

# **Evaluation of the Graduate Leader Fund Technical report**

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This research report was commissioned before the new UK Government took office on 11 May 2010. As a result the content may not reflect current Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education.

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# Content

<b>1</b>	<b>Introduction .....</b>	<b>1</b>
1.1	Graduate Leader Fund policy background .....	1
1.2	The National Evaluation of the Graduate Leader Fund .....	1
1.3	Structure of this report.....	1
<b>2</b>	<b>The Impact Study .....</b>	<b>3</b>
2.1	Introduction.....	3
2.2	Baseline telephone survey & selection of the impact study sample .....	4
2.2.2	In summary .....	10
2.3	Impact study: data collection .....	10
2.3.1	Quality assessments.....	11
2.3.2	Inter-rater reliability .....	15
2.3.3	Data on characteristics of the staff, settings and rooms observed.....	16
2.4	Impact study: baseline descriptives.....	36
2.4.1	Staff characteristics .....	36
2.4.2	Setting characteristics.....	37
2.4.3	Characteristics of the rooms observed .....	37
2.5	Impact study: follow-up descriptives .....	39
2.5.1	Staff characteristics .....	39
2.5.2	Setting characteristics.....	40
2.5.3	Room characteristics .....	42
2.6	Impact study analysis: impact of gaining an EYP on change in quality over time .....	43
2.7	Impact study analysis: predictors of quality at baseline and at follow-up.....	50
2.7.1	Predictors of quality at baseline.....	51
2.7.2	Predictors of quality at follow-up.....	54
2.7.3	Regression tables (baseline) .....	57
2.7.4	Regression tables (follow-up) .....	63
<b>3</b>	<b>Qualitative Case Studies .....</b>	<b>66</b>
3.1	Methodology .....	66
3.2	Sample design .....	66
3.3	Recruitment.....	67
3.4	Fieldwork.....	67
3.5	Analysis .....	68
3.6	Recruiting settings for the impact case studies .....	69
3.7	Interview topic guide.....	79
3.8	Parents self-completion questionnaire .....	87
3.9	Thematic framework.....	94
	<b>References .....</b>	<b>96</b>

## Tables

Table 2.1	Number of registered places .....	7
Table 2.2	Number of children attending in typical term time week .....	7
Table 2.3	Number of staff.....	8
Table 2.4	Whether graduate employed in setting (level 5 or above) .....	8
Table 2.5	Heard of GLF .....	9
Table 2.6	Applied for GLF .....	9

Table 2.7	Mean baseline reliability statistics for paired observations with 'gold standard' .....	16
Table 2.8	Mean follow up reliability statistics for paired observations with 'gold standard'.....	16
Table 2.9	Setting questionnaire.....	32
Table 2.10	Qualification questionnaire .....	34
Table 2.11	Data on rooms observed collected during quality observations .....	35
Table 2.12	Presence of graduate or qualified teacher on staff (n=323) .....	36
Table 2.13	Staff characteristics .....	36
Table 2.14	Characteristics of the setting .....	37
Table 2.15	Highest number of children present during observation .....	37
Table 2.16	No. of children per childcare staff member in the room (ratio).....	38
Table 2.17	Proportion of children on register aged under 3 years and over 4 years (%) .....	38
Table 2.18	Number of rooms catering for children with Special Educational Need (SEN). .....	39
Table 2.19	Characteristics of the staff teams .....	40
Table 2.20	Number of recent changes (n= 238).....	40
Table 2.21	Private versus not for profit (n= 238).....	41
Table 2.22	Characteristics of setting staff and populations served .....	41
Table 2.23	Highest number of children present during observation .....	42
Table 2.24	Staff to child ratio .....	42
Table 2.25	Proportion of children on the register aged over 2 and under 3 years.....	43
Table 2.26	Comparison A: ECERS-R and ECERS-E match.....	48
Table 2.27	Comparison A: ITERS-R match .....	49
Table 2.28	Comparison B: ECERS-R AND ECERS-E match .....	49
Table 2.29	Comparison B: ITERS-R match .....	50
Table 2.30	Variables added, changed or excluded at follow up .....	56
Table 2.31	Predictors of quality at baseline for the 30 month to 5 years age range as measured by the ECERS-R (multiple regression).....	57
Table 2.32	Predictors of quality at baseline for the 30 month to 5 years age range as measured by the ECERS-R (multiple regression).....	58
Table 2.33	Predictors of curricular quality at baseline for the 3 to 5 years age range as measured by the ECERS-E (multiple regression).....	59
Table 2.34	Predictors of curricular quality at baseline for the 3 to 5 years age range as measured by the ECERS-E (multiple regression).....	60
Table 2.35	Predictors of quality at baseline for the birth to 30 month age range as measured by the ITERS-R (multiple regression) .....	61
Table 2.36	Predictors of quality at baseline for the birth to 30 month age range as measured by the ITERS-R (multiple regression) .....	62
Table 2.37	Predictors of pre-school quality at follow-up as measured by the ECERS-R (multiple regression)63	
Table 2.38	Predictors of curricular quality at follow-up for the pre-school age range, as measured by the ECERS-E (multiple regression).....	64
Table 2.39	Predictors of quality at follow-up for the birth to 30 month age range as measured by the ITERS-R (multiple regression) .....	65

## Figures

Figure.1	Elements of the evaluation design and reporting details .....	2
Figure 2.1	Leadership change scenarios to be tested in the impact study .....	3
Figure 2.2	Overview of the Subscales and Items of the ITERS-R (Harms, Cryer, & Clifford, 2003).....	13
Figure 2.3	Overview of the Subscales and Items of the ECERS-R (Harms, Clifford, & Cryer, 2005) .....	14
Figure 2.4	Overview of the Subscales and Items of the ECERS-E (Sylva, Siraj-Blatchford, & Taggart, 2003)15	
Figure 2.5	The mean number of children per staff member for the infant/toddler and preschool rooms (n= 238) .....	43
Figure 2.6	Leadership change scenarios tested in the impact study .....	44
Figure 2.7	Baseline regression model: predictors of quality at baseline.....	53
Figure 2.8	The follow-up regression model: possible predictors of childcare quality.....	55

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# 1 Introduction

## 1.1 Graduate Leader Fund policy background

Since 2006 the government has provided funding through the Transformation Fund (TF) to help professionalise the early years workforce and to deliver the Ten Year Strategy for Childcare. The aims of the TF were based on evidence highlighting the relationship between qualifications and the quality of early years provision, as well as differences in quality between the maintained and the private, voluntary and independent (PVI) sector (Siraj-Blatchford et al., 2006; Sylva et al., 2003; Taggart et al., 2003). A total of £250 million was made available for local authorities (LAs) to develop a graduate-led workforce within the PVI sector.

In August 2007 the TF was replaced by the Graduate Leader Fund (GLF), which provided a further £305 million in funding between April 2008 and March 2011. The GLF supports all full day care PVI sector providers in employing a graduate or **Early Years Professional (EYP)** by 2015, to lead practice across the Early Years Foundation Stage (EYFS). The role of these graduate leaders is to support and mentor others, as well as to model skills and good practice to secure high quality provision. From April 2011 LAs have been funding support for EYPs in PVI settings through the Early Intervention Grant.

## 1.2 The National Evaluation of the Graduate Leader Fund

In June 2007, the (former) Department for Education and Skills (DfES)<sup>1</sup> commissioned a consortium of researchers from the National Centre for Social Research (NatCen), the University of Oxford and the Institute of Education (University of London) to undertake an evaluation of the TF. The aims and design of the evaluation were revised in August 2007 to reflect the policy transition from the TF to the GLF. The main aim of the evaluation was to **assess the implementation of the Graduate Leader Fund and its impact on the quality of early years provision in the PVI sector**. All components of the evaluation are summarised in Figure 1.1, along with details of where each element is reported.

## 1.3 Structure of this report

This Technical Report is designed to supplement the Final Report for the main evaluation (Mathers et al., 2011). It provides technical details on the design, conduct and analysis of the impact study and qualitative case studies, and has the following structure:

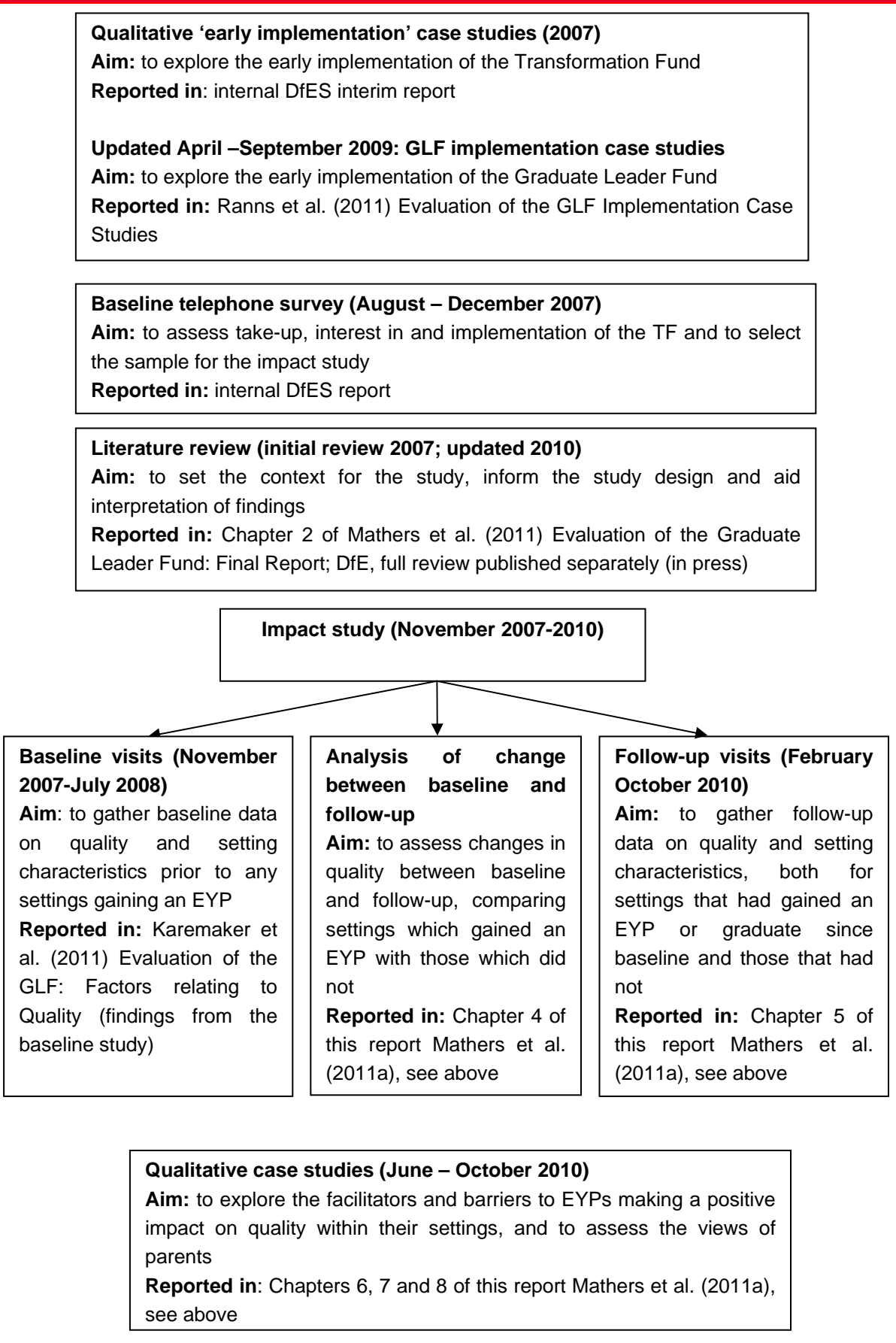
- Chapter 2 describes the design, conduct and analysis of the impact study
- Chapter 3 describes the design, conduct and analysis of the qualitative case studies.

The main study findings are reported in the Final Report.

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<sup>1</sup> Most recently Department for Children, Schools and Families (DCSF) and since May 2010 the Department for Education (DfE).

**Figure.1 Elements of the evaluation design and reporting details**



## 2 The Impact Study

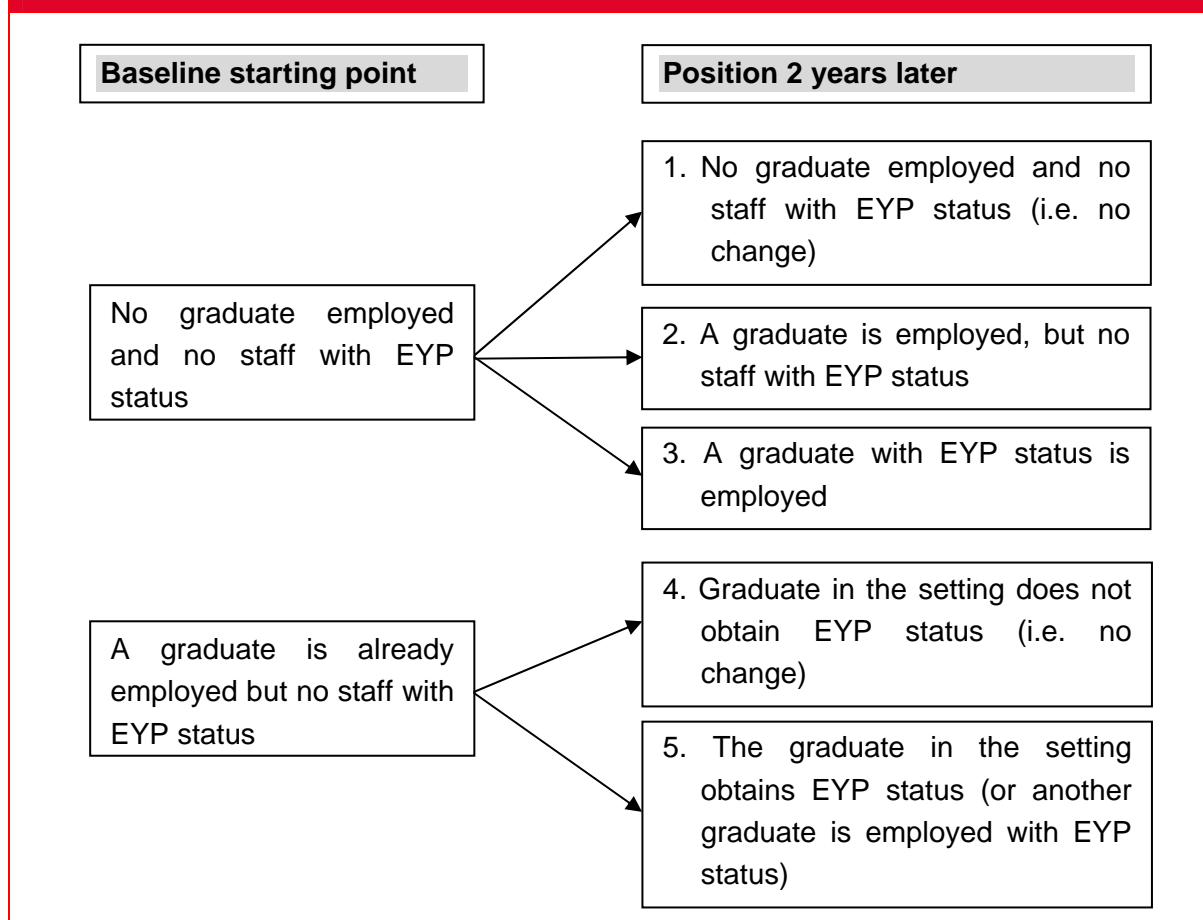
### 2.1 Introduction

At the heart of the GLF evaluation was the impact study, which aimed to identify the impact of Early Years Professional Status (EYPS) on quality – both at a single time-point, and the impact of gaining a graduate or an EYP on change in quality over time. It was designed to answer two questions:

- Does having an Early Years Professional improve quality?
- If so, which aspects of practice (and of quality) are most closely associated with EYP status?

