	50
Use of equipment	10	17	20	32	21
Trips/ outings	12	12	16	20	15
Donation to school fund	6	8	8	9	8
Other fees	1	1	2	3	2
No payments	37	33	33	23	31
<i>Base</i>	<i>622</i>	<i>724</i>	<i>619</i>	<i>1022</i>	<i>3185</i>

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives

Note: The column percentages can add to more than 100% since respondents could give more than one answer

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

5.2 Amount paid by parents for services and items

The amount that parents reported paying to their child's main or sole nursery education provider has been scaled to assume all children attended five sessions a week, thirteen weeks a term, in order to allow comparisons to be made on a standard basis. Parents paid an average of £224 per term for their child's provision. However, as Table 5.5 shows, the distribution of payment levels was very uneven with the majority of parents paying either quite small amounts (55% paid less than £50 per term) or very large amounts (31% paid £250 or more per term) with relatively few parents paying intermediate amounts. This pattern is in keeping with that observed in previous years.

This uneven distribution of amounts paid is explained by the types of services and items that they covered. As Table 5.6 shows, the majority (81%) of parents who paid less than £50 per term paid for refreshments and meals but few paid for other items apart from trips or outings (16%) or use of equipment and materials (14%). In contrast, the majority of parents who paid larger amounts (70% of those paying between £50 and £249 and 88% of those paying £250 or more per term) paid education fees. Among those who paid £250 or more per term, 75% paid for refreshments and meals, 60% paid for the use of equipment and materials and 45% paid childcare fees.

Table 5.5 Total amount paid by parents per term

	%
Less than £25	44
£25-50	11
£50-100	4
£100-150	3
£150-199	3
£200-249	4
£250-499	14
£500-999	15
£1000-1999	2
£2000+	*
Mean: £	224
Standard error	9
<i>Base</i>	<i>2042</i>

Table 5.6 Services and items paid for at provider, by total amount spent

	Total amount parent paid per term		
	Less than £50	£50-£249	£250 or more
	%	%	%
Education fees	2	70	88
Childcare fees	1	29	45
Refreshments/ meals	81	67	75
Use of equipment	14	41	60
Trips/ outings	16	14	23
<i>Base</i>	<i>1114</i>	<i>283</i>	<i>645</i>
Base:	Parents who used main or sole nursery education provider in the last week for which they made any payment (excluding 7% who paid one off costs) and excluding younger and older fives		
Note:	The column percentages can add to more than 100% since respondents could give more than one answer		

The amounts paid per term by parents can be examined for each of the different provider types (Table 5.7). Parents with children in nursery or reception classes faced the lowest costs: 88% and 85% respectively paid less than £50 per term. Parents whose child attended a nursery school were predominantly divided into two groups with just over half (55%) paying under £50 per term while just over a third (35%) paid £250 or more; few paid intermediate amounts.

The most expensive providers of pre-school education were day nurseries for which 88% of parents who used them paid £250 or more per term. The average amount paid at day nurseries was £641 per term. Playgroups or pre-schools were the next most expensive providers, with just over half (51%) of parents paying over £250 per term. The average amount paid at playgroups was £318 per term.

The pattern of these results is extremely similar to that observed in the fourth survey.

Table 5.7 Amount paid by parents per term, by type of provider

Amount paid	Nurs- ery school	Nurs -ery class	Recep -tion class	Day nurs- ery	Play- group/ pre- school	Other prov- ider	Total
	%	%	%	%	%	%	%
Less than £25	46	80	58	1	5	[20]	44
£25-49	9	8	27	1	3	[13]	11
£50-99	4	2	5	4	6	[-]	4
£100-149	3	*	1	2	12	[-]	3
£150-199	*	1	1	2	9	[-]	3
£200-249	2	1	*	4	15	[-]	4
£250-499	14	1	2	24	38	[7]	14
£500-999	16	7	6	55	11	[60]	15
£1000-1999	5	1	1	8	2	[-]	2
£2000+	*	*	*	1	*	[-]	*
Mean: £	240	71	75	641	318	[495]	224
Standard error	22	8	9	24	27	[97]	9
<i>Base</i>	<i>246</i>	<i>563</i>	<i>500</i>	<i>275</i>	<i>427</i>	<i>15</i>	<i>2042</i>

Base: Parents who used a main or sole nursery education provider in the last week for which they made any payments (excluding the 7% who paid one off costs) and excluding younger and older fives.

Note: Data are not shown for special day schools or nurseries or combined/family centres due to the small number of cases (9 and 7 respectively)

Parents of younger children paid significantly more for pre-school education than parents of older children (Table 5.8). The average payment per term for three year olds was £298 while that for four year olds was £126. A little under half (44%) of parents of three year olds paid £250 or more per term compared with just 16% of four year olds. This finding reflects the entry of older children into nursery and reception classes in maintained infant and junior schools.

Table 5.8 Amount paid by parents per term, by child's grouped age cohort

	Grouped age cohorts		Total
	3s (Y3-R4)	4s (Y4-R5)	
	%	%	%
Less than £25	35	55	44
£25-49	4	20	11
£50-99	3	5	4
£100-149	5	1	3
£150-199	4	1	3
£200-249	6	2	4
£250-499	20	5	14
£500-999	20	9	15
£1000-1999	3	2	2
£2000+	1	*	*
Mean: £	298	126	224
Standard error	14	9	9
<i>Base</i>	<i>1164</i>	<i>878</i>	<i>2042</i>

Base: Parents who used main or sole nursery education provider in the last week for which they made any payment (excluding 7% who paid one off costs) and excluding younger and older fives

Payments to pre-school education providers were greatest among parents in the non-manual classes and the highest income groups (Table 5.9 and 5.10). 46% of parents in Social Classes I and II and 50% of those in the highest income group (£30,000 or more per annum) paid over £250 per term. These figures compared with just 18% of parents in Social Classes IV and V and 10% of parents who earned less than £10,000 per year. The average amount paid per term by parents in the highest income group (£347) was more than four times the average amount paid by the lowest income group (£80).

Table 5.9 Amount paid by parents per term, by social class

	I and II	III Non-manual	III Manual	IV and V	Total
	%	%	%	%	%
Less than £25	31	47	59	59	44
£25-49	10	13	11	12	11
£50-99	4	4	4	4	4
£100-149	3	4	3	2	3
£150-199	2	3	3	4	3
£200-249	4	5	3	2	4
£250-499	16	14	10	12	14
£500-999	26	9	7	6	15
£1000-1999	4	2	*	-	2
£2000+	*	1	-	-	*
Mean: £	326	183	115	104	224
Standard error	13	17	13	19	9
<i>Base</i>	<i>810</i>	<i>797</i>	<i>270</i>	<i>85</i>	<i>2042</i>

Base: Parents who used main or sole nursery education provider in the last week for which they made any payment (excluding 7% who paid one off costs) and excluding younger and older fives

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 5.10 Amount paid by parents per term, by income

	Less than £10,000	£10,000-£19,999	£20,000-£29,999	£30,000 or more	Total
	%	%	%	%	%
Less than £25	69	50	39	28	44
£25-49	9	13	12	9	11
£50-99	3	4	6	4	4
£100-149	3	3	6	3	3
£150-199	3	3	3	2	3
£200-249	4	4	5	4	4
£250-499	6	13	15	17	14
£500-999	4	7	14	28	15
£1000-1999	*	2	1	4	2
£2000+	-	*	1	1	*
Mean: £	80	172	207	347	224
Standard error	9	26	17	14	9
<i>Base</i>	<i>356</i>	<i>452</i>	<i>374</i>	<i>740</i>	<i>2042</i>

Base: Parents who used main or sole nursery education provider in the last week for which they made any payment (excluding 7% who paid one off costs) and excluding younger and older fives

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

5.3 Who pays for education fees

This section focuses specifically on education fees, rather than the full range of services and items considered earlier in this chapter, and presents parents' views as to who paid for their children's nursery education fees. Questions on this topic were added in the fourth survey. It should be noted that development work for the questions showed that some parents were unsure how their children's nursery education places were funded. For example, there was a suggestion that some parents who received a subsidised place for their child were unaware that they were not paying the full costs. It is likely that the data is subject to relatively high levels of measurement error and it is recommended that the findings are treated with caution.

Table 5.11 presents a classification of parents according to whether they paid anything towards the education fees for their child's main or sole provider. The majority (75%) of parents reported paying no fees while 7% reported paying part of the fees and 18% reported paying all the fees.

The proportion of parents who reported paying all of the education fees fell with increasing age from 43% of younger threes to just 3% of rising fives, reflecting children's movement into maintained nursery and reception classes as they got older. The proportion of parents who paid part of the cost fluctuated according to age cohort but was generally also higher among the younger age cohorts (8% for younger and older threes) than for the older age cohorts (2% of older fours and 5% of rising fives).

Table 5.11 Whether the parent pays education fees, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Pays no education fees	49	63	67	81	95	93	75
Pays some of education fees	8	8	9	11	2	5	7
Pays all of education fees	43	29	24	9	3	3	18
<i>Base</i>	456	663	379	529	693	379	3099

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 0.8% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Parents in the higher income groups were more likely to pay some or all of the education fees than those in lower income groups (Table 5.12).

Table 5.12 Whether the parent pays education fees, by income

	Less than £10,000	£10,000- £19,999	£20,000- £29,999	£30,000 or more	Total
	%	%	%	%	%
Pays no education fees	90	81	75	60	75
Pays some of education fees	4	4	6	11	7
Pays all of education fees	6	14	19	29	18
<i>Base</i>	600	701	603	1001	3099

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 0.8% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Parents whose children attended day nurseries and playgroups were most likely to report that they paid all of the fees at their provider (44-45% did so; Table 5.13). The proportion of parents claiming to pay only some of their education fees was highest for users of day nurseries (29%), nursery schools (8%) and playgroups (8%). As may be expected, nearly all of the parents whose children attended nursery classes, reception classes and special schools reported that they paid no fees (92%, 95% and 95% respectively)²⁰. Three quarters of the small number of parents who used combined or family centres said that they paid no fees.

²⁰ Nursery classes and reception classes include private sector providers.

Table 5.13 Whether the parent pays education fees, by type of provider

	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ nursery	Day nursery	Play- group/ pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%		%	%
Pays no education fees	72	92	95	[95]	27	47	[76]	[47]	75
Pays some of education fees	8	3	2	[-]	29	8	[10]	[16]	7
Pays all of education fees	20	5	3	[5]	44	45	[14]	[37]	18
<i>Base</i>	353	797	962	19	302	626	21	19	3099

Base: Parents who used a main or sole nursery education provider in last week, excluding older and younger fives (the 0.8% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Data are not shown for Combined/family centres due to the small number of cases (4)

Parents who reported that some, but not all, of their child's education fees were paid for them by another organisation or person were asked to specify who paid by reference to a showcard which listed seven possible answers. This was a change to the method of asking the question in the fourth survey and was designed to improve the accuracy of respondents' answers. As Table 5.14 shows, Local Education Authorities (LEAs) were most often identified as paying the remainder of the education fees (by 79% of parents overall). The next most common answers were an employer (7%) and a community or voluntary organisation (4%). Very small proportions of these parents reported that payments were also made by a social services department, a church or voluntary organisation or an ex-partner (just 2% in each case). Parents' answers did not vary greatly according to their children's ages.

Table 5.14 Who pays some of the education fees, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Local Education Authority	[57]	83	[77]	89	[77]	[83]	79
Local Authority Social Services department	[6]	-	[3]	4	[-]	[-]	2
Church or religious organisation	[-]	4	[6]	-	[8]	[-]	2
Community or voluntary organisation or charity	[6]	6	[3]	2	[-]	[6]	4
Employer	[14]	4	[3]	7	[-]	[11]	7
Ex-partner	[-]	4	[-]	2	[8]	[-]	2
Other organisation or person	[20]	6	[6]	-	[8]	[6]	7
<i>Base</i>	35	53	31	57	13	18	207

Base: Parents who used a main or sole nursery provider in last week who had some, but not all, of their nursery education fees paid for them, excluding older and younger fives. (The base excludes 2% of parents who could not answer the question)

LEAs were the most commonly named as being responsible for paying some of their education fees by parents, regardless of the type of provider used (Table 5.15). However, one-in-five parents who used a day nursery, one-in-four who used a reception class and one-in-three who used a playgroup were reported to have had the service partly paid for by an

organisation or person other than the LEA. In the case of day nurseries, the other organisation or person was usually an employer (in 14% of cases). In the case of playgroups, there were a variety of other organisations or people who paid including community or voluntary organisations (8%) and churches or other religious organisations (6%).

Table 5.15 Who pays some of education fees, by type of provider

	Nurs- ery school	Nurs- ery class	Recep- tion class	Day nursery	Play- group/ pre- school	Total
	%	%	%	%	%	%
Local Education Authority	[96]	[90]	[73]	81	[67]	79
Local Authority Social Services department	[-]	[-]	[-]	4	[4]	2
Church or religious organisation	[-]	[-]	[5]	1	[6]	2
Community or voluntary organisation or charity	[4]	[-]	[5]	-	[8]	4
Employer	[-]	[-]	[-]	14	[4]	7
Ex-partner	[-]	[-]	[9]	-	[4]	2
Other organisation or person	[-]	[10]	[9]	4	[14]	7
<i>Base</i>	28	20	22	83	49	207

Base: Parents who used a main or sole nursery provider in last week who had some, but not all, of their nursery education fees paid for them, excluding older and younger fives. (The base excludes 2% of parents who could not answer the question)

Note: Data are not shown for special day school/nursery or combined/family centres due to the small number of cases

5.4 Restrictions due to cost considerations

Parents surveyed were asked whether the amount of nursery education their child received was restricted by considerations of cost. A quarter of parents (26%) said that it was.

Parents of older children were less likely to report that cost considerations had restricted the amount of their child's nursery education (Table 5.16). 19% of the parents of rising fives said that cost had been a restriction compared with 32% of the parents of younger threes. This probably reflects older children's entry into the state education system.

Table 5.16 Whether cost restricted the amount of nursery education received, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Yes	32	30	25	26	23	19	26
No	68	70	75	74	77	81	74
<i>Base</i>	534	707	398	553	708	393	3293

Base: Whole sample, excluding older and younger five year olds (the 0.1% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

As may be expected, the more affluent the household, the less likely was cost to be a restricting factor on the amount of a child's nursery education (Table 5.17). Only 23% of those in the highest income band (£30,000 or more) said that the amount of their child's

nursery education had been limited by cost, compared with between 27% and 30% of parents in the lower income groups.

Table 5.17 Whether cost restricted the amount of nursery education received, by income

	Less than £10,000	£10,000- £19,999	£20,000- £29,999	£30,000 or more	Total
	%	%	%	%	%
Yes	30	27	29	23	26
No	70	73	71	77	74
<i>Base</i>	<i>659</i>	<i>750</i>	<i>636</i>	<i>1040</i>	<i>3293</i>

Base: Whole sample, excluding older and younger five year olds (the 0.1% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Table 5.18 shows the relationship between the number of sessions of nursery education used per week and the reporting of cost restrictions. Unsurprisingly, parents who used the fewest number of sessions per week were most likely to report cost restrictions (38% of those using 1-2 sessions and 36% of those using 3-4 sessions). The proportion of parents reporting cost restrictions was lowest when the number of sessions per week was equivalent to exactly one per day or two per day (24% and 21% respectively reported cost restrictions).

Table 5.18 Whether cost restricted the amount of nursery education received, by number of nursery education sessions in the last week

	Number of nursery education sessions in the last week						Total
	1-2	3-4	5	6-8	9-10	11+	
	%	%	%	%	%	%	%
Yes	38	36	24	31	21	[29]	26
No	62	64	76	69	79	[71]	74
<i>Base</i>	<i>178</i>	<i>465</i>	<i>1116</i>	<i>214</i>	<i>1120</i>	<i>21</i>	<i>3293</i>

Base: Whole sample, excluding older and younger five year olds (the 0.1% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Note: Those who used no session in the last week are not shown as a separate category but are included in the total column.

6. TRAVEL TO MAIN OR SOLE NURSERY EDUCATION PROVIDER

6.1 Distance travelled to provider

Parents were asked to estimate the distance that they travelled to their child's main or sole nursery education provider (Table 6.1). Most journeys were short, with three-quarters of parents (75%) travelling a mile or less; and half of parents (51%) travelling less than a mile. 7% of parents travelled five or more miles to the provider.

The mean distance travelled to the main or sole provider has been calculated in two ways (Table 6.1). The first mean ('Mean 1') is based on all parents who used a main or sole provider, including those who travelled very short distances of less than half a mile (which were coded as zero miles in the questionnaire). The second mean ('Mean 2') is only based on those who travelled at least a mile. Thus, parents who used a main or sole provider travelled an average of approximately 1.2 miles to it (Mean 1). However, among those who did not live very near to their provider (who accounted for 49% of the total), the average distance was 2.5 miles (Mean 2). In the remainder of this chapter the text will refer to Mean 1 as this provides the best indication of how far parents travelled on average. Figures for Mean 2 are also provided for the sake of comparability with previous reports in this series.

Region

Patterns of regional data for the distance travelled to providers tend to fluctuate from year to year, due to the variation in characteristics of the sample points selected within regions. Since this year's survey had a lower sample size than that for the fourth survey we think that it would be inappropriate to analyse these results in detail. The main consistent trends which have been observed are that distances are relatively low in Greater London (62% travelled less than half a mile in this year's survey) and relatively high in East Anglia (only 36% travelled less than half a mile in this survey). These trends reflect shorter distances in urban areas compared to rural areas, as shown in Table 6.2.

Table 6.1 Distance travelled to provider, by region

Distance travelled	North	NW	Yorks & Humbs	East Mids	West Mids	SW	East Anglia	SE	Greater London	Total
	%	%	%	%	%	%	%	%	%	%
Less than 1 mile	51	53	54	58	59	51	36	43	62	51
1 mile	27	26	28	18	18	24	37	26	18	24
2 miles	10	10	7	9	7	10	10	13	9	10
3-4 miles	5	7	6	7	7	9	4	11	7	8
5-10 miles	6	4	4	6	8	6	11	5	4	5
10+ miles	2	1	2	1	1	1	4	2	1	2
Mean 1	1.2	1.0	1.0	1.1	1.2	1.3	1.9	1.4	0.8	1.2
Mean 2	2.4	2.1	2.2	2.7	2.9	2.6	3.0	2.6	2.2	2.5
Standard error 1	0.2	0.1	0.1	0.1	0.1	0.1	0.3	0.1	0.1	0.1
Standard error 2	0.3	0.2	0.2	0.2	0.3	0.2	0.5	0.2	0.2	0.1
<i>Base</i>	183	407	388	271	290	293	115	855	306	3108

Base: All parents who used a main or sole nursery education provider, excluding younger and older fives (the 0.5% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Table 6.2 Distance travelled to provider, by type of area

	Urban	Rural	Total
	%	%	%
Less than ½ mile	55	44	51
1 mile	24	26	24
2 miles	10	10	10
3-4 miles	7	9	8
5-10 miles	3	9	5
10+ miles	1	3	2
Mean 1	1.0	1.7	1.2
Mean 2	2.2	2.9	2.5
Standard error 1	0.1	0.1	0.1
Standard error 2	0.1	0.1	0.1
<i>Base</i>	<i>2040</i>	<i>1068</i>	<i>3108</i>

Base: All parents who used a main or sole nursery education provider, excluding younger and older fives (the 0.5% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Mean 1 is the mean distance travelled for all parents, including those who travelled for less than half a mile (who are allocated a zero value)

Mean 2 is the mean distance for those parents who travelled for at least half a mile. This measure was used in earlier reports in this series and is presented here for the sake of consistency

Type of provider

The types of provider which were most commonly located very close to parents' homes were nursery classes (62% were less than one mile away), reception classes (56%) and playgroups (46%; Table 6.3). The average distances travelled to these providers were also relatively short at about a mile. Similarly, the small number of parents who reported using a combined or family centre generally reported that they were quite close to their homes.

Distances travelled to day nurseries were relatively long; 21% of children travelled five or more miles to this form of provision and the average distance was 2.8 miles. Average distances travelled to special day schools or nurseries were longer still and half of the small number of parents who used these services travelled five or more miles. These findings are consistent with those in previous years.

Table 6.3 Distance travelled to provider, by type of main or sole nursery education provider

Distance	Nursery school	Nursery class	Reception class	Special school/nursery	Day nursery	Playgroup/Pre-school	Combined/family centre	Other provider	Total
	%	%	%	%	%	%	%	%	%
Less than ½ mile	49	62	56	[16]	24	46	[62]	[32]	51
1 mile	22	21	25	[11]	21	30	[14]	[37]	24
2 miles	10	7	8	[11]	17	13	[19]	[11]	10
3-4 miles	10	6	6	[26]	18	7	[5]	[11]	8
5-10 miles	7	3	4	[32]	16	4	[-]	[11]	5
10+ miles	2	1	1	[16]	5	1	[-]	[-]	2
Mean 1	1.4	0.9	0.9	[4.7]	2.8	1.1	[0.7]	[1.7]	1.2
Mean 2	2.7	2.2	2.2	[5.6]	3.7	2.1	[1.8]	[2.5]	2.5
Standard error 1	0.1	0.1	0.1	[1.1]	0.2	0.1	[0.2]	[0.5]	0.0
Standard error 2	0.2	0.1	0.2	[1.2]	0.2	0.1	[0.3]	[0.7]	0.1
<i>Base</i>	348	796	959	19	304	642	21	19	3108

Base: All parents who used a main or sole nursery education provider, excluding younger and older fives (the 0.4% of eligible children whose parents said they did not know or gave no answer have been excluded from this table)

Mean 1 is the mean distance travelled for all parents, including those who travelled for less than half a mile (who are allocated a zero value)

Mean 2 is the mean distance for those parents who travelled for at least half a mile. This measure was used in earlier reports in this series and is presented here for the sake of consistency

6.2 Mode of transport to provider

The most common way for children to get to their nursery education provider was to walk (57%; Table 6.4). Car travel was the second most common mode (48%). Only 3% of children travelled by bus. Other modes of transport which were used by less than 1% of the sample (and so are not covered in detail in this chapter) were bicycle and taxi (both 0.4%).

Type of provider

Some minor differences in mode of transport could be observed for provider type. Walking was the most common method for nursery classes, reception classes and combined or family centres whereas cars were more common for day nurseries and were as common as walking for nursery schools and playgroups. It is likely that these trends are largely explained by the age of children attending particular providers and the proximity of providers to children's homes.

Table 6.4 Usual mode of transport (main modes only) to provider, by type of main or sole nursery education provider

Distance	Nursery school	Nursery class	Reception class	Special school/nursery	Day nursery	Play-group/Pre-school	Combined/family centre	Other provider	Total
	%	%	%	%	%	%	%	%	%
Walk	53	66	63	[16]	21	55	[71]	[37]	57
Car	50	37	43	[37]	81	52	[19]	[63]	48
Bus	2	2	2	[26]	5	1	[14]	[-]	3
<i>Base</i>	<i>354</i>	<i>797</i>	<i>963</i>	<i>19</i>	<i>305</i>	<i>643</i>	<i>21</i>	<i>19</i>	<i>3121</i>

Base: All parents who used a main or sole nursery education provider, excluding younger and older fives (the 0.1% of eligible children whose parents said they did not know have been excluded from this table)

Note: The table excludes modes of transport used by 1% or fewer

Note: Parents could mention more than one type of transport so columns may sum to more than 100%

There was greater reliance on cars in rural areas (57% compared with 43% in urban areas), which reflects the greater distances travelled in rural areas. Conversely, walking was slightly more common in urban than in rural areas (60% compared with 49%).

6.3 Time taken to travel to provider

The time taken to travel to nursery education providers corresponded with the distance travelled (see section 6.1). Three-quarters (74%) of parents reported that they reached their providers within 10 minutes, a fifth (21%) travelled for between 11 and 20 minutes and 4% travelled for longer than this (see Table 6.5). The mean time was 10 minutes.

The mean time was slightly longer for day nurseries (13 minutes) and special day schools or nurseries, which reflected the fact that these tended to be further away (Table 6.3). Fairly similar amounts of time were required to travel to each of the other types of providers.

Table 6.5 Time (in minutes) usually taken to travel to provider, by type of main or sole nursery education provider

Time in minutes	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ nursery	Day nursery	Play- group/ Pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
10 or less	73	77	76	[26]	63	76	[81]	[74]	74
11-20	23	19	20	[42]	27	19	[10]	[26]	21
21-30	4	3	3	[11]	5	5	[-]	[-]	4
31-40	-	*	*	[-]	2	*	[-]	[-]	*
41-50	*	1	*	[11]	2	*	[5]	[-]	1
51-60	-	*	*	[11]	1	*	[5]	[-]	*
61+	-	*	*	[-]	-	-	[-]	[-]	*
Mean	9.9	9.4	9.5	[23.2]	13.0	9.5	[12.9]	[10.5]	10.0
Standard error	0.4	0.3	0.2	[3.8]	0.6	0.3	[3.0]	[1.2]	0.1
<i>Base</i>	<i>354</i>	<i>797</i>	<i>963</i>	<i>19</i>	<i>306</i>	<i>644</i>	<i>21</i>	<i>19</i>	<i>3123</i>

Base: All parents who used a main or sole nursery education provider, excluding younger and older fives (the 0.1% of eligible children whose parents said they did not know have been excluded from this table).

72% of children who walked to their nursery education provider took 10 minutes or less to get there and the average time was about 10 minutes (Table 6.6). Where parents used a car the travel times were very similar (although the distances were, of course, longer) with 77% of journeys requiring less than 10 minutes. Very few journeys on foot or by car took more than 20 minutes (just 4% and 5% respectively). Bus journeys were much slower, an average of about 20 minutes. Although the majority (75%) of bus journeys were completed within 20 minutes, some took considerably longer (13% took more than 40 minutes).

Table 6.6 Time (in minutes) usually taken to travel to provider, by mode of transport used

	Walk	Car	Bus	Total
	%	%	%	%
10 or less	72	77	41	74
11-20	23	18	34	21
21-30	4	4	11	4
31-40	*	*	-	*
41-50	*	1	5	1
51-60	*	*	7	*
61+	*	*	1	*
Mean	9.9	9.7	19.8	10.0
Standard error	0.2	0.2	1.8	0.1
<i>Base</i>	<i>1769</i>	<i>1496</i>	<i>82</i>	<i>3123</i>

Base: All parents who used a main or sole nursery education provider, excluding younger and older fives (the 0.1% of eligible children whose parents said they did not know have been excluded from this table)

Note: Other modes of transport used by 1% or fewer parents are not shown separately on the table but are included in the total column

6.4 Restrictions due to transport available

All parents were asked whether their choice of nursery education places was limited by the means of transport available to them. Overall, 19% reported that this was the case (Table 6.7).

As may be expected, those parents who travelled to their child's main or sole provider by car were least likely to say that transport restricted their choice – just 9% did so. Parents who travelled to the main or sole provider on foot or by bus were almost equally likely to say that transport was a problem (26% and 22% respectively). Among the minority of parents whose children did not attend a nursery education provider, the proportion who reported a restriction of their choice due to the availability of transport was 28%.

Table 6.7 Whether choice of places was restricted by means of transport available, by means of transport used to main or sole nursery education provider

	Walk	Car	Bus	No nursery provider	Total
	%	%	%	%	%
Yes	26	9	22	28	19
No	74	91	78	72	81
<i>Base</i>	<i>2484</i>	<i>1989</i>	<i>118</i>	<i>132</i>	<i>4466</i>

Base: Whole sample, excluding the 0.2% who did not know

Note: Other forms of transport used by less than 1% of children are not shown separately

There were no notable regional variations in the proportion of parents who said that availability of transport was a problem. Moreover, similar proportions of parents reported problems in urban and rural areas (20% and 18% respectively).

6.5 How far parents are prepared to travel for nursery education

Parents were asked how far they would be prepared to take their child for nursery education on a regular basis (Tables 6.8 and 6.9) and how much time they would be prepared to spend travelling (Tables 6.10 and 6.11).

The average distance that parents said that they would be prepared to travel to a nursery education provider was 3.0 miles, which compares with an average distance of 1.2 miles that the parents currently travelled (Table 6.1). About half of parents (49%) were willing to travel more than a mile and a quarter (24%) were willing to travel more than four miles. As may be expected, parents who currently used cars or buses to travel to their child's nursery education provider were willing to travel much further than those who currently travelled on foot (averages of 5.7 and 4.5 miles respectively compared with 1.2 miles).

Table 6.8 Distance parent is willing to take child for nursery education, by means of transport used

Distance	Walk	Car	Bus	Total
	%	%	%	%
Less than ½ mile	26	2	3	16
1 mile	54	7	8	35
2 miles	14	15	29	15
3-4 miles	3	19	25	10
5-9 miles	2	35	24	15
10 or more miles	1	22	12	9
Mean	1.2	5.7	4.5	3.0
Standard error	0.0	0.1	0.5	0.1
<i>Base</i>	<i>2491</i>	<i>1592</i>	<i>76</i>	<i>4181</i>

Base: Whole sample, excluding the 1% who did not know

Note: Other forms of transport used by less than 1% of children are not shown separately.

The distances that parents were willing to travel for nursery education was related to the type of provider they currently used for their child (Table 6.9) and the distance that they currently travelled to the provider. Parents who currently used day nurseries and special day schools or nurseries, who currently travelled further on average than parents who used other forms of provision (Table 6.3), said that they would be willing to travel further than other parents. Parents whose children went to nursery classes, reception classes and playgroups were the least willing to consider travelling longer distances to a nursery education provider.

Table 6.9 Distance parent is willing to take child for nursery education, by type of main or sole nursery education provider

Distance	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ nursery	Day nursery	Play- group/ pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
Less than ½ mile	15	21	16	[6]	7	14	[19]	[8]	16
1 mile	37	37	37	[28]	19	36	[43]	[19]	35
2 miles	12	15	15	[-]	14	16	[19]	[27]	15
3-4 miles	10	8	9	[6]	16	10	[5]	[4]	10
5-9 miles	18	11	13	[17]	27	17	[14]	[31]	15
10 or more miles	9	7	10	[44]	17	7	[-]	[12]	9
Mean	3.0	2.5	2.9	[7.9]	4.7	2.8	[1.7]	[4.3]	3.0
Standard error	0.2	0.1	0.1	[1.8]	0.3	0.1	[0.4]	[1.0]	0.1
<i>Base</i>	<i>362</i>	<i>826</i>	<i>1950</i>	<i>18</i>	<i>311</i>	<i>662</i>	<i>21</i>	<i>26</i>	<i>4181</i>

Base: Whole sample, excluding the 1% who did not know

Just as parents reported that they were prepared to travel somewhat further than they currently did to get to a nursery education provider, so they were prepared to spend longer travelling than they presently spent. Overall, the average amount of time that they were willing to travel was roughly twice the average amount of time that they currently travelled,

an average of 19.7 minutes compared with an average of 10.0 minutes (Table 6.10 compared with Table 6.6).

Parents who currently travelled by bus were willing to spend longer travelling than parents who currently travelled on foot or by car (an average of 28.5 minutes compared with 19.7 and 19.3 minutes respectively). About half of parents (51%) said that they would be prepared to travel for more than 15 minutes and a quarter (26%) said that they would be prepared to travel for more than 20 minutes.

Table 6.10 Time parent is willing to spend travelling to nursery education, by means of transport used

Time in minutes	Walk	Car	Bus	Total
	%	%	%	%
5 or less	5	6	1	5
6-10	15	20	10	17
11-15	26	27	19	26
16-20	27	21	21	25
21-30	22	20	26	21
31 or more	4	6	23	5
Mean	19.7	19.3	28.5	19.7
Standard error	0.2	0.3	2.1	0.2
<i>Base</i>	<i>2514</i>	<i>1599</i>	<i>80</i>	<i>4216</i>

Base: All parents, excluding the 0.5% who did not know

Note: Other forms of transport used by less than 1% of children are not shown separately.