The impact study explored the impact of EYPS by comparing settings which changed their leadership status during the course of the study with settings that did not. Data were collected from a sample of PVI settings visited at two time-points (Nov 2007-July 2008 and Feb-Oct 2010), with approximately two years between the baseline and follow-up assessments. Figure 2.1 provides an overview of the leadership trajectories explored.

**Figure 2.1 Leadership change scenarios to be tested in the impact study**



This chapter describes the design, conduct and analysis of the impact study carried out by the University of Oxford, including copies of the questionnaires and supplementary materials used.

## 2.2 Baseline telephone survey & selection of the impact study sample

The impact study sample was selected from settings that took part in a baseline telephone interview, conducted by NatCen between August and December 2007. A sample of 5,140 full daycare settings was drawn from Ofsted records using a stratified random sample.

The initial focus of the baseline study was to look at take up, interest in and implementation of the Transformation Fund (TF), with a focus on the Quality Premium (QP), the Recruitment Incentive (RI) and the Home Grown Graduate Initiative (HGGI)<sup>2</sup>. Funding under these strands of the TF was not available for all full day care settings. In order to be eligible for TF, settings had to:

- be in the private, voluntary or independent sector
- provide full day care (sessions of at least four hours a day)
- be open for 38 weeks or more a year
- have at least 20 registered places
- have fees of no more than £175 a week
- have a satisfactory or better Ofsted report.

Initially, therefore, the survey had to identify settings that met these criteria and so the sample of settings selected for the baseline study was asked four screening questions to determine eligibility for the main interview<sup>3</sup>:

- number of registered places
- weeks open per year
- whether provided full day care for children under 5
- ownership.

In total, 4420<sup>4</sup> nurseries were screened, and 79 per cent (3489) fulfilled all four criteria, and completed the full interview. Twenty one per cent (931) of these settings were not eligible for the baseline interviews:

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<sup>2</sup> *Quality Premium (QP)*: funding to reward settings where staff achieve EYPS, used to improve the delivery of the EYFS (through staff training or purchase of resources) and to assist settings in retaining an EYP.

*Recruitment Incentive (RI)*: funding to enable settings to recruit an EYP or graduate who could take up EYP training, to be used to cover recruitment and salary costs.

*Home Grown Graduate Incentive (HGGI)*: funding for existing staff within settings to train up to graduate or EYP level, paid in addition to course fees, for example to enable settings to pay for staff cover.

<sup>3</sup> In addition, to apply for TF, nurseries had to satisfy two further criteria not asked about in the survey (fees of no more than £175 a week and a satisfactory or better Ofsted report),

<sup>4</sup> Of the 5,140 settings provided to the research team 104 were ineligible due to the setting being closed or duplicated on the sample are further 616 did not take part in the screening exercise because of refusal to participate, the research team being unable to make contact or other reasons.



- eight per cent had fewer than 20 places (this requirement was dropped later in the fieldwork period, as the GLF had no such limitation)
- five per cent were open for fewer than 38 weeks a year
- five per cent did not provide full daycare for children under five
- 11 per cent were run by the local authority.

Therefore, the settings interviewed at the baseline survey were representative of settings eligible for the main graduate strands of the TF. This means that the baseline sample cannot be taken as representative of all full day care settings.

Following the baseline interview, settings were selected for the impact study. The aim of the impact study was to assess whether increasing the qualifications of staff (to EYPS or degree level) leads to better quality childcare. We wanted to make sure that we did not just compare over time those settings that were motivated to improve staff qualifications with those that did not have this motivation, as this could lead to other factors impacting on quality.

Therefore, we wanted to select settings for the impact study that had both room to improve qualification levels (either from graduate level to EYP or from non-graduate level to graduate) and the motivation to do so. Motivation was assessed in two ways depending on whether the setting was interviewed while the TF still existed or when GLF had been announced:

### **Selection for impact study when TF was still running**

- 62 per cent of baseline settings did not have a graduate:  
Selected for Impact Study if:
  - Setting already on a Home Grown Graduate Incentive (HGGI) strand (in process of training up a member of staff)
  - Intending to apply for Recruitment Incentive (RI) (intending to take on a graduate)
- 38 per cent of baseline settings already had a graduate:  
Selected for Impact Study if:
  - Intending to apply for Quality Premium (QP) (interest in improving quality)

### **Selection for impact study when GLF announced**

- 62 per cent did not have a graduate
  - Settings interested in gaining a graduate<sup>5</sup> were selected for the Impact Study.
- 14 per cent had graduate, but no EYP
  - Settings interested in gaining an EYP<sup>6</sup> were selected for the Impact Study.

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<sup>5</sup> Motivation was indicated by taking up or intending to take up one of the TF strands (whilst this was running), or by stating that they were interested in gaining a graduate/EYP (when GLF was announced).

<sup>6</sup> See footnote 4.

- o 14 per cent of the settings had an EYP (cannot increase qualification level, so these settings were not eligible for study)

All those selected for the impact study had also agreed to being re-contacted. The impact study sample was designed to include around half graduate and half non graduate settings. Where there were more settings than needed which met the selection criteria in a given group, we randomly sampled those to be included (using a systematic approach, taking every nth setting from a random start point).

In total, 573 settings were selected for the impact study and passed to Oxford University for quality assessments. 327 settings were visited and had a full quality assessment. Four of these were found to already have an EYP and so were dropped from the sample, leaving 323 eligible cases that had a quality assessment. These 323 cases that had a full quality assessment are intentionally not representative of all full day care settings, since they were selected to answer the specific research questions for this study. They are all PVI settings with more than 20 registered places, and open for at least 38 weeks a year. Settings with graduates are over-represented, and settings with EYPs are excluded. They are also settings that are motivated to improve the qualifications of their staff. Therefore, comparisons with other studies need to be treated with caution.

In order to illustrate the differences between the impact study sample and all full day care providers, we have looked at some comparative data. The tables below show how the impact study sample compares with the Childcare and Early Years Provider Survey 2008<sup>7</sup> for some standard variables. Only full day care settings from the Childcare and Early Years Providers survey 2008 have been included, and the tables split out the results for those in the private and voluntary sector<sup>8</sup>.

The initial tables use results based on all 323 settings that had a quality assessment. The tables that look at GLF take up have used information from the interim telephone survey and so are based on 298 settings.

It should be noted that these surveys all took place at different times, and therefore some variables (such as take up of GLF) will be affected by this (take up of GLF would be expected to increase over time). The timing of each survey was as follows:

- |  |                        |
|--|------------------------|
| o GLF baseline survey                        | August – December 2007 |
| o Childcare and Early Years Providers Survey | April – October 2008   |
| o GLF interim survey                         | April – May 2009       |

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<sup>7</sup> Childcare and Early Years Providers Survey 2008. Phillips, Norden, McGinigal, & Cooper. BMRB Social Research. DCSF Research Report DCSF-RR164 [http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR164\(R\).pdf](http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR164(R).pdf)

<sup>8</sup> Full day care settings that gave their ownership as Local Authority, joint with Local Authority, School or College were excluded from the PVI analysis.

**Table 2.1 Number of registered places**

	<b>Impact Study</b>	<b>Childcare and Early Years Providers 2008 (Full day care)</b>		
	(%)	Private and voluntary sector settings (%)	LA/School settings (%)	TOTAL (%)
1 to 9		1	1	1
10 to 19	2*	6	5	6
20 to 29	22	26	20	26
30 to 39	19	18	20	18
40 to 49	18	14	17	15
50 or more	39	35	36	35
Don't know	1	0	2	0
<b>Mean number of places</b>	<b>48</b>	<b>45</b>	<b>43</b>	<b>45</b>
<i>Unweighted bases (settings)</i>	323	1804	210	2005

Settings with fewer than 20 places were initially excluded from the Impact study, as only settings with 20 or more places could apply for the Transformation Fund. With the change to the GLF, this criteria was removed, and so those surveyed later in the baseline survey were included if they had fewer than 20 places.

**Table 2.2 Number of children attending in typical term time week**

	<b>Impact Study</b>	<b>Childcare Providers 2008 (Full day care)</b>		
	(%)	Private and voluntary sector settings (%)	LA/School settings (%)	TOTAL (%)
1 to 9	0	0	2	1
10 to 19	4	4	7	4
20 to 29	7	8	13	9
30 to 39	14	15	11	14
40 to 49	15	14	18	14
50 or more	57	58	48	57
Don't know	2	1	2	1
<b>Mean number of children</b>	<b>63</b>	<b>65</b>	<b>55</b>	<b>64</b>
<i>Unweighted bases (settings)</i>	323	1804	210	2005

**Table 2.3 Number of staff**

	<b>Impact Study</b>	<b>Childcare Providers 2008 (Full day care)</b>		
	(%)	Private and voluntary sector settings (%)	LA/School settings (%)	TOTAL (%)
1 to 5	11	15	17	15
5 to 10	36	38	35	38
11 to 15	26	23	28	24
16 to 20	14	13	11	13
21 or more	13	11	8	10
<i>Unweighted bases (settings)</i>	323	1804	210	2005

**Table 2.4 Whether graduate employed in setting (level 5 or above)**

	<b>Impact Study</b>	<b>Childcare Providers 2008 (Full day care)</b>		
	(%)	Private and voluntary sector settings (%)	LA/School settings (%)	TOTAL (%)
No graduate in setting	46	72	58	71
Graduate in setting	54	23	38	24
Don't know/other type of qual	-	5	4	5
<i>Unweighted bases (settings)</i>	323	1804	210	2005

These tables show that whilst the impact study settings are not actually that different to all private and voluntary sector full day care settings in terms of size, the settings in the impact study are far more likely to have employed a graduate (which was, for this purpose, defined as a level five qualification or above, and so included the Early Years Foundation Degree)<sup>9</sup>. This was a specific feature of the impact study design, as we wanted to be able to assess the improvement in quality in settings that move from employing a graduate leader to an EYP leader.

The following tables look at take up and awareness of the GLF. The figures for the impact study sample are based on findings from the interim survey which took place a year after the Childcare Providers' survey. The tables show that settings in the impact study sample were far more likely to have both heard of the GLF and applied for it, as compared with private and voluntary sector full day care settings. However, it is not possible to say at this stage whether this is due to the nature of the impact study sample, or the fact that the GLF had been in existence for longer by the time interviews were conducted in the impact study.

<sup>9</sup> Later impact study analysis carried out by the University of Oxford used level 6 as the criterion for 'graduate status'. Therefore there may be some differences in the sample descriptives.

**Table 2.5 Heard of GLF**

	Impact Study	Childcare Providers 2008 (Full day care)		
	(%)	Private and voluntary sector settings (%)	LA/School settings (%)	TOTAL (%)
Yes	95	79	70	78
No	5	20	28	21
Don't know	0	0	2	1
<i>Unweighted bases (settings)</i>	298	1804	210	2005

**Table 2.6 Applied for GLF***Base: Settings that have heard of GLF*

	Impact Study	Childcare Providers 2008 (Full day care)		
	(%)	Private and voluntary sector settings (%)	LA/School settings (%)	TOTAL (%)
Yes	57	42	30	41
No	40	56	65	57
Don't know	2	2	5	3
<i>Unweighted bases (settings)</i>	283	1431	141	1572

Tables 2.1 to 2.6 show the characteristics of the 323 setting in the sample at the baseline stage, as assessed by the initial baseline telephone survey (which was used to select the sample). Section 2.3 reports on the data collection methods used during the baseline quality assessments and Section 2.4 presents the characteristics of the same 323 settings, using data collected at the baseline visits.

Follow-up assessments took place in 254 of the sample settings between February and October 2010<sup>10</sup>. By this stage, 100 had a member of staff with a relevant Honours (Level 6) degree and 38 settings had an EYP in place<sup>11</sup>. Section 2.5 presents the characteristics of the sample at the follow-up stage, using data gathered during the follow-up quality assessment visits.

In order to attribute a possible change in quality to the presence of an EYP, it was important to ensure that the EYP in question had been in place for long enough to implement changes. Therefore, we only used settings in which the EYP had been in place for 6 months or more at the time of the follow-up observation. There were 32 settings in which the EYP had held their status for 6 months or longer (the longest any EYP had

<sup>10</sup> 10.5 per cent of the settings did not consent to participate in the follow-up and a further 10.8 per cent of the settings were not visited because they did not have an EYP at follow-up and no further settings in this group were required.

<sup>11</sup> Estimates of EYP numbers at the interim stage were higher (an internal interim survey in 2009 was carried out to provide an early indication of changes in qualification levels). However, it took practitioners working towards EYPS longer than they estimated when asked at the interim stage to gain their status, thus reducing the potential sample size at follow-up.

been in post was 24 months). A total of 6 EYP settings were not included in the analysis, on the basis that the EYP had not been in post long enough to effect change. A further 10 settings were excluded from the analysis due to missing data on qualifications at follow-up<sup>12</sup>. The final sample size at follow-up was therefore 238 settings. More detail on the characteristics of the sample at follow up is provided in Section 2.5.

### **2.2.2 In summary**

The sample was selected to have the greatest chance of improving qualifications to graduate level or EYP status between the baseline and follow up assessments. As such, it is *not* fully representative of full day care settings in the private, voluntary and independent sector. As specified by the design, the impact study settings were unrepresentative in terms of qualifications: at baseline, settings with EYPs were excluded from the impact study sample so that 0 per cent had an EYP. One aim of the impact study was to select equal numbers of settings with and without a degree and at baseline, 54 per cent of settings had a graduate on their staff, compared with a national figure of 23 per cent. A further requirement of the impact sample was that settings had reported an interested in gaining a graduate / EYP on their staff. These differences between the sample and wider full day care settings were an inherent part of the research design and enabled changes to be measured. For other characteristics of the sample settings, there were some similarities when the sample was compared to national figures from the Childcare Provider Survey 2008. The samples were similar in terms of number of registered places and children attending in an average week, and the GLF sample was only slightly larger in terms of the number of paid childcare staff.

## **2.3 Impact study: data collection**

In total, 323<sup>13</sup> settings had a baseline quality assessment carried out between November 2007 and July 2008 by the University of Oxford (reported in Karemaker et al., 2011). At this time-point, none of the settings had an EYP in place. Follow-up assessments took place in 254 of the sample settings between February and October 2010. At each time-point, data were gathered on the status/ qualifications of staff working across the whole setting, and quality was assessed using three observational rating scales. Additional data was also gathered on other characteristics of the staff, as well as characteristics of the settings and rooms observed. Within this section:

- Section 2.3.1 provides details of the quality assessments
- Section 2.3.2 presents data on the inter-rater reliability for the quality assessments
- Section 2.3.3 presents details of how data were gathered on staff, setting and room characteristics

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<sup>12</sup> It was not possible determine whether these settings had an EYP.

<sup>13</sup> In fact, all 327 settings selected for the impact study had a baseline assessment carried out. However, four had an EYP and were therefore removed from the sample.

### 2.3.1 Quality assessments

Quality of provision in the sample settings was assessed using the:

- Infant-Toddler Environment Rating Scale (**ITERS-R**; Harms, Cryer, & Clifford, 2003)
- Early Childhood Environment Rating Scale (**ECERS-R**; Harms, Clifford, & Cryer, 2005),
- Early Childhood Environment Rating Scale Extension (**ECERS-E**; Sylva, Siraj-Blatchford, & Taggart, 2003).

The ECERS-R is a quality assessment tool, originally developed in the US but now used in many countries around the world for research and developing practice. It has had input from many researchers and practitioners over the years and provides a measurable 'profile' of quality in early years settings across a number of different dimensions of quality. The scale has been shown in many different research studies (both in the UK and elsewhere) to be a reliable and valid measure of quality, and to be strongly related to children's developmental outcomes<sup>14</sup>.

The ECERS-R consists of the following subscales, all of which relate to the quality of the staff-child interactions and support for children's developing skills:

- *Space and furnishings* (e.g. furniture for play and learning, display for children);
- *Personal care routines* (e.g. health and safety practices, hygiene, mealtimes);
- *Language and reasoning* (e.g. supporting children's developing communication);
- *Activities* (e.g. fine motor activities, sand and water play);
- *Interactions* (e.g. supervision, staff-child interactions and peer interactions);
- *Program structure* (e.g. the balance between child initiated and adult directed play);
- *Parents and staff* (e.g. provision for personal and professional needs of staff, partnership with parents).

The first 6 subscales relate to childcare quality. The 7<sup>th</sup> subscale considers the extent to which settings work in partnership with parents as well as their provision for staff members.

Scores for each item range from inadequate (1) through to minimal (3), good (5) and excellent (7). An overall childcare quality score was calculated for each setting, representing the mean of items across subscales. There are clear rules for giving even numbered scores between the 'anchored' criteria for the odd numbers. Observers complete items and assign scores by rating specific statements or 'indicators' of quality.

The ECERS-E, which is the extension to the ECERS-R, supplements the broad and balanced focus of the ECERS-R by providing more curricular focus. Its subscales contain supplementary items covering four specific aspects of learning and development:

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<sup>14</sup> Sylva et al. (2004), Burchinal et al. (2002), Pesiner-Feinberg & Burchinal (1997).

- *Literacy* (e.g. opportunities for emergent writing, letters and sounds).
- *Mathematics* (e.g. number, sorting and matching).
- *Science and Environment* (e.g. supporting children's scientific and critical thinking, understanding of the natural and physical world).
- *Diversity* (e.g. planning for children's individual learning needs, valuing and respecting other cultures, gender diversity).

The scale was explicitly designed to assess staff support for children's developing language and reasoning skills – an area in which the ECERS-R has been criticised as lacking rigour. The scoring system is identical to the ECERS-R, with scores ranging from 1 to 7.

The ITERS-R is a partner scale to the ECERS-R. Though identical in structure, the ITERS-R is designed to assess centre-based childcare provision for infants and toddlers up to 30 months of age. As with the ECERS scales items are scored on a scale of 1 to 7. The scale consists of 39 items organised into seven subscales, each measuring a different dimension of quality:

- *Space and furnishings* (e.g. furniture for play and learning, display for children)
- *Personal care routines* (e.g. health and safety practices, meal times)
- *Listening and talking* (e.g. supporting children's language development)
- *Activities* (e.g. fine motor activities, sand and water play)
- *Interaction* (e.g. staff-child and peer interactions)
- *Program structure* (e.g. the balance between child initiated and adult directed play)
- *Parents and staff* (e.g. provision for personal and professional needs of staff, partnership for parents)



**Figure 2.2 Overview of the Subscales and Items of the ITERS-R (Harms, Cryer, & Clifford, 2003)**

<p><b>Space and Furnishings</b></p> <ul style="list-style-type: none"> <li>• Indoor space</li> <li>• Furniture for routine care and play</li> <li>• Provision for relaxation and comfort</li> <li>• Room arrangement</li> <li>• Display for children</li> </ul> <p><b>Personal Care Routines</b></p> <ul style="list-style-type: none"> <li>• Greeting/departing</li> <li>• Meals/snacks</li> <li>• Nap</li> <li>• Diapering/toileting</li> <li>• Health practices</li> <li>• Safety practices</li> </ul> <p><b>Listening and Talking</b></p> <ul style="list-style-type: none"> <li>• Helping children understand language</li> <li>• Helping children use language</li> <li>• Using books</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Fine motor</li> <li>• Active physical play</li> <li>• Art</li> <li>• Music and movement</li> <li>• Blocks</li> <li>• Dramatic play</li> <li>• Sand and water play</li> <li>• Nature/science</li> <li>• Use of TV, video and/or computer</li> <li>• Promoting acceptance of diversity</li> </ul>	<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• Supervision of play and learning</li> <li>• Peer interaction</li> <li>• Staff-child interaction</li> <li>• Discipline</li> </ul> <p><b>Program Structure</b></p> <ul style="list-style-type: none"> <li>• Schedule</li> <li>• Free play</li> <li>• Group play activities</li> <li>• Provisions for children with disabilities</li> </ul> <p><b>Parents and Staff</b></p> <ul style="list-style-type: none"> <li>• Provisions for parents</li> <li>• Provisions for personal needs of staff</li> <li>• Provisions for professional needs of staff</li> <li>• Staff interaction and cooperation</li> <li>• Staff continuity</li> <li>• Supervision and evaluation of staff</li> <li>• Opportunities for professional growth</li> </ul>
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**Figure 2.3 Overview of the Subscales and Items of the ECERS-R (Harms, Clifford, & Cryer, 2005)**

<p><b>Space and Furnishings</b></p> <ul style="list-style-type: none"> <li>• Indoor space</li> <li>• Furniture for routine care, play and learning</li> <li>• Furnishings for relaxation and comfort</li> <li>• Room arrangement for play</li> <li>• Space for privacy</li> <li>• Child-related display</li> <li>• Space for gross motor play</li> <li>• Gross motor equipment</li> </ul> <p><b>Personal Care Routines</b></p> <ul style="list-style-type: none"> <li>• Greeting/departing</li> <li>• Meals/snacks</li> <li>• Nap/rest</li> <li>• Toileting/diapering</li> <li>• Health practices</li> <li>• Safety practices</li> </ul> <p><b>Language-Reasoning</b></p> <ul style="list-style-type: none"> <li>• Books and pictures</li> <li>• Encouraging children to communicate</li> <li>• Using language to develop reasoning skills</li> <li>• Informal use of language</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Fine motor</li> <li>• Art</li> <li>• Music/movement</li> <li>• Blocks</li> <li>• Sand/water</li> <li>• Dramatic play</li> <li>• Nature/science</li> <li>• Math/number</li> <li>• Use of TV, video, and/or computers</li> <li>• Promoting acceptance of diversity</li> </ul>	<p><b>Interaction</b></p> <ul style="list-style-type: none"> <li>• Supervision of gross motor activities</li> <li>• General supervision of children (other than gross motor)</li> <li>• Discipline</li> <li>• Staff-child interactions</li> <li>• Interactions among children</li> </ul> <p><b>Program Structure</b></p> <ul style="list-style-type: none"> <li>• Schedule</li> <li>• Free play</li> <li>• Group time</li> <li>• Provisions for children with disabilities</li> </ul> <p><b>Parents and Staff</b></p> <ul style="list-style-type: none"> <li>• Provisions for parents</li> <li>• Provisions for personal needs of staff</li> <li>• Provisions for professional needs of staff</li> <li>• Staff interaction and cooperation</li> <li>• Supervision and evaluation of staff</li> <li>• Opportunities for professional growth</li> </ul>
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**Figure 2.4 Overview of the Subscales and Items of the ECERS-E (Sylva, Siraj-Blatchford, & Taggart, 2003)**

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Environmental print: letters and words</li> <li>• Book and literacy areas</li> <li>• Adult reading with the children</li> <li>• Sounds in words</li> <li>• Emergent writing/mark making</li> <li>• Talking and listening</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Counting and the application of counting</li> <li>• Reading and writing simple numbers</li> <li>• Mathematical activities: shape and space</li> <li>• Mathematical activities: sorting, matching and comparing</li> </ul>	<p><b>Science and Environment</b></p> <ul style="list-style-type: none"> <li>• Natural materials</li> <li>• Areas featuring science/science resources</li> <li>• Science activities: science processes: non-living</li> <li>• Science activities: science processes: living processes and the world around us.</li> <li>• Science activities: science processes: food preparation.</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• Planning for individual learning needs</li> <li>• Gender equality and awareness</li> <li>• Race equality and awareness</li> </ul>
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### 2.3.2 Inter-rater reliability

In any study of this nature, it is important to check inter-rater reliability, i.e. how consistently members of the fieldwork team are using the observation instruments. This provides evidence that any differences in observed quality are real, rather than arising from differences between raters. A programme of reliability assessments was carried out for both the baseline and the follow-up phases; each of the fieldworkers was accompanied by a 'gold standard' observer, against whom their scores were compared. Reliability assessments were carried out for each quality scale used (ECERS-R, ECERS-E and ITERS-R). The generally accepted standard for reliability is that observers reach the required standard of consistency on three separate and consecutive observations.

- A total of 83 reliability assessments were carried out at the baseline stage. This was an average of 28 assessments per scale, and 6 assessments per fieldworker (not all fieldworkers carried out visits on every scale).
- A total of 109 reliability assessments were carried out at the follow-up stage. This was an average of 36 assessments per scale, and 9 assessments per fieldworker.

Inter-rater reliability was assessed using Cohen's Kappa. This measures the level of concordance between two raters, allowing for the level of chance agreement. A Kappa value of 0.8 or above indicates an excellent level of agreement between two raters. A value of between 0.6 and 0.8 is reasonable.

A second common measure of reliability for the Environment Rating Scales is the 'percentage of agreement within 1'. This records the number of items for which the observer scored 'within 1 mark' of the final agreed consensus, when visiting with a reliable gold standard observer. The commonly accepted standard is 85 per cent 'within 1'.

The two tables below show the mean kappa values and 'per cent agreement within 1' for each quality scale (at baseline and at follow-up).

<b>Table 2.7 Mean baseline reliability statistics for paired observations with 'gold standard'</b>			
	ECERS-R	ECERS-E	ITERS-R
Mean Kappa score	0.81	0.84	0.80
% within 1	91.73	93.55	91.44

<b>Table 2.8 Mean follow up reliability statistics for paired observations with 'gold standard'</b>			
	ECERS-R	ECERS-E	ITERS-R
Mean Kappa score	0.82	0.82	0.80
% within 1	90.25	94.80	88.48

### **2.3.3 Data on characteristics of the staff, settings and rooms observed**

Specially-designed questionnaires were used to collect general information about setting characteristics, particularly those thought to relate to quality of provision. Data were gathered on:

- Staff qualifications and status
- Other characteristics of childcare staff (e.g. experience, age)
- Characteristics of the settings themselves (e.g. size, sector)
- Characteristics of the rooms observed (e.g. the age of children catered for, ratio)
- Detailed information about practitioners with high-level qualifications (e.g. the EYP pathway completed; degree subject)

The questionnaires used during the baseline and follow-up visits are shown on the following pages.

#### *Baseline:*

- Setting Questionnaire (page 18): characteristics of the settings
- Staff Qualification Sheet (page 22): data on qualifications and other characteristics of childcare staff

- Front sheet for ECERS/ITERS observation (page 23-24): characteristics of the rooms observed

*Follow-up:*

- Setting Questionnaire (page 25): characteristics of the settings
- Staff Qualifications Sheet (page 28): data on qualifications and other characteristics of childcare staff
- EYP Questionnaire (page 29): characteristics of the Early Years Professionals (if applicable)
- Front sheet for ECERS/ITERS observation (see baseline version, page 23-24): characteristics of the rooms observed

The content of the questionnaires at both baseline and follow-up are summarised in Tables 2.9 to 2.11, allowing a comparison of questions asked at each time-point.



## THE TRANSFORMATION FUND NATIONAL EVALUATION SETTING QUESTIONNAIRE

Many thanks for agreeing to complete our questionnaire. There are three documents we would like you to complete:

- The Setting Questionnaire (this document)
- The Staff Qualifications Sheet
- The Record of Staff Codes

Thank you

Setting name \_\_\_\_\_ Setting code \_\_\_\_\_

Date of completion \_\_\_\_\_

Name/title of person completing questionnaire \_\_\_\_\_

### PART 1: GENERAL INFORMATION ABOUT THE SETTING

#### 1. What type/ sector is this setting?

*\* If the setting is a joint project across two or more sectors, please tick as many boxes as apply (for example, 'private' and 'voluntary').*

Private  Voluntary  Independent

Other  (please specify).....

#### 2. Are you a Children's Centre?

Yes  No

*If you are not a Children's Centre:*

#### 2a. Are you in the process of applying to become a Children's Centre?

Yes  No

#### 3. Approximately how many children do you have on your register/books?

*Please give the total number of children registered for the whole setting. Do not count children twice if they attend more than one day/session.*

#### 3a. Of those children, how many (approx.) are aged:

Under two years old	<input type="text"/>	4	years	<input type="text"/>
		old		
2 years old	<input type="text"/>	5	and	<input type="text"/>
		over		
years old	<input type="text"/>			

*(Note: Total of all children should add up to the total you have given above in q.3)*

4. Do you offer the free government early years funding Yes  No

5. When was your last Ofsted inspection for full daycare?  
(NEF) for 3 and 4 year olds?   
MM/YYYY

6. What was the overall outcome of your last Ofsted inspection for full daycare?  
Outstanding  Good  Satisfactory  Inadequate

7. Does your setting have a recognised Quality Award? Yes  No   
(If yes, please list e.g., Investors in Children, Kite Mark, Aiming Higher)  
.....

**THE STAFF TEAM**

8. What is the total number of paid childcare staff employed?

Please include the senior manager/s and all other paid staff who work with the children in your setting, but do not include unpaid students on placement, volunteers or paid staff who are not involved in childcare e.g., cooks, cleaners.

If your staff team is very large, enter an approximate number.

9. How many of the paid childcare staff are male? Enter 0 if none

10. How many of the paid childcare staff consider themselves to be:  
If the number of staff in a particular category (e.g., Asian) is very large and the exact number is difficult to supply, enter an approximate number. If there are no staff members in a particular category, enter 0 for that category.