Table 6.11 Time parent is willing to spend travelling to nursery education, by type of main or sole nursery education provider

Time in minutes	Nurs- ery school	Nurs- ery class	Recep- -tion class	Special school/ nursery	Day nursery	Play- group/ Pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
5 or less	6	6	5	[-]	3	5	[5]	[4]	5
6-10	14	19	16	[6]	17	21	[14]	[7]	17
11-15	30	23	26	[11]	26	28	[32]	[48]	26
16-20	24	23	26	[11]	27	22	[23]	[19]	25
21-30	22	23	22	[33]	20	20	[14]	[15]	21
31 or more	4	5	5	[39]	7	4	[14]	[7]	5
Mean	19.3	19.7	19.8	[33.1]	20.5	18.7	[22.3]	[19.4]	19.7
Standard error	0.5	0.4	0.2	[3.5]	0.6	0.4	[3.2]	[1.8]	0.2
<i>Base</i>	<i>370</i>	<i>834</i>	<i>1960</i>	<i>18</i>	<i>315</i>	<i>665</i>	<i>22</i>	<i>27</i>	<i>4216</i>

Base: All parents who used a main or sole nursery education provider, excluding younger and older fives (the 0.5% of eligible children whose parents said they did not know have been excluded from this table).

7. PARENTAL EVALUATION OF NURSERY EDUCATION PROVIDERS

7.1 Reasons for choosing provider

Parents who had used nursery education were asked why they chose to send their child to a particular provider. The interviewers classified parents' open responses to match a list of 16 possible answers or to an 'other' category. The answers given have been grouped under three headings on Table 7.1: social and environmental reasons, educational reasons and personal reasons.

About half (47%) of parents chose their main or sole provider because it was local and a third (28%) said that it was easy to get to. A less common social or environmental reason for using a particular provider was to get to know other local children (9%). 6% of parents said that their choice was determined by the provider being the only one that was available. Two similar types of reasons for choosing the provider were the suitability of the provider's hours (mentioned by 4%) and the fact that the service provided care for the whole day (3%).

38% of parents reported that they had chosen the provider because it had a good reputation and 15% had had the provider recommended to them. 13% of parents mentioned that the provider was attached to their chosen school and so would provide a continuity of education for their child. Other common educational reasons were good facilities (mentioned by 10%), well-qualified staff (8%) and children learning a lot there (8%).

About a third of parents (31%) sent their child to the main or sole provider because the child's siblings had been there and 12% mentioned knowing other local children there.

Table 7.1 Reasons for choosing main or sole provider

	Total
Social & Environmental	
It's local	47
Easy to get to	28
To get to know other local children	9
Only one available	6
Offered suitable hours	4
Provides care for the whole day	3
Educational	
Good reputation	38
Recommended to me	15
Attached to school of choice/ continuity of primary education	13
Good facilities	10
Well qualified staff	8
Children learn a lot there	8
Most appropriate for my child's age	5
High staff: child ratio	5
Personal	
Siblings went there	31
Know other children there	12
<i>Base</i>	<i>3184</i>

Base: All parents who used a main or sole nursery education provider in the last week, excluding younger/older fives

Note: Responses given by 1% or less of respondents have been excluded

Type of provider

Table 7.2 shows how parents' reasons for choosing their main or sole provider varied according to the type of provider. In order to highlight these variations, answers which were given more often than average for particular types of provider have been boxed (except where sample sizes are small).

Parents using **nursery classes** or **reception classes** were most likely to say that they chose the main or sole provider because it was local (51% and 54% respectively) and a third mentioned that it was easy to get to (31% and 32%). Another important reason for users of nursery and reception classes was their good reputation (37% and 44%). Over a third of nursery class and reception class users mentioned that the child's siblings went to the same provider (41% and 38% respectively).

Parents who used **day nurseries** were less likely to mention that the provider was local (27%) or easy to get to (20%). They were also less likely to mention the good reputation of the provider (27%). However, these were still the most important reasons. For day nurseries the facts that the provider offered suitable hours (20%) and offered provision for the whole day (24%) were more important than for any other types of provider and were mentioned almost as often as the provider being local. 21% of users of day nurseries said that the provider being recommended to them was a reason for their choice. Well-qualified staff and good facilities were mentioned by users of day nurseries more often than by users of other types of provider with the exception of day nursery schools.

Parents who used a **nursery school** explained their choice in similar ways to parents who used the other common forms of provider. The fact that the provider was local, easy to get to and had a good reputation were all important (as for nursery classes and reception classes) but having the provider recommended to them and having well-qualified staff and good facilities were also commonly mentioned (as for day nurseries). The fact that siblings went there was not as important as it was for nursery classes and reception classes, presumably because there was usually less link with the primary school that a sibling might be attending.

The most distinctive reason for using a **playgroup** was to get to know other local children (mentioned by 19% of parents who used playgroups compared with an average of 9% of parents as a whole). The fact that the provider was local (43%), easy to get to (24%) and had a good reputation (30%) were all important reasons but were mentioned less frequently by parents using playgroups than by those who used nursery classes or reception classes. Looking at other reasons, users of playgroups were relatively likely to say that they knew other children there (16%) or that they had chosen the provider because they wanted their child to get to know local children (19%). As with day nurseries, recommendations were important (21% mentioned this). The fact that the playgroup was attached to a school of choice was mentioned by 14% of parents.

Although the bases are small, so caution should be taken in drawing conclusions, the reasons for choosing **special day schools or nurseries** were quite different from the reasons for choosing other types of provider. Among the small numbers of parents who used special day schools or nurseries the most important reasons for choosing their provider were that it was recommended, it had a good reputation and it was the only one available. Being local and easy to get to was considerably less important as a reason for the selection of this type of provider.

Table 7.2 Reasons for choosing main or sole provider, by type of provider

	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ nurs- ery	Day nurs- ery	Play group / pre- school	Comb- ined/ family centre	Other prov- ider
	%	%	%	%	%	%	%	%
Social & Environmental								
It's local	43	51	54	[16]	27	43	[29]	[42]
Easy to get to	26	31	32	[5]	20	24	[24]	[26]
To get to know other local children	9	6	5	[-]	8	19	[29]	[5]
Only one available	9	6	5	[21]	10	7	[-]	[-]
Offered suitable hours	5	2	1	[5]	20	3	[-]	[5]
Provides care for the whole day	2	1	1	[-]	24	-	[-]	[-]
Educational								
Good reputation	45	37	44	[26]	27	30	[14]	[58]
Recommended to me	17	11	12	[32]	21	21	[10]	[16]
Attached to school of choice	8	17	13	[-]	4	14	[14]	[11]
Good facilities	13	7	9	[11]	16	11	[-]	[21]
Well qualified staff	11	6	7	[11]	11	7	[-]	[26]
Children learn a lot there	12	6	7	[-]	11	8	[10]	[21]
Most appropriate for my child's age	7	3	2	[-]	11	6	[-]	[-]
High staff: child ratio	7	2	4	[5]	11	5	[19]	[21]
Personal								
Siblings went there	25	41	38	[-]	13	21	[24]	[11]
Know other children there	12	10	14	[-]	7	16	[5]	[5]
Base	361	810	971	19	314	669	21	19

Base: All parents who used a main or sole nursery provider in the last week, excluding younger and older five year olds

Note: Reasons mentioned by 1% of parents or less are not shown here

Note: **Boxed percentages** indicate answers which were mentioned more often than average for particular types of provider (not used where sample sizes are below 50)

Age

Some reasons given by parents for choosing a provider were more common for older or younger children. Parents of four year olds were more likely to explain their choice of provider in terms of it being local (51% compared with 42% for three year olds), it having a good reputation (41% compared with 34%) and the fact that siblings went there (33% compared with 28%). Parents of three year olds were more likely to refer to the fact that the provider was recommended to them (18% compared with 13% for parents of four year olds) and that it presented an opportunity for their child to get to know other local children (12% compared with 7%). These difference have also been observed in previous surveys in this series.

Social class and income

Parents in manual social classes and with lower incomes were more likely than other parents to explain their choice of provider in terms of social and environmental reasons. Some of these reasons reflected issues of access or location, such as the provider being local (52% of the lowest income group compared with 41% of the highest) or easy to get to (31% compared with 25%). Other reasons reflected the needs to fit attendance around parents' work such as providing care for the whole day or offering suitable hours (both mentioned by 2% of the lowest income group compared with 5% of the highest).

In contrast, parents in non-manual social classes and with higher incomes were more likely to focus on educational issues in explaining their choice of provider. These issues included the provider having a good reputation (mentioned by 44% of those in the highest income group compared with 31% of those in the lowest), having good facilities (13% compared with 6%) and well-qualified staff (11% compared with 5%).

Family type/ Whether parents work

Parents' reasons for choosing a provider were related to whether they or a partner worked. Parents in households where neither parent worked and non-working single parents were more likely than other parents to say that they chose a provider because it was local and easy to get to and less likely to explain their choice in terms of educational reasons. Working parents were more likely than non-working parents to choose a provider because it provided care for the whole day and offered suitable hours.

Association between provider choice and 'work reasons'

Respondents were asked whether they sent their child to their provider for any reasons to do with a change in their occupation, or that of anyone else in their household. Only 3% of parents said that their choice of provider was associated with such work reasons (Table 7.3). This proportion was much higher for day nurseries (15%) than for other providers (between 2% and 5%). These findings reflect the fact day nurseries provide full-time care suitable for the children of those who are working.

Table 7.3 Whether decision to send child to provider was due to work reasons, by type of provider

	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ nursery	Day nursery	Play group / pre- school	Comb- ined/ family centre	Other	Total
	%	%	%	%	%	%	%	%	%
Yes	4	2	2	[5]	15	2	[5]	[5]	3
No	96	98	98	[95]	85	98	[95]	[95]	97
<i>Base</i>	<i>354</i>	<i>797</i>	<i>963</i>	<i>19</i>	<i>306</i>	<i>644</i>	<i>21</i>	<i>19</i>	<i>3123</i>

Base: All parents (excluding younger and older fives) who used a main or sole nursery education provider in the last week

7.2 Parental agreement about what was learnt at provider

Parents were asked to say how strongly they agreed or disagreed with five statements about basic skills their child learned at their nursery education provider(s). Table 7.4 presents the levels of agreement with each statement among parents of three and four year olds for the main or sole provider used by the child in the week before interview. The following percentages strongly agreed or agreed with the statements.

Provider has helped the child to:

learn to work and play with other children	94%
understand the world around him/her	87%
improve co-ordination or movement skills	81%
learn to count, use numbers or do sums	84%
learn to read or write	74%

Parents were most likely to agree that the provider had helped their child to learn to work and play with other children (94%) and least likely to agree that it had helped their child to learn to read or write (74%). This probably reflects the fact that nursery education for three and four year olds is more about learning social skills and learning through play than about formal structured education. Table 7.4 shows that very few parents disagreed strongly with any of the statements. While these figures show what parents thought their child learnt at the provider, they do not indicate how important parents thought learning these skills was.

Table 7.4 Levels of parental agreement with each statement

		Agree strongly	Agree	Neither agree nor disagree	Disagree	Disagree strongly	Base
Learn to work and play with other children	%	55	39	5	1	-	3117
Understand the world around him/her	%	35	52	10	3	*	3114
Learn to count, use numbers or do sums	%	37	48	10	5	*	3118
Learn to read or write	%	34	39	16	10	1	3112
Improve co-ordination or movement skills	%	30	52	15	3	*	3116

Base: All parents who used a main or sole nursery education provider in the last week, excluding younger and older fives (excluding the 1% or fewer who did not provide an answer to a particular item)

Note: Read percentages horizontally

Parental agreement by type of provider

Table 7.5 shows that parents' agreement with the different statements varied according to the type of provider used, reflecting the different types of service they offer.

Parents were most likely to agree that their child *learned to work and play with other children* if they attended day nurseries (73% agreed strongly), nursery schools (61%), playgroups (59%) and special schools (63%, although note that sample sizes were low). Similarly, those using day nurseries and nursery schools were most likely to strongly agree that the provider had helped the child to *understand the world around him or her* (44% and 39% respectively).

Parents of children who attended reception classes were most likely to agree that these helped their child to *count, use numbers or do sums* and *read or write* (46% of these parents agreed strongly with the first of these statements and 53% agreed strongly with the second of them). Users of day nurseries were also more likely than those who used other providers to agree with these statements (40% and 34% agreed strongly). Parents who used day nurseries were also more likely than other parents to agree strongly that these had helped their child to *improve co-ordination or movement skills* (36% compared with between 26% and 33% for parents using other providers).

Too few parents used combined or family centres for reliable results to be obtained about how these were felt to help the children. However, within these five statements it can be seen that parents who used these services were more likely to think that they helped with learning to work and play with other children and improving co-ordination or movement skills than with the statements about counting, reading and writing and understanding the world.

Parental agreement by age of child

A relationship was observed between the level of agreement with some of these statements and the age of the child. The proportion of parents who agreed strongly that the provider had helped the child to *learn to work and play with other children* was higher for three year olds than for four year olds (58% compared with 52%). In contrast, the proportions of parents who agreed strongly that the provider had helped the child to *count, use numbers or do sums* and *read or write* was much higher for four year olds than for three year olds (43% and 45% respectively compared with 30% and 23% respectively). These differences probably reflect differences in the focus of nursery education for three and four year olds.

Table 7.5 Parental agreement about what was learned at the provider, by type of main or sole provider

	Nursery school	Nursery class	Reception class	Special school/ nursery	Day Nursery	Play- group/ pre- school	Comb- ined/ family centres	Other	Total
	%	%	%	%	%	%	%	%	%
Learn to work and play with other children									
Agree strongly	61	49	49	[63]	73	59	[48]	[68]	55
Agree	35	44	44	[32]	25	36	[43]	[21]	39
Neither agree nor disagree	4	6	5	[5]	2	4	[5]	[5]	5
Disagree	*	1	2	[-]	-	1	[5]	[5]	1
Disagree strongly	-	-	-	[-]	-	-	[-]	[-]	-
<i>Base</i>	352	796	960	19	306	644	21	19	3117
Understand the world around him/ her									
Agree strongly	39	29	35	[32]	44	36	[14]	[53]	35
Agree	52	55	51	[42]	47	52	[62]	[37]	52
Neither agree nor disagree	8	12	11	[11]	8	10	[5]	[11]	10
Disagree	1	4	3	[11]	1	2	[14]	[-]	3
Disagree strongly	-	*	-	[5]	*	*	[5]	[-]	*
<i>Base</i>	352	795	959	19	306	643	21	19	3114
Learn to count, use numbers, or do sums									
Agree strongly	36	30	46	[32]	40	29	[33]	[42]	37
Agree	47	51	44	[26]	49	49	[33]	[53]	48
Neither agree nor disagree	12	12	7	[26]	7	13	[19]	[-]	10
Disagree	4	7	2	[5]	3	8	[5]	[5]	5
Disagree strongly	*	1	*	[11]	-	*	[10]	[-]	*
<i>Base</i>	351	797	962	19	306	643	21	19	3118
Learn to read or write									
Agree strongly	29	27	53	[28]	34	20	[19]	[42]	34
Agree	39	44	39	[33]	38	35	[33]	[26]	39
Neither agree nor disagree	21	17	6	[17]	18	23	[33]	[16]	16
Disagree	9	11	3	[11]	10	20	[5]	[11]	10
Disagree strongly	1	1	*	[11]	1	2	[10]	[5]	1
<i>Base</i>	351	794	960	18	306	643	21	19	3112
Improve co-ordination or movement skills									
Agree strongly	30	27	29	[26]	36	31	[33]	[58]	30
Agree	54	55	50	[58]	48	49	[57]	[32]	52
Neither agree nor disagree	14	13	17	[16]	13	16	[5]	[5]	15
Disagree	2	4	3	[-]	2	5	[5]	[5]	3
Disagree strongly	-	*	*	[-]	*	-	[-]	[-]	*
<i>Base</i>	353	795	959	19	306	644	21	19	3116

7.3 Particularly good and bad things about the provider

Parents were asked to say what, if anything, was particularly *good* about their nursery education provider and then what, if anything, was particularly *bad*. The interviewers coded parents' responses to this open question into pre-coded responses based on responses to previous rounds of the survey.²¹

Good things about the provider

Very few parents (just 5%) said that there was nothing particularly good about their main or sole nursery education provider. The two main good things mentioned were that the standard of teaching was good and teachers related well to the children (both mentioned by 38% of parents). The next most common good features of providers that were highlighted were that the child liked going there (31%) and it was small and friendly (28%). 25% of parents mentioned that teachers communicated well with parents while 22% said that the provider had a good standard of care. The full range of good features in order of prevalence of mention are shown in Table 7.6.

Table 7.6 Good things about the provider

	Total
	%
Teaching/ teaching methods/ education standards good	38
Teachers/carers relate well to children	38
Child likes going there	31
Small, friendly school/place	28
Teachers/carers communicate well with parents	25
Good standard of care	22
Variety of activities available	19
Child learns a lot there	19
Children get a lot of individual attention	17
Good discipline	15
Close to home/ convenient	15
Child learns useful life/ social skills	14
Good facilities/ equipment	14
Nothing particularly good	5
Base	3107

Base: Parents who used a main/ sole nursery education provider in the last week, excluding parents of younger/ older fives and the 1% or fewer who did not provide an answer.

Good features by type of provider

Looking at the good things mentioned by type of provider (Table 7.7) it can be seen that the factors which were most important were similar for most types of provider although there is some variation. In order to highlight these variations, answers which were given more often than average for particular types of provider have been boxed (except where sample sizes are small).

The variations mostly reflect the different nature of provision offered at the different types of provider. Good teaching methods were mentioned by higher proportions of parents whose children attended a reception class (43% compared with the average of 38% for all providers).

²¹ When making comparisons with previous rounds of the survey it should be noted that in 1997 and 1998 responses to these questions were recorded verbatim by parents and then coded in the office.

The fact that the child liked going there and it was a small friendly school was much more important for users of day nurseries and playgroups than most other users.

The fact that teachers communicate well with parents was mentioned most by those using a reception class (29%) and least by those using a playgroup (18%). Conversely, reception class users were least likely to mention the variety of activities available (10%) while users of playgroups were most likely to mention this (30%). Similarly, users of day nurseries and playgroups were much more likely to mention that their child gained useful life or social skills at the provider than users of nursery classes and reception classes (23% and 19% respectively compared with 12% and 10% respectively).

Table 7.7 Good things about provider, by type of main or sole provider

	Nurs- ery school	Nurs- ery class	Recep- tion class	Special school/ nurs- ery	Day nurs- ery	Play- group / pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
Teaching/ teaching methods/ education standards good	38	<u>39</u>	<u>43</u>	[50]	32	31	[14]	[47]	38
Teachers/carers relate well to children	<u>43</u>	35	38	[44]	36	38	[19]	[53]	38
Child likes going there	<u>34</u>	30	27	[39]	<u>34</u>	<u>35</u>	[24]	[21]	31
Small, friendly school/place	25	23	28	[17]	<u>33</u>	<u>36</u>	[19]	[47]	28
Teachers/carers communicate well with parents	25	25	<u>29</u>	[28]	24	18	[24]	[32]	25
Good standard of care	<u>23</u>	19	19	[50]	<u>36</u>	22	[14]	[26]	22
Variety of activities available	<u>24</u>	15	10	[33]	<u>25</u>	<u>30</u>	[24]	[26]	19
Child learns a lot there	<u>20</u>	18	19	[28]	<u>25</u>	16	[19]	[16]	19
Children get a lot of individual attention	<u>22</u>	15	15	[44]	<u>25</u>	17	[14]	[42]	17
Good discipline	13	14	<u>18</u>	[-]	<u>17</u>	13	[-]	[26]	15
Close to home/ convenient	14	<u>16</u>	<u>16</u>	[-]	15	12	[29]	[-]	15
Child learns useful life/ social skills	14	12	10	[22]	<u>23</u>	<u>19</u>	[19]	[16]	14
Good facilities/ equipment	<u>18</u>	13	10	[33]	<u>19</u>	13	[19]	[21]	14
Nothing particularly good	7	7	6	[-]	1	2	[10]	[5]	5
<i>Base</i>	352	794	956	18	305	642	21	19	3107

Base: All parents who used a main or sole nursery education provider in the last week, excluding parents of younger and older fives and those who did not answer (fewer than 1% of parents).

Note: Boxed percentages indicate answers which were mentioned more often than average for particular types of provider (not used where sample sizes are below 50).

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Good features by age of child

Table 7.8 shows differences in the good things about a provider mentioned by respondents by the age of their child. It shows that the percentage mentioning that the teaching methods were good increased with the age of the child from 29% of parents of younger threes to 43% of parents of rising fives. The percentage mentioning that teachers or carers communicate well with parents was also highest among parents of older children, as was the percentage mentioning good discipline. In contrast, the percentage mentioning the variety of activities available and the good standard of care was highest among parents with younger children. These differences reflect the types of provider children attend at different ages as well as in parents' differing expectations of what nursery education should provide at different ages.

Table 7.8 Good things about provider, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Teaching/ teaching methods/ education standards good	29	35	34	40	43	43	38
Teachers/carers relate well to children	38	37	37	39	38	37	38
Child likes going there	36	32	33	32	28	26	31
Small, friendly school/place	32	29	27	28	27	27	28
Teachers/carers communicate well with parents	24	21	25	22	27	31	25
Good standard of care	28	21	23	22	20	19	22
Variety of activities available	27	22	22	21	11	10	19
Child learns a lot there	17	17	20	22	17	21	19
Children get a lot of individual attention	22	18	17	19	15	14	17
Good discipline	14	11	14	16	18	17	15
Close to home/ convenient	13	15	14	16	16	16	15
Child learns useful life/ social skills	19	16	17	14	10	12	14
Good facilities/ equipment	15	15	13	17	11	9	14
Nothing particularly good	4	4	5	5	6	7	5
Base	460	669	383	529	690	376	3107

Base: All parents who used a main or sole nursery education provider in the last week, excluding parents of younger and older fives and those who did not answer (fewer than 1% of parents)

Bad things about the provider

When asked whether anything was particularly bad about their main or sole nursery education provider, most respondents said they could not think of anything (64%). Table 7.9 shows the bad features which were mentioned by more than 1% of parents. The only bad things mentioned by more than 5% of parents were parking problems, traffic safety problems and access problems (6%). The other most common kinds of criticism were that there was a lack of communication with parents (3%), there was a lack of space (3%), the classes were too big (3%), facilities were inadequate (2%) and buildings were run-down (2%). The percentage mentioning that class sizes were too big increased with the age of the child from less than 1% among parents of younger threes to 5% among parents of rising fives. Parents of older children were also more likely to mention parking and traffic safety problems (10% of parents of rising fives compared with 4% of parents of younger threes).

Looking at the bad things mentioned by the type of main or sole provider, 69% of users of nursery schools and 68% of users of playgroups could think of nothing particularly bad compared with 59% of those using day nurseries or reception classes. Criticisms of parking problems and class sizes being too big were most commonly mentioned by users of nursery and reception classes (6% and 9% respectively mentioned parking problems; 3% and 5%

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respectively mentioned class sizes). None of the other common complaints were made predominantly about particular types of providers.

Table 7.9 Bad things about the provider, by type of main or sole provider

	Nurs- ery school	Nurs- ery class	Recep- -tion class	Special school/ nurs- ery	Day nurs ery	Play- group / pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
Nothing particularly bad	69	66	59	[83]	59	68	[71	[74]	64
Parking, traffic safety or access problems	4	6	9	[-]	4	3	[-	[16]	6
Classes too big	1	3	5	[-]	-	1	[-	[-]	3
Lack of space	2	2	3	[-]	4	3	[-	[-]	3
Lack of communication with parents / lack of feedback	3	3	4	[-]	4	2	[-	[-]	3
Inadequate facilities	1	2	2	[-]	2	3	[5	[-]	2
Run down buildings	2	2	2	[-]	3	3	[5	[-]	2
<i>Base</i>	352	794	956	18	305	642	21	19	3107

Base: All parents who used a main or sole nursery education provider in the last week, excluding parents of younger and older fives and those who did not answer (fewer than 1% of parents)

Note: The table shows reasons given by more than 1% of the sample

7.4 Quality rating of education provided

Parents were asked to rate the quality of education at the main or sole nursery education provider they used for their child. Table 7.10 shows that the majority of parents rated the quality as excellent (41%) or very good (43%) and only 2% rated it as not very good or not at all good.

Type of provider

The rating of the quality of education provided did not vary much by the type of main or sole provider and at least 79% of users of each service rated it as 'excellent' or 'very good'. The proportion of users who gave the quality of education at their provider an 'excellent' or 'very good' rating was highest for reception classes (87%) and nursery schools (85%) and lower for day nurseries and playgroups (both 79%). Ratings of combined or family centres by the small number of parents who used them were similar to those for other providers. The small number of parents who used special schools rated the quality of the education provided very highly.

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Table 7.10 Parental rating of quality of education, by type of main or sole provider

	Nurs- ery school	Nurs -ery class	Recep -tion class	Special school/ nursery	Day nurs- ery	Play- group/ pre- school	Comb- ined/ family centre	Other prov- ider	Total
	%	%	%	%	%	%	%	%	%
Excellent	54	37	42	[72]	33	37	[30]	[63]	41
Very good	31	45	45	[22]	46	42	[50]	[21]	43
Fairly good	13	16	12	[6]	18	18	[15]	[16]	15
Not very good	1	1	1	[-]	3	3	[5]	[-]	2
Not at all good	1	-	*	[-]	-	*	[-]	[-]	*
<i>Base</i>	356	805	966	18	314	664	20	19	3162

Base: All parents who used a main or sole nursery provider in the last week, excluding the less than 1% who did not answer

Age of child

Looking at parental ratings of educational quality by the age of the child, parents of older children were more likely to classify the quality of provision as 'excellent' or 'very good'. The level of 'excellent' or 'very good' ratings rose from 80%-81% for younger and older threes to 86% for rising fives.

Table 7.11 Parental rating of quality of education, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Excellent	35	39	43	42	40	45	41
Very good	46	41	41	42	44	41	43
Fairly good	16	18	14	14	14	11	15
Not very good	2	2	2	1	1	2	2
Not at all good	*	*	-	*	*	1	*
<i>Base</i>	473	673	388	538	704	386	3162

Base: All parents who used a main or sole nursery provider in the last week, excluding the less than 1% who did not answer

Social class and income

Parental evaluations of the educational quality of the main or sole provider showed some variation by social class and income levels. 87% of parents in the highest income group (£30,000 or more per year) rated the quality of education as 'excellent' or 'very good' compared with 79% of parents in the lowest income group (less than £10,000 per year). Similarly, parents in Social Classes I and II rated the quality of education at their provider more favourably than parents in Social Classes IV and V (85% in Social Classes I and II rated it 'excellent' or 'very good' compared with 79% in Social Classes IV and V). Thus, although there was overall satisfaction with the quality of the education received those with higher household incomes were more likely to perceive that their child was receiving excellent education.

Ethnic group/ Language

White parents were more likely than those from ethnic minorities to describe the quality of education as 'excellent' or 'very good' (84% compared with 76%). Within the ethnic minority group, similar proportions of parents gave this positive response (77% for Black parents compared with 73% for Asian parents).

Parents whose child had English as their first language were more likely than those who did not to describe the quality of education at their provider as 'excellent' or 'very good' (84%

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compared with 74%). In particular, they were much more likely to use the most favourable rating of ‘excellent’ (42% compared with 19%).

7.5 Reasons for ending attendance

If a parent had stopped using a provider for their child during the last year they were asked why. Table 7.12 shows that the overwhelming reason given was that the child had started school (62%). 12% of respondents said their child had switched to a different type of provider while 8% said that the type of education was no longer suitable for their child’s age. 8% said that the change was due to a change in the family’s circumstances, such as moving home or a parent changing jobs, rather than to anything concerning the provider. All other reasons were given by fewer than 5% of respondents; the full list of responses is shown in Table 7.12.

Table 7.12 Why parent stopped sending child to provider

	Total
	%
Child started school	62
Switched to different type of provider	12
Type of education no longer appropriate for child’s age	8
Change in family circumstances (new job/ moved home etc.)	8
Switched to better provider	4
Care was unsatisfactory	2
Education was unsatisfactory	2
Provision too expensive	2
Switched to cheaper/ free provider	2
Other reason	15
Base	1544
Base: Parents who had stopped using a nursery education provider that they had used during the previous year, excluding older and younger fives	

8. HOLIDAYS

All respondents were asked about their nursery education and childcare arrangements during the Summer holiday 2000. Information was not collected at the day-to-day level as for the term-time data. However, the child's overall use of different types of provider was established and information was collected about costs and parental satisfaction.

8.1 Participation

Parents identified the types of providers they had used during the holidays from a list identical to the term-time list with the addition of 'holiday club'. Holiday clubs have been described as childcare in the analysis although, in the interview, holiday club users were asked the more detailed questions asked about nursery education providers.

8.1.1 Overall participation rates in nursery education and childcare in the Summer holiday

A little over a third (38%) of parents reported using some childcare or nursery education for their child over the Summer holidays. In the fourth survey this figure was lower, at 33%. Childcare providers were more commonly used than nursery education providers. Overall, 28% of parents used a childcare provider (24% in the fourth survey) and 13% used a nursery education provider (12% in the fourth survey). 3% of parents used both types of provider for their selected child.

Tables 8.1a and 8.1b relate the type of provider used to the age of the child, with three age groupings shown. Table 8.1a shows the age of the child at interview and Table 8.1b shows the age group the child was in at the time of the Summer holiday 2000.

Table 8.1a Participation in nursery education and childcare during the Summer holiday, by child's age (in years)

	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
Summer holiday				
Any childcare or nursery education	38	36	37	38
No childcare or nursery education	62	63	63	63
Childcare providers only	20	23	30	25
Nursery education providers only	14	11	5	10
Childcare and nursery education	4	2	2	3
Any childcare	24	25	32	28
Any nursery education	18	13	7	13
Summer term				
Any childcare	26	21	15	21
Any nursery education	62	91	97	82
<i>Base</i>	<i>1641</i>	<i>1656</i>	<i>1177</i>	<i>4474</i>
Base: All (the less than 1% of parents who said they did not know or did not answer are excluded from the table)				

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Table 8.1b Participation in nursery education and childcare during the Summer holiday, by child's age cohort during the Summer holiday

	Age cohort during Summer holiday						Total
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	
	%	%	%	%	%	%	%
Summer holiday							
Any childcare or nursery education	36	38	36	38	36	38	38
No childcare or nursery education	64	63	65	62	64	62	63
Childcare providers only	21	22	24	25	27	35	25
Nursery education providers only	14	13	9	9	7	1	10
Childcare and nursery education	2	2	2	3	2	1	3
Any childcare	23	24	27	28	29	36	28
Any nursery education	16	16	11	12	9	2	13
Summer term							
Any childcare	23	22	23	18	15	15	21
Any nursery education	77	81	95	96	95	97	82
<i>Base</i>	398	555	708	393	501	676	3231

Base: All in younger three to rising five cohorts in Summer holiday

Note: Those described as 'younger threes' in this table are described elsewhere as 'rising fours' which was their age cohort at the time of the interview. Likewise, those described as 'rising fives' above were 'older fives' at the time of the interview. The youngest two groups of children (younger and older threes at the interview) are excluded from this table as they would have been aged 2 in the Summer holidays.

The use of any childcare or nursery education in the Summer holidays showed no clear pattern by age. Looking at nursery education and childcare provision separately, it can be seen that as the age of the children increased, the use of nursery education providers decreased and the use of childcare providers increased. 16% of parents of younger threes used some nursery education for their child in the Summer holidays compared with just 2% of parents of rising fives. This contrasts with patterns of use during the term-time when nursery education was used more by older children than by younger children.

The use of childcare in the Summer holidays differed significantly from that in term-time. During the Summer term, 19% of parents used childcare compared with 28% during the Summer holidays. The main difference was in the way childcare and nursery education were combined. In the Summer term, childcare was used almost entirely as a supplement to nursery education with just 2% of parents using childcare only, while in the holidays just over a quarter (26%) of parents of those aged younger three to rising fives (26%) used childcare only. This proportion increased with age from a fifth (21%) of parents of younger threes to just over a third (35%) of parents of rising fives. Use of nursery education also differed between the term-time and holiday with use of nursery education being much higher during the term-time, especially for the older children. Among those aged five at the interview, 97% had attended a nursery education provider during the Summer term compared with only 7% during the Summer holidays. Among those aged three at the interview 62% had attended a nursery education provider during the Summer term compared with 18% in the holidays. These differences reflect the types of provider which are attended by children of different ages which are examined in Tables 8.6 and 8.7.

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Holiday participation in nursery education and childcare by region and whether urban or rural

Some variations in levels of nursery education and childcare were identified by region. Overall, use of any provision was most common in East Anglia (40%) and the South East (39%). Use was lowest in Greater London (32%) and the West Midlands and North (34%). 45% of parents living in rural areas used nursery education or childcare for their child during the holidays compared with 36% of those in urban areas.