White (British)	<input type="text"/>
White (Other) e.g., European, Irish	<input type="text"/>
Black/ Black British	<input type="text"/>
Asian/ Asian British	<input type="text"/>
Mixed	<input type="text"/>
Chinese or other ethnic group	<input type="text"/>

11. How many paid childcare staff have you recruited in the last 12 months?  
Enter 0 if none

12. How many of the permanent paid childcare staff have left in the last 12 months?

Do not include agency, freelance or supply staff. Enter 0 if none.

**12a. Of those who left, how many were:**

- Fired or dismissed for inadequate performance
- Laid off because of low enrolment
- Laid off for reasons other than low enrolment
- Left voluntarily (e.g., moved to other employment, retired, left for further training)
- Other/ don't know

**13. How many vacancies do you currently have for paid staff where you are actively trying to recruit? Enter 0 if none**

**14. In the last 12 months, have any of the following worked with/helped supervise children in your setting? Tick all which apply.** ✓

- External agency or freelance childcare staff
- Bank childcare staff /internal supply staff (e.g., from within same chain)
- Unpaid volunteers
- Unpaid students
- Parents

**DIVERSITY AND ADDITIONAL NEEDS**

**15. Do you keep a record of the specific ethnic group of every child that attends the setting?** Yes  No

**16. How many of the children attending are:**

*If the number of children in a particular category (e.g., Asian) is very large and the exact number is difficult to supply, enter an approximate number. If there are no children in a particular category, enter 0 for that category.*

- White (British)
- White (Other) e.g., European, Irish
- Black/ Black British
- Asian/ Asian British
- Mixed
- Chinese or other ethnic group

**17. Do you keep a record of whether English is the main language spoken at home for each child?** Yes  No

**18. How many of the children attending this setting live in households where English is not the main language spoken at home?**

*If the number of children is very large, enter an approximate number. Enter 0 if none.*

**19. How many members of staff do you employ who regularly speak to children in a home language other than English? Enter 0 if none.**

**20. Do you keep a record of how many children have a special educational need? (incl. physical disabilities)** Yes  No



21. How many of the children attending this setting are on Early Years Action, Early Years Action Plus or have a Statement? *Enter 0 if none.*

22. How many other children attending this setting (i.e. not including those on Early Years Action/Action Plus/ Statement) are your staff observing/keeping an eye on because of a concern about their progress in one or more areas?

*Please only include children for whom you have completed some kind of additional paperwork relating to your concern e.g., extra observations, Initial Action, list of possible strategies.*

23. Do you have a designated SENCO? Yes  No

24. Does the SENCO have dedicated time for their role (away from childcare responsibilities) when a child with additional needs is enrolled? Yes  No

25. Do you have a written SEN policy? Yes  No

*If yes:*

25a. When was your SEN policy last updated/reviewed?

MM/YYYY

26. Do you have a copy of the SEN toolkit? Yes  No

27. During the past 12 months, have you received advice or support from any of the following people in relation to any of your children with additional needs?

*If no children with special educational needs have attended your setting in the past 12 months, tick the N/A box and do not complete the 'Yes' and 'No' boxes below.*

N/A

Area (Local Authority) SENCO / EYSENITs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Other member of local authority early years support team e.g., advisory teacher.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Educational psychologist	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Speech and language therapist	Yes <input type="checkbox"/>	No <input type="checkbox"/>
GP	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Health visitor	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Physiotherapist/other health professional	Yes <input type="checkbox"/>	No <input type="checkbox"/>

**PLEASE LIST OTHERS**

**TRANSFORMATION FUND EVALUATION: STAFF QUALIFICATIONS SHEET**

Name of setting.....

Setting code .....

**A: Please complete the table below for all paid members of staff who work with the children in your setting**

- The Qualifications Help Sheet will help you with definitions, and give you some examples of the qualifications at each level.
- For reasons of confidentiality, we do not ask you for staff names. However, you will need a record of which staff member corresponds to each number (in case we need to get back to you with any queries). Please also complete the Record of Staff Codes sheet and keep it in a safe place for at least 6 months.

Staff No.	Role <i>Enter one of:</i> • SM • LM • OS  <i>Definitions below</i>	Hours per week (approx)	Works in 0-3s room observed?	Works in 3-5s room observed?	Age (approx)  (or date of birth if easier to supply)	Years experience working with children  incl. prior to this setting	Length of time worked at this setting  Yrs & months	Highest qualification relevant to working with children <u>achieved</u> <i>Refer to qualifications help sheet</i>		Highest qualification relevant to working with children <u>being worked towards</u> <i>Refer to qualifications help sheet</i>		Highest <u>academic</u> qualification <u>achieved</u> <i>Refer to qualifications help sheet</i>		Holds QTS, EYPS or both?  <i>Enter QTS, EYPS or BOTH</i>  <i>QTS = qualified teacher status</i> <i>EYPS = Early Yrs Prof. Status</i>
			✓	✓	Name and type	Level	Name and type	Level	Name and type	Level	Name and type	Level		
E.g.	SM	35	✓		40	20	2 yrs 3m	Early Years Professional qualification	6	-		Masters Degree	7	EYPS
E.g.	OS	20		✓	27	3	1 yr 4m	NVQ 2	2	NVQ 3	3	GCSE grades A*-C	2	-
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														

- **SM (Senior Manager):** the person with overall responsibility for managing the nursery (may be two people if the role is split)
- **LM (Line Manager):** other staff members who have a supervisory role and manage other adults e.g., deputy manager, room leader.
- **OS (Other Paid Childcare Staff):** other staff who work with the children in the setting but are not responsible for supervising other adult

Front Sheet ITERS-R

0 to 2.5 yrs

Research Officer:	Highest number of children present on day of observation:				
	Typical number of children attending :				
Name of setting:  Setting code:	<i>NB: one time check should be taken outdoors (adults and children outdoors only).</i>	Time 1	Time 2	Time 3	Outdoors
Room:	Time:				
Date of observation:	Number of paid staff:				
Start time:                                  End time:	Number of children:				
Maximum number of children allowed in room at any one time:					
Total number of children on register/books for room:	Number of children on EY Action			On register for room/group	
Of those registered, the number (approx.) who are: <ul style="list-style-type: none"><li>• Under 2</li><li>• 2 to 2 yrs 11 months</li><li>• 3 to 3 yrs 11 months</li><li>• 4 years or over</li></ul>	Number of children on EY Action Plus				
	Number of Statemented children				
Birth date oldest child on register for the room:	Number of EAL children				
Birth date youngest child on register for the room:	Are any of these children present today? (YES/NO)				

## Front Sheet ECERS-R

2.5 to 5 yrs

Research Officer:	Highest number of children present on day of observation:				
	Typical number of children attending :				
Name of setting:	<i>NB: one time check should be taken outdoors (adults and children outdoors only).</i>	Time 1	Time 2	Time 3	Outdoors
Setting code:					
Room:	Time:				
Date of observation:	Number of paid staff:				
Start time:	End time:	Number of children:			
Maximum number of children allowed in room at any one time:					
Total number of children on register/books for room:	Number of children on EY Action			On register for room/group	
Of those registered, the number (approx.) who are:	Number of children on EY Action Plus				
<ul style="list-style-type: none"> <li>• Under 2</li> <li>• 2 to 2 yrs 11 months</li> <li>• 3 to 3 yrs 11 months</li> <li>• 4 years or over</li> </ul>	Number of Statemented children				
Birth date oldest child on register for the room:	Number of EAL children				
Birth date youngest child on register for the room:	Are any of these children present today? (YES/NO)				

## GLF EVALUATION SETTING QUESTIONNAIRE

Many thanks for agreeing to take part in the Evaluation of the Graduate Leader Fund. There are three documents we would like you to complete:

- The Setting Questionnaire (this document)
- The Staff Qualifications Sheet (document 2)
- The Record of Staff Codes (document 3)

We would also like some more detailed information from staff members with an Early Years Professional Status and would be grateful if they could complete a short additional questionnaire (the EYP Questionnaires: documents 4a). This extra questionnaire should take no longer than 10 minutes.

**Thank you**

Setting name:	Date of completion:
Completed by:	Setting code:

### GENERAL INFORMATION ABOUT THE SETTING

**1. Approximately how many children do you have on your register/books?**

*Please give the total number of children registered for the whole setting. Do not count children twice if they attend more than one day/session.*

**2. Approximately how many children do you have attending on a typical day (across the whole setting)?**

*This question relates to the typical number of children you have attending (i.e., physically in the setting) at any one time point. We realise that numbers will vary on different days, and for different sessions. Please estimate the numbers as accurately as you can.*

Number of children under 2 years old	<input type="text"/>
Number of children aged 2 to 2 yrs 11 months	<input type="text"/>
Number of children aged 3 or over	<input type="text"/>
Total number of children	<input type="text"/>

**3. What type/ sector is this setting?**

*If the setting is a joint project across two or more sectors, please tick as many boxes as apply (e.g., 'private' and 'voluntary').*

*If the setting is a Children's Centre, please provide the sector of the full daycare early years provision (i.e., the provision we are visiting as part of this evaluation).*

Private (for profit)  Voluntary (not for profit)

Other  (Please give details).....

**3a. If you are a private setting, are you:**

Part of a national chain	<input type="text"/>
Part of a local chain	<input type="text"/>
Sole operator (not part of a chain)	<input type="text"/>
Other	<input type="text"/> (please provide details).....

**4. Is the setting a Children's Centre?**

*NB: please ask the researcher visiting you if you would find a definition of 'Children's Centre' helpful.*

Yes  No

**5. Does your setting have a recognised Quality Award or participate in a Quality Assurance scheme?**

Yes  No

*(If yes, please provide details e.g., Investors in Children, Aiming Higher, Quality Counts, Aiming for Quality).*

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**6. Does your setting use any specific tools for Quality Improvement and/or Self-Evaluation, other than the Ofsted Self-Evaluation Form (e.g., ECERS, KEEP, EEL, Ferre Laevers Wellbeing & Involvement Scales, other tool or combination of tools)?**

Yes  No

*(If yes, please provide details)*

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**6a. If you use any such tools, have you received any additional support from your Local Authority in using them?**

Yes  No

*(If yes, please provide details, e.g., funding, support from LA adviser/consultant, training)*

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**THE STAFF TEAM**

**7. What is the total number of paid childcare staff employed?**

*Please include the senior manager/s and all other paid staff who work with the children in your setting, but do not include unpaid students on placement, volunteers or paid staff who are not involved in childcare e.g., cooks, cleaners.*

**8. How many paid childcare staff have you recruited in the last year (12 months)?**

*Enter 0 if none. Do not include agency, freelance or supply staff.*

**9. How many of the permanent paid childcare staff have left in the last year (12 months)?**

*Enter 0 if none. Do not include agency, freelance or supply staff.*

**10. Over the last 2 years, how many Level 6 (degree level) staff with qualifications relevant to working with children have left your setting?**

*Enter 0 if none. Do not include agency, freelance or supply staff.*

For each of these staff members, please indicate what qualifications and/or status they held. Tick all which apply.

	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5
Full (not Foundation) degree in childcare-related subject					
Qualified Teacher (QTS) Primary or Early Years					
Early Years Professional (recruited externally)					
EYP (achieved status while at your setting)					

11. How many vacancies do you currently have for paid staff where you are actively trying to recruit?  Enter 0 if you have no vacancies, or if you have a vacancy but are not actively recruiting

**DIVERSITY AND ADDITIONAL NEEDS**

12. How many of the children attending are:

White (British)	<input type="text"/>	Mixed	<input type="text"/>
White (Other) e.g., European, Irish	<input type="text"/>	Chinese	<input type="text"/>
Black/ Black British	<input type="text"/>	Other ethnic group	<input type="text"/>
Asian/ Asian British	<input type="text"/>		

If the number of children in a particular category (e.g., Asian) is very large and the exact number is difficult to supply, enter an approximate number. If there are no children in a particular category, enter 0 for that category.

13. How many of the children attending this setting live in households where English is not the main language spoken at home?

If the number of children is very large, enter an approximate number. Enter 0 if none.

14. How many of the children attending this setting are on Early Years Action, Early Years Action Plus or have a Statement?  Enter 0 if none.

**THANK YOU FOR YOUR TIME**

## GLF EVALUATION - STAFF QUALIFICATIONS SHEET

Setting name: \_\_\_\_\_

Setting code: \_\_\_\_\_

Total number of paid childcare staff:

Number of childcare staff working in 0-3s room visited as part of evaluation:

Number of childcare staff working in 3-5s room visited as part of evaluation:

Please complete the table below for all **paid** members of staff who work with the children in your setting

Staff No.	Role <i>Enter one of:</i> • SM • LM • OS <i>(see below for definitions)</i>	Approx. hours per week worked at the setting  <i>All contracted hours worked (i.e., hands-on, admin etc) incl. paid overtime</i>	Of the hours worked per week, those spent working hands on with children.....		Age (approx )	Years experience working with children <i>incl. prior to this setting</i>	Length of time worked at this setting <i>Yrs &amp; months</i>	Worked at setting at time of last evaluation visit (07/08)? <i>Yes/no</i> <i>Date:</i>	Highest qualification relevant to working with children <b>achieved</b> <i>Refer to qualifications help sheet; If none held please enter 'none'.</i>		Graduate quals and/or status <i>Tick all which apply</i> ✓ <i>Enter '-' if none</i>			Highest qualification relevant to working with children <b>being worked towards</b> <i>Refer to qualifications help sheet; If none held please enter 'none'.</i>	
			In the 0-3s room visited <i>(Enter 0 if none)</i>	In the 3-5s room visited <i>(Enter 0 if none)</i>					Name and type	Level	Degree*	QTS**	EYPS	Name and type	Level
<i>E.g.</i>	SM	35	0	25	40	20	2 yrs 3m	Yes	Playwork (BA Hons degree)	6	✓	-	✓	None	-
<i>E.g.</i>	OS	20	20	0	27	3	1 yr 4m	No	NVQ 2	2	-	-	-	NVQ 3	3
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															

- **SM (Senior Manager):** the person with overall responsibility for managing the nursery (may be two people if the role is split). \*Full degree (level 6) or foundation degree (level 5) relevant to working with children
- **LM (Line Manager):** other staff members who have a supervisory role and manage other adults e.g., deputy manager, room leader.\*\* Primary or Early Years
- **OS (Other Paid Childcare Staff):** other staff who work with the children in the setting but are not responsible for supervising other adults



**GLF EVALUATION**  
**EARLY YEARS PROFESSIONAL (EYP) QUESTIONNAIRE**

Please complete this questionnaire if you have EYPS. It should take no more than 10 minutes to complete.  
 If you complete this questionnaire, you do not need to complete a Graduate Questionnaire (document 4b).  
 However if you also have QTS, please complete questions 1-4 of the QTS Questionnaire (document 4c).

Setting Name:	Setting code:
Date:	Staff No (qualification sheet):

**1. Which EYPS pathway did you complete? (please tick one box)**

Validation Pathway only (4 months)	<input type="checkbox"/>
Short Extended Professional Development Pathway (6 months)	<input type="checkbox"/>
Long Extended Professional Development Pathway (15 months)	<input type="checkbox"/>
Full Training Pathway (12 months)	<input type="checkbox"/>
Other (please specify).....	<input type="checkbox"/>

**2. When did you complete your EYPS?**   
 MM/YYYY

**3. Did you achieve EYP status while at this setting, or were you recruited by the setting as an EYP?**

I achieved EYP status while at this setting  I was taken on by the setting as an EYP

**3a. If you were recruited as an EYP, when did you join the setting?**   
 MM/YYYY

**4. Did you:** (please tick one box)

Already have a relevant full (i.e., not Foundation) degree level qualification when you decided to complete your EYPS?

Progress from a Level 3, 4 or 5\* with the purpose of achieving EYPS?   
 (\* Level 5 is Early Years Foundation degree or equivalent)

**5. What is your degree subject? .....**

**6. When did you complete your degree?**   
 MM/YYYY

**7. Did you achieve your degree while at this setting, or were you recruited by the setting as a graduate? (please tick one box)**

I achieved my degree while at the setting  I was taken on by the setting as a graduate

7a. If you were recruited as a graduate, when did you join the setting?\*   
MM/YYYY

\*If you have already completed your start date as part of question 3a, you do not need to enter it here

8. How many hours per week are you currently contracted to work at this setting?  hrs  
Include paid overtime. The number of hrs should match the number recorded on the Staff Qualifications Sheet (doc 2)

9. We are interested in finding out how much time you spend on different roles within the setting. Please complete the table below to show how much time you **currently** spend on each of the roles listed. Please provide details of your contracted hours, including paid overtime. Use either hours per week or % of time worked to complete the table. If there is overlap between your roles, the total number (or %) of hours you list may add up to more than 100% of your time.

9a. If you gained your EYP status at this setting, we are also interested in knowing whether your roles have changed as a result. If the time you spent on different roles changed when you gained your EYPS (e.g., you now spend more time working hands-on with the children), please also complete the second column to show your time allocation before becoming an EYP.

	Now	Before gaining EYPS
<i>Example:</i>	20% of time	10% of time
<i>Example:</i>	3 hrs pw	5 hrs pw
Working hands-on with children		
Working with parents		
Supporting colleagues practically e.g., modelling practice		
Supporting staff through supervision and professional development e.g., leading or planning training or staff meetings, monitoring/feeding back on aspects of practice		
Observation, assessment & planning: developing systems, producing documentation or supporting staff in planning & record keeping		
Administration (incl. developing policies and other documentation)		
Business planning and/or marketing		
Other* (please give brief details.....)		
Other* (please give brief details.....)		

\*If there are any significant roles which you fulfil but which are not listed above, please enter them here

**10. Have there been any changes to your salary, or to your terms and conditions of employment, since gaining EYPS?** *(please tick as many as apply)*

Yes, a change to my terms and conditions of employment (e.g., hours)

Yes, a change to my salary


**10a. If there has been a change to your salary, will this continue beyond the GLF funding?**

*(please tick one box)*

Yes

No

Don't know


**THANK YOU FOR YOUR TIME**

## Questionnaire development

The outline content of the baseline and follow-up questionnaires can be found in the tables below.

<b>Table 2.9 Setting questionnaire</b>	
Baseline (2007)	Follow-up (2010)
<ul style="list-style-type: none"> <li>▪ Type/sector of setting</li> <li>▪ Whether setting is a Children's Centre</li> <li>▪ Number of children on register/books</li> <li>▪ Whether setting has a recognised Quality Award</li> <li>▪ Total number of paid childcare staff employed</li> <li>▪ Number of paid childcare staff recruited in the last 12 months</li> <li>▪ Number of permanent paid childcare staff who have left in the past 12 months</li> <li>▪ Number of children in each ethnic group: (white British, white other, black or black British, Asian or Asian British, mixed ethnic origin, Chinese, other ethnic group).</li> <li>▪ Number of children living in households where English is not the main language spoken at home</li> <li>▪ Number of children on Early Years Action, Early Years Action Plus or with a Statement</li> <li>▪ Number of current vacancies for paid staff</li> <li>▪ Number of children on register aged under 2, 2yrs, 3yrs, 4yrs, and 5 yrs + (whole setting)</li>   <li>▪ Whether applying to become a Children's Centre</li> <li>▪ Whether setting offers free government early years funding</li> <li>▪ Date of last full daycare Ofsted inspection</li> <li>▪ The overall outcome of the last Ofsted inspection (this is being checked by the research team for the follow-up observations)</li> <li>▪ Total number of children on a typical day (whole setting)</li> <li>▪ Number of paid male childcare staff</li> <li>▪ Of the paid childcare staff who have left in the past 12 months, the number: <ul style="list-style-type: none"> <li>○ who were fired or dismissed for inadequate performance</li> <li>○ that were laid off because of low enrolment</li> <li>○ that were laid off due to reasons other than low enrolment</li> <li>○ that left voluntarily</li> </ul> </li> <li>▪ Use of non-permanent staff, i.e. whether the setting used: <ul style="list-style-type: none"> <li>○ external agency or freelance childcare staff</li> <li>○ bank childcare staff or internal supply staff</li> <li>○ unpaid volunteers working with the children</li> <li>○ unpaid students working with the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Type/sector of setting</li> <li>▪ Whether setting is a Children's Centre</li> <li>▪ Number of children on register/books</li> <li>▪ Whether setting has a recognised Quality Award or Quality Assurance scheme</li> <li>▪ Total number of paid childcare staff employed</li> <li>▪ Number of paid childcare staff recruited in the last 12 months</li> <li>▪ Number of permanent paid childcare staff who have left in the past 12 months</li> <li>▪ Number of children in each ethnic group: (white British, white other, black or black British, Asian or Asian British, mixed ethnic origin, Chinese, other ethnic group).</li> <li>▪ Number of children living in households where English is not the main language spoken at home</li> <li>▪ Number of children on Early Years Action, Early Years Action Plus or with a Statement</li> <li>▪ Number of current vacancies for paid staff</li> <li>▪ Number of children aged under 2, 2 yrs, 3 yrs + on a typical day (whole setting)</li>   <li>▪ Total number of children on a typical day (whole setting)</li> <li>▪ For private settings, whether setting is part of a local chain, national chain etc.</li> <li>▪ Setting's use of any specific tools for Quality Improvement and/or Self-Evaluation (and details)</li> <li>▪ Whether the setting receives additional support from LAs in using Quality Improvement and/or Self-Evaluation (and details)</li> <li>▪ Number of staff with Level 6 qualifications relevant to working with children that have left the setting in the last 2 years (and qualifications/status held)</li> </ul>

<p>children</p> <ul style="list-style-type: none"> <li>○ parents help to work with the children</li> <li>▪ Ethnic group of staff: (white British, white other, black or black British, Asian or Asian British, mixed ethnic origin, Chinese or another ethnic group not specified).</li> <li>▪ Whether a record of the specific ethnic group of every child that attends the setting is held</li> <li>▪ Whether a record of English as the main language spoken at home is held</li> <li>▪ Number of staff who regularly speak to children in a home language other than English</li> <li>▪ Whether a record of how many children have a special educational need is held</li> <li>▪ Whether the setting has a designated SENCO</li> <li>▪ Whether the SENCO has dedicated time for their role when a child with additional needs is enrolled</li> <li>▪ Whether the setting has a SEN policy (and when reviewed)</li> <li>▪ Whether the setting has a copy of the SEN toolkit</li> <li>▪ Whether the setting received advice or support in relation to any of the children with additional needs</li> </ul>	
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**Table 2.10 Qualification questionnaire**

	Baseline (2007)	Follow-up (2010)
For each childcare staff member:	<ul style="list-style-type: none"> <li>▪ Role (Senior Manager, Line Manager, Other Childcare Staff)</li> <li>▪ Hours per week worked at the setting</li> <li>▪ Age</li> <li>▪ Years experience working with children (including prior to this setting)</li> <li>▪ Length of time worked at the setting (years)</li> <li>▪ Highest qualification relevant to working with children achieved</li> <li>▪ Highest qualification achieved (NQF level)</li> <li>▪ Highest qualification relevant to working with children being worked towards</li> <li>▪ Highest qualification working towards (NQF level)</li>   <li>▪ Highest academic qualification achieved</li> <li>▪ Highest academic qualification (NQF level)</li> <li>▪ Whether works in 0-3s room observed</li> <li>▪ Whether works in 3-5s room observed</li> <li>▪ Whether holds QTS, EYPS, both or neither</li> </ul>	<ul style="list-style-type: none"> <li>▪ Role (Senior Manager, Line Manager, Other Childcare Staff)</li> <li>▪ Hours per week worked at the setting</li> <li>▪ Age</li> <li>▪ Years experience working with children (including prior to this setting)</li> <li>▪ Length of time worked at the setting (years)</li> <li>▪ Highest qualification relevant to working with children achieved</li> <li>▪ Highest qualification achieved (NQF level)</li> <li>▪ Highest qualification relevant to working with children being worked towards</li> <li>▪ Highest qualification working towards (NQF level)</li>   <li>▪ Number of hours worked per week, (hands on) with children in the 0-3 room</li> <li>▪ Number of hours worked per week (hands on) with children in the 3-5 room</li> <li>▪ Whether worked at setting at time of last evaluation</li> <li>▪ Whether holds Degree, QTS, EYPS, both or none</li> </ul>
For whole setting:	<ul style="list-style-type: none"> <li>▪ Number of childcare staff working in 0-3 room visited as part of evaluation</li> <li>▪ Number of childcare staff working in 3-5 room visited as part of evaluation</li> <li>▪ Whether the EYP is the senior manager</li> </ul>	<ul style="list-style-type: none"> <li>▪ Number of childcare staff working in 0-3 room visited as part of evaluation</li> <li>▪ Number of childcare staff working in 3-5 room visited as part of evaluation</li> <li>▪ Whether the EYP is the senior manager</li> </ul>

**Table 2.11 Data on rooms observed collected during quality observations**

Baseline (2007)	Follow-up (2010)
<ul style="list-style-type: none"> <li>▪ Name of room observed</li> <li>▪ Date of observation (plus start and end times)</li> <li>▪ Number of children on register for room/group</li> <li>▪ Maximum number of children allowed in room at any one time               <ul style="list-style-type: none"> <li>▪ (Highest) number of children present on day of observation</li> </ul> </li> <li>▪ Date of birth of oldest child on register for the room/group</li> <li>▪ Date of birth of youngest child on register for the room/group</li> <li>▪ Ratio check: number of paid staff/children present at 4 time points</li> <li>▪ Number of children on EY Action/EY Action Plus/ Statement, with EAL (on register for room/group) and whether any of these children were present on the day of the observation</li>   <li>▪ Number of children under observation (i.e. not yet on EY action but staff have concerns) on register for room/group and whether any of these children were present on the day of the observation</li> <li>▪ ITERS room:               <ul style="list-style-type: none"> <li>○ Number of children over 3 (of those registered for the room)</li> <li>○ Number of children under 3 (of those registered for the room)</li> <li>○ Number of children under observation, on EY Action/EY Action Plus/ Statement, with EAL (on register for the 0-3 range) and whether any of these children were present on the day of the observation</li> </ul> </li> <li>▪ ECERS room:               <ul style="list-style-type: none"> <li>○ Number of children over 4 (of those registered for the room)</li> <li>○ Number of children under 4 (of those registered for the room)</li> <li>○ Number of children under observation, on EY Action/EY Action Plus/ Statement, with EAL (on register for the 3-5 age range) and whether any of these children were present on the day of the observation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Name of room observed</li> <li>▪ Date of observation (plus start and end times)</li> <li>▪ Number of children on register for room/group</li> <li>▪ Maximum number of children allowed in room at any one time               <ul style="list-style-type: none"> <li>▪ (Highest) number of children present on day of observation</li> </ul> </li> <li>▪ Date of birth of oldest child on register for the room/group</li> <li>▪ Date of birth of youngest child on register for the room/group</li> <li>▪ Ratio check: number of paid staff/children present at 4 time points</li> <li>▪ Number of children on EY Action/EY Action Plus/ Statement, with EAL (on register for room/group) and whether any of these children were present on the day of the observation</li>   <li>▪ Number of children on register aged:               <ul style="list-style-type: none"> <li>○ Under 2</li> <li>○ 2 - 2yrs 11months</li> <li>○ 3 - 3yrs 11 months</li> <li>○ 4 yrs or over</li> </ul> </li> <li>▪ Typical number of children attending</li> </ul>

## 2.4 Impact study: baseline descriptives

Tables 2.12 to 2.18 show data on the sample characteristics at baseline, gathered during the baseline impact assessments using the documents presented in Section 2.3. Data are presented for the setting characteristics and qualification measures which proved relevant for the regression analysis exploring the relationships between quality, staff qualifications, and other setting characteristics at baseline (see Section 2.7). These variables were also used for matching the EYP and non-EYP groups within the ‘change’ analysis (see Section 2.6)<sup>15</sup>. Other data was gathered but has not been presented here.

### 2.4.1 Staff characteristics

**Table 2.12 Presence of graduate or qualified teacher on staff (n=323)**

	Frequency	%
Presence of graduate on staff (Level 6 or above)	95	29
Presence of teacher on staff	62	19

Just under a third of settings (29 per cent) employed a graduate or a staff member who had a childcare-related degree (at Level 6 or above), whilst less than a fifth (19 per cent) of settings employed a qualified teacher (Table 2.12). This table only includes graduates who have a level 6 qualification or higher and so excludes those with Foundation degrees.

**Table 2.13 Staff characteristics<sup>16</sup>**

	N	Min	Max	Mean
Mean childcare qualification level of staff *	297	2.0	4.7	3.0
Mean childcare qualification level <i>being worked towards</i> *	272	2.0	7.0	3.7
Mean age of staff team*	295	21.7	49.3	32.0
Mean years of relevant experience*	292	2.5	24.0	8.4

\* Whole setting

<sup>15</sup> Not all of the 323 settings provided information on their characteristics and qualifications, so many of these tables have bases lower than 323

<sup>16</sup> The mean qualification variables (mean qualifications and mean qualifications being worked towards) included all staff who worked directly with the children across the whole setting, as well as the senior manager and/or deputy (where these did not also work hands-on). At baseline, the qualifications of the manager and other staff were combined into one variable, weighted in favour of the managers. This weighting was informed by previous research studies which have considered the qualifications of the manager and the mean qualifications of other staff as two distinct variables – with the manager qualification being given equal weighting to the qualifications of all other childcare staff (since the manager is potentially the most significant influence on overall quality). Thus, the ‘*mean childcare qualification held*’ was calculated as the mean of the highest qualification of the manager and the mean highest qualification of all other childcare staff combined (i.e. with the manager representing 50% of the final figure).

At follow up, additional details were collected about the hours that staff worked in the rooms observed (see Section 2.5). This allowed us to create a variable which assessed only the qualifications of the staff working hands-on with the children in the rooms observed (thus making a stronger link between quality and the qualifications of the staff contributing most directly to that quality). The ‘qualifications achieved’ variable at follow-up was therefore calculated with all staff members (working 10 hours or more in the rooms observed) having equal weighting. The ‘qualifications being worked towards’ at follow-up was calculated using the same method as at baseline, i.e. mean across the whole setting, with managers representing 50% of the final figure).