Holiday participation in nursery education and childcare by social class and income

Use of nursery education and childcare during the holidays was strongly related to parents' social class and household income with those in the non-manual social classes and with the highest earnings more likely to use holiday provision (Tables 8.2 and 8.3).

Between a fifth (21%) and a quarter (27%) of parents in the manual social class groups used a provider of childcare or nursery education for their child in the Summer holidays compared with around a third (36%) of those in Social Class III non-manual and almost half (47%) of those in Social Classes I and II. The social class differences were particularly marked for nursery education.

Table 8.2 Participation in nursery education and childcare during the Summer holiday, by social class

	I and II	III Non- manual	III Manual	IV and V	Total
	%	%	%	%	%
Any childcare or nursery education	47	36	27	21	38
Childcare providers only	29	25	19	19	25
Nursery education providers only	14	8	7	7	10
Childcare and nursery education	4	2	1	2	3
<i>Base</i>	1602	1761	668	216	4474

Base: All (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

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Only around a fifth (22%) of parents in the lowest income group (less than £10,000) used any childcare or nursery education for their children during the Summer holidays compared with a little over half (52%) of parents in the highest income group. Usage of both nursery education and childcare increased with increasing income.

Table 8.3 Participation in nursery education and childcare during the Summer holiday, by income

	Less than £10,000	£10,000 to £19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Any childcare or nursery education	22	31	42	52	38
Childcare providers only	14	21	30	33	25
Nursery education providers only	7	8	8	15	10
Childcare and nursery education	1	2	4	4	3
Base	917	980	885	1392	4474

Base: All (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

Holiday participation by family type and whether parent(s) work(s)

Parents' family and working situations were strongly related to their use of nursery education and childcare during the Summer holidays (Table 8.4). Unsurprisingly, households where the only parent or both parents worked full time used most nursery education and childcare during the Summer holiday (66% and 64%). Where one parent worked part-time (whether in one or two parent families), around half used holiday provision (56% / 50% respectively). A quarter or less of families where no parent worked used some provision (26% / 11% respectively).

For families of all types the use of childcare was greater than the use of nursery education in the Summer holiday.

Table 8.4 Participation in nursery education and childcare during the Summer holiday, by family type and whether parents(s) work(s)

	One-parent family				Two-parent family				
	Parent works full time	Parent works part time	Parent does not work	Total	Both work full time	Both work, one or both part time	One parent works	Neither works	Total
	%	%	%	%	%	%	%	%	%
Any provision	66	56	26	33	64	50	28	11	38
Childcare only	43	34	15	21	42	34	20	6	26
Nursery only	14	16	7	9	17	13	7	5	10
Both	10	6	1	3	5	4	1	6	3
Base	110	157	679	946	610	822	1785	279	3496

Base: All (excluding fewer than 1% of parents for whom information on family type was not available and the less than 1% who did not respond)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to the categories shown here because the respondent was not the child's parent

Holiday participation by ethnic group

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The percentage using any provision varied by ethnic group with parents who were white or Black more likely to use a provider during the Summer holidays than Asian parents (Table 8.5). Over a third of white parents (39%) and Black parents (39%) used some form of provider for their child compared with just 13% of Asian parents. Whereas among white parents use of childcare in the summer holiday was more common than use of nursery education, the levels of use of these two types of service by Black and Asian parents were more comparable.

Table 8.5 Participation in nursery education and childcare during the Summer holiday, by ethnic group

	White	Black	Asian	All ethnic minorities	Total
	%	%	%	%	%
Any childcare or nursery education	39	39	13	22	38
Childcare providers only	26	17	7	12	25
Nursery education providers only	10	17	5	8	10
Childcare and nursery education	3	5	1	2	3
<i>Base</i>	3894	151	313	574	4474
Base:	All (the less than 1% of parents who said they did not know or did not answer are excluded from the table)				
Note:	Base total does not equal the sum of bases for each category since Asian and Black are subgroups of all ethnic minorities				

8.1.2 Types of providers used during the Summer holidays

Parents who used some type of nursery education or childcare for their child during the Summer holiday were given a show-card and asked which type(s) of provider(s) they used. Unlike the data collected on term-time provision, this information was not verified with the providers.

Types of provider used by those using a summer holiday provider

Table 8.6 shows that family members other than the parents in the household played the greatest role in caring for children during the Summer holidays; 44% of parents using a provider used this type of childcare. The next most common type of provider was a day nursery used for a fifth (21%) of children. Use of day nurseries declined with age from almost a third (30%) of the youngest children to only 4% of older fives. Holiday clubs or play schemes were the next most popular type of provider, used by 14% of all parents. Use of this form of provision was much higher among older children. Over a third (38%) of parents of children in the oldest age groups used a holiday club compared with only 3% of parents of the youngest children. 11% of parents used a childminder and other providers were each used by 10% or fewer of parents. Use of childminders was most common among younger threes (17%) and was least common among rising fives (5%).

Table 8.6 Types of providers used during the Summer holiday, by child's age cohort at time of interview

	Age cohort								Total
	Younger	Older	Rising	Younger	Older	Rising	Younger	Older	
	3s	3s	4s	4s	4s	5s	5s	5s	
	%	%	%	%	%	%	%	%	
Nursery education									
Nursery school	12	8	9	8	7	5	9	1	7
Nursery class	*	1	-	-	1	-	1	-	*
Reception class	-	-	-	-	1	2	2	-	*
Special school	-	1	1	-	*	2	1	-	1
Day nursery	30	29	28	26	21	20	11	4	21
Playgroup/ pre-school	5	5	3	6	2	3	4	1	4
Combined/ family centre	*	-	3	1	-	1	1	1	1
Childcare	23	24	27	28	29	36	28		28
Mother and toddler group	6	7	6	4	4	3	1	2	4
Before/ after school club	-	-	1	-	1	1	1	3	1
Holiday club/play-scheme	3	6	7	6	12	14	22	38	14
Childminder	17	13	10	14	11	5	8	7	11
Nanny/ au pair	2	4	6	4	3	5	5	4	4
Friends/ neighbours	7	9	6	8	12	11	8	18	10
Other family members/ relatives	34	43	41	37	48	46	49	53	44
	*	1	-	2	1	2	1	1	1
Other provider									
Base	204	273	145	208	251	148	180	255	1664

Base: All parents who had used some provision during the Summer holidays

Note: Column percentages may total more than 100% as respondents could use more than one type of provider

The age cohorts in this table show age at the time of interview, rather than age during the Summer holiday – during the holidays, children were two age cohorts younger, i.e. those labelled 'rising fours' above were 'younger threes' in the holidays

Provider used in the Summer holiday compared with the Summer term

Tables 8.7 and 8.8 show the types of provider used by all parents, including those using none, in the Summer holidays and in the Summer term. The findings are presented in relation to the age of the child and only include children aged younger three to rising five during the Summer term and holidays.

Overall, it can be seen that only 10% of parents used nursery education for their children during the Summer holidays, compared with 91% during term-time. While day nurseries were used by 8% of parents during the Summer holidays compared with 10% in term-time, the use of all other forms of nursery education either stopped almost entirely (nursery classes) or was considerably lower during the Summer holidays (playgroups/ pre-schools, nursery schools and reception classes).

The use of childcare was higher in the Summer holidays compared with term-time, although it did not reach the level of nursery education in term-time (at 28% compared with 19%). The use of family members other than parents for looking after children rose from 9% in the term-time to 16% in the Summer holidays.

Table 8.7 Types of providers used during the Summer holiday, by child's age cohort during the Summer term/ holiday (includes those using no providers)

SUMMER HOLIDAY	Age cohort during Summer term/holidays						Total
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	
	%	%	%	%	%	%	%
No provider	64	63	65	62	64	62	63
Nursery education	16	15	11	12	9	2	10
Nursery school	3	3	2	2	3	*	3
Nursery class	-	*	-	*	-	-	*
Reception class	-	-	*	*	*	-	*
Special school	1	-	1	*	*	-	*
Day nursery	10	10	7	8	4	1	8
Playgroup/ pre-school	2	1	2	1	1	1	1
Combined/ family centre	1	*	-	-	-	-	*
Childcare	23	24	26	28	29	36	28
Mother and toddler group	2	2	1	1	*	*	2
Before/ after school club	-	-	*	*	*	1	*
Holiday club/play-scheme	3	2	4	5	8	14	5
Childminder	4	5	4	2	3	3	4
Nanny/ au pair	2	1	1	2	2	2	2
Friends/ neighbours	2	3	4	4	3	7	4
Other family members/ relatives	15	14	17	17	18	20	16
Other provider	64	63	36	38	36	38	*
<i>Base</i>	398	555	708	393	501	676	3231

Table 8.8 Types of providers used during the Summer term, by child's age cohort during the Summer term/ holiday (includes those using no providers)

SUMMER TERM	Age cohort during Summer term/holidays						Total
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	
	%	%	%	%	%	%	%
No provider	19	16	4	3	4	2	7
Nursery education	77	81	95	96	95	97	91
Nursery school	7	13	14	11	14	2	10
Nursery class	11	20	27	27	13	4	17
Reception class	2	2	17	28	40	88	32
Special school	*	*	*	1	*	-	1
Day nursery	15	14	12	13	9	1	10
Playgroup/ pre-school	42	35	30	23	26	2	25
Combined/ family centre	1	1	1	-	*	*	1
Other nursery education provider	2	*	1	1	1	*	1
Childcare	23	22	23	18	15	15	19
Mother and toddler group	7	5	3	2	1	-	3
Before/ after school club	*	-	*	*	*	3	1
Holiday club/play-scheme	-	-	-	-	-	-	-
Childminder	6	7	6	4	3	3	5
Nanny/ au pair	2	1	2	2	2	1	2
Friends/ neighbours	1	2	2	2	1	2	2
Other family members/ relatives	11	9	11	8	8	7	9
Other childcare provider	*	*	1	*	*	*	*
<i>Base</i>	398	555	708	393	501	676	3231

Base: All excluding those in the youngest two age cohorts at the time of interview. The total figure presented is the total for all those included in the table

Note: Column figures sum to more than 100% since parents could be using more than one provider type

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During the Summer term, participation in nursery education was higher among older children than younger children (97% of rising fives compared with 77% of younger threes) whereas participation in childcare decreased with age (23% among younger threes compared with 15% of rising fives). During the Summer holidays the age pattern was reversed. Participation in nursery education was highest for younger children (16% for younger threes compared with 2% for rising fives), while participation in childcare was lowest for the younger children (23% for younger threes compared with 36% for rising fives). For the younger children the percentage using childcare was the same or only slightly higher in the holidays than the term (24% compared with 22% for older threes), whereas for the oldest children the use of childcare was almost three times as great during the Summer holiday as during the Summer term (36% compared with 15% among rising fives).

These age patterns reflect the different types of nursery education and childcare attended by children of different ages. During term-time younger children were more likely than older children to attend day nurseries (14%-15% of younger and older threes compared with 1% of rising fives). Day nurseries are more likely than other types of nursery education provider to stay open during the holidays (10% of younger and older threes attended a day nursery in the Summer holiday). Older children and those in the middle age groups were more likely to attend nursery schools, nursery classes and reception classes which are usually closed during the holidays.

8.1.3 Numbers of different types of providers used during the Summer holidays

Just under two-thirds of children (63%) did not use a nursery education or childcare provider in the summer holiday (63%), 30% used one provider and only 8% of parents used two or more providers with no notable variation by the age of the child (Table 8.9). Most parents who used any kind of provision used only one type of provider in the Summer holiday.

Table 8.9 Number of different types of providers used by parents during the Summer holiday, by age at interview

	Age at interview			Total
	3 years	4 years	5 years	
Number of different types of providers used	%	%	%	%
0	62	63	63	63
1	30	30	28	30
2	7	6	7	7
3	1	1	1	1
4+	*	*	1	*
Base	1336	1656	1482	4474

Base: All

8.1.4 Main types of provider used in the Summer holidays

For parents who used more than one type of nursery education or childcare provider during the Summer holiday, the main provider was classified as the one used for the greatest number of weeks (for those using only one provider, that provider was the main provider). Tables 8.10 and 8.11 show the main provider used by the age of the child at the time of the interview among those who used some provision. Since only a small proportion of parents used more than one provider, the picture does not vary greatly from that shown when all providers were considered (Table 8.6).

Family members or relatives were the main provider for around a third of parents who used a provider (34%). Day nurseries were the most common main type of nursery education provider and the second most common type of provider overall, used by a fifth of parents (20%).

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Holiday clubs and childminders were each used as the main source of provision for the child during the holidays by around a tenth of parents and all other providers were used as the main source of provision by fewer than 10% of parents.

Main type of provider used in the Summer holidays, by age of child

The main type of provision was found to vary by age. For the youngest children, day nurseries and family members had similar levels of importance with 28% of parents of three year olds using day nurseries and 28% using family members as their main provider. Day nurseries were used less by five year olds (9%), who used family members (40%) and holiday clubs (21%) more than younger children. Holiday clubs were particularly popular for older fives among whom they were the main source of provision for 29% of parents. In total, over half of three and four year olds used family members and day nurseries as their main or sole provider whereas among five year olds over half (61%) used family members and holiday clubs/ play schemes as their main provider. The proportion of parents who used childminders for their children ranged from 14% for younger threes to 6% of older fives.

Table 8.10 Main provider used in the Summer holidays, by age cohort at time of interview

	Age cohort								Total
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	
	%	%	%	%	%	%	%	%	%
Nursery education									
Nursery school	12	7	8	7	6	5	9	1	7
Nursery class	-	1	-	-	1	-	1	-	-
Reception class	-	-	-	-	*	1	1	-	*
Special school	-	1	1	-	*	2	1	-	1
Day nursery	29	26	26	26	19	18	10	3	20
Playgroup/ pre-school	4	4	2	5	2	3	3	-	3
Combined/ family centre	*	-	3	1	-	1	1	1	1
Childcare									
Mother and toddler group	4	4	3	3	2	2	-	2	3
Before/ after school club	-	-	1	-	1	1	1	2	1
Holiday club/ holiday play-scheme	2	3	6	6	10	12	17	29	11
Childminder	14	12	9	14	11	5	7	6	10
Nanny/ au pair	2	4	6	3	2	4	3	4	3
Friends/ neighbours	4	5	4	6	9	9	5	13	7
Other family members/ relatives	25	31	30	28	37	37	42	39	34
<i>Base</i>	<i>204</i>	<i>272</i>	<i>145</i>	<i>208</i>	<i>251</i>	<i>148</i>	<i>180</i>	<i>252</i>	<i>1660</i>

Base: All parents who had used some provision during the Summer holidays (excluding the less than 1% who answered don't know to the type of provision used)

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Table 8.11 Main provider used in the Summer holidays, by age at interview

	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
Nursery education				
Nursery school	9	6	5	7
Nursery class	1	*	*	*
Reception class	-	*	*	*
Special school	1	1	1	1
Day nursery	28	22	9	20
Playgroup/ pre-school	4	3	2	3
Combined/ family centre	*	1	1	1
Childcare				
Mother and toddler group	4	3	1	3
Before/ after school club (including breakfast clubs)	-	1	1	1
Holiday club/ play scheme	2	8	21	11
Childminder	12	12	6	10
Nanny/ au pair	4	3	4	3
Friends/ neighbours	5	7	9	7
Other family members/ relatives	28	33	40	34
<i>Base</i>	<i>507</i>	<i>608</i>	<i>545</i>	<i>1660</i>

Base: All parents who had used some provision during the Summer holidays
(excluding the less than 1% who answered don't know to the type of provision used)

Main type of provider used in the Summer holiday, by social class and income

Parents from different social class backgrounds and with different levels of income used different types of main provider in the summer holiday. Tables 8.12 and 8.13 display the findings and show mostly similar patterns of participation for those in non-manual social classes and with higher incomes compared with those in manual social classes and with lower incomes.

The use of 'other family members' as the main provider was notably lower among those in Social Classes I and II (27%), compared with those in all other social class groups (38% or more). Instead of family members, those in Social Classes I and II were more likely to use day nurseries (26% compared with a maximum of 18% of those in any other social class group), childminders (12%), or nannies (6%).

Looking at the findings in relation to income reveals that among those in the highest income bracket (£30,000 or more) a quarter (25%) used day nurseries, which were the second most common main provider for this group, after other family members (28%). For those earning between £10,000 and £30,000 or more, family members were clearly the most common providers and only 14%-16% of parents in these groups used day nurseries for their children. The highest income group also had 7% of parents who used a nanny as their main provider while this type of provider was used by 1% or less in any other group. Only 5% of the lowest income group (those with incomes of less than £10,000) used a childminder compared with 14% of those earning £30,000 or more. Family members (28%) and holiday clubs (12%) were the most common providers among those earning less than £10,000.

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Table 8.12 Main provider used in the Summer holiday, by social class

	I and II	III Non- manual	III Manual	IV and V	Total
	%	%	%	%	%
Nursery education					
Nursery school	7	6	4	7	7
Nursery class	*	1	-	-	*
Reception class	*	*	-	-	*
Special school	1	*	2	-	1
Day nursery	26	14	18	11	20
Playgroup/ pre-school	1	4	3	3	3
Combined/ family centre	*	*	5	3	1
Childcare					
Mother and toddler group	3	2	4	2	3
Before/ after school club	*	1	2	-	1
Holiday club/ play scheme	12	10	10	10	11
Childminder	12	9	8	10	10
Nanny/ au pair	6	2	-	-	3
Friends/ neighbours	5	9	9	8	7
Other family members/ relatives	27	41	38	43	34
<i>Base</i>	<i>754</i>	<i>619</i>	<i>183</i>	<i>61</i>	<i>1660</i>

Base: All parents who had used some provision during the Summer holidays (excluding the less than 1% who answered don't know to the type of provision used)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to a social class category

Table 8.13 Main provider used in the Summer holiday, by income

	Less than £10,000	£10,000 to 19,999	£20,000 to £29,999	£30,000 or more	Total
	%	%	%	%	%
Nursery education					
Nursery school	7	6	6	6	7
Nursery class	*	1	1	*	*
Reception class	-	1	-	-	*
Special school	1	1	1	*	1
Day nursery	15	14	16	25	20
Playgroup/ pre-school	8	6	1	1	3
Combined/ family centre	3	2	*	*	1
Childcare					
Mother and toddler group	6	2	4	1	3
Before/ after school club	1	*	1	*	1
Holiday club/ play scheme	12	8	11	11	11
Childminder	5	6	9	14	10
Nanny/ au pair	*	*	1	7	3
Friends/ neighbours	12	8	8	5	7
Other family members/ relatives	28	44	40	28	34
Other	1	*	1	*	1
<i>Base</i>	<i>205</i>	<i>306</i>	<i>370</i>	<i>715</i>	<i>1660</i>

Base: All parents who had used some provision during the Summer holidays (excluding the less than 1% who answered don't know to the type of provision used)

Note: Base total is larger than sum of bases for each category since some respondents could not be assigned to an income category

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8.2 Amount of nursery education and childcare during the Summer holiday

Tables 8.14 and 8.15 show the number of sessions²² of nursery education and childcare used during the Summer holiday by age cohort and by the main type of Summer holiday provider used²³. Overall, the mean number of sessions used per child was 28.7. Nearly half of parents (45%) used 30 sessions or more over the six-week period of the holidays - equivalent to at least one session per day. Forty or more sessions were used by just under a third of parents (30%) - equivalent to a morning and afternoon provision for four weeks out of the six-week holiday period. The number of sessions used was not strongly related to the age of the child. Although younger threes had notably more sessions than older fives, there was no clear trend. Rising and older fours across the age cohorts had the greatest mean number of sessions 31.2 and 32.4 respectively) and older fives had fewest sessions (24.0 on average).

The mean number of sessions attended varied greatly by the main type of provision used for the child (Table 8.15). Those who mainly used nannies/au pairs used the most sessions during the Summer holiday (38.2 on average). Those who used day nurseries as their main provision used the next most sessions (36.1 on average), followed by childminders (35.4). In contrast, those who used mother and toddler groups as their main provider used the fewest sessions (only 14.3 sessions on average) and those mainly using holiday clubs/play schemes or playgroups/pre-schools had 18.0 and 17.5 sessions on average respectively.

Table 8.14 Number of sessions of provision during the Summer holiday, by age cohort at time of interview

	Age Cohort								Total
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	
	%	%	%	%	%	%	%	%	%
<10	16	15	13	15	14	12	21	20	16
10-19	15	22	16	25	17	23	23	27	21
20-29	21	16	21	18	17	16	18	19	18
30-39	18	16	18	12	14	21	13	13	15
40-49	14	13	13	10	14	16	13	8	13
50 or more	17	17	18	21	23	12	12	12	17
Mean	29.9	29.7	31.2	29.2	32.4	28.1	25.6	24.0	28.7
Standard error	1.27	1.24	1.61	1.39	1.41	1.37	1.41	1.13	0.48
Base	203	271	141	208	249	146	180	254	1652

Base: All parents who used some provision during the Summer holiday (the 1% of parents who said they did not know or did not answer are excluded from the table)

²² A session represents a period of 2-3 hours, for example, a morning or an afternoon, so a child who attended a provider for a whole day would have had two sessions in that day.

²³ It should be noted that for those who had sessions with more than one provider, sessions with all providers are included in their total number of sessions, not just those with the main provider.

Table 8.15 Number of sessions of provision during the Summer holiday, by type of main holiday provider

	Nursery School	Day nursery	Play-group /pre-school	Mother and toddler	Holiday club/play scheme	Child-minder	Nanny /au pair	Friends / neighbours	Other family members	Total
	%	%	%	%	%	%	%	%	%	%
<10	14	5	[39]	[53]	39	8	5	22	13	16
10-19	16	13	[28]	[30]	24	13	19	25	26	21
20-29	30	20	[13]	[2]	16	16	5	19	19	18
30-39	11	19	[11]	[7]	8	17	19	12	16	15
40-49	10	18	[2]	[2]	5	22	23	8	11	13
50 or more	17	25	[7]	[5]	8	23	28	14	15	17
Mean	28.6	36.1	17.5	14.3	18.0	35.4	38.2	27.0	27.8	28.8
Standard error	1.75	0.99	2.15	2.57	1.30	1.47	2.59	2.10	0.19	0.48
<i>Base</i>	105	324	46	43	177	166	57	118	555	1648

Base: All parents who used some provision during the Summer holiday (the 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Only provider types used by at least 50 parents are shown on this table but the total includes all parents who used a provider during the Summer holiday

If parents used the same type of provider during the Summer holiday as they had used during the Summer term, they were asked whether they used the provider for the same amount of time during the Summer holidays as during the term-time. Table 8.16 shows that this was most commonly the case (77%). Only 6% had used the provider more in the holidays than in the term and 17% had used them less. Differences between term-time and holiday participation were more common for older than younger children.

Table 8.16 Whether used provider for more or less time in Summer holiday, by age at interview

	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
More time during Summer holiday	1	9	9	6
Less time during the Summer holiday	15	16	25	17
Same amount of time	84	75	65	77
<i>Base</i>	184	185	75	444

Base: All parents who had used same type of provision during the Summer holidays as during Summer term (the less than 1% of parents who did not know or did not respond to this question are excluded)

8.3 Organisation responsible for Summer holiday provision

Parents were asked which organisation was responsible for the formal providers they had used during the holiday. This information was not verified with the providers. Formal providers included all the nursery education providers, before and after school clubs and holiday clubs or play schemes. Where a respondent considered that more than one organisation was responsible for the provider, they were asked to select the one nearest the top of the list provided; findings in Table 8.17 are reported in this order.

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The majority (64%) of formal holiday provision used by respondents as the main provider was supplied by a private or independent organisation. Local Education Authorities and Local Authority social services provided 12% and 5% respectively. Community/ voluntary organisations and church/ religious organisations were together responsible for 14% of main providers used. The organisations responsible for provision varied by the age of the child. Three quarters (74%) of main providers used by three year olds were private sector or independent providers compared with just under half (47%) of those used by five year olds. Main providers used by five year olds were more likely than those used by younger children to be LEA organised (23%), community/ voluntarily organised (12%), or organised by a church or other religious organisation (9%).

Table 8.17 Organisation responsible for main formal holiday provider, by age at interview

	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
Local Education Authority	6	9	23	12
Local Authority Social Services	4	6	5	5
Private/ independent organisation	74	69	47	64
Church/ religious organisation	3	4	9	5
Community/ voluntary organisation	9	6	12	9
Employer	2	3	1	2
Childminder	*	-	*	*
Other	2	2	1	2
<i>Base</i>	235	253	214	702

Base: All parents who had used some FORMAL provision during the Summer holidays (the 1% of parents who said they did not know or did not answer are excluded from the table)

Organisation responsible for provision by main provider type

Table 8.18 shows the organisations responsible for different types of provider. According to parents, a private or independent organisation was most commonly responsible for each type of provider shown in the table. Over 80% of day nurseries and 70% of nursery schools were reported to be run privately. A little under half of the playgroups/ pre-schools (43%) and just over a third of holiday clubs (36%) used as the main provider were also reported as being run privately. Under a third (28%) of the holiday clubs used during the Summer holiday as main providers were reported to be state-run (LEA or social services), and the remaining third were reported to be split almost equally between the community/ voluntary sector and church/ religious organisations. Nursery schools that were not private were most likely to be reported as being run by the Local Education Authority. Just under a fifth (19%) of those in playgroups/ pre-schools used as the main provider were reported by parents as being state-run while just over a third (37%) of this type of provider were provided by the voluntary sector including religious organisations (there may be some confusion about the provision of playgroups and pre-schools on school sites with parents classifying voluntary sector providers as state-run because the sessions are held on a school site).

Holiday clubs (28%) and nursery schools (23%) were more likely to be reported as being provided by the state than were day nurseries (6%) and playgroups (19%). The sample size for playgroups and pre-schools in this table is low and therefore results for this group should be treated with caution.

Table 8.18 Organisation responsible for main formal holiday provider, by main provider type

	Nursery school	Day nursery	Playgroup/ pre-school	Holiday club/ play scheme	Total
	%	%	%	%	%
Local Education Authority	18	3	[15]	22	12
Local Authority Social Services	5	3	[4]	6	5
Private/ independent organisation	70	86	[43]	36	64
Church/ religious organisation	1	1	[9]	15	5
Community/ voluntary organisation	4	3	[28]	17	9
Employer	1	3	[-]	1	2
Childminder	1	-	[-]	1	*
Other	2	1	[2]	3	2
<i>Base</i>	<i>109</i>	<i>321</i>	<i>47</i>	<i>175</i>	<i>702</i>

Base: All parents who had used some FORMAL provision during the Summer holidays (the 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Only provider types used by at least 40 parents are shown on this table but the total includes all parents who used a formal provider during the Summer holiday

8.4 Cost of Summer holiday provision

Parents were asked, in relation to each nursery education provider and holiday club used during the holidays, what they had paid money for and how much they had paid.

8.4.1 Services and items paid for at educational providers during the Summer holidays

Table 8.19 shows the types of payment that parents had made paid during the Summer holidays by the main nursery education provider type used during the summer holidays (payments for providers other than the main provider are included in the totals given). Sixty per cent of parents had paid some childcare fees, half had paid for meals or refreshments (49%) and a little under half (44%) had paid education fees. Payments for use of equipment were made by just over a third of parents (36%). Eleven per cent who used a formal provider as their main provider, had not paid anything.

14% of those mainly using holiday clubs or nursery schools paid nothing as did 9% of those mainly using playgroups or pre-schools and 6% of those mainly using day nurseries. Items paid for varied according to the main provider used. The percentage of parents paying education fees ranged from 64% of those using nursery schools and 57% using day nurseries as their main provider to 36% of those using playgroups and pre-schools and 16% of those using holiday clubs. Childcare fees were reported by just under half of those who mainly used each type of provider other than day nurseries for which three quarters of parents reported this type of payment. It should be noted that this payment may not actually relate solely to the main type of nursery education provision, but to other providers used in the holidays.

Table 8.19 Services and items paid for, with regard to main nursery education providers during Summer holiday, by main provider type

	Nursery school	Day nursery	Playgroup/ pre-school	Holiday club/ play Scheme	Total
	%	%	%	%	%
Education fees	64	57	[36]	16	44
Childcare fees	47	76	[43]	48	60
Refreshments/meals	38	63	[49]	29	49
Use of equipment	25	46	[26]	31	36
Trips / outings	11	19	[11]	18	16
Voluntary donation to school fund/building fund	3	2	[4]	6	3
Other	-	-	[2]	3	1
Nothing	14	6	[9]	14	11
Base	107	323	47	177	689

Base: Parents whose main form of Summer holiday provision was formal nursery education (including holiday clubs) (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Column figures may exceed 100% as parents could pay for more than one item
Only provider types used by at least 50 parents are shown on this table but the total includes the few parents who used nursery classes and special schools

8.4.2 Amount paid for services of childcare and nursery education during the Summer holiday

The total amounts that parents paid for all the nursery education and childcare they used for the selected child in the Summer holiday were separately calculated and findings are shown in Table 8.20. These figures are not comparable with those in Table 8.19 as that table includes only those whose main summer holiday provider was formal nursery education while Table 8.20 includes all parents who used some holiday provision (including family, friends and childminders). As might be expected, parents were less likely to pay for childcare than for nursery education: 62% of parents using childcare during the summer holidays paid nothing for it compared with just 13% of parents using nursery education. Obviously the high proportion of holiday childcare that was free to parents reflects the high proportion of childcare provided by family members and friends, as well as other forms of free provision.

Mean costs of holiday provision, including those who paid nothing, were £252 for nursery education and £88 for childcare. This difference is largely accounted for by the large number of childcare users who paid nothing. When we consider only those who paid something for their provision the figures come closer together, although there remains a substantial difference. Nursery education cost on average £290 per child for the Summer holidays and childcare cost £232.

Parents of five year olds were less likely to pay for childcare than parents of three year old children and when money was paid, the average costs were also lower for five year olds. For example, average childcare costs were £258 for three year olds and £192 for five year olds. This reflects the higher use of more formal and costly types of provision such as day nurseries for younger children. Average childcare costs for those aged four were the highest at £261.

Table 8.20 Amount paid for nursery education and childcare during Summer holidays, by age at interview

Nursery education Amount paid	Age at interview			Total	Childcare Amount paid	Age at interview			Total
	3 years	4 years	5 years			3 years	4 years	5 years	
	%	%	%	%		%	%	%	%
Nothing	11	17	10	13	Nothing	62	64	60	62
Less than £25	7	5	14	7	Less than £25	5	6	10	7
£25, less than £50	5	4	3	4	£25, less than £50	4	3	6	4
£50, less than £150	19	17	21	19	£50, less than £150	8	9	10	9
£150, less than £250	20	16	16	18	£150, less than £250	6	7	5	6
£250, less than £500	29	28	28	28	£250, less than £500	9	8	4	6
£500 or more	9	14	9	11	£500 or more	6	4	4	4
Mean (£) ^a	245	272	225	252	Mean (£) ^a	97	95	76	88
Mean (£) ^b	274	329	250	290	Mean (£) ^b	258	261	192	232
Standard error ^a	20.4	23.6	24.4	13.4	Standard error ^a	11.9	12.0	10.9	6.7
Standard error ^b	21.9	26.7	25.8	14.7	Standard error ^b	25.9	28.7	25.1	15.6
Base ^a	236	221	103	560	Base ^a	325	425	468	1218
Base ^b	211	183	93	487	Base ^b	122	155	186	463

Base^a: All parents who had used some nursery education or childcare provision during the Summer holidays

Base^b: Parents who had paid something for nursery education or childcare provision during the Summer holidays

Total paid during Summer holidays by main provider used

Table 8.21 shows the total amount paid for provision by the main summer holiday provider type. Almost 9 in 10 who parents mainly used family members and friends paid nothing for their provision, while the majority of those with other types of main provider paid for nursery education or childcare in the holidays. About a fifth (18%) of those using holiday clubs paid nothing; this is a provider type which was used most by children from low income households (Table 8.13).

The largest payments were made by those using nannies or au pairs with a little under two thirds (59%) of parents for whom this was their main holiday provision paying £500 or more in total. Nursery schools and day nurseries were next most expensive with 14%-15% incurring costs of this magnitude. Mother and toddler groups were least expensive and holiday clubs and playgroups were also far cheaper than other forms of care.