Table 2.13 shows that the majority of staff teams were adequately qualified, with an average qualification level of NVQ 3 or equivalent. The mean qualification level being worked towards was Level 3.7 (i.e. just below Level 4 on average). On average, staff teams in the sample settings had 8 years of experience in childcare; the range was quite wide, with average experience ranging from 2.5 to 24 years.

## 2.4.2 Setting characteristics

**Table 2.14 Characteristics of the setting**

	N	Min	Max	Mean
Number of paid childcare staff	317	3	48	13
Percentage of staff turnover in last year	315	0	100	15
Mean length of service (years worked at setting)	295	0	20	4

On average the total number of paid childcare staff (used as a measure of setting size) was 13; some settings were very small (e.g. 3 paid staff) and others relatively large (e.g. 48 paid staff). Percentage of staff turnover in the last year varied significantly from 0 per cent to 100 per cent (one setting) with an average turnover of 15 per cent<sup>17</sup>. The average length of service for staff teams in the sample settings was 4 years.

## 2.4.3 Characteristics of the rooms observed

**Table 2.15 Highest number of children present during observation**

	N	Min	Max	Mean
Highest number of children present during observation (infant/toddlers)	215	2	28	8
Highest number of children present during observation (pre-school)	303	1	36	16

The 'highest number of children present during observation' was used as a measure of group size. Group sizes varied quite widely, with the infant/toddler groups on average half the size of the preschool groups (see Table 2.15). For both age ranges, the smallest groups contained only one or two children whilst the largest groups observed were approaching thirty or more.

<sup>17</sup> Turnover = (number of staff left in last year/number of paid childcare staff)/100

**Table 2.16 No. of children per childcare staff member in the room (ratio)**

	N	Min	Max	Mean
No. of children per childcare staff member in the room (ratio) (infant/toddlers)	234	1	8	3
No. of children per childcare staff member in the room (ratio) (preschool)	322	1	11	5

The staff to child ratio is a measure of the number of children per staff member. As expected, the ratio tended to be higher in the pre-school than the infant/toddler rooms (see Table 2.26). The staff-child ratio for the infant/toddlers varied from one child per staff member to eight children per staff member<sup>18</sup>, with an average of three children per adult (the legal ratio for under twos). For the older children, the mean ratio across all groups observed was 1:5 and ranged between one and eleven children per staff member. This may well reflect the legal ratios for this age group which can vary between 1:8 and 1:13 depending on whether there is a qualified teacher or EYP present.

**Table 2.17 Proportion of children on register aged under 3 years and over 4 years (%)**

	N	Min	Max	Mean
Proportion of children on register aged under 3 years (infant/toddler rooms)	323	29	100	98
Proportion of children on register aged over 4 years (pre-school rooms)	301	3	100	31

Table 2.17 shows the age ranges applicable for the rooms observed. The mean proportion of under 3s in the infant/toddler rooms observed was ninety-eight per cent, suggesting that very few settings mixed the younger and older age ranges. Children in the pre-school room (two and a half to five years) were relatively young, with only 31 per cent of children on register over four years old on average. This may reflect the fact that many of the four year olds have moved on to reception classes.

<sup>18</sup> Note that although this exceeds the legal ratio for under 3s, groups may also have contained older children, for whom different ratios apply.

**Table 2.18 Number of rooms catering for children with Special Educational Need (SEN).**

No. of children on register with SEN	ITERS-R (n = 232)		ECERS-R (n = 323)	
	No. of rooms with...	% of rooms with...	No. of rooms with...	% of rooms with...
0 children	219	68	213	66
1 child	11	3	63	20
2 children	2	1	22	7
3+ children	-	-	19	6

Table 2.18 shows that there were very few children with recognised additional needs in rooms catering for very young children (i.e. the ITERS age range). The majority of the infant/toddler rooms observed (68 per cent) had no children with Special Educational Needs (SEN)<sup>19</sup>, while just under a third of settings (28 per cent) did not report this data and a few settings (four per cent) had small numbers of children with SEN. This is fairly typical for this age range, particularly in private and voluntary settings. As a result of these findings, the follow-up analysis used a measure of ‘proportion of children with SEN on register for the setting’ rather than this room-based measure.

## 2.5 Impact study: follow-up descriptives

This section describes the characteristics of the 238 impact study settings at follow-up, focusing particularly on the variables which were related to quality and which were used in the follow-up regression analysis (see Section 2.7). Other data were gathered but are not reported here. The data reported was collected via questionnaires at the time of the follow-up visits (see Section 2.3 for questionnaires).

### 2.5.1 Staff characteristics

In terms of the workforce, 32 of the 328 settings had an **EYP** at the follow-up time-point (all of whom had held their status for 6 months or more), while 42 per cent had a graduate<sup>20</sup>. Just under a quarter of settings (24 per cent) had a staff member at the setting working towards EYPS at the time of the follow-up assessments. Of the 32 EYP settings, 4 settings employed a staff member who was working towards EYPS and 28 did not.

<sup>19</sup> Defined as children on Early Years Action, Action Plus or a Statement. When an early education practitioner, who works day-to-day with the child, or the SENCO, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the setting’s usual curriculum offer and strategies. This is known as **Early Years Action**. Strategies employed to enable the child to progress should be recorded within an Individual Education Plan (IEP); **Early Years Action Plus** is characterised by the involvement of external support services who can help early education settings with advice on new IEPs and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. For very few children, the help given by the early education setting through Action Plus will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a **statutory multi-disciplinary assessment** may be appropriate.

<sup>20</sup> Level 6 degree relevant to early years and childcare

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Missing</b>
Mean childcare qualification level of staff (infant/toddler)*	170	2.0	6.0	3.0	68
Mean childcare qualification level of staff (preschool)*	238	2.0	6.0	3.2	0
Mean childcare qualification level being worked towards**	213	2.0	7.0	4.2	25
Mean age of staff team**	233	20.3	51.3	32.4	5
Mean years of relevant experience**	235	2.5	22.3	8.8	3

\* Staff working 10 hours or more in the room observed

\*\* Whole setting

Table 2.19 shows the mean childcare qualifications achieved by staff working 10 hours or more in the infant/toddler rooms and the pre-school rooms observed for the impact study. Notably the staff working in the infant/toddler rooms (mean = 3) were less well qualified than those working in the preschool rooms (mean = 3.2). Table 2.19 also shows the mean level of childcare qualification being worked towards by all staff at the sample settings and the average age of the staff teams.

On average, the childcare experience of staff teams in the sample settings was just less than 9 years; one staff team had an average of only 2 and a half years experience, while the most experienced had an average experience of 22 years.

## 2.5.2 Setting characteristics

	<b>N</b>	<b>Percentage</b>
No changes	87	37%
1 change	71	30%
2 changes	57	24%
3 changes	16	7%
4 changes	6	2%
5 changes	1	0.4%

Table 2.20 shows data for the measure of 'recent upheaval'. At the follow-up visit, managers were asked whether the setting had experienced any significant changes since the baseline visit which might have affected quality of provision. Categories included changes in staffing (e.g. large recent turnover of staff); management (e.g. new manager); physical changes to the building (e.g. new layout); different ways of dividing up the children; or 'other' changes.

<sup>21</sup> For further details on how the qualifications variables were calculated, see footnote 16 in Section 2.4.

Over a third of settings (37 per cent) reported no changes since baseline, with 30 per cent reporting one change, 24 per cent reporting 2 changes and 9 per cent reporting 3 or more changes.

	<b>N</b>	<b>%</b>
Private	183	77
Not-for-profit	55	23

Just over three quarters of the settings (77 per cent; 183 settings) described themselves as being **private** providers. The remaining 23 per cent (55 settings) were settings operating on a **not-for-profit** basis. These were largely voluntary (e.g., playgroups, settings run by charitable organisations). A very small number were categorised as 'other'. These included settings at FE colleges or NHS sites and some workplace settings.

	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Missing</b>
Number of paid childcare staff (measure of setting size)*	238	3	41	13	0
Staff turnover <sup>22</sup>	238	0	68	12	0
Per cent of children on register with SEN (early years action or above)*	234	0	18	2	4
<i>Per cent of EAL children on register*</i>	235	0	94	9	3
Per cent of non-white British children*	218	0	100	22	20
<i>Deprivation level of area: IMD Income Rank*</i>	224	170	32471	17156	14

\* Whole setting

Table 2.22 shows a number of characteristics of the setting staff and of the populations served. The mean number of paid childcare staff was 13, although some settings were substantially smaller than others (ranging from 3 staff members to 41). Percentage staff turnover in the last year varied from 0 per cent to 68 per cent with a mean staff turnover of 12 per cent.

A number of variables were used to describe characteristics of the population served. The percentage of children on the register with special educational needs (SEN) ranged from 0 per cent to a maximum of 18 per cent, with a mean of 2 per cent. The mean percentage of children on the register with English as an additional language (EAL) was slightly higher at 9 per cent. The mean percentage of children classified as non white British (i.e. children from

<sup>22</sup> Turnover = (number of staff left in the last year / number of paid childcare staff) \* 100.

minority groups<sup>23</sup>) was 22 per cent, however, there was a substantial variation depending on the setting (see Table 2.22).

We also used a measure of income deprivation based on the postcode of the setting, using the IMD Income Rank<sup>24</sup>; a higher IMD number indicates less income deprivation<sup>25</sup>.

### 2.5.3 Room characteristics

<b>Table 2.23 Highest number of children present during observation</b>					
	N	Min	Max	Mean	Missing
Highest number of children present during observation (infant/toddlers)	170	1	22	8	68
Highest number of children present during observation (pre-school)	227	4	39	17	11

The ‘highest number of children present’ was used as a measure of group size. Table 2.23 shows that the infant/toddler rooms observed tended to be smaller than the pre-school rooms observed.

<b>Table 2.24 Staff to child ratio<sup>26</sup></b>					
	N	Min	Max	Mean	Missing
No. of children per childcare staff member in the room (ratio) (infant/toddler)	171	0.9	6.0	2.8	67
No. of children per childcare staff member in the room (ratio) (pre-school)	227	0.2	10.2	5.1	11

The staff to child ratio is a measure of the number of children per staff member. As one might expect, the ratio tended to be higher in the preschool than the infant/toddler rooms observed (see Table 2.24 and Figure 2.5). The mean staff to child ratio for infant/toddler rooms was 3 children per member of staff, whereas in preschool rooms the mean ratio was 5 children per staff member.

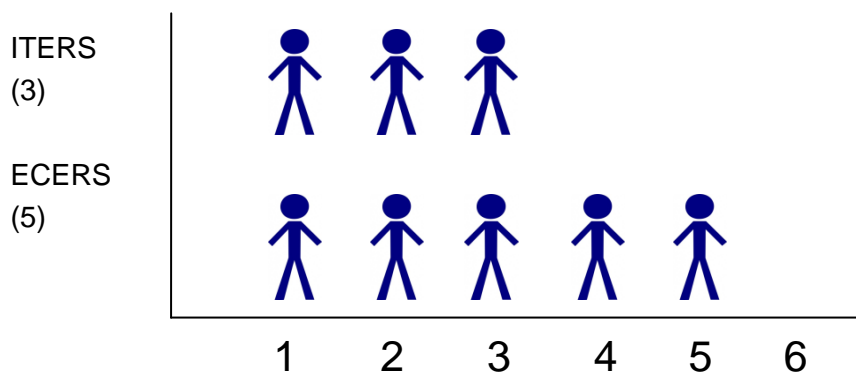
<sup>23</sup> ‘Non-white British’ categories: white other (e.g. European, Irish), Black/Black British, Asian/Asian British, Chinese, mixed race, other ethnic group.

<sup>24</sup> The English Indices of Multiple Deprivation (IMD) identify the most deprived areas across the country. They combine a number of indicators, chosen to cover a range of economic, social and housing issues, into a single deprivation score for each small area in England.

<sup>25</sup> Note that for the analysis, we reversed the IMD income data so that a higher number meant ‘more deprived’

<sup>26</sup> The reported ratios are not all whole numbers because the mean of four ratio checks taken at different time-points during the quality observation was used to calculate a mean ratio for each room observed.

**Figure 2.5 The mean number of children per staff member for the infant/toddler and preschool rooms (n= 238)**



**Table 2.25 Proportion of children on the register aged over 2 and under 3 years**

	N	Min	Max	Mean	Missing
Proportion of children on register aged over 2 years (infant/toddler)	146	0	98	11	92
Proportion of children on register aged under 3 years (pre-school)	237	0	100	15	1

Finally, Table 2.25 shows the age ranges within the rooms observed. The infant/toddler rooms observed tended to cater for children under the age of 2 years, with only 11 per cent of children on average aged over 2 years. In the pre-school rooms, the majority of children were aged over 3 years; on average only 15 per cent of children were aged under 3. This suggests that the two age ranges were catered for on a largely separate basis, with relatively little mixing of the infant/toddler and pre-school age ranges.

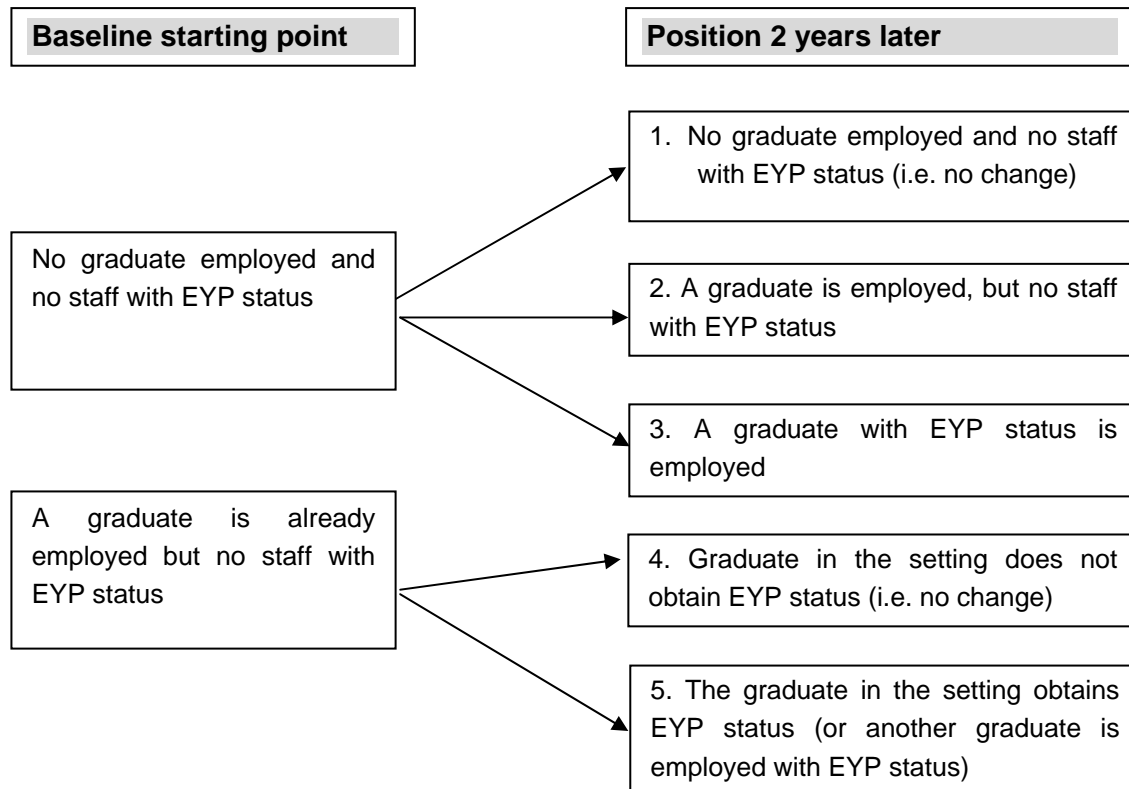
## 2.6 Impact study analysis: impact of gaining an EYP on change in quality over time

The ‘change analysis’ was designed to measure changes in quality of provision between the baseline and follow up time points associated with changes in the qualifications of graduate leaders in the sample settings. It aimed to identify the specific impact of gaining a graduate or an Early Years Professional (EYP) on change in quality. The main evaluation questions to be answered were “does having an Early Years Professional improve quality” and if so “which aspects of practice (and of quality) are most closely associated with EYP status”?