The mean amount paid was £149 for all users of a main holiday provider (regardless of whether they had paid anything) and £267 among those who paid something. The amount paid by those who paid anything shows the same pattern described above with the mean amount being £44 for mother and toddler groups, £305 for nursery schools and £786 for nannies/ au pairs.

Table 8.21 Total paid during the Summer holidays, by main summer holiday provider

	Nurs- ery school	Day nurs- ery	Play- group / pre- school	Mother and toddler	Holiday club/ play scheme	Child- minder	Nanny/ au pair	Friends	Other family members	Total
	%	%	%	%	%	%	%	%	%	%
Nothing	20	8	[11]	[33]	18	5	7	87	88	44
Less than £25	6	2	[23]	[35]	31	1	-	3	4	8
£25, less than £50	5	2	[13]	[19]	14	4	2	2	2	5
£50, less than £150	23	14	[36]	[12]	23	22	9	5	3	13
£150, less than £250	12	22	[9]	[2]	9	26	9	2	3	10
£250, less than £500	20	38	[9]	-	4	33	16	1	1	14
£500 or more	15	14	[-]	-	2	10	59	1	*	7
Mean (£)a	244	310	85	[30]	72	257	732	20.9	14.6	149
Mean (£)b	305	337	[95]	[44]	87	269	786	164	121	267
Standard error ^a	38.2	18.3	14.7	98.2	12.6	15.6	80.9	80.4	30.2	7.0
Standard error ^b	32.7	55.3	13.8	6.8	10.7	15.5	79.8	11.1	3.9	10.9
Base ^a	88	298	42	12	146	159	54	15	67	932
Base ^{b15}	110	324	47	43	177	167	58	118	558	1660

Base^a: All parents who had used some provision during the Summer holidays

Base^b: All parents who had paid something for nursery education or childcare provision during the Summer holidays

Note: Only provider types used by at least 30 parents are shown on this table but the total includes all parents who used a provider during the Summer holiday

8.5 Satisfaction with Summer holiday provision

All parents who had used some summer holiday provision for their child were asked to assess the overall number of places providing nursery education and childcare in their local area during the holidays. Those who had not used a provider in the holidays were also asked these questions (whereas they were not asked in previous surveys).

8.5.1 Satisfaction with number of places in local area

Tables 8.22 and 8.23 show parental assessment of the number of holiday places in the local area by the age of their child during the Summer holiday and at the interview. Overall, just over a quarter (28%) of those using holiday provision considered that there were about the right number of places in the local area and almost three quarters (72%) thought there were not enough holiday places locally. This compares with a figure of 76% in the third survey. A negligible number (less than 1%) thought there were too many holiday places (see totals on Table 8.23). There were no significant differences in parents' perceptions of the number of places available by the age of their child. For all age groups, but particularly for those aged three, the percentage saying there was not enough provision in the local area has gone down since the third survey.

Interestingly, and in line with previous years, there was no systematic variation between regions.

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Table 8.22 Parental assessment of number of holiday places in their area, by the age of child during Summer holiday

	Age during Summer holiday		Total
	3s	4s	
	%	%	%
Too many	-	*	*
About the right number	27	28	28
Not enough	73	71	72
<i>Base</i>	553	532	1085

Base: All excluding those who were in the youngest two age cohorts at the time of interview and would have been aged only two during the summer holidays. The 9% who did not know or did not answer the question have been excluded. The total figure is for all age groups including those not presented in the table.

Table 8.23 Parental assessment of number of holiday places in their area, by the age of child at interview

	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
Too many	-	*	-	*
About the right number	29	27	29	28
Not enough	71	73	71	72
<i>Base</i>	126	561	398	1085

Base: All excluding those with children in the youngest two age cohorts at the time of interview and would have been aged only two during the summer holidays. The 9% who did not know or did not answer the question have been excluded

8.5.2 Whether parents would like to use other Summer holiday provision

A little under half of all parents who used a holiday provider (44%) said they would have liked to use providers other than the one/s they had used for their children during the Summer holidays. There was no systematic variation in this proportion by the age of the child. (Table 8.24).

Table 8.24 Whether parents would like to use other providers which they did not use, by the age cohort of child in the Summer holidays

	Age cohort of child in Summer holiday						Total
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	
	%	%	%	%	%	%	%
Yes	42	51	44	38	45	42	44
No	58	49	56	62	55	58	56
<i>Base</i>	145	208	250	148	180	255	1186

Base: All parents, excluding those with children in the youngest two age cohorts at the time of interview and would have been aged only two during the summer holidays (less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: The total figure presented is the total only for those included in the base described above

Table 8.25 Whether parents would like to use other providers which they did not use, by age at interview

	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
Yes	41	45	43	43
No	59	55	57	57
Base	622	606	435	1663

Base: All parents who used some provision during the Summer holidays

Note: The 2 parents who said they did not know or did not answer are excluded from the table

The percentage who would have liked to use different providers varied considerably in relation to household income. Only 35% of parents in the highest income group (over £30,000) would have liked to have used a different provider, compared with around half (44%-51%) of those in each lower income bracket. With higher incomes, parents are more likely to be able to use their first choice of provider.

Table 8.26 shows the percentages of parents who would have liked to use another type of provider, by the main provider they used in the Summer holidays. Parents were most likely to want to use a different provider if they were currently using friends or neighbours as their main provider (63%). High proportions of those using relatives, childminders and mother and toddler groups also wanted to use another form of provision (50%-56%) while just over a third of those using nannies (36%) and just under a third using holiday clubs (31%) took this view. Those who used nursery schools and day nurseries were least likely to want to use another provider (27%-28%). This may reflect the finding for income above, since people using providers which are less costly were most likely to want to use another type of provider.

Table 8.26 Whether parents would like to use other providers which they did not use, by the main provider used in the Summer holidays

Main holiday provider	Whether wanted different provider		Base
	Yes	No	
Nursery education			
Nursery school	% 28	72	109
Day nursery	% 27	73	324
Playgroup/ pre-school	% [32]	[68]	47
Childcare			
Mother and toddler group	% [56]	[44]	43
Holiday club/ holiday play scheme	% 31	69	177
Childminder	% 50	50	167
Nanny/ au pair	% 36	64	58
Friends/ neighbours	% 63	37	118
Other family members/ relatives	% 54	46	559

Base: All using specified main provider (excluding the less than 1% who did not know or did not answer)

Note: Percentages read horizontally

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Those who would like to use different providers were asked which types of provider they would like to use. Table 8.27 shows that holiday clubs or holiday play schemes were the most popular option for parents of children in each of the age ranges but the relative importance of different types of providers varied. 52% of parents of three year olds who would have liked to use a different provider selected a holiday club as their ideal and a third (34%) picked a playgroup or pre-school. Two thirds (67%) of parents of four year olds and three quarters of five year olds (75%) who would have liked to use a different provider would have liked to use a holiday club. Day nurseries were mentioned most by parents of younger children (11% of parents of three year olds compared with 6% of parents of five year olds).

A comparison of the results with the corresponding ones from the third survey shows that patterns are broadly similar. The main differences are that the percentage saying they would like to use a day nursery has increased from 7% to 9% and the age pattern has reversed. In the third survey, 7% of parents of three year olds and 8% of parents of five year olds said they would like to have used a day nursery compared with 11% and 6% respectively in this survey. The percentage of parents saying they would have liked to use a before/after school club has increased from 3% in the third survey to 5% and the main change in this survey is among the parents of five year olds for whom the figure has increased from 5% to 7% (though this difference is small). A slightly higher percentage of parents mentioned that they would like to have used a holiday club in this survey than in the third survey (65% compared with 59%).

Table 8.27 Providers parents would like to use in the Summer holidays, by age at interview

	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
Nursery education				
Nursery school	12	14	7	11
Nursery class	9	8	5	7
Reception class	1	3	7	4
Special school	4	2	2	2
Day nursery	11	9	6	9
Playgroup/ pre-school	34	20	12	22
Combined/ family centre	3	4	4	4
Childcare				
Mother and toddler group	12	7	2	7
Before/ after school club	2	5	7	5
Holiday club/holiday play scheme	52	67	75	65
Childminder	2	2	2	2
Nanny/ au pair	1	1	1	1
Friends/ neighbours	2	1	2	2
Other family members/ relatives	4	3	3	3
Base	557	756	603	1916

Base: All parents who would like to have used a provider which they did not use during the Summer holidays (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Figures in columns may total more than 100% as respondents could say they would like to use more than one provider they were not already using.

8.5.3 Why parents did not use the provider they would have liked

Parents who would have liked to use a provider during the summer holiday which they did not use, were asked why they did not use that provider. Answers were coded by the interviewers from parents' verbatim responses. Table 8.28 relates the types of providers parents would have liked to use to the reasons why they were not used. For most types of provider the main reason for not using it was that it was not available (ranging from 50% for those who wanted to use a day nursery to 67% of those who wanted to use a playgroup/pre-school). Cost considerations were also important for those who wished to use day nurseries (23%). Another common reason for not using a provider was that it was closed for the school holidays (30% of those who wanted to use a reception class mentioned this reason as did similar proportions of those who wished to use a playgroup / pre-school, nursery school or nursery class). However, these findings should be treated with caution due to the small sample sizes involved.

Table 8.28 Reasons given for not using providers which wanted to use, by type of provider parent would have liked to use during Summer holiday

	Nursery school	Nursery class	Day nursery	Playgroup/pre-school	Mother and toddler	Holiday club/ play scheme	Total
	%	%	%	%	%	%	
None available	60	[65]	[50]	[67]	[64]	54	60
None for child's age	6	[15]	[4]	[6]	[-]	6	6
Places full	4	[-]	[4]	[3]	[-]	3	4
Closed for school holidays	30	[35]	[23]	[27]	[36]	31	30
Cost reasons	14	[15]	[23]	[6]	[9]	22	14
Other reason	7	[-]	[15]	[3]	[-]	5	7
<i>Base</i>	216	20	26	33	11	65	216

Base: Parents who would have liked to use a provider which they did not use during the Summer holiday

Note: Providers which 10 parents or fewer said they wanted to use are excluded from the table

8.5.4 Satisfaction with Summer holiday arrangements

Around eight in ten parents (81%) (Tables 8.29 and 8.30) said they were satisfied with the Summer holiday arrangements for their child. There were no substantial differences by age.

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Table 8.29 Satisfaction with Summer holiday arrangements, by the age cohort of the child during the Summer holiday

Level of satisfaction	Age cohort during Summer holiday						Total
	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	
	%	%	%	%	%	%	%
Very satisfied	50	48	51	57	53	54	52
Fairly satisfied	32	29	31	32	25	27	29
Neither satisfied nor dissatisfied	6	7	5	4	8	9	7
Fairly dissatisfied	10	10	11	3	13	8	9
Very dissatisfied	3	5	3	4	1	3	3
<i>Base</i>	<i>145</i>	<i>208</i>	<i>251</i>	<i>148</i>	<i>180</i>	<i>254</i>	<i>1186</i>

Base: All parents who used a holiday provider, excluding those who were in the youngest two age cohorts at the time of interview and would have been aged only two during the Summer holidays (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: The total figure presented is the total for all those cohorts presented in the table

Table 8.30 Satisfaction with Summer holiday arrangements, by the age of child at interview

Level of satisfaction	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
Very satisfied	53	51	54	53
Fairly satisfied	31	31	26	29
Neither satisfied nor dissatisfied	5	5	8	7
Fairly dissatisfied	7	9	10	9
Very dissatisfied	4	4	2	3
<i>Base</i>	<i>621</i>	<i>607</i>	<i>434</i>	<i>1662</i>

Base: All parents who used a holiday provider (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Unsurprisingly, the main factor affecting levels of satisfaction was the type of provision parents used (Table 8.31). Those using nursery education only during the Summer holidays were more likely to be satisfied (91%) than those using childcare provision only (79%) and those using both types of provision were almost as satisfied (82%) as those using nursery education provision only.

Table 8.31 Satisfaction with Summer holiday arrangements, by the type of provision used

	Childcare providers only	Nursery education providers only	Childcare and nursery education providers	Total
	%	%	%	%
Very satisfied	50	61	48	52
Fairly satisfied	29	30	34	29
Neither satisfied nor dissatisfied	7	4	4	7
Fairly dissatisfied	10	5	8	9
Very dissatisfied	4	1	6	3
<i>Base</i>	<i>1103</i>	<i>441</i>	<i>118</i>	<i>1662</i>

Base: All parents who used some summer holiday provision (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

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Those using day nurseries and nannies were most likely to be very satisfied with their Summer holiday arrangements (62% and 61% respectively). Those using friends and neighbours were most likely to be fairly or very dissatisfied (21%).

Table 8.32 Satisfaction with Summer holiday arrangements, by main type of holiday provider

	Nurs- ery school	Day nurs- ery	Play- group/ pre- school	Mother and toddler	Holiday club/ play- scheme	Child- minder	Nanny / au pair	Friends / neigh- bours	Other family/ relative	Total
	%	%	%	%	%	%	%	%	%	%
Very satisfied	58	62	49	30	51	51	61	36	52	52
Fairly satisfied	31	30	34	44	34	31	23	34	25	29
Neither satisfied nor dissatisfied	3	3	9	12	6	3	7	9	8	7
Fairly dissatisfied	7	5	4	12	7	11	4	14	10	9
Very dissatisfied	1	1	4	2	2	4	5	7	5	3
Base	110	323	47	43	177	167	57	118	559	1658

Base: All parents who had used some :summer holiday provision (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Only providers used by more than 50 parents are shown. The total includes all users of nursery education and childcare

Reasons for satisfaction or dissatisfaction with Summer holiday arrangements

Parents were asked to explain their satisfaction or dissatisfaction with their Summer holiday arrangements for their child. The most important reason given for satisfaction with the arrangements was that the parent was happy for the child to be at home (50%) with around a quarter (24%) saying that they were happy with the activities they did with their child. The most important reasons for being dissatisfied were that there was not enough organised provision (16%) and that the child did not have enough stimulation or education (11%). Other reasons for dissatisfaction were reported by fewer than one in ten parents (Table 8.33).

Parents of children aged three were more likely than parents of older children to report that they were happy for their child to be looked after by their current carer. 23% of those with a three year old said this compared with 15% of those with a five year old.

Table 8.33 Reasons for satisfaction or dissatisfaction, by age at interview

	Age at interview			Total
	3 years	4 years	5 years	
	%	%	%	%
Satisfied				
Happy for the child to be at home	47	50	53	50
Happy with the activities I did with my child	23	23	26	24
Happy for child to be looked after by current carer	23	19	15	19
Wasn't working so no need for provision	18	17	18	17
Child was too young to need other provision	7	5	3	5
Other reason for being happy about situation	4	5	6	5
Dissatisfied				
There was not enough organised provision	16	16	17	16
Child did not have enough stimulation/ education	11	12	10	11
Wanted more provision but couldn't afford it	5	6	5	5
Parent doesn't want to do all the childcare	4	6	4	5
Other reason for being unhappy about situation	2	2	2	2
Didn't know about what was available	5	5	5	5
Base	1328	1651	1474	4453

Base: All parents (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Figures in columns total more than 100% as respondents could give more than one reason for being satisfied or dissatisfied

Table 8.34 shows that the reasons for satisfaction and dissatisfaction varied according to the type of provision used. Attributing satisfaction to being happy for the child to be looked after by the current carer was mentioned more by users of exclusive childcare than exclusive nursery education (13% of those using nursery education only and 27% of those using childcare only). Dissatisfaction relating to a lack of organised provision was more common among those using nursery education only, among whom 16% said this compared with 11% of those using only childcare provision for their child during the Summer holidays. Being happy for the child to be at home was mentioned most by those who used nursery education only (55%) and least by those who used both nursery education and childcare (31%), reflecting their different patterns of use.

The results in the Fourth survey report are not comparable as this question was asked to a different group of respondents. In 1999 only those who had used holiday provision were asked this whereas in 2000 it was asked of all parents.

Table 8.34 Reasons for satisfaction or dissatisfaction with Summer holiday arrangements, by type of provision used

	Childcare only	Nursery education only	Childcare and nursery	Total
	%	%	%	%
Satisfied				
Happy for the child to be at home	41	55	31	50
Happy with the activities I did with my child	22	25	18	24
Happy for child to be looked after by current carer	27	13	48	19
Wasn't working so no need for provision	19	19	11	17
Child was too young to need other provision	8	5	5	5
Other reason for being happy about situation	8	5	6	5
Dissatisfied				
There was not enough organised provision	11	16	15	16
Child did not have enough stimulation/ education	8	12	10	11
Wanted more provision but couldn't afford it	8	6	6	5
Parent doesn't want to do all the childcare	3	5	3	5
Other reason for dissatisfaction	5	2	2	2
Didn't know about what was available	3	3	3	5
<i>Base</i>	785	3324	758	4453

Base: All parents (the less than 1% of parents who said they did not know or did not answer are excluded from the table)

Note: Only categories of provider for which there were more than 50 cases are shown. Total includes all users of nursery education and childcare

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9. COMPARISON OF DATA WITH RESULTS FROM PREVIOUS SURVEYS

This chapter compares the results from the five surveys of parents of three and four year old children (1997, 1998, 1999, 2000, 2001). The tests of significance used in the tables test the null hypothesis that there was no significant difference in results between 1998 and 1997, between 1999 and 1997, between 2000 and 1997 and between 2001 and 1997²⁴. It is important to note that from year to year there may be small fluctuations which do not necessarily mean there is a trend. However, wherever the patterns are consistent from year to year this usually indicates a real trend rather than random fluctuations. In general, only changes from 1997 to 2001 are reported in the text; for changes from year to year, refer to the results in the tables.

Results have been presented in the same way in the reports for all five years. Therefore, for more detailed comparisons with the 1997, 1998, 1999 and 2000 surveys, which are not included in this section, the reader should refer to the previous four reports²⁵.

9.1 Participation in nursery education in the last week and last year

Table 9.1 shows participation in nursery education over the last week and the last year (Summer, Autumn and Spring terms). The data for the last week excludes those in the younger four and older five age groups who were no longer of nursery education age by the Spring term.

Participation in nursery education over the last week and last year has increased significantly from 1997 to 2001. There has been little increase over the last two or three years; participation in the last week was 92% in 1997, 95% in 1999 and 2000 and 96% in 2001.

Looking at participation in the last week the increase since 1997 has been observed in all age groups although it was not statistically significant for all age groups. The largest increase has occurred in the youngest age groups, particularly among the younger threes whose participation rate increased from 79% in 1997 to 83% between 1998 and 2000 and increased further to 88% in 2001 (the increase since 2000 is significant at the 95% level).

Participation in nursery education in the last year has also increased for all age groups though the increase was largest among the youngest and oldest groups. Among the oldest groups after an initial increase there has been little change since 1999 and the increase represents mainly an improvement in reporting rather than a real increase. However, among the younger threes the increase has continued since 1999; participation increased from 82% in 1997 to 85% in 1999 to 89% in 2001. It is likely that this increase is real and results from the increasing availability of nursery education provision for younger children.

In all five surveys there was some under-reporting of participation in nursery education by parents whose children had started school. The figures in Table 9.1 have been adjusted so as to

²⁴ No tests of significance were carried out to compare 2001, 2000, 1999 and 1998. Small crosses (+ or ++) are used to indicate where the null hypothesis was rejected and there was a significant difference between the years. The two crosses (++) indicate a more significant result (at the 99% level) than one cross (+) which indicates significance at the 95% level.

²⁵ *Survey of parents of three and four year old children and their use of early years services*, by N. Stratford, S. Finch and J. Pethick, DfEE Research Report RR31, 1997. *Second survey of parents of three and four year old children and their use of early years services*, by G. Prior, G. Courtenay and E. Charkin, DfEE Research Report RR120, 1999. *Third survey of parents of three and four year old children and their use of early years services (Summer 1998 to Spring 1999)*, by M. Blake, S. Finch, M. Gloyer, K. Hinds, M. Bajekal, DfEE Research Report RR189, 2000. *Fourth survey of parents of three and four year old children and their use of early years services (Summer 1999 to Spring 2000)*, by M. Blake, S. Finch, A. McKernan, K. Hinds, DfEE Research Report RR247, 2001.

count those who were recorded as having no nursery education in the last week, but who had left a previous provider because they had started school, as being in nursery education. The figures for all five surveys have been adjusted and so are comparable. For more details about adjustments see the Technical Appendix. The figures in the remainder of this chapter are unadjusted.

Table 9.1 Participation rates in nursery education last week and last year, 1997, 1998, 1999, 2000 and 2001, by age cohort (adjusted figures)

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week - 2001 survey	88 ⁺⁺	96 ⁺⁺	97 ⁺	96	99	99 ⁺			96 ⁺⁺
Last week - 2000 survey	83 ⁺	94	98 ⁺⁺	97 ⁺⁺	98	99 ⁺			95 ⁺⁺
Last week - 1999 survey	83	94	95	97 ⁺⁺	99	100 ⁺⁺			95 ⁺⁺
Last week - 1998 survey	83	95 ⁺⁺	95	98 ⁺⁺	99	98			94
Last week - 1997 survey	79	92	94	94	98	97			92
<i>Base for 2001</i>	535	708	398	555	708	393			3297
<i>Base for 2000</i>	748	909	554	715	896	504			4326
<i>Base for 1999</i>	567	668	378	536	680	428			3257
<i>Base for 1998</i>	470	673	378	484	650	376			3031
<i>Base for 1997</i>	768	1097	594	859	1117	648			5083
Last year - 2001 survey	89 ⁺⁺	97 ⁺⁺	98	98	99	100 ⁺⁺	100 ⁺⁺	97 ⁺⁺	97 ⁺⁺
Last year - 2000 survey	84	96 ⁺	98	98	99	99	99	98 ⁺⁺	96 ⁺⁺
Last year - 1999 survey	85	95	97	99 ⁺⁺	99	100 ⁺⁺	99	97 ⁺⁺	96 ⁺⁺
Last year - 1998 survey	87 ⁺	97 ⁺⁺	96	99 ⁺⁺	99	99	99	92 ⁺⁺	96 ⁺⁺
Last year - 1997 survey	82	94	97	97	99	99	98	88	94
<i>Base for 2001</i>	535	708	398	555	708	393	501	676	4474
<i>Base for 2000</i>	748	909	554	715	896	504	712	913	5951
<i>Base for 1999</i>	567	668	378	536	680	428	555	761	4573
<i>Base for 1998</i>	470	673	378	484	650	376	524	717	4272
<i>Base for 1997</i>	768	1097	594	859	1117	648	837	1089	7009

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Bases shown are unweighted

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

9.2 Participation in childcare in the last week and last year

Table 9.2 shows changes in participation in childcare over the last five years. Overall there has been a significant increase in participation in the last week and the last year. This increase has continued throughout the last five years, though with some fluctuation; participation in childcare in the last week increased from 15% in 1997 to 18% in 2000 to 21% in 2001. This differs from the pattern for nursery education where most of the increases in participation occurred in the early part of the period.

Looking at participation in the last week among different age groups there has been a significant increase between 1997 and 2001 for all groups except the younger threes and the rising fours. Participation has more than doubled among the rising fives from 7% to 16% between 1997 and 2001. Participation in the last year shows a similar pattern. Among the younger fours to rising fives age groups there have been continued increases in participation between 2000 and 2001 whereas among the oldest two age groups there has been a slight fall or no increase respectively.

Table 9.2 Participation rates in childcare last week and last year, 1997, 1998, 1999, 2000 and 2001, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week - 2001 survey	24	24 ⁺⁺	21	20 ⁺⁺	18 ⁺⁺	16 ⁺⁺			21 ⁺⁺
Last week - 2000 survey	26	18	19	17	14 ⁺	13 ⁺⁺			18 ⁺⁺
Last week - 1999 survey	23	21 ⁺⁺	18	16	11	9			16
Last week - 1998 survey	22	21 ⁺⁺	22	17	12	14 ⁺⁺			18 ⁺⁺
Last week - 1997 survey	23	16	19	14	11	7			15
<i>Base for 2001</i>	535	708	398	555	708	393			
<i>Base for 2000</i>	748	909	554	715	896	504			4326
<i>Base for 1999</i>	567	668	378	536	680	428			3257
<i>Base for 1998</i>	470	673	378	484	650	376			3031
<i>Base for 1997</i>	768	1097	594	859	1117	648			5083
Last year - 2001 survey	34	31 ⁺⁺	28	28 ⁺⁺	28 ⁺⁺	24 ⁺⁺	19 ⁺⁺	15 ⁺⁺	26 ⁺⁺
Last year - 2000 survey	36	28 ⁺	26	23	23 ⁺⁺	19	23 ⁺⁺	15 ⁺⁺	24 ⁺⁺
Last year - 1999 survey	32	28	26	22	19	18	17 ⁺	11 ⁺	21 ⁺⁺
Last year - 1998 survey	35	28	28	24	19	22 ⁺⁺	15	9	22 ⁺⁺
Last year - 1997 survey	33	24	24	20	17	15	13	8	19
<i>Base for 2001</i>	535	708	398	555	708	393	501	676	4474
<i>Base for 2000</i>	748	909	554	715	896	504	712	913	5951
<i>Base for 1999</i>	567	668	378	536	680	428	555	761	4573
<i>Base for 1998</i>	470	673	378	484	650	376	524	717	4272
<i>Base for 1997</i>	768	1097	594	859	1117	648	837	1089	7009

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Bases shown are unweighted

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

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9.3 Type of nursery education used in the last week

Table 9.3 shows the level of participation in particular types of nursery education providers over the last five years. Between 1997 and 2001 there has been a significant increase in participation in reception classes and day nurseries. Participation in playgroups and nursery schools increased in the intervening period but by 2001 returned to 1997 levels. The earlier increase in nursery school participation followed by a decrease may be owing to a refinement in the methodology for determining provider type rather than a real change. The rise in participation in reception classes (from 21% in 1997 to 29% in 2001) may in part be due to improvements in measurement of this type of provider²⁶ as well as a certain amount of real increase.

Changes in the types of provider attended by different age groups can be observed in Table 9.3. There has been a significant increase in nursery class participation among older threes and rising fours and a decrease among the oldest age groups. There has been a corresponding rise in participation in reception class among the older age groups (from 55% in 1997 to 88% in 2001 among rising fives). This indicates a continuing move towards nursery classes for younger children and away from nursery classes towards reception classes for older children. Most of the increase in use of day nurseries has occurred among the youngest two age groups (from 10% to 14% among older threes). Again some of these changes may in part be related to improvements in the classification of providers but the trends are clear enough to indicate real change as well.

²⁶ In the IV and V surveys parents of children aged four or five in a term were asked a check question if their child was reported to be attending no nursery education. If the child was actually in education this information was then entered into the attendance history. See the Technical Appendix for a full discussion.

Table 9.3 Types of nursery education provider used last week, 1997, 1998, 1999, 2000 and 2001, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
Last week:	%	%	%	%	%	%	%
None							
- 2001 survey	13 ⁺⁺	5 ⁺	3 ⁺	4	2 ⁺⁺	5 ⁺⁺	5 ⁺⁺
- 2000 survey	19	6	4	4	3 ⁺⁺	4 ⁺⁺	7 ⁺⁺
- 1999 survey	16 ⁺	5 ⁺⁺	4	2 ⁺⁺	1 ⁺⁺	1 ⁺⁺	5 ⁺⁺
- 1998 survey	17	5 ⁺⁺	5	2	6	9 ⁺⁺	7 ⁺⁺
- 1997 survey	21	8	6	6	9	20	11
Nursery school							
- 2001 survey	14	16	16	16	2 ⁺⁺	1 ⁺	11
- 2000 survey	7 ⁺⁺	14	14	13 ⁺⁺	4	1 ⁺	9 ⁺⁺
- 1999 survey	11	14	16	17	9 ⁺⁺	7 ⁺⁺	13 ⁺⁺
- 1998 survey	12	18 ⁺	19	18	7	3	13 ⁺⁺
- 1997 survey	11	14	16	18	5	3	11
Nursery class							
- 2001 survey	14	37 ⁺⁺	42 ⁺	43	8 ⁺⁺	4 ⁺⁺	25
- 2000 survey	17 ⁺⁺	38 ⁺⁺	45 ⁺⁺	45 ⁺⁺	9 ⁺⁺	5 ⁺⁺	26
- 1999 survey	17 ⁺⁺	36 ⁺⁺	40	41	15 ⁺⁺	9 ⁺⁺	26
- 1998 survey	16	34	39	44 ⁺	20	15	28 ⁺⁺
- 1997 survey	12	30	34	38	21	15	25
Reception class							
- 2001 survey	*	- ⁺⁺	2 ⁺	3 ⁺⁺	84 ⁺⁺	88 ⁺⁺	29 ⁺⁺
- 2000 survey	*	1 ⁺⁺	3	3 ⁺⁺	82 ⁺⁺	89 ⁺⁺	28 ⁺⁺
- 1999 survey	- ⁺⁺	⁺⁺⁺	⁺⁺⁺	6	64 ⁺⁺	75 ⁺⁺	24 ⁺⁺
- 1998 survey	1	2	3	6	62 ⁺⁺	71 ⁺⁺	24 ⁺⁺
- 1997 survey	1	4	5	6	54	55	21
Day nursery							
- 2001 survey	19 ⁺	14 ⁺⁺	13	11	2	2	10 ⁺⁺
- 2000 survey	15	15 ⁺⁺	11	12 ⁺⁺	2	1	10 ⁺⁺
- 1999 survey	15	10	13	11 ⁺⁺	4 ⁺	2	9 ⁺⁺
- 1998 survey	12	10	10	8	2	2	7
- 1997 survey	14	10	10	8	2	*	7
Playgroup/ pre-school							
- 2001 survey	41	33	29	26	3 ⁺	*	22
- 2000 survey	41	30	27	26	2 ⁺⁺	1	22
- 1999 survey	43	37	30	27	9 ⁺⁺	5 ⁺⁺	25 ⁺⁺
- 1998 survey	47 ⁺	38	31	26	3 ⁺	2	25 ⁺⁺
- 1997 survey	41	34	30	25	5	1	22
<i>Base for 2001</i>	535	708	398	555	708	393	3297
<i>Base for 2000</i>	748	909	554	715	896	504	4326
<i>Base for 1999</i>	567	668	378	536	680	428	3257
<i>Base for 1998</i>	470	673	378	484	650	376	3031
<i>Base for 1997</i>	769	1096	598	859	1124	646	5092

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Bases shown are unweighted

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

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9.4 Type of childcare provider used in the last week

Table 9.4 shows participation in different types of childcare in the last week. Most of the general increase in participation in childcare can be attributed to an increase in the use of other relatives for childcare (from 5% in 1997 to 10% in 2001), a trend which has continued throughout the five year period. This increase in the use of other relatives was observed among all age groups.

Patterns in the use of childminders are less clear, but it appears that between 1997 and 2001 there has been an increase in their use among rising fives and a decrease among younger threes with little change for the intermediate age groups, though with fluctuations over the five year period. No clear trends can be seen for use of mother and toddler groups.

Table 9.4 Types of childcare provider used last week, 1997, 1998, 1999, 2000 and 2001, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
Last week:	%	%	%	%	%	%	%
None							
- 2001 survey	76	76 ⁺⁺	79	80 ⁺⁺	82 ⁺⁺	84 ⁺⁺	79 ⁺⁺
- 2000 survey	74	82	81	83	86 ⁺	87 ⁺⁺	82 ⁺⁺
- 1999 survey	77	79 ⁺⁺	82	84	89	91	84
- 1998 survey	78	79 ⁺⁺	78	83	88	86 ⁺⁺	82 ⁺⁺
- 1997 survey	77	84	81	86	89	93	85
Mother & Toddler							
- 2001 survey	7	4	4	2	*	-	3
- 2000 survey	9	4	2 ⁺	1	*	-	3
- 1999 survey	6	4	3	1	1	-	3
- 1998 survey	8	5	3	3	*	*	3
- 1997 survey	8	5	4	2	*	*	3
Childminder							
- 2001 survey	6 ⁺	6	6	7	5	5 ⁺⁺	6 ⁺
- 2000 survey	7	5	5 ⁺	4	4	2	5
- 1999 survey	5 ⁺⁺	6	6	6	4	3	5
- 1998 survey	6 ⁺	5	7	5	5	5 ⁺⁺	5
- 1997 survey	9	5	8	5	4	2	5
Other relatives							
- 2001 survey	11 ⁺⁺	11 ⁺⁺	12 ⁺⁺	10 ⁺⁺	8 ⁺⁺	6 ⁺	10 ⁺⁺
- 2000 survey	11 ⁺⁺	9 ⁺⁺	11 ⁺⁺	9 ⁺⁺	6 ⁺	6 ⁺	9 ⁺⁺
- 1999 survey	10 ⁺⁺	9 ⁺⁺	8	7 ⁺	5	5	8 ⁺⁺
- 1998 survey	7	9 ⁺⁺	9	8 ⁺⁺	4	5	7
- 1997 survey	6	5	6	4	4	3	5
<i>Base for 2001</i>	535	708	398	555	708	393	3297
<i>Base for 2000</i>	748	909	54	715	896	504	4326
<i>Base for 1999</i>	567	668	378	536	680	428	3257
<i>Base for 1998</i>	470	673	378	484	650	376	3031
<i>Base for 1997</i>	769	1096	598	859	1124	646	5092

Base for last week: All except younger and older five year olds

Base for last year: All

Note: Bases shown are unweighted

* = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

9.5 Number of nursery education sessions attended last week

Table 9.5 shows that there has been a clear increase in the number of sessions of nursery education attended over the last five years. In 1997, 38% of children attended fewer than five sessions a week (including those who used none), while in 2001 only a quarter attended fewer than five.