The 238 settings visited at baseline and follow-up were categorised into ‘leadership change’ groups, according to their graduate and EYP status at each time-point. At baseline, none of the settings had an EYP and so were either categorised as ‘graduate non-EYP’ or ‘non-

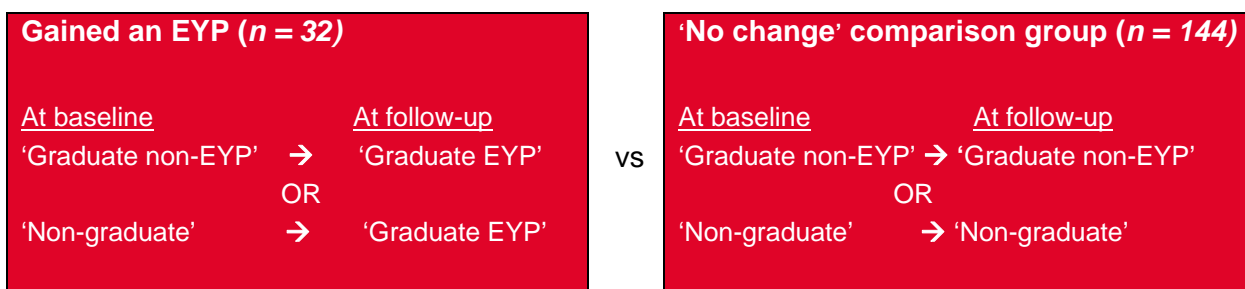
graduate'. The way in which settings changed over time, many gaining a graduate and/or an EYP between the baseline and follow-up time-points, led to the creation of six 'leadership change' groups (see Figure 2.6 below).

**Figure 2.6 Leadership change scenarios tested in the impact study**



These 'leadership change' categories were then combined in different ways to test the impact of gaining an EYP (see below).

**Comparison A** compared settings which gained an EYP during the course of the study with settings that did not change their leadership status at all (i.e. 'no change' settings)<sup>27</sup>:

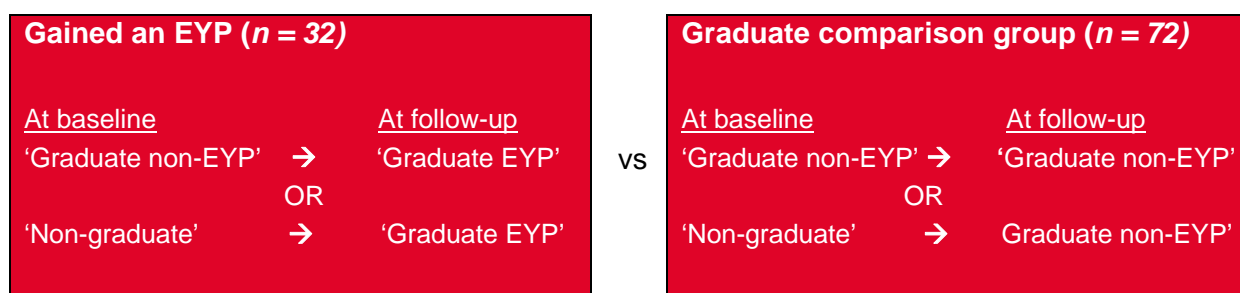


<sup>27</sup> This means we compared 'change groups' 3 & 5 with groups 1 & 4



As shown above, some of the settings which gained an EYP during the course of the study already employed a graduate at the baseline time-point. Others went from being 'non-graduate' settings to being 'graduate EYP settings' – essentially gaining both a graduate *and* an EYP (although of course in most cases these were the same person). **Comparison A** could therefore be described as a testing the impact of '**gaining a graduate leader with EYPS**' – and we needed to carry out a more refined analysis to identify the added value of EYP Status *over and above* the effect of gaining a graduate.

**Comparison B** explored the **added value of EYP Status**. It identified whether settings which gained an EYP made greater gains than they would have done if they simply gained a non-EYP graduate<sup>28</sup> (see below):



In each case, groups were compared on their change-scores (i.e. change in quality between baseline and follow-up) using independent t-tests to assess whether there were differences in the gains made between the two time-points. Separate analyses were carried out for each of the three quality scales used (ECERS-R, ECERS-E and ITERS-R).

One challenge for the analysis was the fact that the non-EYP groups were much larger in size than the EYP groups (i.e. 144 vs. 32 in Comparison A; 72 vs. 32 in Comparison B). We used **propensity score matching (PSM)** to select an appropriate non-EYP comparison group in each case.

### Propensity Score Matching

*Propensity score matching is a method that uses a predicted probability based on observed predictors, usually obtained from logistic regression to create a counterfactual group. The difference between the two groups is modelled (using logistic regression modelling) and the modelled probability (or propensity) of being in the user group is recorded per 'unit' (which in this instance is a setting). This method allows for multiple variables to be matched concurrently (Rosenbaum & Rubin, 1983).*

Essentially, in this study, the non-EYP settings were used as a pool from which a matched comparison group of settings was constructed. Settings were matched on their baseline characteristics, with the aim of selecting a group of non-EYP settings which were as similar as possible to the EYP settings, except that they did not gain an EYP during the course of

<sup>28</sup> This means we compared 'change groups' 3 & 5 with groups 2 & 4

the evaluation (in contrast to the EYP settings). Matching was done four times: Comparison A, ECERS-R/ECERS-E and ITERS-R; Comparison B, ECERS-R/ECERS-E and ITERS-R.

Before undertaking the propensity score matching it was necessary to deal with missing data. Missing information was imputed<sup>29</sup> so that all the observed settings could be included in propensity score matching. The imputation was undertaken in SPSS.

There are four steps involved in PSM (Caliendo & Kopeinig, 2008):

1. Estimating the propensity score; deciding on the probability model to be used and which variables should be included in the model.
2. Matching the settings using the propensity score.
3. Assessing the quality of the match.
4. Estimating the impact.

First, it was decided to use a logistic regression model to generate the propensity scores. Variables were selected for inclusion in each model on the basis of evidence that they may have a relationship with quality (based on previous literature and on the findings of the GLF baseline quality assessments [Karemaker et al., 2011]). The list of possible matching variables was as follows:

- Quality scores (mean ITERS-R; ECERS-R and ECERS-E)
- Mean level staff qualifications achieved
- Mean level staff qualifications worked towards
- Ratio (staff/child)
- Mean age of staff team
- Mean experience of staff team
- Mean hours worked by staff
- Mean number of years staff had worked at setting
- Whether there was a graduate
- Turnover
- Age oldest child ECERS room
- Age youngest child ECERS room
- Percentage of over 4s in ECERS room<sup>30</sup>
- Age oldest child ITERS room
- Age youngest child ITERS room

We identified the variable ‘whether a staff member was working towards EYPS’ at a setting as an important criterion for matching but we were concerned that it would be very confounded with the variable ‘EYP status at follow-up. We therefore explored the data ‘by eye’ and established that, of the settings that had staff working towards EYPS at baseline, half of them had an EYP in place at follow up and half of them did not. Thus, the numbers of

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<sup>29</sup> To determine the average of the variable and to replace the missing value with this average value.

<sup>30</sup> The ITERS room equivalent was not a robust variable and so was not used

settings with and without an EYP at follow up were similar. It was therefore not considered necessary to include this as a matching variable.

The **second step**, once the propensity score model was estimated and the propensity scores computed for each setting, involved choosing the matching technique and carrying out the actual matching followed. The PSM matching technique '**kernel matching**' was used. Kernel matching is a matching method which maximises the use of the potential comparison group pool; each setting that took on an EYP was matched to a weighted sum of non-EYP settings which had similar propensity scores, with greatest weight being given to the setting with closer scores. Thus, higher weights were assigned to settings which were close in terms of propensity score and lower weights were assigned to settings with more distant propensity scores. Overall, kernel matching ensured that the EYP settings were matched to the non-EYP settings in such a way that the two matched groups had equivalent propensity score profiles.

The **third step** of PSM involved checking the common support between the EYP and non-EYP group. The density distribution of the propensity scores in both groups were analysed by straightforward visual analysis and independent t-tests. In addition, checks were made on each variable in the propensity score model, before and after matching, to test whether the groups were more similar on each of the matching variables following the matching (see Tables 2.26 to 2.29, columns 2 and 3; the difference between the matched and unmatched means). An examination of the means of the EYP and matched non-EYP groups revealed whether the two groups seem similar. A variable was a 'better' match when the matched difference was nearer to zero (or smaller than the difference between the unmatched means). The propensity score models, and matching, were repeated a number of times with different variations, until a good quality match was found.

Tables 2.26–2.29 show the results of independent t-tests between the EYP (treated) and non-EYP group (matched comparison) on all baseline variables per subscale (ECERS-R/E and ITERS-R) for Comparison A and Comparison B. It can be seen that for Comparison A and Comparison B different matching variables<sup>31</sup> were used in the propensity score model for both the infant/toddlers (ITERS-R) and pre-school children (ECERS-R & E). Before the matching was carried out differences were expected (first column of data), but after matching the variables should be balanced in both groups and hence no significant differences should be found (second column of data). The results of the t-tests between the EYP and matched comparison groups are shown. The p-values are well above 0.1 in all except 5 cases (in which the p values were above 0.05) which indicates that the null hypothesis of equal means cannot be rejected at the 10 per cent level (or the 5 per cent level) accordingly. This suggests a good match between the groups. Therefore it can be concluded that the results concerning the differences between the EYP and non-EYP group are based on similar settings. For Comparison B, the ITERS-R groups were well matched prior to any propensity score

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<sup>31</sup> The matching variables for the ECERS-R/E and ITERS-R groups were slightly different. For each age range, the appropriate characteristics relevant to that age range were used. For example, the ECERS-R/E match used 'Age oldest child ECERS room' whereas the ITERS-R match used the 'Age oldest child ITERS room'.

matching, and in this instance we found that propensity score matching led to a worse overall match. For this reason, all matches that were carried out for the ITERS-R made the differences between the EYP group and non-EYP group worse (see in the column 'difference between matched means' in Table 2.29). Therefore we decided to take the unmatched difference between the EYP and non-EYP group for this subscale.

**Table 2.26 Comparison A: ECERS-R and ECERS-E match**

<b>VARIABLE</b>	<b>Difference between unmatched means</b>	<b>Difference between matched means*</b>	<b>P-value of difference between matched means</b>
Mean ECERS-R	0.14	0.01	.967
Mean ECERS-E	0.20	0.00	.978
Mean level staff qualifications achieved	0.69	0.14	.629
Mean level staff qualifications worked towards	0.62	0.28	.348
Mean age of staff team	0.28	0.07	.962
Mean experience of staff team	1.02	0.06	.921
Mean hours worked by staff	0.24	0.30	.251
Mean number of years staff had worked at setting	0.92	0.20	.694
Whether there was a Graduate	0.24	0.15	.246
Turnover	0.09	0.70	.853
Ratio (staff/child)	0.58	0.40	.440
Age oldest child ECERS room	0.01	0.17	.101
Age youngest child ECERS room	0.18	0.01	.933
Percentage of over 4s in ECERS room	6.78	0.07	.990

\* NB: in some cases it was not possible to achieve a match in which all the differences between matched means were smaller than the differences between unmatched means. In this case, the match which provided the best overall solution was chosen.

**Table 2.27 Comparison A: ITERS-R match**

<b>VARIABLE</b>	<b>Difference between unmatched means</b>	<b>Difference between matched means*</b>	<b>P-value of difference between matched means</b>
Mean ITERS-R	0.28	0.64	.240
Mean level staff qualifications achieved	0.69	0.14	.793
Mean level staff qualifications worked towards	0.62	0.28	.348
Mean age of staff team	0.28	0.07	.546
Mean experience of staff team	1.02	0.06	.227
Mean hours worked by staff	0.24	0.30	.078
Mean number of years staff had worked at setting	0.92	0.20	.656
Whether there was a Graduate	0.24	0.15	.948
Turnover	0.09	0.70	.708
Age oldest child ITERS room	0.28	0.07	.713
Age youngest child ITERS room	0.16	0.07	.529

\* NB: in some cases it was not possible to achieve a match in which all the differences between matched means were smaller than the differences between unmatched means. In this case, the match which provided the best overall solution was chosen.

**Table 2.28 Comparison B: ECERS-R AND ECERS-E match**

<b>VARIABLE</b>	<b>Difference between unmatched means</b>	<b>Difference between matched means*</b>	<b>P-value of difference between matched means</b>
Mean ECERS-R	0.11	0.16	.48
Mean ECERS-E	0.25	0.01	.93
Mean level staff qualifications achieved	0.25	0.33	.08
Mean level staff qualifications worked towards	0.26	0.35	.12
Mean age of staff team	1.68	1.56	.33
Mean experience of staff team	1.50	0.64	.39
Mean hours worked by staff	1.10	0.34	.84
Mean number of years staff had worked at setting	1.28	0.09	.89
Turnover	0.38	0.28	.81
Ratio (staff/child)	0.55	0.48	.35
Age oldest child ECERS room	0.06	0.04	.58
Age youngest child ECERS room	0.21	0.06	.75
Percentage of over 4s in ECERS room	4.35	1.27	.80

\* NB: in some cases it was not possible to achieve a match in which all the differences between matched means were smaller than the differences between unmatched means. In this case, the match which provided the best overall solution was chosen.

**Table 2.29 Comparison B: ITERS-R match**

VARIABLE	Difference between unmatched means	Difference between matched means	P-value of difference between <u>unmatched</u> means
Mean ITERS-R	0.32	<b>1.93</b>	.43
Mean level staff qualifications achieved	0.25	<b>0.33</b>	.11
Mean level staff qualifications worked towards	0.26	<b>0.71</b>	.21
Mean age of staff team	1.68	<b>3.91</b>	.18
Mean experience of staff team	1.50	1.71	.05
Mean hours worked by staff	1.10	<b>7.67</b>	.44
Mean number of years staff had worked at setting	1.28	0.28	.10
Turnover	0.38	<b>1.92</b>	.90
Age oldest child ITERS room	0.33	0.19	.06
Age youngest child ITERS room	0.20	<b>0.23</b>	.05

The final (4<sup>th</sup>) step was to compare the computed change scores of the EYP and non-EYP groups and run independent t-tests to check the statistical significance of the effect on the overall quality scores ‘childcare quality’ and ‘overall quality’, and the individual dimensions of childcare quality, as assessed by the 7 ECERS-R subscales (see Chapter 4, Mathers et al., 2011).