Looking at different age groups it can be seen that the increase in the number of sessions attended has occurred across all groups. It is interesting to note that among the middle and older groups most of the increase occurred between 1997 and 1999 and there has been little change or even a slight decrease since. It is possible that this increase in part reflects the increase of one and a half hours in the period for recording attendance between 1997 and 1998. In 1997 parents were only asked about attendance for eight and a half hours and since then a ten hour period has been covered.

In contrast, among the younger and older threes there has been a significant increase in the percentage attending five or more sessions a week between 2000 and 2001 (Table 9.5). This may in part be due to the overall increase in participation in any sessions but the size of the increase indicates that it is also due to an increase in the number of sessions attended by those who have any nursery education.

Table 9.5 Number of nursery education sessions attended last week, 1997, 1998, 1999, 2000 and 2001, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
	%	%	%	%	%	%	%
Last week:							
Fewer than 5							
- 2001 survey	58 ⁺⁺	36 ⁺⁺	27 ⁺⁺	18 ⁺⁺	4 ⁺⁺	6 ⁺⁺	25 ⁺⁺
- 2000 survey	66 ⁺⁺	41 ⁺⁺	29 ⁺⁺	18 ⁺⁺	4 ⁺⁺	4 ⁺⁺	28 ⁺⁺
- 1999 survey	68 ⁺	45	33 ⁺⁺	18 ⁺⁺	4 ⁺⁺	1 ⁺⁺	29 ⁺⁺
- 1998 survey	71	41 ⁺⁺	31 ⁺⁺	17 ⁺⁺	7 ⁺⁺	10 ⁺⁺	29 ⁺⁺
- 1997 survey	74	48	41	28	15	21	38
5 or more							
- 2001 survey	42 ⁺⁺	64 ⁺⁺	73 ⁺⁺	82 ⁺⁺	96 ⁺⁺	94 ⁺⁺	75 ⁺⁺
- 2000 survey	34 ⁺⁺	59 ⁺⁺	71 ⁺⁺	82 ⁺⁺	96 ⁺⁺	96 ⁺⁺	72 ⁺⁺
- 1999 survey	32 ⁺	55	67 ⁺	82 ⁺⁺	96 ⁺⁺	99 ⁺⁺	71 ⁺⁺
- 1998 survey	29	59 ⁺⁺	69 ⁺⁺	83 ⁺⁺	93 ⁺⁺	90 ⁺⁺	71 ⁺⁺
- 1997 survey	26	52	59	72	85	79	62
<i>Base for 2001</i>	535	708	398	555	708	393	3297
<i>Base for 2000</i>	748	909	554	715	896	504	4326
<i>Base for 1999</i>	567	668	378	536	680	428	3257
<i>Base for 1998</i>	470	673	378	484	650	376	3031
<i>Base for 1997</i>	769	1096	598	859	1124	646	5092

Base for last week: All except younger and older five year olds (including those who used no sessions in the last week)

Base for last year: All

Note: Bases shown are unweighted
The fewer than five category includes no sessions

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

Table 9.6 shows that the increase in the number of nursery education sessions attended since 1997 has occurred both among those who attended nursery education only and among those who also attended childcare sessions. Among those who had attended some nursery education

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or childcare sessions in the last week, not only has there been an increase between 1997 and 2001 but also since 2000 (from 62% attending five or more sessions in 1997 to 72% in 2000 and 75% in 2001). There has also been a significant increase in the number of childcare sessions attended among those using childcare only and those using both childcare and nursery education.

Table 9.6 Number of nursery education and childcare sessions attended last week, 1997, 1998, 1999, 2000 and 2001, by type of providers used in last week

	Type of provider			Total
	Nursery education only	Nursery education and childcare	Childcare only	
Nursery education:	%	%	%	%
Fewer than 5				
- 2001 survey	18 ⁺⁺	30 ⁺⁺	[100]	25 ⁺⁺
- 2000 survey	20 ⁺⁺	37 ⁺⁺	100	28 ⁺⁺
- 1999 survey	23 ⁺⁺	37 ⁺	[100]	29 ⁺⁺
- 1998 survey	22 ⁺⁺	34 ⁺⁺	[100]	30 ⁺⁺
- 1997 survey	27	44	100	38
5 or more				
- 2001 survey	82 ⁺⁺	70 ⁺⁺	[-]	75 ⁺⁺
- 2000 survey	80 ⁺⁺	63 ⁺	-	72 ⁺⁺
- 1999 survey	77 ⁺⁺	73 ⁺⁺	[100]	71 ⁺⁺
- 1998 survey	78 ⁺⁺	66 ⁺⁺	[100]	70 ⁺⁺
- 1997 survey	73	57	-	62
Childcare				
Fewer than 5				
- 2001 survey	100	55	[38]	90 ⁺⁺
- 2000 survey	100	54	50	92 ⁺⁺
- 1999 survey	100	57	[47]	93
- 1998 survey	100	53 ⁺	[48]	92 ⁺⁺
- 1997 survey	100	59	43	94
5 or more				
- 2001 survey	-	45 ⁺⁺	[63]	10 ⁺⁺
- 2000 survey	-	46	50	8 ⁺⁺
- 1999 survey	-	42	[53]	7
- 1998 survey	-	47 ⁺	[52]	8 ⁺⁺
- 1997 survey	-	41	57	6
<i>Base for 2001</i>	2466	651	32	3297
<i>Base for 2000</i>	3313	720	60	4326
<i>Base for 1999</i>	2606	485	49	3257
<i>Base for 1998</i>	2315	499	40	3031
<i>Base for 1997</i>	3846	658	75	5083

Base for last week: All who used some nursery education or childcare in the last week except younger and older five year olds

Base for last year: All

Note: Bases shown are unweighted. The fewer than five category includes no sessions. Those shown in total include those who had no nursery education or childcare.

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

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Table 9.7 shows that the mean number of sessions attended in the last week varied greatly among different types of provider with the mean number for reception classes being highest (9.44 in 2001) and the number for playgroups or pre-schools being lowest (3.80 in 2001). There has been an increase in the mean number of sessions for all types of provider except nursery classes since 1997, though it was not statistically significant for all types. This increase has persisted throughout the five year period with fluctuations. For example, the mean number of sessions attended by those whose main provider was a playgroup or pre-school increased from 3.28 in 1997 to 3.51 in 2000 to 3.80 in 2001.

The mean number of sessions attended by main users of nursery classes fell between 1999 and 2000. It has risen since but is still significantly lower than in 1997.

Table 9.7 Number of nursery education sessions attended last week, 1997, 1998, 1999, 2000 and 2001 by type of main or sole provider

	Nursery school	Nursery class	Reception class	Day Playgroup/nursery	Playgroup/pre-school	Total
	%	%	%	%	%	%
Last week:						
Mean no. of sessions						
- 2001 survey	5.42 ⁺	5.86 ⁺	9.44 ⁺⁺	6.49	3.80 ⁺⁺	6.57 ⁺⁺
- 2000 survey	5.39	5.75 ⁺⁺	9.34 ⁺⁺	6.36	3.51 ⁺⁺	6.39 ⁺⁺
- 1999 survey	5.70 ⁺⁺	6.29	9.34 ⁺⁺	6.16	3.75 ⁺⁺	6.23 ⁺⁺
- 1998 survey	5.41	6.02	9.19 ⁺	6.48	3.55 ⁺⁺	6.23 ⁺⁺
- 1997 survey	5.14	6.10	8.97	6.22	3.28	6.05
Standard error of the mean						
- 2001 survey	.11	0.07	0.05	0.16	0.06	0.05
- 2000 survey	0.11	0.06	0.05	0.15	0.06	0.05
- 1999 survey	0.13	0.07	0.07	0.17	0.08	0.05
- 1998 survey	0.11	0.07	0.07	0.23	0.07	0.05
- 1997 survey	0.10	0.06	0.07	0.16	0.05	0.04
<i>Base for 2001</i>	353	795	962	306	642	3117
<i>Base for 2000</i>	367	1122	1216	381	836	4033
<i>Base for 1999</i>	383	831	769	263	732	3111
<i>Base for 1998</i>	379	828	728	192	639	2814
<i>Base for 1997</i>	541	1273	1064	327	1006	4505

Base for last week: All who attended any nursery education provider in the last week except younger and older five year olds

Note: Bases shown are unweighted

Note: Special schools, combined/family centres and other providers omitted owing to small bases but included in total

⁺ = significantly different from 1997 at the 95% confidence interval

⁺⁺ = significantly different from 1997 at the 99% confidence interval

9.6 Parental evaluation of pre-school provision

Table 9.8 shows that despite the changes in participation in nursery education observed over the last five years there has been little change in perceptions of the availability of nursery education in the local area. Among parents of four year olds there has been a small but significant decrease in the percentage saying that there are too few providers in the local area (from 54% in 1997 to 50% in 2001) but no significant change among parents of three year olds.

There has been no significant change in the perceptions of the availability of childcare in the local area between 1997 and 2001 although there has been a slight increase in the percentage of parents of four year olds saying there were too few places.

Table 9.8 Parents' perception of the number of places providing nursery education and childcare in the local area, 1997, 1998, 1999, 2000 and 2001, by grouped age cohort

	1997	1998	1999	2000	2001
Nursery Education	%	%	%	%	%
Grouped age cohort 3s (Y3-R4)					
-Too many	1	1	2 ⁺	1	1
-About right	43	45	46	45	46
-Too few	56	55	52 ⁺	53 ⁺	53
Grouped age cohort 4s (Y4-R5)					
-Too many	1	1	1	1	1
-About right	45	46	46	48 ⁺	48
-Too few	54	53	53	51 ⁺	50 ⁺
<i>Base 3s</i>	2323	1423	1497	2071	1540
<i>Base 4s</i>	2482	1429	1554	2012	1592
Childcare					
Grouped age cohort 3s (Y3-R4)					
-Too many	1	1	1	1	2
-About right	48	49	52	50	48
-Too few	51	50	47	49	50
Grouped age cohort 4s (Y4-R5)					
-Too many	2	^{***}	1 ⁺	1 ⁺	1
-About right	52	51	51	50	49
-Too few	47	48	49	50	50
<i>Base 3s</i>	534	1272	1403	1906	1376
<i>Base 4s</i>	1770	1270	1422	1845	1420

Bases: All parents who answered the question (excluding those who didn't know)

Note: Bases shown are unweighted

⁺ = significantly different from 1997 at the 95% confidence interval

⁺⁺ = significantly different from 1997 at the 99% confidence interval

Despite the lack of change in perceptions of overall availability, when asked about the amount of nursery education that their child was actually receiving, there has been a significant increase in the percentage of parents saying that their child was receiving the right amount or even too much and a decrease in the percentage saying their child was receiving too little. This change has occurred across all five years. In 1997 23% of parents said their child was receiving too little nursery education compared with only 19% of parents in 2001.

Table 9.9 Parents' opinion of the amount of nursery education currently received, 1997, 1998, 1999, 2000 and 2001

	1997	1998	1999	2000	2001
	%	%	%	%	%
-Too much	2	2	3 ⁺⁺	3 ⁺⁺	4 ⁺⁺
-About right	75	75	77 ⁺	76	77 ⁺
-Too little	23	23	20 ⁺⁺	21 ⁺	19 ⁺⁺
<i>Base</i>	4487	2793	3036	4002	3093

Base: Current users of nursery education, excluding younger and older fives and those who didn't know

Note: Bases shown are unweighted

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

Table 9.10 shows that perceptions of the quality of nursery education available have also improved since 1997. In 1997 half of parents thought the quality was excellent or very good compared with 58% of parents in 2001.

In contrast, Table 9.10 also shows that there has been no significant change in the perceptions of the quality of childcare between 1997 and 2000. In 2001 only 42% rated the quality as excellent or very good which represent a small but significant increase since 2000 when the figure was 38% but no change since 1997.

Between 1997 and 2001 there has been a significant decrease in the percentage of parents saying that there was too little information to help them choose nursery education for their child (from 57% to 50%) and this change has occurred steadily across the five year period (Table 9.11). It can also be seen that this change has occurred among all age groups. The biggest change has been among the parents of three year olds; in 1997 62% of parents thought there was too little information compared with just 53% of parents in 2001.

Table 9.10 Parents opinion of the quality of nursery education and childcare places available, 1997, 1998, 1999, 2000 and 2001

	1997	1998	1999	2000	2001
Nursery Education	%	%	%	%	%
1. Excellent	9	10	11 ⁺⁺	10	11 ⁺⁺
2. Very good	41	42	44 ⁺⁺	41	47 ⁺⁺
3. Fairly good	39	37	36 ⁺⁺	38	34 ⁺⁺
4. Not very good	9	9	8	9	7 ⁺⁺
5. Not at all good	2	2	1 ⁺⁺	2	1 ⁺⁺
Mean score	2.55	2.52	2.46	2.52	2.40 ⁺⁺
Standard error of the mean	0.01	0.02	0.02	0.02	0.02
<i>Base</i>	4517	2678	2939	3949	3040
Childcare					
1. Excellent	6	4 ⁺⁺	6	5	5
2. Very good	36	33 ⁺	34	33 ⁺	37
3. Fairly good	46	48	48	48	45
4. Not very good	11	13 ⁺	11	12	10
5. Not at all good	2	2	1 ⁺⁺	2	2
Mean score	2.66	2.77	2.68	2.74 ⁺⁺	2.66
Standard error of the mean	0.02	0.02	0.02	0.02	0.02
<i>Base</i>	2194	2279	2601	3466	2556

Bases: All except younger and older fives (excluding those who didn't know)

Note: Bases shown are unweighted

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

Table 9.11 Parents' who thought there was too little information available to help them choose a nursery education place, 1997, 1998, 1999, 2000 and 2001, by grouped age cohort

	1997	1998	1999	2000	2001
Grouped Age Cohorts	%	%	%	%	%
3s (Y3-R4)	62	60	60	55 ⁺⁺	53 ⁺⁺
4s (Y4-R5)	55	53	53	51 ⁺⁺	49 ⁺⁺
5s (Y5-O5)	55	51 ⁺	50 ⁺⁺	50 ⁺⁺	49 ⁺⁺
Total	57	55⁺	54⁺⁺	52⁺⁺	50⁺⁺
<i>Bases: Age Cohorts</i>					
3s	2435	1506	1585	2173	1618
4s	2598	1497	1623	2098	1637
5s	1911	1224	1305	1608	1162
Total	6944	4227	4513	5879	4417

Base: All parents who answered the question (excluding those who didn't know)

Note: Bases shown are unweighted

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

There has been a small but significant increase in the percentage of parents who reported that the main or sole nursery education provider used by their child was their first choice (from 89% in 1997 to 91% in 2001) (Table 9.12). Similar changes have been observed across all age groups but, because of the small number of cases in each group, most of these are not significant. The most striking change can be seen among the rising fives; in 1997, 88% of parents said their current provider was the first choice compared with as many as 94% of parents in 2001.

Table 9.12 Whether main/sole provider was first choice of nursery education last week, 1997, 1998, 1999, 2000 and 2001, by age cohort

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Total
Last week:	%	%	%	%	%	%	%
- 2001 survey	89	89	91	91	92	94 ⁺⁺	91 ⁺⁺
- 2000 survey	89	91 ⁺⁺	93 ⁺⁺	90	90	93 ⁺⁺	91 ⁺⁺
- 1999 survey	88	92 ⁺⁺	90	89	92	92 ⁺	91 ⁺⁺
- 1998 survey	92 ⁺	91 ⁺⁺	93 ⁺⁺	91	93 ⁺	92 ⁺	92 ⁺⁺
- 1997 survey	88	87	87	91	90	88	89
<i>Base for 2001</i>	461	671	385	529	693	380	3119
<i>Base for 2000</i>	604	850	531	686	873	493	4037
<i>Base for 1999</i>	470	627	357	521	656	420	3051
<i>Base for 1998</i>	387	638	360	470	605	362	2822
<i>Base for 1997</i>	603	1007	557	805	1010	569	4551

Base for last week: All except younger and older five year olds (excluding those who didn't know)

Note: Bases shown are unweighted

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

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9.7 Parental rating of the quality of nursery education received

Table 9.13 shows that between 1997 and 2001 there has been a significant increase in the percentage of parents rating the quality of education at the provider used by their child as excellent (from 35% in 1997 to 41% in 2001) and this has been observed across the years. There has been no significant change in the percentage rating the quality as very good.

Looking at users of reception classes and nursery classes there has been a slight but non-significant increase in the percentage rating the quality as excellent between 1997 and 2001. The largest increase in the percentage rating the quality as excellent has been among users of nursery schools and playgroups and pre-schools. However the increase in the rating of excellent for nursery schools has coincided with a decrease in the rating of very good so there has been no overall change in the percentage giving a positive rating. For playgroups and pre-schools the percentage giving a rating of excellent or very good has increased from 63% in 1997 to 79% in 2001. The percentage giving a rating of excellent among users of day nurseries actually fell from 42% to 33%.

Table 9.13 Parental rating of quality of education provided, 1997, 1998, 1999, 2000 and 2001, by type of provider

	Nursery School	Nursery class	Reception class	Day Nursery	Playgroup / pre-school	Total
	%	%	%	%	%	%
Excellent						
2001	54 ⁺⁺	37	42	33 ⁺	37 ⁺⁺	41 ⁺⁺
2000	43	38	41	42	32 ⁺⁺	39 ⁺⁺
1999	45	35	42	48	31 ⁺⁺	39 ⁺⁺
1998	44	37	41	38	26	37
1997	43	36	38	42	22	35
Very good						
2001	31 ⁺⁺	45	45	46	42	43
2000	43	42	44	41	43	43
1999	44	43	43	37	46 ⁺	43
1998	39	43	44	41	41	42
1997	42	42	46	41	41	43
<i>Base for 2001</i>	356	805	966	314	664	3162
Base for 2000	371	1143	1222	391	853	4096
Base for 1999	385	826	768	264	734	3090
<i>Base for 1998</i>	383	849	725	189	656	2894
<i>Base for 1997</i>	576	1368	1085	355	1057	4748

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the eligible children whose parents said they did not know have been excluded from the table)

Note: Special schools, combined family centres and other providers are not shown owing to small bases but are included in the total

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

Table 9.14 shows that the increase in the percentage of parents rating the quality of education provided as excellent was observed mainly among parents of three year olds (from 31% to 39%). While there was a slight increase in the percentage of parents of four year olds giving an excellent rating this was not statistically significant. There was no change in the percentage rating the quality was very good among either of the age groups.

Table 9.14 Parental rating of quality of education provided, 1997, 1998, 1999, 2000 and 2001, by grouped age cohort

	Grouped age cohort		Total
	3s (Y3-R4)	4s (Y4-R5)	
	%	%	
Excellent			
2001	39 ⁺⁺	42	41 ⁺⁺
2000	36 ⁺⁺	41	39 ⁺⁺
1999	37 ⁺⁺	40	39 ⁺⁺
1998	34	39	37
1997	31	39	35
Very good			
2001	42	43	43
2000	42	43	43
1999	41	45	43
1998	41	42	42
1997	43	43	43
<i>Base for 2001</i>	1534	1628	3162
Base for 2000	1556	2105	4096
Base for 1999	1467	1623	3090
<i>Base for 1998</i>	1404	1490	2894
<i>Base for 1997</i>	2195	2553	4748

Base: Parents who used a main or sole nursery provider in last week, excluding older and younger fives (the eligible children whose parents said they did not know have been excluded from the table).

Note: Special schools, combined family centres and other providers are not shown owing to small bases

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

9.8 Amount paid to nursery education providers

Between 1997 and 2001, there has been a significant increase in the percentage of parents of both three and four year olds who paid less than £25 for per term for nursery education (among three year olds from 27% to 35%) (Table 9.15). For parents of three year olds this pattern has been seen throughout the five year period, while for parents of four year olds there has been a slight decrease since 2000 in the percentage paying £25 or less per term.

For parents of three year olds there has been a significant decrease in the percentage paying between £25 and £499 pounds per term but a significant increase in the percentage paying between £500 and £999. Among parents of four year olds, this increase in the percentage paying higher sums of money is not observe

Table 9.15 Amount paid by parents per term, 1997, 1998, 1999, 2000 and 2001, by age cohort

	1997	1998	1999	2000	2001
	%	%	%	%	%
Grouped age cohort 3s (Y3-R4)					
Less than £25	27	31 ⁺	29	33 ⁺⁺	35 ⁺⁺
£25-149	14	11 ⁺	11 ⁺	13	12
£150-249	14	16	14	11 ⁺⁺	10 ⁺⁺
£250-£499	28	24 ⁺	26	20 ⁺⁺	20 ⁺⁺
£500-£999	14	16	17 ⁺	18 ⁺⁺	20 ⁺⁺
£1000+	3	3	4	4	3
Mean £s	286	280	300	298	298
Grouped age cohort 4s (Y4-R5)					
Less than £25	49	59 ⁺⁺	55 ⁺⁺	57 ⁺⁺	55 ⁺⁺
£25-149	23	24	27 ⁺	25	27 ⁺
£150-249	7	4 ⁺⁺	4 ⁺⁺	3 ⁺⁺	2 ⁺⁺
£250-£499	13	8 ⁺⁺	7 ⁺⁺	7 ⁺⁺	5 ⁺⁺
£500-£999	7	5 ⁺	8	8	9
£1000+	1	- ⁺⁺	1	1	2 ⁺
Mean £s	141	90	109	112 ⁺⁺	126
<i>Base Grouped age cohort 3s</i>	1869	1174	1278	1639	1164
<i>Base Grouped age cohort 4s</i>	1642	912	1071	1105	878

Base: Main or sole providers used in the last week (excluding younger and older fives and the parents who only made a once off payment).

Note: Bases are unweighted

Note: Amount paid per term is adjusted to the amount that would have been paid had the child attended 5 sessions a week, 13 weeks a term.

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

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Table 9.16 shows the amount paid per term for nursery education by type of main or sole nursery education provider. For reception classes and day nurseries little change has been observed over the five year period since 1997. Among those whose main provider was a nursery school the percentage paying less than £25 has increased significantly from 32% to 46% and there has been a corresponding decrease in the percentage paying £250 or more per term. For users of nursery classes the increase in the percentage of users paying less than £25 per term, observed between 1997 and 2000, was reversed by 2001. The percentage paying less than £25 for nursery classes increased significantly between 1997 and 2001 although with fluctuations in the intervening years. No change was observed in the amount paid for reception classes and day nurseries.

Table 9.16 Amount paid by parents per term, 1997, 1998, 1999, 2000 and 2001, by type of provider

Main or sole provider	1997	1998	1999	2000	2001
	%	%	%	%	%
Nursery School					
Less than £25	32	49 ⁺⁺	50 ⁺⁺	44 ⁺⁺	46 ⁺⁺
£25-249	14	13	19	23 ⁺⁺	19
£250+	54	29 ⁺⁺	31 ⁺⁺	33 ⁺⁺	35 ⁺⁺
Nursery Class					
Less than £25	81	82	77	86 ⁺⁺	80
£25-249	13	10	12	9 ⁺⁺	11
£250+	7	8	11 ⁺⁺	5	9
Reception Class					
Less than £25	57	58	54	58	58
£25-249	35	36	40	34	34
£250+	8	6	6	8	8
Day Nursery					
Less than £25	2	1	4	3	1
£25-249	8	15 ⁺	13	10	12
£250+	90	85	83 ⁺	87	88
Playgroup/ pre-school					
Less than £25	1	3 ⁺	4 ⁺⁺	2	5 ⁺⁺
£25-249	50	50	43 ⁺⁺	47	45
£250+	49	47	53	51	51
<i>Bases</i>					
<i>Nursery School</i>	456	296	314	286	246
<i>Nursery Class</i>	907	583	629	768	563
<i>Reception Class</i>	639	424	456	584	500
<i>Day Nursery</i>	316	168	238	359	275
<i>Playgroup/ pre-school</i>	968	557	623	668	427

Base: Main or sole providers used in the last week (excluding younger and older fives), and the parents who only made a one-off payment.

Note: Bases are unweighted

Note: Amount paid per term is adjusted to the amount that would have been paid had the child attended 5 sessions a week, 13 weeks a term.

+ = significantly different from 1997 at the 95% confidence interval

++ = significantly different from 1997 at the 99% confidence interval

TECHNICAL APPENDIX

Sample design

The sample was designed to be representative of children in England who were aged either three or four at any time during the Summer 2000, Autumn 2000 or Spring 2001 school terms. This group of children was defined as those born between 1 April 1995 and 31 December 1997. Within this group, eight age cohorts were identified (age descriptions of the cohorts are based on their age at the time of the survey in Spring 2001):

- Younger three year olds - those whose fifth birthday would be in the autumn of 2002 (born between 1 September and 31 December 1997)
- Older three year olds - those whose fifth birthday would be in the summer of 2002 (born between 1 April and 31 August 1997)
- Rising four year olds - those whose fifth birthday would be in the spring of 2002 (born between 1 January and 31 March 1997)
- Younger four year olds - those whose fifth birthday would be in the autumn of 2001 (born between 1 September and 31 December 1996)
- Older four year olds - those whose fifth birthday would be in the summer of 2001 (born between 1 April and 31 August 1996)
- Rising five year olds - those whose fifth birthday was in the spring of 2001 (born between 1 January and 31 March 1996)
- Younger five year olds - those whose fifth birthday was in the autumn of 2000 (born between 1 September and 31 December 1995)
- Older five year olds - those whose fifth birthday was in the summer of 2000 (born between 1 April and 31 August 1995).

The sample was drawn from the records of recipients of Child Benefit (CB), maintained by the Department for Work and Pensions (DWP) - formerly the Department of Social Security (DSS). This provided very high coverage of the target group of children (as the take-up of CB is close to 100%). The records listed all children in England for whom CB was received, providing the name and address of the recipient, and the name and date of birth of the child. All children of eligible age were treated as eligible for selection except those for whom the claim was 'in action', that is, where special arrangements were being made by the Benefit Office. Since it was not possible to identify the nature of the action being taken it was necessary to exclude all these cases in order to avoid selecting those where it would be inappropriate (or not possible) to contact the parent. It was also decided to exclude those records which lacked a postcode, as they were a very small proportion of the total and it would have been too time consuming and costly to classify these so that they could be allocated to sample points in the same way as the postcoded sample.

DSS provided the *National Centre* with a file containing all CB recipients with children of eligible age. Of these 2% were excluded as 'cases in action'.

The sample was selected via a three-stage process, with postcode districts being selected at the first stage, postcode sectors being selected at the second stage, and individual children selected at the third stage. The target number of achieved interviews was set at 4,400, and it was decided that in order to achieve this number, 121 postcode districts should be selected, with 2 postcode sectors being selected in each of these, and 26 addresses issued per sector.

Postcode sectors were stratified before selection by Standard Region and by Participation rate of children under 5 years in maintained nursery or primary schools within each Local Education Authority. Districts and sectors were then selected with probability proportional to the number of relevant children on the CB files.

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Fieldwork and response

A total of 6292 cases were selected from the CB records. A letter from the National Centre was mailed to parents on 22nd January 2001 to inform them about the study and invite them to participate (see Appendix). An 'opt-out' period of two weeks was observed before the sampled addresses were issued to interviewers, so that those who wished to withdraw from the survey were able to do so by contacting the *National Centre* by telephone or in writing. A total of 482 parents (8% of those sampled) withdrew in this period. Another 3 cases were found to be out of scope because of the child's age. This left a sample of 5807 to be issued to interviewers.

Interviewing was carried out with one of the child's parents or guardian at the homes of the sampled children by members of the *National Centre's* interviewer panel, using computer-assisted personal interviewing (CAPI). Interviewers were personally briefed by project researchers in a series of 10 half-day briefings. All briefings were held between 6th and 14th of February. A total of 138 interviewers worked on the project.

Fieldwork was carried out between 6th February and 13th April 2001. Ten cases which were productive could later not be used for analysis as the data became corrupted on interviewer laptops. A total of 4474 full interviews were completed and these are the final number used in analysis. This represents a response rate of 77% of the sample issued to interviewers, and 84% of those for whom an address could be located (excluding those who had moved away from the sample point, moved away and a follow-up address could not be identified, and those for whom the address in the CB file proved to be untraceable). A full summary of response is given in Table A.

The fieldwork response rate was close to that in previous years and reversed the decline in the response rate that was seen at the fourth survey.

Survey	Target	Achieved	Response rate I - based on issued sample (%)	Response rate II - with movers and untraced discounted (%)
Baseline, 1997	6,600	7,062	83.2	89.7
Second survey, 1998	4,400	4,272	78.3	86.7
Third survey, 1999	4,400	4,573	80.1	86.4
Fourth survey, 2000	6,600	5,952	73.4	80.7
Fifth survey, 2001	4,400	4,474	77.1	83.9

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Table A **Response summary**

	No.	%	%	%
SAMPLE DRAWN	6292			
Child's age out of scope	3			
ASSUMED ELIGIBLE SAMPLE	6289	100.0		
Opt-outs during opt-out period	482	7.7		
SAMPLE ISSUED TO INTERVIEWERS	5807	92.3	100.0	
Address not traced/ insufficient address	8		0.1	
Other address problem	10		0.2	
Moved out of area	5		0.1	
Moved and no follow-up address	424		7.3	
Unproductive owing to Foot and Mouth ²⁷	28		0.5	
ISSUED SAMPLE EXCLUDING MOVERS AND ADDRESSES NOT TRACED	5332		91.8	100.0
No contact with anyone at address	92		1.6	
No contact with eligible parent after 4+ calls	100		1.7	
TOTAL NON-CONTACT	192		3.3	3.6
Personal refusal by eligible parent	331		5.7	
Proxy refusal on behalf of parent	26		0.4	
TOTAL REFUSALS TO INTERVIEWER	357		6.1	6.7
Refusals to office (after opt-out period)	42		0.7	
Parent too ill to be interviewed	8		0.1	
Parent in hospital/away on holiday	29		0.5	
Inadequate English	19		0.3	
Broken appointment - no recontact	141		2.4	
Other reason for no interview/outstanding	55		1.0	
Corrupt questionnaire	10		0.2	
Partial interview (not used in analysis)	5		0.1	
TOTAL OTHER UNPRODUCTIVES	309		5.3	5.8
FULL INTERVIEW	4474		77.1	83.9

²⁷ Interviewers were unable to call at these addresses due to the foot and mouth crisis whereby some farms were quarantined to prevent the spread of the disease.

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The interview

An outline of the CAPI questionnaire is included in the Appendix. For the fifth survey the CAPI program used Blaise 4. There were a few minor revisions to the questionnaire since the fourth survey. The CAPI interview consisted of the following modules:

1. An attendance history which recorded details of all the nursery education and childcare providers used in the Summer 2000, Autumn 2000 and Spring 2001 terms, up until the week before the interview (see description below).
2. A ('long') provider module of questions about nursery education providers which had been used in the last week (or last week in which any provision was used). Details were collected of the organisation responsible for providing the service, the numbers of children and teachers/carers for the child's class or group, parents' reasons for sending their children there, and their evaluation of the nursery education provided. Information was also collected about fees paid and the items they covered, and whether parents received subsidies for education fees.
2. A shorter provider module for those nursery education providers which were used at an earlier point in the year but not in the last week, including the reason why the parent had stopped using the provider.
3. Questions to identify the reasons why parents chose particular levels of provision: those using no provision of any kind, no nursery education provision, nursery education provision for fewer than five days a week, or more than one nursery education provider in the last week.
4. Questions to identify parents' view of the overall level and quality of nursery education in their local area.
5. Questions about any nursery education or childcare provision used during the Summer holiday 2000.
6. Classification questions, including working status of parents, household composition, ethnicity, and any special needs the child had.

Average interview length was 36 minutes.

The attendance history module took the form of a diary of attendance in nursery education and childcare on weekdays between 8.00am and 6.00pm in each of the terms. No record was taken of any sessions of provision which were wholly outside these hours, that is, ending before 8.00am or starting after 6.00pm. As term dates were known to vary across the country the Local Education Authority for each sample point was contacted prior to fieldwork to determine term dates. The term dates for each area were incorporated into the CAPI program so that the attendance history was customised to the local term dates, and these dates read out to parents, to aid their recall. A calendar showing the 'week commencing' dates for the whole period covered by the attendance history was also provided as an aid to parents' recall (see Appendix). The recording of provision in each term started with the first week in which any provider was used. Details were entered of the name of the provider and the start and end time of each session. Where the details of provision were unchanged in subsequent weeks, the first week's details were copied. Where details of provision changed, a new entry was made for the first week following the change. In order to aid parent's classification of providers, showcards were provided listing the different types of nursery education and childcare to be included. See appendix A for four of the show cards used: a list of providers (A1), descriptions of types of

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providers (B1), list of types of providers for the summer holidays (D3), descriptions of providers for summer holidays (D4). In addition interviewers were provided with a pocket guide to nursery education providing summaries of all the key types of providers.

The parents of younger and older fives were only asked about their attendance in the terms up to and including that in which they turned five. Children are required to attend school from the school term *after* the term in which they turn five years old (when they reach 'statutory school age'). This meant excluding questions for Spring term 2001 in the case of younger five year olds, and for the Autumn term 2000 and Spring term 2001 for older five year olds. For rising five year olds no questions were excluded, even if the child had turned five by the time of the interview, as statutory school attendance for these children would not commence until the Summer term 2001 (after the interview).

Questionnaire piloting

Due to the small number of changes to the program between the fourth and fifth survey no pilot was held for the fifth survey.

Older Children and Nursery Education

As for the fourth survey a check question was included in the CAPI program if older children were not reported to be attending *any* nursery education, to check whether the child was 'at school'. These check questions were asked for each term for any child aged four or five in that term who was not attending any nursery education. If the check questions identified that the child was in fact attending education, interviewers took the respondent back to the attendance history for the term in question and amended it, adding new providers where necessary.

In addition to the check questions, as in the third and fourth survey, a note was added after the initial question about attendance to the effect that nursery education includes education at a primary, infants' or nursery school. The importance of capturing these types of provision was also emphasised to the interviewers at briefings. However, as in previous surveys, a few parents of older children who reported no provision for their child in the last week also said that their child had left a previous provider in order to start school. Therefore the tables showing overall participation (Table 1.1 to 1.6 and Table 1.13 in Chapter 1) have been adjusted to take account of this; these children were imputed to have been participating in nursery education in the week before the survey. These adjustments do not have any effect on participation rates for the last year, and nor was the child imputed to be in any particular type of nursery education so tables showing type of provider are unaffected. Table B shows the effects of the adjustments on participation in the last week.

Table B Participation rates in nursery education last week, by age cohort (showing adjusted and unadjusted figures)

	Younger 3s	Older 3s	Rising 4s	Younger 4s	Older 4s	Rising 5s	Younger 5s	Older 5s	Total
	%	%	%	%	%	%	%	%	%
Last week adjusted	88	96	97	96	99	99			96
Last week unadjusted	87	95	97	96	98	95			95
<i>Base</i>	<i>535</i>	<i>708</i>	<i>398</i>	<i>555</i>	<i>708</i>	<i>393</i>			<i>3297</i>

	Age at date of interview			Grouped age cohorts		Total
	3 years	4 years	5 years	3s (Y3-R4)	4s (Y4-R5)	
	%	%	%	%	%	%
Last week adjusted	93	98	100	94	98	96
Last week unadjusted	92	97	95	93	96	95
<i>Base</i>	<i>1336</i>	<i>1656</i>	<i>305</i>	<i>1641</i>	<i>1656</i>	<i>3297</i>

Data processing

Interviews were edited and open questions were coded at the *National Centre's* data processing department in Brentwood.

10 completed interviews were lost due to corruption of CAPI data. There were five partial interviews which were not used in analysis leaving a total of 4474 interviews for analysis.

As the sample was drawn directly from the Child Benefit records with probability proportional to the number of eligible children in each postcode sector, each child had an equal chance of selection and no weighting was required.

Table C shows the age distribution of the sample in column A. It shows that the age distribution of the sample was very similar to that of the eligible children in the CB file.

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Table C Comparison of the age profile of the achieved sample with the age profile of children listed in the Child Benefit files^a

Sample age cohort	A: Percentage of achieved sample %	B: Percentage of eligible children in CB file %	Ratio of A:B
Younger three year olds	12.0	11.8	0.98
Older three year olds	15.8	15.4	0.97
Rising four year olds	8.9	8.9	1.00
Younger four year olds	12.4	12.4	1.00
Older four year olds	15.8	15.3	0.97
Rising five year olds	8.8	8.8	1.00
Younger five year olds	11.2	12.0	1.07
Older five year olds	15.1	15.6	1.03

a CB figures exclude cases 'in action'.

Coding of provider and organisation types

Initial telephone checks

At the end of the interview interviewers asked parents to provide contact details for the nursery education providers they used, explaining that we wished to check their classification of provider type with the providers used. Interviewers recorded this information in the CAPI program during the interview.

Using this information, telephone calls were made by the telephone unit in Brentwood to check the classifications of the type of provider and the type of organisation responsible for providing nursery education. A copy of the questionnaire and record form used is included in the Appendix.

Telephone check calls were completed for 89% of nursery education providers. This figure was higher than last year (89%) reflecting the collection of more detailed contact information in the interview. Some providers could not be contacted owing to insufficient information or incorrect telephone numbers being provided by respondents.

Details of provider type given by parents and providers were together used to determine the provider type for analysis. In most cases the provider's classification matched that of the parent and in these cases that classification was taken. Where the two contradicted, the provider classification was taken except where the conflict was between nursery class and reception class and on the basis of age the parent's classification was more plausible (if the child was younger three to younger fours they were classified as being in nursery class and if rising five to older five they were classified as being in a reception class). This is a change implemented at the fourth survey. In the first, second and third survey the provider classification was taken as being correct regardless of the age of the child.

As in previous years, where the provider gave two classifications (nursery class and reception class) which did not agree with what the parent said then age was used to determine whether it was a nursery class or reception class (using the same age rules as described above).

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In some cases where the provider and parental classifications contradicted, the case was looked up on either the Annual Schools' or Early Years' census²⁸ for verification. These cases and the process are described below.

Census checks

Cases were given a Schools' Census check in the following circumstances:

- where the parent gave a classification of nursery class or reception class and the provider said it was neither of those
- where the parent gave nursery school or special school and no provider classification was obtained
- where the provider could not be contacted and the parent gave nursery class as the classification for a child aged older four or older at the time they used it, or gave reception class as the classification for a child aged younger four or younger at the time they used it.

Cases were given an Early Years' Census check in the following circumstances:

- when the parent gave a classification of day nursery or playgroup/ pre-school and no provider classification was obtained or the provider gave a classification different from that given by the parent
- when the provider gave a classification of day nursery or playgroup/ pre-school and the parent gave a classification different from that given by the provider

Using provider name, address and telephone number these providers were matched with the information from either the Annual Schools' and Early Years' Censuses. The Annual Schools' Census had been combined with information from the Register of Educational Establishments and these together provided an indication of whether the provider was a nursery school or special school or whether it had a nursery class and / reception class for children in the age groups covered by the survey. The Early Years' Census provided information about whether the provider was a day nursery, playgroup or independent school. Additional information given by some providers enabled the identification of nursery schools and special schools.

A new classification for the provider was derived using logical checks, which were implemented by a computer, based on information from the parents, providers, census and the age of the child. A minority of cases which could not be resolved by the logical checks received a manual check. For these cases, a judgement was made as to what was the most likely classification based on all the information available. Where the provider was not found in one of the census files, the final classification was based on either parental or provider classification using the same rules as for those which were not checked against the census data.

Table D shows the percentage of final provider classifications based on the provider, parental and census data. In 60% of cases the provider classification confirmed the parental classification of provider type. In 18% of cases the provider classification replaced the parental, in 11% the parental classification was used in the absence of any useful information from the provider or census, and in the remainder of cases (11%) a classification derived using the Annual Schools' or Early Years' Census data was used. These classifications sometimes confirmed the parental classification and sometimes the provider classification.

Table D Classification of final provider type for nursery education providers

²⁸ These are annual statistical exercises carried out by DfES for verification.

Type of classification	Number	%
Provider classification confirmed parental	4885	60
Provider classification replaced parental	1466	18
Parental classification used (no other information available)	858	11
Schools' Census classification (logical)	99	1
Schools' Census classification (manual)	113	1
Early Years' Census classification (logical)	449	6
Early Years' Census classification (manual)	242	3
Total	8142	5837

Table E shows the percentage of parental classifications of provider type confirmed by the telephone provider and census checks for each type of provider. Overall, 82% of parental classifications were confirmed by provider or census checks or were used in the absence of better information from the provider or census. This percentage varied greatly by provider. For example 98% of providers classified by parents as reception classes were confirmed compared to 56% of those classified by parents as nursery schools. This lower level of verification for nursery schools has been found in previous rounds of this survey and reflects the fact that "nursery school" is often used as a generic term for nursery education and so checks with the provider and Census data are sometimes needed to identify what specific type of provider it is.

Table E Percentage of parental provider classifications which were amended as a result of telephone call to the provider, and Annual Schools' and Early Years Census checks (including all nursery education providers as defined by the parents whether or not the provider was contacted)

	Base		Percentage verified	Percentage changed
Provider type (as reported by parent):				
Nursery school	509	%	56	44
Nursery class in a primary or infants' school	1079	%	67	33
Reception class in a primary or infants' school	1768	%	98	2
Special day school or nursery	23	%	46	54
Day nursery	538	%	92	8
Playgroup/ pre-school	1401	%	95	5
Combined centre	23	%	72	28
Other type of nursery education provider	21	%	50	50
All parental classifications of provider type	8142	%	82	18

Base: All nursery education providers

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The implications of changes in the provider and census checks

Between the third and fourth survey a few changes were made to the way in which provider telephone classifications were used to determine the final provider type used for analysis.

- i. the age cut off for determining whether a provider was a nursery class or reception class where the provider gave both these classifications were been changed with the result that younger fours are classified as being in nursery class under the new rules whereas they were classified as being in a reception class under the old rules
- ii. the treatment of cases where the parent gave nursery class and the provider gave reception class or vice versa has been changed from taking the provider classification under the old rules to basing the classification on the child's age (as at point i) under the new rules.

In addition, the use of Census checks became much common from the fourth survey onwards. These changes have been made because it is believed that they lead to a more robust and accurate final classification of provider type. In order to gauge the impact of these changes on the comparability of results of the fourth survey with those for previous surveys in the series, the data from the fourth survey was analysed under the old classification rules and without the census checks. This analysis showed that the general patterns of use of different types of provider across age groups and trends in the use of providers from year to year are similar whichever precise methods are used. Table F based upon data from the Fourth survey shows the results of this analysis for nursery schools, nursery classes and reception classes (the provider types affected most by the provider check changes and Census checks). When comparing use of reception classes among the older age groups between 1997 and 2000. It should be noted that while participation in this type of provider has increased, their use was probably under-reported before 2000 and so the increase may be slightly exaggerated.

No further changes were made between the fourth and fifth surveys.

Table F Types of nursery education provider used last week and last year by age cohort (Fourth survey)

	Younger 3s %	Older 3s %	Rising 4s %	Younger 4s %	Older 4s %	Rising 5s %	Younger 5s %	Older 5s %	Total %
Last week:									
New rules with Census check									
Nursery school	7	14	14	13	4	1			9
Nursery class	17	38	45	45	9	5			26
Reception class	*	1	3	3	82	89			28
New rules									
Nursery school	10	17	16	15	6	1			11
Nursery class	14	34	41	43	8	3			24
Reception class	*	1	4	3	76	84			27
Old rules									
Nursery school	10	17	16	15	6	1			11
Nursery class	14	34	35	37	14	4			23
Reception class	*	1	9	10	70	83			27
Third survey									
Nursery school	11	14	16	17	9	7			12
Nursery class	17	36	40	41	15	9			26
Reception class	-	*	*	6	64	75			24
Base (4th survey)	748	909	554	715	896	504			4326
Base (3rd survey)	567	668	378	536	680	428			3257
Last year:									
New rules with Census check									
Nursery school	8	15	17	14	14	10	13	2	11
Nursery class	18	39	45	46	25	22	14	3	26
Reception class	*	1	3	3	82	91	87	90	45
New rules									
Nursery school	12	18	19	17	17	11	14	3	14
Nursery class	15	35	42	44	23	19	12	2	23
Reception class	*	1	4	3	76	87	84	84	43
Old rules									
Nursery school	12	18	19	17	17	11	14	3	14
Nursery class	15	34	36	38	27	20	13	5	23
Reception class	*	1	9	10	70	86	82	81	42
Third survey									
Nursery school	13	16	19	19	21	21	21	6	16
Nursery class	17	37	41	42	31	26	41	27	32
Reception class	-	*	*	6	64	76	58	58	34
Base (4th survey)	748	909	554	715	896	504	712	913	5951
Base (3rd survey)	567	668	378	536	680	428	555	761	4573

Base: fourth survey

Base for last week: All except younger and older five year olds

Base for last year: All

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Classifications used in analysis

Age

There are a number of different ways in which data in this report is analysed by age.

Name	Categories
Age cohort at time of interview (all categories)	Age at time of interview Younger threes: 1/9-31/12/97 Older threes: 1/4-31/8/97 Rising Fours: 1/1-31/3/97 Younger Fours: 1/9-31/12/96 Older Fours: 1/4-31/8/96 Rising Fives: 1/1-31/3/96 Younger Fives: 1/9-31/12/95 Older Fives: 1/4-31/8/95
Age cohort at time of interview (grouped)	3 4 5
Grouped age cohorts	3s (Younger Threes, Older Threes, Rising Fours) 4s (Younger Fours, Older Fours, Rising Fives) 5s (Younger Fives, Older Fives)

Classification of sample points according to population density

The postcode sectors in which interviewing was conducted were classified according to their population density, from the 1991 Census data. Those sectors with a population density of 900/ Sq. km or more were defined as urban and those with density of less than 900/ Sq. km were defined as rural.

Ethnicity

Respondents were asked to classify themselves as one of the following ethnic groups (derived from the 1991 Census):

1. White
2. Black-Caribbean
3. Black-African
4. Black-Other
5. Indian
6. Pakistani
7. Bangladeshi
8. Chinese
9. Other

In analysis, groups 2 to 4 were treated as 'Black', groups 5 to 7 as 'Asian', and groups 2 to 9 inclusive as 'ethnic minorities'. Thus the base for the 'all ethnic minorities' group is greater than that for Black and Asian combined.

Income

Parents were asked to specify their household's annual income from all sources including benefits, before tax and other deductions, by reference to a show card which listed 12 levels of annual income together with the equivalent amounts of weekly pay.

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Social class

Parents were classified into four social class groups using the Registrar General’s Standard Occupation Classification (1991), based on the occupation of the main income earner in the household, as follows:

Description	Social Class
Non-manual	
Professional and intermediate	I and II
Skilled occupations, non-manual	III non-manual
Manual	
Skilled occupations, manual	III manual
Partly-skilled and unskilled occupations	IV and V

APPENDICES

- Advance letter
- Calendar
- Example show cards
- CAPi Questionnaire
- Provider Check Questionnaire



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LABEL

22nd January 2001

Dear Madam or Sir

Study of Parents with Young Children

I am writing to ask for your help. The Department for Education and Employment (DfEE) has asked *the National Centre for Social Research* to carry out a research study of parents with young children. The aim of the study is to find out which types of nursery education or pre-school care, if any, are chosen by parents for their children. This is an important piece of research which will help shape the future provision of early years services.

As someone with a young child or children, you have been chosen entirely at random, from benefit records, held by the Department of Social Security, to take part in this study. Participation is voluntary but we very much hope that you will be able to take part. It is important that we talk to as many of those selected as possible so that we can get an accurate picture of what parents think about the nursery education and pre-school care available to them. Some further information about the study is provided overleaf.

One of our interviewers will call during the next few weeks. The interview should not take longer than 40 minutes and most people find it interesting and enjoyable. **Everything you tell the interviewer is entirely confidential and no information about you will be given to anyone outside the *National Centre*.**

I very much hope that you will be able to help us. We rely on people's voluntary co-operation to collect this important information. Should you have any queries or decide that you do not wish to take part, please contact our offices on *freephone 0800 652 2005*, or write to me at the above address.

Thank you in advance for your help.

Yours sincerely,

Rory Fitzgerald
Senior Researcher

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Additional information

What is the National Centre for Social Research?

The *National Centre for Social Research* was founded in 1969 (as SCPR) and is now Britain's largest independent non-profit social research institute. We carry out many important national research studies, for government departments, research councils and charitable foundations.

What is the survey about?

This survey is the fifth in a series which enables the DfEE to monitor trends in the use of nursery education and childcare. Questions will ask about parents' attitudes towards nursery education and childcare such as their views of the quality of provision and the reasons for choosing a nursery education provider. The survey will also collect information about the characteristics of the providers they use.

Why was I chosen?

Your name has been chosen entirely at random from benefit records held by the Department of Social Security because you have a young child or children. Your entitlement to any benefits you receive will **not** be affected whether or not you participate in the study. It is important for us to interview those who do not use nursery education and childcare for their child as well as those who do, so that we may get a complete picture of parents' views.

Who can I talk to about the survey?

If you **do not** wish to take part in the research please contact our office on freephone 0800 652 2005.

If you have any queries about the study in general please contact the Public Enquiry Unit at the Department for Education and Employment on 0870 000 2288.

If you have any queries about the use of Department of Social Security records in this survey, please contact the Public Enquiry Office at the Department of Social Security on 020 7712 217

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CALENDAR

TERM

Summer Term 2000

Summer Holiday 2000

APRIL	Mon 24	
MAY	Mon 1	Early May Bank Holiday
	Mon 8	
	Mon 15	
	Mon 22	
	Mon 29	
		Spring Bank Holiday
JUNE	Mon 5	
	Mon 12	
	Mon 19	
	Mon 26	
JULY	Mon 3	
	Mon 10	
	Mon 17	
	Mon 24	
	Mon 31	
AUGUST	Mon 7	
	Mon 14	
	Mon 21	
	Mon 28	Summer Bank Holiday

TERM

Autumn Term 2000

SEPTEMBER	Mon 4	
	Mon 11	
	Mon 18	
	Mon 25	
OCTOBER	Mon 2	
	Mon 9	
	Mon 16	
	Mon 23	
	Mon 30	
NOVEMBER	Mon 6	
	Mon 13	
	Mon 20	
	Mon 27	
DECEMBER	Mon 4	
	Mon 11	
	Mon 18	
	Mon 25	Christmas Day

TERM

Spring Term 2001

JANUARY	Mon 1	Public holiday
	Mon 8	
	Mon 15	
	Mon 22	
	Mon 29	
FEBRUARY	Mon 5	
	Mon 12	
	Mon 19	
	Mon 26	
MARCH	Mon 5	
	Mon 12	
	Mon 19	
	Mon 26	
APRIL	Mon 2	
	Mon 9	
	Mon 16	Easter Monday

Parents of 3 and 4 Year olds

P2057

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CARD A1

Nursery education at:

- Nursery school
- Nursery class in a primary or infants' school
- Reception class in a primary or infants' school
- Special Day School or Nursery or Unit for children with special educational needs (eg. physical disabilities, learning difficulties)
- Day nursery
- Playgroup/ 'Pre-school'

Child care with:

- Mother and Toddler group
- Before/ After School Club (including breakfast clubs)
- Childminder
- Nanny/ au pair
- Friends/ neighbours
- Other family members/ relatives (not those living with you)

Nursery education and child care at:

- Combined/ Family Centre

CARD B1

Nursery School

- Usually a school in its own right with most children aged 3-5 years
- Sessions normally run for about 2½-3 hours morning and afternoon but may be full-time
- Can be run by the Local Education Authority or privately

Nursery class in a primary or infants' school

- Often a separate unit in a primary or infants school
- Most children in the nursery class are aged 3 or 4
- Sessions normally run for 2½ to 3 hours morning and afternoon
- Usually part-time but can be full-time (morning and afternoon sessions)

Reception class in a primary or infants' school

- Most children in the reception class are aged 4 or 5
- Usually provides full-time education (normal school hours) though maybe part-time initially

Special Day School or Nursery or Unit for children with special educational needs (eg. physical disabilities, learning difficulties)

- Non fee-paying school for children with special educational needs
- Can be day school or boarding school

Day nursery

- Run for the whole working day and only closed for a few weeks in summer
- Usually includes childcare as well as nursery education
- Takes children from a few months to 5 years
- Usually run privately or by employers but sometimes by volunteers or the Local Authority

Playgroup/ 'pre-school'

- Fees charged, with sessions of up to 4 hours
- Usually run by a community/voluntary group or parents

Mother and Toddler group - The parent is present during the session

Before/ After School Club (including breakfast clubs)

- Provides care for children on school premises, but outside school hours
- Fees usually charged
- Can be run by schools, voluntary or private organisations

Childminder

- Most provide care from their home, for the whole working day and whole year
- May or may not provide early education as part of an accredited network

Nanny/au pair- Usually comes to the child's home

Friends/neighbours

Other family members/relatives

Combined/ Family Centre

- Centre offering both nursery education and daycare facilities for children
- Age of child can be from a few months old up to and including four year olds
- In some cases provision is for the full working day
- May offer other services for families eg: drop-in facilities; adult education; advice/ counselling

CARD D1

Child care with:

- Mother and Toddler group
- Before/ After School Club (including breakfast clubs)
- Childminder
- Nanny/ au pair
- Friends/ neighbours
- Other family members/ relatives
- Combined/ Family Centre

BLOCK1:

Area

Sample point

Range : 1..505

Address

Address number

Range : 1..68

First

INTERVIEWER: You are in the questionnaire for

Area No.: *Area number*

Address No: *Address number*

- TO UPDATE ADMIN DETAILS, PRESS <Ctrl + Enter>

- OTHERWISE PRESS '1' AND <Enter> TO CONTINUE

1 Continue

IntDate

PLEASE ENTER DATE OF INTERVIEW

Enter Date

BLOCK COLLECT:

SampChk1

From the Child Benefit records I understand that you are the parent, guardian or foster parent of a child called
child name **who was born on date of birth. Can I just check that this is correct?**

1 All details correct

2 Name incorrect

3 Date of birth incorrect

4 Not parent/guardian/foster parent

Multicoded, number of allowed choices : 3

{If codes 1 to 3 at SampChk1}

ChildNam

ENTER (CORRECT) FIRST NAME OF SELECTED CHILD

Text : Maximum 15 characters

{If code 3 at SampChk1}

ChildAge

ENTER CORRECT DATE OF BIRTH

(DAY-MONTH-YEAR)

Date

{If codes 1 to 3 at SampChk1}

ChildSex

ENTER SEX OF *child name* (ASK IF NECESSARY)

1 Male

2 Female

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{If child not aged 3, 4 or 5 at interview date}

CloseAge

INTERVIEWER: THIS CHILD WAS NOT BORN BETWEEN THE DATES 1ST APRIL 1995 AND 31ST DECEMBER 1997 INCLUSIVE

EXPLAIN TO THE RESPONDENT THAT WE ARE ONLY INTERVIEWING PARENTS OF CHILDREN BORN WITHIN THIS RANGE, THEN CLOSE INTERVIEW

USE OUTCOME CODE 10 - 'Child's age out of scope' IN THE ADMIN BLOCK

1 Close interview

{If child is aged 3, 4 or 5 at interview date}

SampChk2

Can I just check that you are the parent, guardian or foster parent who has the main or shared responsibility for making decisions about any nursery education or child care that *child name* may receive?

- 1 Yes, sole /main/shared responsibility
- 2 No, someone else (e.g. spouse/ partner) has sole/main responsibility

{If someone else has main responsibility or respondent not parent/guardian
(if (Code 4 at SampChk1) or (Code 2 at SampChk2))}

CloseRes

INTERVIEWER: SOMEONE ELSE HAS MAIN RESPONSIBILITY FOR THIS CHILD

ASK WHO IS THE APPROPRIATE PARENT/GUARDIAN/FOSTER PARENT TO BE INTERVIEWED AND ENTER DETAILS ON ARF, THEN CLOSE THIS INTERVIEW

GO BACK TO THE START OF THIS INTERVIEW WITH THE NEW RESPONDENT, WHEN FOUND

1 Close interview

{If respondent has main/shared responsibility (if code 1 at SampChk2 then)}

Intro1a

CARD A1

I would like to ask you about any nursery education or child care that *child name* may receive. We are interested in all the different types of nursery education or child care shown on this card.

By child care I mean care carried out by people other than children's parents and members of their household.

1 Continue

Intro1b

CARD A1 again

We are only talking about nursery education or child care in the daytime (up to 6pm) and during the week. We will not be talking about arrangements for evenings (after 6pm) or weekends.

We are equally interested in people who do not make such arrangements as well as those who do, as not everybody wants or needs to use nursery education or child care for their children.

1 Continue

Deleted: 71

EdSummer

CARD A1 again

Thinking back to the period between *Summer term start date* and *Summer term end date*, that is the Summer term of 2000. Did *child name* receive any of these types of nursery education or child care during that term?

NOTE: We are only talking about arrangements in the daytime and during the week. Nursery education includes education at primary, infants' or nursery school.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

IF RESPONDENT SAYS THAT TERM DATES OF THEIR PROVIDER(S) ARE DIFFERENT OR THEIR PROVIDER(S) DOES NOT HAVE TERMS, EXPLAIN: We only have time to ask about the periods covered by the Local Authority terms.

- 1 Yes
- 2 No

{If *Child name's* DOB after 31/8/95}

EdAutumn

CARD A1 again

And thinking now about the period between *Autumn term start date* and *Autumn term end date*, that is the Autumn term of 2000. Did *child name* receive any of these types of nursery education or child care during that term?

NOTE: We are only talking about arrangements in the daytime and during the week. Nursery education includes education at primary, infants' or nursery school.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

IF RESPONDENT SAYS THAT TERM DATES OF THEIR PROVIDER(S) ARE DIFFERENT OR THEIR PROVIDER(S) DOES NOT HAVE TERMS, EXPLAIN: We only have time to ask about the periods covered by the Local Authority terms.

- 1 Yes
- 2 No

{If *Child name's* DOB after 31/12/95}

EdSpring

CARD A1 again

And finally, did *child name* receive any of these types of nursery education or child care between *Spring term start date* and now, that is during the Spring term of 2001?

NOTE: We are only talking about arrangements in the daytime and during the week. Nursery education includes education at primary, infants' or nursery school.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

IF RESPONDENT SAYS THAT TERM DATES OF THEIR PROVIDER(S) ARE DIFFERENT OR THEIR PROVIDER(S) DOES NOT HAVE TERMS, EXPLAIN: We only have time to ask about the periods covered by the Local Authority terms.

- 1 Yes
- 2 No

{If used nursery education or child care during any of the three terms
(if (edsummer=yes) or (edautumn=yes) or (edspring=yes))}

Prov

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Could you tell me the names of all the places or people who have provided this nursery education or child care for *child name* during the *Summer, Autumn and Spring* terms?

PROMPT: What others?

NOTE: We are only talking about arrangements in the daytime (up to 6pm) and during the week

Text : Maximum 40 characters

another

SELECT 'Yes' TO TYPE IN THE NAME OF ANOTHER PROVIDER, OR
SELECT 'Finished' WHEN ALL PROVIDERS HAVE BEEN ENTERED

1 Yes - Enter another provider

2 Finished - No more providers to be entered

EDUCATION/CHILD CARE DIARY

{All who have used any education or child care in any of the three terms}

BLOCK TERMS:

IF ANY EDUCATION/CHILD CARE USED IN SUMMER TERM

C Monday of the first week of Summer term 2000

I would now like to ask about the *Summer* term of 2000. Starting with the first full week of that term, that is *date of start of Summer term*, did *child name* receive any nursery education or child care on the *Monday* of that week?

ADD IF NECESSARY: That is just after the school *Easter* holidays last year

NOTE: ENTER DETAILS FOR THE FIRST FULL WEEK OF TERM
IGNORE ANY BAKER DAYS OR INSET DAYS (TRAINING DAYS)

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

1 Yes

2 No

IF YES AT C THEN

Start Monday of the first week of Summer term 2000

What time did it start on that *Monday*?

ENTER 24 HOUR CLOCK

Range : 0..23.59

End Monday of the first week of Summer term 2000

And when did it end?

ENTER 24 HOUR CLOCK

Range : 0..23.59

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IF SESSION LENGTH >4 HOURS THEN:

H Monday of the first week of Summer term 2000

Did *child name* spend all that time with the provider?

1 Spent all the time there - continue

2 Did not spend all time there

ASK: When did *child name* leave the provider during that session?

IF THE CHILD DID LEAVE THE PROVIDER DURING THE SESSION,

RECORD AS SEPARATE SESSIONS BEFORE AND AFTER THE BREAK

P Monday of the first week of Summer term 2000

Was this at/with ...

READ OUT LIST OF PROVIDERS...

1-10 *Names of providers from Prov*

11 None of these- ENTER DETAILS OF THIS PROVIDER

IF SESSION ENDS BEFORE 6pm THEN

O Monday of the first week of Summer term 2000

Did *she/he* receive any other nursery education or child care on that *Monday*?

1 Yes

2 No

(IF YES AT O THEN REPEAT START TO O FOR NEXT SESSION)

TUESDAY OF FIRST WEEK OF TERM:

C Tuesday of the first week of Summer term 2000

Did *she/he* receive any nursery education or child care on the *Tuesday* of that week?

1 Yes

2 No

IF YES AT C THEN:

S Tuesday of the first week of Summer term 2000

Were the arrangements the same on the *Tuesday* of that week?

NOTE: We mean the same as on the *Monday* they have just told us about

1 Yes - same as Monday

2 Yes - same as Tuesday

3 Yes - same as Wednesday

4 Yes - same as Thursday

5 No - not the same

Tuesday of the first week of Summer term 2000

IF SAME AS MONDAY:

INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT DAY

IF NOT SAME AS MONDAY THEN:

(Repeat START to O for Tuesday)

WEDNESDAY OF FIRST WEEK OF TERM:

C Wednesday of the first week of Summer term 2000

Did *she/he* receive any nursery education or child care on the *Wednesday* of that week?

1 Yes

2 No

IF YES AT C THEN:

S Wednesday of the first week of Summer term 2000

Were the arrangements the same on the *Wednesday* as on the *Monday* or *Tuesday* of that week?

INTERVIEWER: If necessary, summarise the arrangements made on the *Monday* and *Tuesday*.

- 1 Yes - same as Monday
- 2 Yes - same as Tuesday
- 3 Yes - same as Wednesday
- 4 Yes - same as Thursday
- 5 No - not the same

Wednesday of the first week of Summer term 2000

IF SAME AS MONDAY OR TUESDAY:

INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT DAY

IF NOT SAME AS MONDAY OR TUESDAY THEN:
(Repeat START to O for Wednesday)

THURSDAY OF FIRST WEEK OF TERM:

C Thursday of the first week of Summer term 2000

Did *she/he* receive any nursery education or child care on the *Thursday* of that week?

- 1 Yes
- 2 No

IF YES AT C THEN:

S Thursday of the first week of Summer term 2000

Were the arrangements the same on the *Thursday* as on the *Monday*, *Tuesday* or *Wednesday* of that week?

INTERVIEWER: If necessary, summarise the arrangements made on the *Monday*, *Tuesday* and *Wednesday*.

- 1 Yes - same as Monday
- 2 Yes - same as Tuesday
- 3 Yes - same as Wednesday
- 4 Yes - same as Thursday
- 5 No - not the same

IF SAME AS MONDAY, TUESDAY OR WEDNESDAY:

INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT DAY

IF NOT SAME AS MONDAY, TUESDAY OR WEDNESDAY THEN:
(Repeat START to O for Thursday)

FRIDAY OF FIRST WEEK OF TERM:

C

Did *she/he* receive any nursery education or child care on the *Friday* of that week?

- 1 Yes
- 2 No

IF YES AT C THEN:

S

Were the arrangements the same on the Friday as on the Monday, Tuesday, Wednesday or Thursday of that week?

INTERVIEWER: If necessary, summarise the arrangements made on the Monday, Tuesday, Wednesday and Thursday.

- 1 Yes - same as Monday
- 2 Yes - same as Tuesday
- 3 Yes - same as Wednesday
- 4 Yes - same as Thursday
- 5 No - not the same

IF SAME AS MONDAY, TUESDAY, WEDNESDAY OR THURSDAY:

INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT DAY

IF NOT SAME AS MONDAY, TUESDAY, WEDNESDAY OR THURSDAY THEN:

(Repeat START to O for Friday)

SArr

Did the arrangements for Monday to Friday in that week stay the same for the rest of the Summer term, up until date of end of Summer term, or did they change at all?

Please do not include any changes due to school half term holidays.

NOTE: Do not count short absences of up to two weeks due to illness/holiday

- 1 Stayed the same
- 2 Changed

IF STAYED THE SAME:

INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT WEEK

IF CHANGED THEN:

ChDt

When did they change? Which Monday was the start of the first full week of the new arrangements?

PROBE: If you are not sure of the exact date, please give your best guess.

USE CALENDAR TO ENTER DATE OF MONDAY OF FIRST FULL WEEK AFTER ARRANGEMENTS CHANGED

- | | | |
|----|--------|------|
| 2 | Week2 | Date |
| 3 | Week3 | Date |
| 4 | Week4 | Date |
| 5 | Week5 | Date |
| 6 | Week6 | Date |
| 7 | Week7 | Date |
| 8 | Week8 | Date |
| 9 | Week9 | Date |
| 10 | Week10 | Date |
| 11 | Week11 | Date |
| 12 | Week12 | Date |
| 13 | Week13 | Date |
| 14 | Week14 | Date |
| 15 | Week15 | Date |

IF CHANGED THEN:

INTERVIEWER: PRESS <END> TO SKIP TO THE WEEK WHEN ARRANGEMENTS CHANGED

(REPEAT C TO SArr FOR FIRST FULL WEEK AFTER ARRANGEMENTS CHANGED)

IF *child name's* DOB AFTER 31/8/95 AND ANY EDUCATION OR CHILD CARE USED IN AUTUMN TERM:

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CpTerm

I would now like to ask about the *Autumn* term of 2000.
Starting with the first full week of that term, that is *start date of Autumn term*, were the arrangements for that week the same as the week you have just told me about?

ADD IF NECESSARY: That is just after the school *Summer holidays last year*.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

- 1 Yes
- 2 No

(IF NO AT CpTerm THEN REPEAT C TO O FOR MONDAY TO FRIDAY OF THE FIRST FULL WEEK OF AUTUMN TERM)

SArr

Did the arrangements for Monday to Friday in that week stay the same for the rest of the *Autumn* term, up until *date of end of Autumn term*, or did they change at all?
Please do not include any changes due to school half term holidays.

NOTE: Do not count short absences of up to two weeks due to illness/holiday

- 1 Stayed the same
- 2 Changed

IF STAYED THE SAME:
INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT SECTION

IF CHANGED THEN REPEAT ChDt, AND REPEAT C TO SArr FOR FIRST FULL WEEK AFTER ARRANGEMENTS CHANGED

IF *child name's* DOB AFTER 31/12/95 AND ANY EDUCATION OR CHILD CARE USED IN SPRING TERM:

CpTerm

I would now like to ask about the *Spring* term of 2001.
Starting with the first full week of that term, that is *start date of Spring term*, were the arrangements for that week the same as the week you have just told me about?

ADD IF NECESSARY: That is just after the school *Christmas holidays*.

USE CALENDAR TO HELP RESPONDENT LOCATE TERM DATES

- 1 Yes
- 2 No

(IF NO AT CpTerm THEN REPEAT C TO O FOR MONDAY TO FRIDAY OF THE FIRST FULL WEEK OF SPRING TERM)

SArr

Did the arrangements for Monday to Friday in that week stay the same for the rest of the Spring term, up until last Friday, or did they change at all?
Please do not include any changes due to school half term holidays.

NOTE: Do not count short absences of up to two weeks due to illness/holiday

- | | | |
|---|--------|-----------------|
| 1 | Stayed | Stayed the same |
| 2 | Change | Changed |

IF STAYED THE SAME:

INTERVIEWER: PRESS <END> TO SKIP TO THE NEXT SECTION

IF CHANGED THEN REPEAT ChDt, AND REPEAT C TO SArr FOR FIRST FULL WEEK
AFTER ARRANGEMENTS CHANGED

BLOCK INDIV:

{If any education / child care providers used}

PRIntro

INTRODUCTION

We would like to know more about the places and people that you have used to provide nursery education or childcare for *child name*

- 1 Continue

TypePro

CARD B1

Which of the types of nursery education or childcare on this card does *Provider name* belong to?

IF OTHER, ASK: Would you say that this place/ person is providing nursery education or childcare? CODE ONE 'OTHER' CATEGORY

ENTER ONE CODE ONLY

- | | |
|----|---|
| 1 | Nursery school |
| 2 | Nursery class in a primary or infants' school |
| 3 | Reception class in a primary or infants' school |
| 4 | Special day school or nursery or unit for children with special educational needs |
| 5 | Day nursery |
| 6 | Pre-school / playgroup |
| 7 | Mother and Toddler group |
| 8 | Before/After school club (inc. breakfast clubs) |
| 10 | Childminder |
| 11 | Nanny/au pair |
| 12 | Friends/neighbours |
| 13 | Other family members/relatives |
| 14 | Combined /Family Centre |
| 16 | Other nursery education provider |
| 17 | Other childcare provider |

if Other nursery education provider or Other childcare provider at TypePr then

XTypePr

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

Deleted: 71

{If child born between 1/4/95 and 31/8/96 AND no nursery education used in Summer Term}

Sch1Chk

Can I just check, was *child name* at a primary, infants' or nursery school in the Summer Term?

NOTE: If absent for less than two weeks due to illness/holiday code as 'Yes'

- 1 Yes
- 2 No

IF SCH1CHK=YES AND EDSUMMER=1

INTERVIEWER: GO BACK TO THE BEGINNING OF THE SUMMER TERM AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER. PRESS <END> WHEN COMPLETE TO CONTINUE WITH THE REST OF THE QUESTIONNAIRE

INTERVIEWER IS TAKEN BACK TO CPTERM AND COMPLETES DETAILS IN PROV AND SUMMER TERM GRID}

IF SCH1CHK=YES AND EDSUMMER=2

INTERVIEWER: JUMP BACK TO COLLECT. EdSummer AND ENTER 'Yes'. THEN PRESS <END> TO TAKE YOU TO THE START OF THE SUMMER TERM GRID, AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER. PRESS END AGAIN WHEN COMPLETE

INTERVIEWER IS TAKEN BACK TO EDSUMMER AND COMPLETES DETAILS IN PROV AND SUMMER TERM GRID

{If child born between 1/9/95 and 31/12/96 AND no nursery education used in Autumn Term}

Sch2Chk

Can I just check, was *child name* at a primary, infants' or nursery school in the Autumn Term?

NOTE: If absent for less than two weeks due to illness/holiday code as 'Yes'

- 1 Yes
- 2 No

IF SCH2CHK=YES AND EDAUTUMN=1

INTERVIEWER: GO BACK TO THE BEGINNING OF THE AUTUMN TERM AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER. PRESS <END> WHEN COMPLETE TO CONTINUE WITH THE REST OF THE QUESTIONNAIRE

INTERVIEWER IS TAKEN BACK TO CPTERM AND COMPLETES DETAILS IN PROV AND AUTUMN TERM GRID

IF SCH2CHK=YES AND EDAUTUMN=2

INTERVIEWER: JUMP BACK TO COLLECT. EdAutumn AND ENTER 'Yes'. THEN PRESS <END> TO TAKE YOU TO THE START OF THE AUTUMN TERM GRID, AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER. PRESS END AGAIN WHEN COMPLETE

INTERVIEWER IS TAKEN BACK TO EDAUTUMN AND COMPLETES DETAILS IN PROV AND AUTUMN TERM GRID

{If child born between 1/1/96 and 31/3/97 AND no nursery education used in last term}

Sch3Chk

Can I just check, was *child name* at a primary, infants' or nursery school in the last term (Spring Term)?

NOTE: If absent for less than two weeks due to illness/holiday code as 'Yes'

- 1 Yes
- 2 No

IF SCH3CHK=YES AND EDSRING=1

INTERVIEWER: GO BACK TO THE BEGINNING OF THE SPRING TERM AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER. PRESS <END> WHEN COMPLETE TO CONTINUE WITH THE REST OF THE QUESTIONNAIRE

INTERVIEWER IS TAKEN BACK TO CPTERM AND COMPLETES DETAILS IN PROV AND SPRING TERM GRID

IF SCH3CHK=YES AND EDSRING=2

INTERVIEWER: JUMP BACK TO COLLECT. EdSpring AND ENTER 'Yes'. THEN PRESS <END> TO TAKE YOU TO THE START OF THE SPRING TERM GRID, AND COMPLETE DETAILS OF THE CHILD'S ATTENDANCE AT THIS EDUCATION PROVIDER. PRESS END AGAIN WHEN COMPLETE

INTERVIEWER IS TAKEN BACK TO EDSRING AND COMPLETES DETAILS IN PROV AND SPRING TERM GRID

Intro

Now I would like to ask you more about *Provider name*

- 1 Continue

{Calculate latest week and term of last nursery provision}

{If nursery education provider (if typepro[nid] in [nursc..playgr,asclub,comb,othnur])}

Orgs

CARD B2

Which of the organisations on this list best describes who is responsible for providing the education or childcare at *Provider name*?

NOTE: ENTER ONE CODE ONLY - PRIORITY CODE

- 1 a Local Education Authority (including grant maintained and Foundation schools)
- 2 a Local Authority social services department
- 3 a private/independent (fee-paying) school or organisation
- 4 a church or religious organisation
- 5 a community or voluntary organisation or charity
- 6 an employer
- 7 a childminder (registered or not registered)
- 17 Other

if Orgs='other' then

XOrgs

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

Deleted: 71

{For each Nursery Education provider used in the last week or in last week in which nursery education was used ask SomeCC to Help5}

SomeCC

Does/did child name only go to Provider name for sessions of nursery education or does/did she/he have separate childcare sessions at the same place?

- 1 Nursery education sessions only
- 2 Childcare sessions as well

{If SomeCC='Childcare sessions as well'}

NurAns

INTERVIEWER READ OUT: Please answer the following questions for the nursery education sessions only

- 1 Continue

NoPupil

Including child name, how many children are/were in his/her class or group?

ENTER NUMBER OF CHILDREN (IF ONLY THIS CHILD ENTER 1) OR CODE:

97 = varies/no fixed number

Range : 1..97 (Soft check for 35-96)

NoTeach

Not counting parent helpers, or other volunteer helpers, how many teachers or carers are/were there for the children in his/her class or group at Provider name ?

ENTER NUMBER OF CARERS/TEACHERS OR CODE 97 = varies/no fixed number

Range : 0..97 (Soft check for 5-96)

{If (NoPupil > 1) or (NoPupil=dontknow)}

AgeRgT

What is the age of the youngest children who are/were at/with Provider name at the same time as child name?

INTERVIEWER: IS YOUR ANSWER IN

- 1 Years only
- 2 Months only
- 3 Years and months

{If AgeRgT = 'Years only' OR 'Years and months'}

AgeRgY

ENTER NUMBER OF YEARS

Range : 1..5

{If AgeRgT = 'Months only' OR 'Years and months'}

AgeRgM

ENTER NUMBER OF MONTHS

Range : 0..11

IF CHILD CARE PROVIDER (TypePro= 7-13, 17):

ChildPay

Do/did you pay any money for childcare with/at Provider name?

- 1 Yes
- 2 No

Deleted: 71

IF NURSERY EDUCATION PROVIDER (TypePro= 1-6, 14, 16) and used in the last week:

Doupay

We are going to ask you some questions about money paid for nursery education for *child* name at *Provider name*. We are interested only in what is paid for at the moment, not what has been paid for in previous terms. Please think only about amounts paid during the Spring Term 2001.

SHOW CARD B3.

Do you pay any money for any of these at/with *Provider name*?

- 1 Yes
- 2 No

{If (Doupay = Yes) or (Childpay = yes)}

Payway

SHOW CARD B4.

In which of these ways do you pay? Choose more than one if you pay for different things in different ways.

- 1 Per hour
- 2 Per session (half day / 2 ½ hours)
- 3 Per day
- 4 Per week
- 5 Per month
- 6 Per term
- 7 Per year
- 8 As a one-off cost

Multicoded, number of allowed choices : 6

{If Payway = response}

Payamt

How much do you pay *Payway* (eg 'per hour') with/at *Provider name*?

ENTER AMOUNT IN POUNDS AND PENCE

INTERVIEWER: WE ARE ONLY INTERESTED IN THE AMOUNT PAID FOR THAT PERIOD – NOT THE TOTAL AMOUNT PAID.

(Repeat for each response at Payway)

IF NURSERY EDUCATION PROVIDER (TypePro= 1-6, 14, 16)

Paycov

INTERVIEWER: This amount is *Payamt* (e.g. £5) *Payway* (eg 'per hour').

Looking at CARD B3, what does that amount cover?

- 1 Education fees
- 2 Childcare fees
- 3 Refreshments / meals
- 4 Use of equipment and materials (incl. cooking ingredients)
- 5 Trips / outings
- 6 A donation to school fund / building fund
- 7 Other

Multicoded, number of allowed choices : 6

{If (Paycover = Education fees AND something else)}

Combi

Do you know how much of the *Payamt* (eg: £5) *Payway* (eg 'per hour') you pay is for education fees or is that amount not itemised separately?

- 1 Yes – amount known
- 2 No – amount not known / itemised separately

{If (Combi = yes)}

Edfee

How much of the *Payamt* is for education fees?

ENTER AMOUNT IN POUNDS AND PENCE

{If (Paycover = Education fees)}

Deleted: 71

Whlcos

CARD B5.

Thinking about the *Payamt Payway* (eg 'per hour') you pay for/which includes education fees. Does this amount cover the whole cost of the education fees for *Child name* at *Provider name* or does another organisation or person such as the ones shown on this card also contribute?

- 1 Respondent pays whole amount
- 2 Other person or organisation also contributes

{If (Whlcos = other person or organisation also contributes)}

CARD B5.

WhOrg

Who is also contributing to the fees at *Provider name* for *Child name*? Please say whichever organisations or people on this card apply? **PROMPT: Which others?**

- 1 Local Education Authority
- 2 Local Authority social services department
- 3 A church or religious organisation
- 4 A community or voluntary organisation or charity
- 5 An employer
- 6 An ex-partner
- 7 Other organisation or person

{If (WhOrg = other)}

XWhOrg

Who is that other organisation/person?

INTERVIEWER ENTER DETAILS

Text: Maximum 120 characters

{If parent does not pay anything for nursery education OR towards education fees AND Provider is not LEA or Local Authority Social Services department}

Nopay

CARD B5.

Although you do not pay anything towards education fees, *Provider name* may receive payments for *Child name's* education fees from another organisation or person such as the ones shown on this card. As far as you are aware, do any of the following organisations or people pay the education fees for *Child name* at *Provider name*?

- 1 Local Education Authority
- 2 Local Authority social services department
- 3 A church or religious organisation
- 4 A community or voluntary organisation or charity
- 5 An employer
- 6 An ex-partner
- 7 Other organisation or person

{If (Nopay = other)}

XNoPay

Who is that other organisation/person?

INTERVIEWER ENTER DETAILS

Text: Maximum 120 characters

IF EDUCATION PROVIDER USED IN LAST WEEK:

TrTo

Deleted: 71

How does/did *child name* usually travel to and from *Provider name*?

CODE ALL THAT APPLY

- 1 Walk
- 2 Car
- 3 Bus
- 4 Train
- 5 Underground, tube, metro
- 6 Taxi
- 7 Bicycle
- 17 Other

Multicoded, number of allowed choices : 4

if TrTo='other' then

XTrTo

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

TimeTo

How long does/did it usually take to travel to *Provider name*?

RECORD LENGTH IN MINUTES

Range : 0..997 (Soft check for 61-996)

Dist

About how many miles would you say it is/was from your home to

Provider name?

RECORD NUMBER OF MILES

NOTE: IF LESS THAN HALF A MILE, CODE 0

Range : 0..97 (Soft check for 31-96)

Help1_

CARD B6

Please give a number from the card to say whether you agree or disagree that *Provider name* has helped *child name* ...

READ OUT...

... to learn to work and play with other children?

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly

Help2_

CARD B6

(Please give a number from the card to say whether you agree or disagree that *Provider name* has helped *child name* ...)

... to learn to read or write?

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly

Help3_

CARD B6

(Please give a number from the card to say whether you agree or disagree that *Provider name* has helped *child name* ...)

... to learn to count, use numbers or do sums?

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly

Help4_

CARD B6

Deleted: 71

(Please give a number from the card to say whether you agree or disagree that *Provider name* has helped *child name* ...)
... to understand the world around *him/her*?

EXPLAIN IF NECESSARY: For example, why things happen or how they work?

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly

Help5

CARD B6

(Please give a number from the card to say whether you agree or disagree that *Provider name* has helped *child name* ...)
... to improve co-ordination or movement skills?

- 1 Agree strongly
- 2 Agree
- 3 Neither agree nor disagree
- 4 Disagree
- 5 Disagree strongly

IF NURSERY EDUCATION PROVIDER:

WhySen

Why did you decide to send *child name* to *Provider name*?

PROBE: What other reasons?

CODE ALL THAT APPLY

<CTRL+END> FOR MORE CODES

- 1 It's local
- 2 It's easy to get to
- 3 Know other child(ren) who go there
- 4 To get to know other local children
- 5 It's the only one available
- 6 Good reputation
- 7 Recommended to me
- 8 Attached to school of our choice
- 9 Children learn a lot there
- 10 Well qualified staff
- 11 High staff: child ratio
- 12 Most appropriate for my child's age
- 13 Good facilities
- 14 Siblings went there
- 15 Provides care for whole day
- 16 Offers suitable hours
- 17 Other

Multicoded, number of allowed choices : 8

if WhySend ='other' then

XWhySen

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

{If nursery education provider used in the last week}

WorkRe

Can I just check, did you send *him/her* to *Provider name* for any reasons to do with a change in your occupation, or that of anyone else in your household?

- 1 Yes
- 2 No

{If WorkRe='Yes'}

WhatWor

What reasons were those?

PROBE: What other reasons?

Deleted: 71

- 1 Respondent started new job/changed jobs
- 2 Respondent increased hours in same job
- 3 Respondent wanted to look for work
- 4 Partner started new job/changed jobs
- 5 Partner increased hours in same job
- 6 Partner wanted to look for work
- 17 Other

Multicoded, number of allowed choices : 4

if WhatWor='other' then

XWhatWo

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

ALL EDUCATION PROVIDERS USED IN LAST WEEK:

Good

And in your experience, what, if anything, is/was particularly good about *Provider name*?

PROBE: What else?

- 1 Nothing particularly good
- 2 Children get a lot of individual attention
- 3 Good standard of care
- 4 Good discipline
- 5 Teaching/ teaching methods/ education standards are good
- 6 Small friendly school
- 7 Good facilities/ equipment
- 8 Teachers relate well to children
- 9 There are a variety of activities available
- 10 My child learns a lot there
- 11 Teachers communicate well with parents
- 12 My child likes going there
- 13 My child learns useful life/ social skills
- 14 It's close to home/ convenient
- 15 Other

Multicoded, number of allowed choices : 10

if Good='other' then

XGood

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

Deleted: 71

Bad

And in your experience, what, if anything, is/was particularly bad about *Provider name*?

PROBE: What else?

- 1 Nothing particularly bad
- 2 Not enough staff
- 3 Classes too big
- 4 Too much mixing of age groups in class
- 5 Inadequate facilities
- 6 Run down buildings
- 7 Lack of space
- 8 Lack of security
- 9 Poor educational standards
- 10 Not stimulating enough
- 11 Too much play
- 12 Lack of discipline
- 13 Rough and disruptive children
- 14 Bullying
- 15 Parking problems/ traffic safety problems/ access problems
- 16 Too expensive
- 17 Too many requests for money
- 18 Lack of communication with parents/ lack of feedback
- 19 Other

Multicoded, number of allowed choices : 10

if Bad='other' then

XBad

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

ALL NURSERY EDUCATION PROVIDERS:

EdQual

And would you describe the quality of the education provided by *Provider name* as ...READ OUT...

ONE CODE ONLY

- 1 ...excellent
- 2 ...very good
- 3 ...fairly good
- 4 ...not very good
- 5 ...or not at all good?

{If Nursery Education provider no longer used}

StopUse

You mentioned earlier that you stopped sending *child name* to *Provider name*.

Why was that? CODE ALL THAT APPLY

- 1 *Child name* started school
- 2 Change in family circumstances (new job/ moved house etc.)
- 3 Education was unsatisfactory
- 4 Care was unsatisfactory
- 5 Provision too expensive
- 6 Type of education no longer suitable for my child's age
- 7 Switched to different type of provider
- 8 Switched to better provider
- 9 Switched to cheaper/ free provider
- 10 Other reason

Multicoded, number of allowed choices : 4

if StopUse='other' then

XStopUs

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

IF NURSERY EDUCATION PROVIDER USED IN THE LAST WEEK:

Deleted: 71

IfFirst

Was *Provider name* your first choice of nursery education for *child name* for the times when you use(d) it?

- 1 Yes
- 2 No

if IfFirst='No' then

First

CARD B7

Please look at this card and say which best describes the place or person which was your first choice of nursery education for *child name*.

- 1 Nursery school,
- 2 Nursery class in a primary or infants' school,
- 3 Reception class in a primary or infants' school,
- 4 Special day school or nursery or unit for children with special educational needs,
- 5 Day nursery,
- 6 Pre-school/ playgroup,
- 14 Combined/Family centre
- 16 Other nursery education provider

{If nursery class or reception (if typepro[nid] in [nurcl,recep])}

StayOn

Will/Did *child name* stay at *Provider name* after reaching the age of five?

- 1 Yes
- 2 No

{If StayOn='Yes'}

InfDec

Was wanting to send *child name* to this infants' school from the age of five an important consideration in your decision to send *him/her* to this school for nursery education before the age of five?

- 1 Yes
- 2 No

{If child care provider (if typepro[nid] in [mother,childm,nanny,friend,othfam,othcc])}

Would you say that *Provider* only provides childcare for *child name* or would you say that it/she/he provides some nursery education as well?

- 1 Only provides childcare
- 2 Provides nursery education as well

BLOCK MULTI:

IF NO PROVIDERS USED:

TypWant

CARD C1

This card lists different types of nursery education and childcare. Types of nursery education are shown above the dotted line and types of childcare are shown below the dotted line. I would like to ask you whether you would like *child name* to have each of these types.

- 1 Continue

NEWant

CARD C1 again

Deleted: 71

Would you like *child name* to have any of the types of nursery education, that is those shown above the dotted line?

- 1 Yes
- 2 No
- 3 Not sure

{If NEWant='No' or 'Not sure'}

NoWantNE

Why is that?

PROBE FULLY AND RECORD VERBATIM

Text : Maximum 140 characters

CCWant

CARD C1 again

And would you like *child name* to have any of the types of childcare, that is those shown below the dotted line?

- 1 Yes
- 2 No
- 3 Not sure

{If CcWant='No' or 'Not sure'}

NoWantCC

Why is that?

PROBE FULLY AND RECORD VERBATIM

Text : Maximum 140 characters

NoNE

Why doesn't *child name* have any nursery education outside the home at the moment?

PROBE: What other reasons?

- 1 Local providers full/ could not get a place
- 2 Too expensive/ can't afford it/ other cost factors
- 3 Child too young for local providers
- 4 No local providers
- 5 Child dislikes/ is unhappy in nursery education
- 6 Prefer to look after child at home
- 7 Child not yet developed enough to benefit
- 8 Prefer to teach child myself
- 17 Other

Multicoded, number of allowed choices : 9

if NoNE='other' then

XNoNE

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

NoCC

And why doesn't *child name* have any childcare outside the home at the moment?

- 1 I want to look after my child myself
- 17 Other

Multicoded, number of allowed choices : 2

If NoCC='other' then

XNoCC

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

{Multiple providers}

IF MORE THAN ONE PROVIDER USED IN THE LAST WEEK:

Intromul

I would now like to ask you about the overall amount of nursery education or child care that you used (*last week / in the last week that you used any*).

Deleted: 71

You mentioned that you used READ OUT Providers used

1 Continue

WhyMult

Why did you use more than one place or person for nursery education or childcare for *child name* in that week?

PROBE: What other reasons?

- 1 Need more than one provider because I work/ study
- 2 To give child a variety of people/ environments/ activities
- 3 To give child a balance of social/ play and educational skills
- 4 To get child used to school/ education
- 5 The provider(s) do not offer enough sessions/ hours
- 6 Cost/ financial reasons
- 7 Child stayed on at old provider after starting new one
- 8 To meet/ keep in touch with other local parents/ children
- 9 Sibling goes to one of the providers
- 10 Other

Multicoded, number of allowed choices : 10

If WhyMult='other' then

XWhyMult

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

Multprob

Did you experience any problems because you used more than one place or person?

- 1 High cost
- 2 Transport problems
- 3 The different types of nursery education did not complement each other / did not go well together
- 4 No/None
- 7 Other

Multicoded, number of allowed choices : 3

If Multprob ='other' then

XMultPrb

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

Deleted: 71

{No Nursery Education providers but some child care}

WhyNoNE

CARD C1

This card lists different types of nursery education and childcare.

(Last week / In the last week that you used any) you used one or more of the types of childcare shown below the dotted line.

Why did you not use any of the types of nursery education shown above the dotted line?

PROBE: What other reasons?

<CTRL+END> FOR CODES

- 1 Local providers full/ could not get a place
- 2 Too expensive/ can't afford it/ other cost factors
- 3 Child too young for local providers
- 4 No local providers
- 5 Child dislikes/ is unhappy in nursery education
- 6 Prefer to look after child at home
- 7 Child not yet developed enough to benefit
- 8 Prefer to teach child myself
- 17 Other

Multicoded, number of allowed choices : 9

If WhyNoNE ='other' then

XWhyNo

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

{Partial Nursery Providers}

IF EDUCATION PROVIDER USED, BUT NOT EVERY DAY (Rising 5's, older 4's younger 4's and rising 4's only):

IntrPart

CARD C1

This card lists different types of nursery education and childcare. I would like you to think for a moment just about the types of nursery education which appear above the dotted line.

You mentioned that *child name* (currently goes to / used to go to)...

List of providers on Mon/Tue/Wed/Thu/Fri

- 1 Continue

WhyPart

Why did you not send *child name* to one of the types of places above the dotted line on every day of the week?

PROBE: What other reasons?

- 1 Cannot afford any more
- 2 Provider not flexible enough/ cannot accept child everyday
- 3 Could not get a state nursery place
- 4 Prefer to have child at home some of the time
- 5 Child is too young to go everyday
- 17 Other reasons

Multicoded, number of allowed choices : 6

If WhyPart ='other' then

XWhyPart

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

{Overall provision}

Deleted: 71

{Ask all}

IntrOver

CARD C2

The next few questions are about all the places that provide nursery education in your local area, that is the type of places shown on this card.

Please include as being in your local area any places that are near enough for you to be able to use them on a regular basis, regardless of whether or not you have used them.

1 Continue

{All currently attending nursery education}

HowFar

CARD .

Travelling by *TrTo* (e.g. car, but if *TrTo* = walk then 'foot') how far would you be willing to take/ send *Child name* for nursery education on a regular basis?

INTERVIEWER: IS YOUR ANSWER IN

1 Distance (miles)

2 Time (minutes)

{If (Howfar = distance)}

HowFaD

ENTER NUMBER OF MILES

Range: 0..997

{If (HowFar = time)}

HowFaT

ENTER NUMBER OF MINUTES

Range: 0..997

{If (HowFar = distance)}

LTime

How long would that journey take?

ENTER NUMBER OF MINUTES

Range: 0..997

{If (HowFar = time)}

LDist

How far would that be in miles?

ENTER NUMBER OF Miles

Range: 0..997

(Repeat HowFar to LDist for each different response to TrTo. If walk given twice (for different questions) only ask this set of questions once for TrTo.)

{ASK ALL}

NumPlace

CARD C2 again

Thinking about the overall number of places in your local area that provide nursery education, would you say that there are too many, about the right number or not enough?

1 Too many

2 About the right number

3 Not enough

Deleted: 71

If NumPlace='Not enough' then

WhyNotN

Why do you say that?

PROBE: What other reasons?

- 1 Providers always full/ trouble finding place
- 2 Not enough schools/ nursery education in general
- 3 Not enough local provision/ nearest too far away
- 4 Not enough choice of provision in general
- 5 No/ not enough state provision
- 6 Local providers don't offer enough hours/ days
- 7 Local providers don't take children young enough
- 8 Other

Multicoded, number of allowed choices : 8

If WhyNotN ='other' then

XWhyNotN

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

QualNE

CARD C3

And thinking about the overall quality of nursery education provided in your local area, how good would you say this is?

IF RESPONDENT HAS NOT USED NURSERY EDUCATION SAY: We are interested in your opinion even if you have not used nursery education

- 1 Excellent
- 2 Very good
- 3 Fairly good
- 4 Not very good
- 5 Not at all good

{If Nursery Education used in the last week}

AmountNE

I would like to ask you about the overall amount of nursery education that you currently use for *child name*.

Would you say that this amount of nursery education is about right, too much or too little for *child name*?

- 1 Too much
- 2 About the right amount
- 3 Too little

{If AmountNE='Too little'}

ExtraNE

If you were able to obtain extra nursery education from any place or person in your local area, would you choose one that you have used for *child name* before or would you choose a new one?

- 1 Choose one used before
- 2 Choose new place or person

{If ExtraNE='One used before'}

WhichBef

Which place or person that you have used for *child name* before would you choose?

- 1-10 List of providers already mentioned
- 17 Other

If WhichBef='other' then

XWhichBf

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

{If ExtraNE='New place or person'}

Deleted: 71

NewType

CARD C4

Which of the types of nursery education on this card best describes the type of new place you would choose for *child name*?

- 1 Nursery school
- 2 Nursery class in a primary or infants' school
- 3 Reception class in a primary or infants' school
- 4 Special Day School or Nursery or Unit for children with special educational needs
- 5 Day nursery
- 6 Pre-school/ playgroup
- 14 Combined/ Family Centre
- 17 Other

If NewType='other' then

XNewType

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

{If AmountNE='Too little'}

Whychoos

Why would you choose this type of place?

- 1 Most appropriate type of education for child's age
- 2 Child enjoys it there
- 3 I like it/ it's good/ it has a good reputation
- 4 Attached to our school of choice
- 5 Prepares child for school environment
- 6 It's local/ convenient
- 7 Offers suitable hours
- 9 Other

Multicoded, number of allowed choices : 4

If WhyChoos='other' then

XWhychoo

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

{Ask all}

TraRes

(Can I just check), overall, was your choice of places to send *child name* for nursery education restricted by the means of transport available to you?

- 1 Yes
- 2 No

CostCon

And, overall, was the amount of nursery education you arranged for *child name* restricted in any way by cost considerations?

- 1 Yes
- 2 No

InfoDec

Would you say that the amount of information you had available to help you to choose a place to send *child name* for nursery education was about right, too much or too little?

- 1 Too much
- 2 About the right amount
- 3 Too little

Enough

CARD D1

Now, thinking about the overall number of places or people in your local area that provide childcare, that is the types of places or people shown on this card, would you say that there are too many, about the right number or not enough?

- 1 Too many

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- 2 About the right number
- 3 Not enough

QualCC

CARD D2

And thinking about the overall quality of childcare provided in your local area, how good would you say this is?

IF RESPONDENT HAS NOT USED CHILDCARE SAY: We are interested in your opinion even if you have not used childcare.

- 1 Excellent
- 2 Very good
- 3 Fairly good
- 4 Not very good
- 5 Not at all good

BLOCK HOLIDAY:

{Ask all}

Holprov

CARD D3

Now we are interested in finding out about the nursery education or childcare *child name* received during the Summer holiday of 2000.

Thinking back to the school Summer holiday of 2000, that is the period between *holiday start date* and *holiday end date*, did *child name* receive any of these types of childcare or nursery education during the Summer holiday?

Please include any childcare or nursery education that you have already told me about which you continued to use in the Summer holiday.

(We are only talking about nursery education or child care in the daytime and during the week. We are not talking about arrangements for evenings or weekends)

USE CALENDAR TO HELP RESPONDENT LOCATE HOLIDAY DATES

IF REPONDENT SAYS THAT HOLIDAY DATES ARE DIFFERENT - EXPLAIN

'We only have time to think about the periods covered by the Local Authority holidays'

- 1 Yes
- 2 No

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{If HolProv=Yes then}

HolTyp

CARD D4

Which of these types of child care or nursery education did *child name* receive during the Summer holiday of 2000, that is the period between *holiday start date* and *holiday end date*? Please include any child care or nursery education that you have already told me about which you continued to use in the Summer holiday?

PROBE What others? CODE ALL THAT APPLY

(enter at most 15 codes)

- 1 Nursery school
 - 2 Nursery class in a primary or infants' school
 - 3 Reception class in a primary or infants' school
 - 4 Special day school or nursery or unit for children with special educational needs
 - 5 Day nursery
 - 6 Pre-school/ playgroup
 - 7 Mother and Toddler group
 - 8 Before/After School Club (including breakfast clubs)
 - 9 Holiday club/ holiday play scheme
 - 10 Childminder
 - 11 Nanny/au pair
 - 12 Friends/neighbours
 - 13 Other family members/relatives
 - 14 Combined/Family Centre
 - 17 Other provider SPECIFY UP TO 3 OTHERS
- Multicoded, number of allowed choices : 15

If HolTyp ='other' then

XHolTy1

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

Oth2

INTERVIEWER: ANY MORE OTHER ANSWERS TO ENTER?

- 1 Yes
- 2 No

If Oth2='Yes' then

XHolTy2

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

Oth3

INTERVIEWER: ANY MORE OTHER ANSWERS TO ENTER?

- 1 Yes
- 2 No

If Oth3='Yes' then

XHolTy3

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

Deleted: 71

{Ask OrgsH to SamProv for each Provider used during Summer holiday}

IF EDUCATION OR 'OTHER' AT Holtyp PROVIDER THEN

OrgsH

CARD D5

Which of the organisations on this list best describes who is/was responsible for providing the childcare or education at *Provider type*?

NOTE: ENTER ONE CODE ONLY - PRIORITY CODE

- 1 a Local Education Authority
- 2 a Local Authority social services department
- 3 a private/independent (fee-paying) school/organisation
- 4 a church or religious organisation
- 5 a community or voluntary organisation or charity
- 6 an employer
- 7 a childminder (registered or not registered)
- 17 Other

If OrgsH='other' then

XOrgsH

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

ALL SUMMER HOLIDAY PROVIDERS:

Numwk

For how many weeks during the Summer holiday, that is between *Holiday start date* and *Holiday end date*, did *child name* receive any childcare or nursery education from *Provider type*?

USE CALENDAR AGAIN IF DATES STILL NOT CLEAR

ENTER NUMBER OF WEEKS

Range : 1..12

Deleted: 71

Numday

For how many days in each of these weeks did *child name* receive childcare or nursery education from *Provider type*?

ENTER NUMBER OF DAYS (1-5)

INTERVIEWER NOTE: if used for different number of days in different weeks, take what they did in most weeks

Range : 1..5

Numhr

For how many hours in each of these days did *child name* receive childcare or nursery education from *Provider type*?

(Remember we are not talking about arrangements for the evening or weekends)

ENTER NUMBER OF HOURS - ROUND UP TO THE NEAREST HOUR

INTERVIEWER NOTE: if used for different number of hours on different days, take what they did on most days

IF LESS THAN HALF AN HOUR CODE AS 0

Range : 0..20

IF CHILDCARE PROVIDER THEN:

ChildPH

Did you pay any money for child care with/at *Provider type*?

- 1 Yes
- 2 No

IF EDUCATION PROVIDER THEN:

WhatPH

CARD D6

Did you pay any money for any of these at/with *Provider type* during the Summer holiday 2000? CODE ALL THAT APPLY

- 1 Education fees
- 2 Childcare fees
- 3 Refreshments/meals
- 4 Use of equipment and materials (including cooking ingredients)
- 5 Trips/outings
- 6 A donation to school fund/ building fund
- 7 Other
- 8 No, does not pay for anything

Multicoded, number of allowed choices : 8

If WhatPH='other' then

XWhatPH

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

{If Yes at ChildPyH or Codes 1-11 at WhatPyH}

AmPayH

Overall, how much did you pay for these things?

ENTER AMOUNT IN POUNDS AND PENCE

Range : 0.01..9999.70

Deleted: 71

PeriodH

What period of time did that cover?

- | | |
|---|--------------------|
| 1 | Hour |
| 2 | half day (session) |
| 3 | Day |
| 4 | Week |
| 5 | Month |
| 6 | Term |
| 7 | Year |
| 8 | One-off cost |

{If Summer holiday provider also used in Summer term and HolTyp= 1-6, 14}

SamPro

You said earlier that *child name* also received childcare or nursery education from *Provider type* during the Summer term in 2000.

Did *he/she* spend more time with/at *Provider type* during the Summer holiday than during the Summer term, or less time during the Summer holiday, or was the amount of time *child name* spent with/at *Provider type* about the same during the Summer holiday as during the Summer term?

- | | |
|---|---------------------------------|
| 1 | more time during Summer holiday |
| 2 | less time during Summer holiday |
| 3 | same amount of time |

{If not all Summer holiday providers have been used}

LikeProv

CARD D3 AGAIN

During the Summer holiday 2000, would you have liked *child name* to receive child care or nursery education from any of the (other) organisations or people on this list, if they had been available?

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

{If LikeProv=YES then}

WhichLk

CARD D4 AGAIN

Which of these (other) organisations or people would you have liked *child name* to receive childcare or nursery education from, if they had been available? CODE ALL THAT APPLY

- | | |
|----|---|
| 1 | Nursery school |
| 2 | Nursery class in a primary or infants' school |
| 3 | Reception class in a primary or infants' school |
| 4 | Special day school or nursery or unit for children with special educational needs |
| 5 | Day nursery |
| 6 | Pre-school / playgroup |
| 7 | Mother and Toddler group |
| 8 | Before/After school club (inc. breakfast clubs) |
| 9 | Holiday club/ Holiday Play scheme |
| 10 | Childminder |
| 11 | Nanny/au pair |
| 12 | Friends/neighbours |
| 13 | Other family members/relatives |
| 14 | Combined /Family Centre |

Multicoded, number of allowed choices : 14

Deleted: 71

{Ask for each Summer holiday provider would have liked to use (coded at WhchLk)}

WhyNot

**Why did *child name* not receive childcare or nursery education from
Provider type during the Summer holiday 2000?**

PROBE FULLY

- 1 None available
- 2 None for my child's age
- 3 They were closed for the school holidays
- 4 They were full
- 5 Too expensive/ could not afford them
- 17 Other reason

Multicoded, number of allowed choices : 6

If WhyNot='other' then

XWhyNot

INTERVIEWER: TYPE OTHER ANSWER

Text : Maximum 120 characters

{Ask all}

NumpIH

CARD D3 again

**Now, thinking about the overall number of places or people in your local area that provide
childcare or nursery education during the Summer holiday, that is the types of people or
places shown on this card, would you say that there are too many, about the right number,
or not enough?**

- 1 Too many
- 2 About the right number
- 3 Not enough

HolSatf

**Overall how satisfied would you say you were with the childcare/education arrangements for *child name*
during the Summer holiday in 2000?**

Were you...READ OUT

**IF RESPONDENT HAS NOT USED CHILDCARE/ EDUCATION ARRANGEMENTS SAY: We are
interested in your opinion even if you have not used any arrangements**

- 1 ...very satisfied
- 2 fairly satisfied
- 3 neither satisfied nor dissatisfied
- 4 fairly dissatisfied
- 5 very dissatisfied

HSWhy

Why do you say that?

PROBE: What other reasons?

- 1 Happy for child to be at home
- 2 Wasn't working so didn't need provision
- 3 I was happy with the activities I did with my child
- 4 Happy for child to be looked after by the current carer
- 5 Child was too young to need other provision
- 6 Other reason for being happy about the situation
- 7 There wasn't enough organised provision
- 8 I would have preferred not to look after my child all the time
- 9 Child didn't have enough stimulation / education
- 10 Wanted more provision but couldn't afford it
- 11 Didn't know what was available
- 12 Other reasons for dissatisfaction

If HSatWhy='6' or '12' then

XHSWhy

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 120 characters

BLOCK HHOLD:

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HHIntro

I would now like to ask for some details about yourself and your household.

1 Continue

RespSex

ENTER SEX OF RESPONDENT

- 1 Male
- 2 Female

RespAge

First, how old were you on your last birthday?

Range : 0..97 (Soft check for 1-17 and 61-97)

RespAct

CARD E1

Which of these things are you doing at present?

PRIORITY CODE

EXPLAIN IF NECESSARY: By Government Training Programme I mean Training For Work (if aged 16-20), Youth Training or a Work Trial

- 1 Working (30 or more hours per week)
- 2 Working (16-29 hours per week)
- 3 Working (less than 16 hours per week)
- 4 On a Government Training Programme
- 5 Unemployed and looking for work
- 6 Looking after the home and family
- 7 Retired
- 8 Student
- 17 Other

RespMain

Are you the main income earner in your household? By that I mean the person with the highest income from all sources?

NOTE: Count Benefits as income

- 1 Yes
- 2 No
- 3 Jointly with another household member

HHCheck1

Can I just check whether *child name* lives in the same household as you?

- 1 Yes
- 2 No

ChildRel

CARD E2

And what is *child name's* relationship to you? Just tell me the number from this card.

- 1 Natural or adopted son/daughter,
- 2 Step-son/daughter,
- 3 Foster son/daughter)
- 7 Other

If childrel='other' then

XChilRel

TYPE IN OTHER ANSWER

Text : Maximum 60 characters

{If child lives in same household as respondent (if hhcheck1='yes')}

NPeople

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Including yourself, how many people are there in your household? By your household I mean people who use the same living room as you or share at least one meal a day with you.

NOTE: Include all children/babies (including the selected child)
Range : 1..12 (Soft check for 11-12)

TABLE grid:

BLOCK Person:

{If the number of people in the household is greater than 2}
HName
(I have already asked about yourself and *Child name*.)
Can I have the first name of the (third/fourth....) person in your household?
Text : Maximum 15 characters

- {All except respondent}
RelRsp
What is the relationship of *Person name* to you?
- 1 Husband/wife/ partner
 - 2 Son/daughter (include adoptive)
 - 3 Step-son/step-daughter
 - 4 Foster son/daughter
 - 5 Son/daughter in-law
 - 6 Mother/father (inc. in-law)
 - 7 Brother/sister
 - 8 Other relative
 - 9 Other non-relative

- {All household members}
Sex
ENTER SEX OF *Person name* (ASK IF NECESSARY)
- 1 Male
 - 2 Female

Age
How old was *Person name* on his/her last birthday?
Range : 0..97 (If RelRsp=1 soft check if Age1-15)
(If RelRsp=2-4 soft check if Age <15 years less than Respage)
(If RelRsp=6 soft check if Age = or less than Respage)

{If age in [16..97]}

Act

CARD E1 again

Which of these things is *Person name* doing at present?

PRIORITY CODE

EXPLAIN IF NECESSARY: By Government Training Scheme I mean Training For Work (if aged 16-20), Youth Training or a Work Trial

- 1 Working (30 or more hours per week)
- 2 Working (16-29 hours per week)
- 3 Working (less than 16 hours per week)
- 4 On a Government Training Programme
- 5 Unemployed and looking for work
- 6 Looking after the home and family
- 7 Retired
- 8 Student
- 17 Other

{If respondent is not sole or main income earner}

Main

Is *Person name* the main income earner in your household? By main income earner I mean the person with the highest income from all sources.

- 1 Yes
- 2 No
- 3 Joint

BLOCK DEMO:

Marital

CARD F1

Which of these best describes your current position?

- 1 Married
- 2 Living with partner
- 3 Single
- 4 Divorced
- 5 Separated
- 6 Widowed
- 7 Other

If marital='other' then

Xmarital

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

Deleted: 74

{If child lives in same household as respondent (if hhold.hhcheck1=yes then)}

HHInc

CARD F2

Could you please give me the letter from this card for the group in which you would place all your annual household income from all sources, including benefits, before tax and other deductions?

- 1 D
- 2 E
- 3 G
- 4 H
- 5 J
- 6 K
- 7 L
- 8 M
- 9 P
- 10 Q
- 11 S

{If respondent is working (if hhold.respect in [ftwork,ptwork])}

RespJob1

What is the name or title of your job?

Text : Maximum 140 characters

RespJob2

What kind of work do you do most of the time?

IF RELEVANT, PROBE: What materials or equipment do you use?

Text : Maximum 140 characters

RespEmp

In that job, are you an employee or self-employed?

- 1 Employee
- 2 Self-employed

WorkHome

Do you work from home at all?

IF 'YES', PROBE: Is that all of the time, or just some of the time?

- 1 All of the time
- 2 Some of the time
- 3 No

{If RespEmp='Employee' then}

RespMan

Do you have managerial duties or are you supervising other employees at all?

- 1 Yes, managerial duties
- 2 Yes, supervisory
- 3 No, neither

NumWork

Including yourself, how many people work at the place where you work?

- 1 1 or 2
- 2 3-24
- 3 25-499
- 4 500+

{If RespEmp='Self-employed'}

NumEmp

Do you have others working for you?

IF YES: How many are paid employees?

- 1 No, none
- 2 Yes, 1-24
- 3 Yes, 25 or more

{If Not currently working}

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RespEver

Have you ever had a paid job?

- 1 Yes
- 2 No

{If RespEver='Yes'}

respjb1a

What was the name or title of the last paid job you had?

Text : Maximum 140 characters

respjb2a

What kind of work did you do most of the time?

IF RELEVANT, PROBE: What materials or equipment did you use?

Text : Maximum 140 characters

RespEmpa

In that job, were you an employee or self-employed?

- 1 Employee
- 2 Self-employed

{If RespEmpa='Employee'}

RespMana

Did you have managerial duties or were you supervising other employees at all?

- 1 Yes, managerial duties
- 2 Yes, supervisory
- 3 No

NumWorka

Including yourself, how many people were working at the place where you worked?

- 1 1 or 2
- 2 3-24
- 3 25-499
- 4 500+

{If RespEmpa='Self-employed'}

NumEmpa

Did you have others working for you?

IF YES: How many were paid employees?

- 1 No, none
- 2 Yes, 1-24
- 3 Yes, 25 or more

{Collect job details of main income earner if not respondent}

{If main income earner is in work}

MainJob1

What is the name or title of Main income earner's job?

Text : Maximum 140 characters

MainJob2

What kind of work does Main income earner do most of the time?

IF RELEVANT, PROBE: What materials or equipment does he/she use?

Text : Maximum 140 characters

MainEmp

In that job, is *Main income earner* an employee or self-employed?

- 1 Employee
- 2 Self-employed

MainHome

Does *Main income earner* work from home at all?

IF 'YES', PROBE: Is that all of the time, or just some of the time?

- 1 All of the time
- 2 Some of the time
- 3 No

{If MainEmp='Employee'}

MainMan

Does *Main income earner* have managerial duties or does *he/she* supervise other employees at all?

- 1 Yes, managerial duties
- 2 Yes, supervisory
- 3 No

MainWork

Including *Main income earner*, how many people work at the place where *he/she* works?

- 1 1 or 2
- 2 3-24
- 3 25-499
- 4 500+

{If MainEmp='Self-employed'}

MainNEmp

Does *Main income earner* have others working for him/her?

IF YES: How many are paid employees?

- 1 No, none
- 2 Yes, 1-24
- 3 Yes, 25 or more

{If main income earner is not in work}

MainEver

Has *Main income earner* ever had a paid job?

- 1 Yes
- 2 No

{If mainever=yes}

mainjb1a

What was the name or title of the last paid job *Main income earner* had?

Text : Maximum 140 characters

mainjb2a

What kind of work did *Main income earner* do most of the time?

IF RELEVANT, PROBE: What materials or equipment did *he/she* use?

Text : Maximum 140 characters

MainEmpa

In that job, was *Main income earner* an employee or self-employed?

- 1 Employee
- 2 Self-employed

{If MainEmpa='Employee'}

MainMana

Did Main income earner have managerial duties or was he/she supervising other employees at all?

- 1 Yes, managerial duties
- 2 Yes, supervisory
- 3 No

MainWrka

Including Main income earner, how many people were working at the place where he/she worked?

- 1 1 or 2
- 2 3-24
- 3 25-499
- 4 500+

{If MainEmpa='Self-employed'}

MainNEma

Did Main income earner have others working for him/her?

IF YES: How many were paid employees?

- 1 No, none
- 2 Yes, 1-24
- 3 Yes, 25 or more

{Ask all}

Tenure

Do you own or rent this property or do you live here under some other arrangement?

- 1 Own/have mortgage
- 2 Rent from Council
- 3 Rent privately
- 4 Rent from Housing Association
- 5 Bed and Breakfast
- 6 Living or staying with family or friends/ property belongs to family or friends
- 7 Associated with employment/comes with job
- 17 Other

If tenure='other' then

XTenure

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

AnyQual

CARD F3

Do you have any of the qualifications shown on this card?

- 1 Yes
- 2 No

{If AnyQual='Yes' then}

WhatQual

CARD F3 again

What is the number next to the highest one that you have passed?

Range : 1..7

{If spouse of respondent lives in household}

AnyQual2

CARD F3 AGAIN

Does Name of spouse have any of the qualifications shown on this card?

- 1 Yes
- 2 No

Deleted: 71

If AnyQual2='Yes' then

WhatQua2

CARD F3 AGAIN

What is the number next to the highest one that *Name of spouse* has passed?

Range : 1..7

{Ask all}

Ethnicity

CARD F4

Could you please tell me which of the groups on this card best describes child name?

- 1 White
- 2 Black-Caribbean
- 3 Black-African
- 4 Black-Other
- 5 Indian
- 6 Pakistani
- 7 Bangladeshi
- 8 Chinese
- 17 Other

Ethnicity

CARD F4 AGAIN

Could you please tell me which of the groups on this card best describes you?

- 1 White
- 2 Black-Caribbean
- 3 Black-African
- 4 Black-Other
- 5 Indian
- 6 Pakistani
- 7 Bangladeshi
- 8 Chinese
- 17 Other

{If spouse of respondent lives in household}

Ethnicity

CARD F4 AGAIN

Could you please tell me which of the groups on this card best describes name of spouse?

- 1 White
- 2 Black-Caribbean
- 3 Black-African
- 4 Black-Other
- 5 Indian
- 6 Pakistani
- 7 Bangladeshi
- 8 Chinese
- 17 Other

EngFirst

(Can I check), is English child name's first or main language?

- 1 Yes
- 2 No

EngFirst

(Can I check), is English your first or main language?

- 1 Yes
- 2 No

{If respondent's spouse lives in household}

EngFirst

(Can I check), is English name of spouse's first or main language?

- 1 Yes
- 2 No

Deleted: 71

{Ask all}

SpNeeds

Does *child name* have any special educational needs or other specialneeds?

IF YES PROBE: Does *he/she* have a 'statement of needs'?

- 1 No special needs
- 2 Yes, statemented
- 3 Yes, but not statemented

{If SpNeeds=Yes, statemented or Yes, but not statemented}

SpCause

CARD F5 Are these special educational needs or learning difficulties caused by any of the things shown on this card?

IF 'YES', PROMPT: Please say what

CODE ALL THAT APPLY

- 1 a physical disability
- 2 a problem with sight, hearing or speech
- 3 a mental disability
- 4 emotional or behavioural problems
- 5 a medical or health problem
- 6 difficulties with reading, writing, spelling or mathematics
- 17 Other

Multicoded, number of allowed choices : 6

If SpCause ='other' then

XSpCause

INTERVIEWER: TYPE IN OTHER ANSWER

Text : Maximum 80 characters

SpDiff

Did you have any difficulty getting a suitable nursery education or childcare place for *child name*, due to *his/her* special needs?

- 1 Yes
- 2 No

SpInfo

Have you received any information or advice about *child name's* special educational needs?

IF 'YES', PROMPT: From where did you obtain this information?

CODE ALL THAT APPLY

- 1 No - has not received any information or advice
- 2 a nursery education provider
- 3 a childcare provider
- 4 Local Education Authority
- 5 a family doctor
- 6 friends or relatives
- 17 Other

Multicoded, number of allowed choices : 6

Deleted: 71

{If education provider used during Summer, Autumn or Spring term}
ProvDet
We would like to contact the places you mentioned earlier as providing nursery education for *childname*, just to check what type of service they provide.

This will help us to build up a better picture of the types of nursery education that people use.

We will not ask the place any questions about you or your child, just about the type of nursery education they offer.

Could you please give me the telephone number and address of these places as I read them out. If you need to go and look up the details please do so.
1 Agreed to give details
2 Refused to give details

{If provdet=agree}
{Collect details of each education provider}

PrTel
Could I have the telephone number of *Provider name*?
Text : Maximum 15 characters

INTERVIEWER: IF NECESSARY, ASK RESPONDENT IF THE PHONE BOOK CAN BE CONSULTED

ProvAd

PLEASE ENTER THE ADDRESS INFORMATION FOR THIS PROVIDER IN ALL THE FOLLOWING FIELDS IF POSSIBLE.
INDICATE ANY ITEM WHICH IS NOT APPLICABLE BY ENTERING 'REFUSE'
IF THE POSTCODE IS NOT KNOWN YOU CAN LEAVE THAT OUT
1 Continue

PrAddA
ENTER HOUSE/ BUILDING NAME OR NUMBER

PrAddB
ENTER STREET NAME

PrAddC
ENTER LOCAL AREA/ VILLAGE NAME

PrAddD
ENTER TOWN/ CITY

PrAddE
ENTER COUNTY

PrPCA
ENTER FIRST PART OF POSTCODE
EG: FOR THE POSTCOCE ECIV OAX YOU WOULD ENTER ECIV AT THIS QUESTION

PrPCB
ENTER SECOND PART OF POSTCODE
EG: FOR THE POSTCOCE ECIV OAX YOU WOULD ENTER OAX AT THIS QUESTION

{Ask all}

Tel

Is there a telephone in your accommodation that can be used to receive and to make calls?

- 1 Yes
- 2 No

{If Tel=yes}

TelNum

A certain number of interviews on any survey are checked by a supervisor to make sure that people were satisfied with the way the interview was carried out. In case my supervisor needs to contact you it would be very helpful if we could have your telephone number.

INTERVIEWER: RECORD NUMBER ON ARF

- 1 Number given
- 2 Number refused

{Ask all}

Contact

We may want to talk to you again at some time in the future. Would you be willing to have another interview? Again, your replies would be treated in the strictest confidence.

- 1 Yes
- 2 Conditional yes
- 3 No

DoAdmin

PRESS <CTRL+ENTER> TO CONTINUE VIA ADMIN

0: Press <Ctrl+Enter> to continue

Thank

INTERVIEWER: THE INTERVIEW IS FINISHED
THANK THE RESPONDENT FOR THEIR CO-OPERATION
THEN ENTER '1' TO CONTINUE VIA ADMIN

- 1 Finish

AdmNote

Reminder/Note for opening menu. OPTIONAL.

IF NOTHING TO SAY, JUST PRESS <Enter>.

ENTER HERE ANY USEFUL DETAILS YOU WISH TO APPEAR ON THE OPENING MENU.

Text : Maximum 50 characters

Choice

INTERVIEWER: DO YOU NOW WANT TO:

.....RETURN TO THE MENU

OR ...FILL IN THE ADMIN DETAILS?

DO NOT SELECT ADMIN UNTIL YOU ARE READY TO PREPARE THIS
QUESTIONNAIRE FOR DESPATCH TO HEAD OFFICE

- 1 exit RETURN TO THE MENU
- 5 admin FILL IN THE ADMIN DETAILS - and prepare this questionnaire for despatch to Head Office

Deleted: 71

{If (choice = admin)}

TPhone

ENTER TELEPHONE NUMBER OF RESPONDENT

LEAVE BLANK IF YOU DO NOT HAVE THE RESPONDENT'S TELEPHONE NUMBER

Text : Maximum 12 characters

TNC

How many calls, in total, did you make at this address?

ENTER TOTAL NUMBER OF CALLS FROM ADDRESS RECORD FORM (ARF)

Range : 1..12

Outcome

ENTER FINAL OUTCOME FROM ADDRESS RECORD FORM (ARF)

1	Insuff	Insufficient address
2	NoTrace	Not traced
8	OthDead	Other address problem (DESCRIBE IN A NOTE)
10	AgeOut	Child's age out of scope
13	MoveOut	Moved out of area
14	ParMove	Parent moved - no follow-up address
22	NonCont	No contact with anyone at address
51	Full	Full interview achieved
52	Partial	Partial interview achieved
60	OptOut	Opt-out to National Centre office
61	POret	Opt-out letter returned by Post Office
70	RefOff	Refusal to National Centre office
71	NC5Calls	No contact eligible parent after 4+ calls
72	PersRef	Personal refusal by eligible parent
73	ProxyRef	Proxy refusal on behalf of eligible parent
74	BrokAppt	Broken appointment, no recontact
75	IllHome	Parent too ill (at home) to be interviewed
76	InHosp	Parent in hospital/away on holiday
77	Senile	Parent senile/incapacitated
78	PoorEng	Inadequate English
79	OtherNE	Other reason
81	ReAlloc	Re-allocated to another interviewer
82	RelssNC	Re-issue, not covered at final cut-off date

{If outcome in [nc5calls..otherne]}

ReasRef

ENTER REASONS FOR REFUSAL/NON-CONTACT FROM ARF (Q2/Q5)

Text : Maximum 100 characters

DiffInt

If a different interviewer called again in 2-3 weeks, how likely do you think it is that she would get an interview?

ENTER ANSWER FROM ARF (Q6)

1	Very likely
2	Likely
3	Possible
4	Unlikely
5	Very unlikely
6	Impossible to say

Deleted: 71

IntDone

HAVE YOU COMPLETED ALL POST-INTERVIEW CODING, CHECKING & NOTES? HAVE YOU COMPLETED THE RECORD OF PROVIDER DETAILS INCLUDING TELEPHONE NUMBER OR ADDRESS.
CODE `1' (Yes) SIGNALS THAT THIS HOUSEHOLD IS READY FOR TRANSMISSION TO HEAD OFFICE.
1 Yes, completed all coding, etc
2 Not yet

Info

INTERVIEWER: THAT COMPLETES THE ADMIN DETAILS : YOU SHOULD NOW...

...LEAVE THE QUESTIONNAIRE, by pressing <Enter>.

...if you need to RE-ENTER THE QUESTIONNAIRE, press <Ctrl + Enter>.

(Leave questionnaire)

Provider Address Label 1

Provider Details Label 2

(SN: 1-7
Card: 8-9
Batch: 10-14)

Notes:

Interviewer name:Interviewer number:(Intno: 15-18)

CALLS RECORD (Note all calls even if no reply)

TNC:

Call no	Date dd/mm	Day of week	Time (24hr clock)	Notes
1	/		:	
2	/		:	
3	/		:	
4	/		:	
5	/		:	
6	/		:	
7	/		:	

Survey of Parents of Young Children - Provider Questionnaire

ASK Good morning/afternoon. My name is _____ from the National Centre for Social Research. We are conducting a study for the Department for Education and Employment and as part of this are calling providers of 'early years' education services. We would like to ask a few quick questions so that we can classify the type of service you provide.
(If necessary: This study will report on what types of early years education parents use - it will not mention the names of any providers.)

Q.1 INTERVIEWER: DID YOU MAKE TELEPHONE CONTACT WITH THIS PROVIDER?

Yes, interview started	51 ASK Q.2	(19-20)
Yes, but they refused to speak to me	71	
No, no (correct) telephone number	72 END	
No, could not make contact (with the right person)	73	

Q.2 [take age from label 2 and tick box that applies]

I am going to read out a list. Please give me your answer when you have heard all the options. Which of the following best describes the service provided at this location for a child who is ... (21-28) (31-38) (41-48)
...three ...four ...five

Tick:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
READ OUT ALL CODES			
CODE ALL THAT APPLY			
... a nursery school,	01	01	01
a nursery class in a primary or infants' school,	02	02	02
a reception class in a primary or infants' school,	03	03	03
a special day school or nursery,	04	04	04
a day nursery,	05	05	05
a playgroup or pre-school,	06	06	06
a combined or family centre,	07	07	07
or, something else? (WRITE IN BELOW)	08	08	08

(We don't cater for this age)

09 09 09

If more than one coded per age/ column ->

All others go to Q3

Q.3 Which organisation is responsible for providing this service?

READ OUT IF NECESSARY (IF NOT COMPLETELY CLEAR) AND PRIORITY CODE ONE PER COLUMN

an employer	6	6	6
a community or voluntary organisation or charity	5	5	5
a church or religious organisation	4	4	4
a private or independent (fee-paying) school or organisation	3	3	3
a social services department of a local authority	2	2	2
a Local Education Authority	1	1	1
or some other organisation? (WRITE IN)	8	8	8
	(29-30)	(39-40)	(49-50)
	→ Q6	→ Q6	→ Q6

Deleted: 71

Q.4 IF MORE THAN ONE CODE AT Q2. TAKE AGE FROM LABEL 2 AND TICK BOX THAT APPLIES

Tick if 3 yrs: ☐

Tick if 4 yrs: ☐

And of those services you mentioned, which ones would be available for a...

- a) ..younger 3 year old?
b) ..and how about an older 3 year old?

- c) ..younger 4 year old?
d) ..and how about an older 4 year old?

IF NECESSARY, READ OUT LIST AGAIN CODE ALL THAT APPLY

- a nursery school,
a nursery class in a primary or infants' school,
a reception class in a primary or infants' school,
a special day school or nursery,
a day nursery,
a playgroup or pre-school,
a combined or family centre,
or, something else? (WRITE IN BELOW)

- | a)
younger | b)
older |
|---------------|-------------|
| 01 | 01 |
| 02 | 02 |
| 03 | 03 |
| 04 | 04 |
| 05 | 05 |
| 06 | 06 |
| 07 | 07 |
| 08 | 08 |

- | c)
younger | d)
older |
|---------------|-------------|
| 01 | 01 |
| 02 | 02 |
| 03 | 03 |
| 04 | 04 |
| 05 | 05 |
| 06 | 06 |
| 07 | 07 |
| 08 | 08 |

(We don't cater for this age)

09 09

09 09

Q.5 Which organisation is responsible for providing this service for a...

(51-54) (57-60)

(63-66) (69-72)

READ OUT IF NECESSARY (IF NOT COMPLETELY CLEAR) AND PRIORITY CODE ONE PER COLUMN

- a) ..younger 3 year old?
b) ..and how about an older 3 year old?

- c) ..younger 4 year old?
d) ..and how about an older 4 year old?

- an employer
a community or voluntary organisation or charity
a church or religious organisation
a private or independent (fee-paying) school or organisation
a social services department of a local authority
a Local Education Authority
other organisation (WRITE IN)

- | | |
|---|---|
| 6 | 6 |
| 5 | 5 |
| 4 | 4 |
| 3 | 3 |
| 2 | 2 |
| 1 | 1 |
| 8 | 8 |

- | | |
|---|---|
| 6 | 6 |
| 5 | 5 |
| 4 | 4 |
| 3 | 3 |
| 2 | 2 |
| 1 | 1 |
| 8 | 8 |

(55-56) (61-62)

(67-68) (73-74)

Q.6 Name of Respondent _____

Job title _____

IF NECESSARY, PROBE TO EXPLAIN ROLE

Deleted: 71

Deleted: 71