## 2.7 Impact study analysis: predictors of quality at baseline and at follow-up

The change analysis was designed to identify the specific impacts of changes in graduate and EYP status on change in quality. It provided us with straightforward comparisons to identify the impact of EYPS – for example, ‘*did settings which gained an EYP make more progress than settings which did not?*’ The data on other characteristics of the sample settings (e.g. qualifications of the other staff, ratios, sector) were used primarily to select closely matched index and comparison groups. However, these variables were also of interest in their own right as potential predictors of quality, and provided a context for our analysis of EYP impact. For example, did it make a difference whether the other staff members are well qualified, or whether they have a robust base of experience in childcare/education?

The second analysis strategy – multiple regression analysis – allowed a more detailed exploration of possible predictors of quality. Regression analysis was carried out to explore which setting characteristics were most related to quality of provision in the sample settings. Like the change analysis, it explored the relationship between EYPS and quality, in this case

at a single time-point. However it also aimed to identify which other characteristics of the settings (e.g. staff qualifications and experience, ratio, staff turnover) were related to quality.

Regression analysis allows many possible 'predictors' to be entered into an analysis at one time, to explore their impact on the outcome measure (in this case, quality) as shown in Figure 2.7 (baseline) and Figure 2.8 (follow-up). The regression models allow the individual impact of each variable to be seen, while all others are 'held constant' or accounted for.

Two separate regression analyses were carried out:

- One assessing the predictors of quality at the baseline stage (when none of the settings had an EYP)
- One assessing the predictors of quality at the follow-up stage (by which time 32 of the settings had gained an EYP).

### 2.7.1 Predictors of quality at baseline

In total, 323 settings selected for the impact study had a baseline quality assessment carried out. The baseline stage was not intended to stand alone as a study in its own right. None of the settings had an EYP and therefore no conclusions were drawn about the impact of EYPS on quality of provision at the baseline stage. However, a large amount of valuable information was collected – both on the quality of provision offered and on a range of other characteristics of the sample settings (including qualifications). The baseline analysis explored the relationships between these setting characteristics and the quality of provision offered. This informed the development of the study. For example, the characteristics on which settings were matched for the change analysis (see Section 2.6) were selected largely because they were identified as being related to quality at baseline. The findings were also of interest in their own right and have been published in a separate report (Karemaker et al., 2011).

Figure 2.7 shows the baseline regression model. For each of the quality scales used (ECERS-R, ECERS-E and ITERS-R<sup>32</sup>), a number of different regression analyses were carried out:

- One for the overall quality score (mean of all subscales)
- (*For ECERS-R and ITERS-R only*) one for the 'childcare quality' mean (the mean of subscales 1 to 6, excluding the 7<sup>th</sup> subscale 'provision for parents and staff')
- One for each of the individual subscales

In each case, the analysis was designed to identify which setting characteristics were most strongly related to or 'predicted' the quality scores. Setting characteristics were grouped into categories or blocks as shown in Figure 2.7. Each block was entered into the analysis model one by one, to explore the impacts of the identified characteristics on quality.

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<sup>32</sup> More detail on the three observational scales can be found in Section 2.3.1.

The variables assessing graduate and teacher (QTS) impacts were very closely related. It was not possible to include these two variables in the same regression model. Each regression analysis was therefore run twice – once including the ‘graduate’ variable and once including the ‘teacher’ variable.

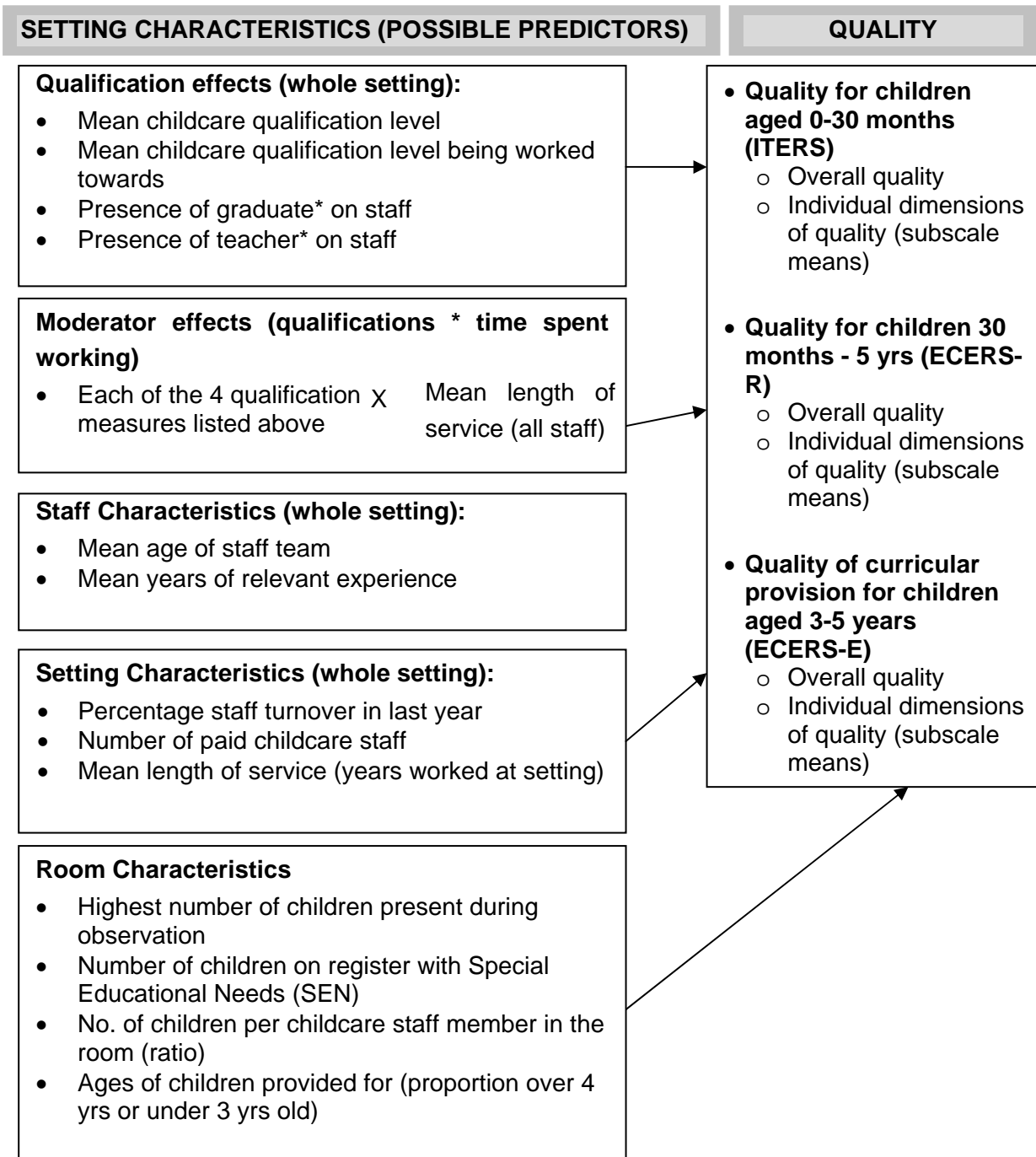
The impact of qualifications on quality was of particular interest in this baseline analysis, since it was designed in part to inform the follow-up analysis. During the early stages of the analysis, it was apparent that the impact of qualifications could be different depending on the amount of time staff spent working at their setting. We were interested to know whether the length of time a staff member had worked at a setting (i.e. their ‘length of service’) affected the way in which their qualifications impacted on quality. Is it more effective to raise the qualifications of long-standing members of staff, or do the qualifications of new recruits have more of an influence on quality?

The baseline analysis explored this question by creating ‘moderator’ variables. We considered ‘length of service’ (years worked at the setting) to be a potential moderator of the effects of qualifications on quality. Each of the four qualification measures was combined with the time measure to create four moderators - for example ‘mean childcare qualification level x ‘mean length of service’. These moderators were entered into the regression model alongside the other predictors to explore the way that qualification effects varied according to the amount of time staff worked at their childcare settings (see Figure 2.7). This technique was not used at the follow-up stage, but did provide a different and useful means of considering the baseline data.

Tables summarising the results of the baseline regression models can be found in Section 2.7.3, and the findings are presented in a separate report (Karemaker et al., 2011).



**Figure 2.7 Baseline regression model: predictors of quality at baseline**



\* Graduates: staff members with a relevant degree at Level 6 or above.

\* Teachers: staff members with qualified teacher status (QTS)

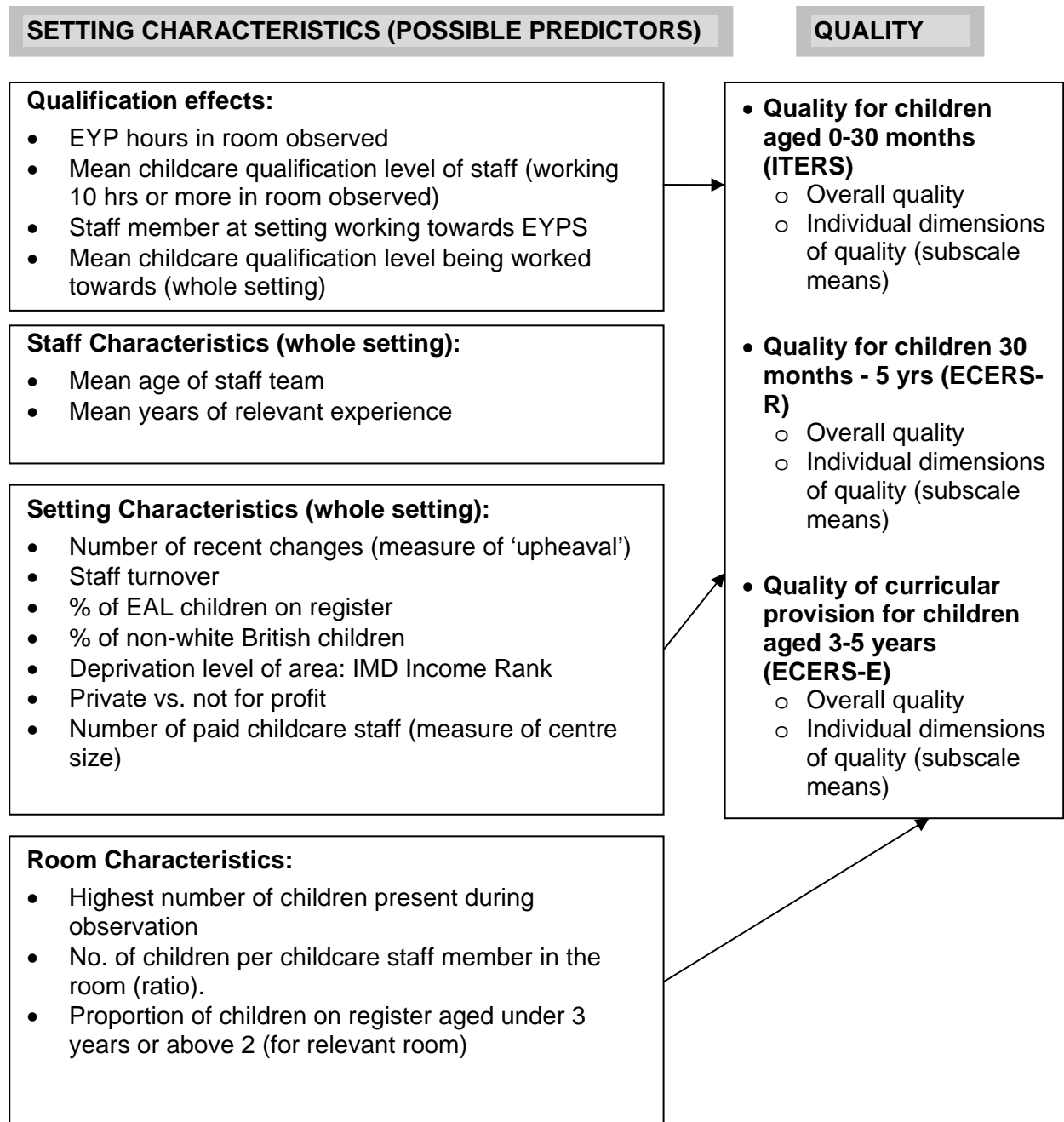
## **2.7.2 Predictors of quality at follow-up**

Follow-up assessments took place in 254 of the sample settings between February and October 2010. By this stage, 32 settings had an Early Years Professional in place who had held their status for 6 months or longer (our criterion for inclusion in the study). This analysis explored the relationship between Early Years Professional Status and quality at the follow-up time-point, and also explored which other characteristics of the settings (e.g. staff qualifications and experience, ratio, staff turnover) were related to the quality.

Figure 2.8 shows the follow-up regression model. The analysis was very similar to the baseline analysis, although a number of changes were made, primarily informed by the baseline analysis. Table 2.30 shows the variables added, changed or excluded at follow-up.

Tables summarising the results of the follow-up regression models can be found in Section 2.7.3, and the findings are presented in the Final Report (Mathers et al., 2011).

**Figure 2.8 The follow-up regression model: possible predictors of childcare quality**



**Table 2.30 Variables added, changed or excluded at follow up**

Baseline	Follow up
	EYP hours in room observed
	Staff member at setting working towards EYPS
	Number of recent changes (measure of 'upheaval')
	% of EAL children on register
	% of non-white British children
	Deprivation level of area: IMD Income Rank
	Private vs not-for-profit
Presence of graduate on staff	
Presence of teacher on staff	
Mean years worked (at current setting) by staff team	
Mean childcare qualification level of staff	Mean childcare qualification level of staff (staff working 10 hours or more in the room observed)
Number of children on register with SEN (in the room)	Proportion of children on register with SEN (whole setting)
Proportion of children on register aged over 4 years (ECERS room)	Proportion of children on register aged under 3 years (ECERS room)
Proportion of children on register aged under 3 years (ITERS room)	Proportion of children on register aged above 2 years (ITERS room)

### 2.7.3 Regression tables (baseline)

Table 2.31 Predictors of quality at baseline for the 30 month to 5 years age range as measured by the ECERS-R (multiple regression)							
○ Presence of graduate on staff							
	Overall 'childcare quality' <sup>1</sup>	Space & Furnishings	Personal Care Routines	Language - Reasoning	Activities	Interaction	Program Structure
<b>STAFF CHARACTERISTICS</b>							
Mean childcare qualification level of staff (whole setting)	-0.14	-0.13	<b>-0.21*</b>	-0.16	-0.07	-0.01	-0.08
Mean childcare qualification level <i>being worked towards</i> (whole setting)	<b>0.21**</b>	0.11	0.15	<b>0.24**</b>	<b>0.22**</b>	0.09	<b>0.20*</b>
Presence of graduate on staff	0.15	0.09	<b>0.17*</b>	<b>0.21*</b>	0.06	0.12	0.11
Mean age of staff team (whole setting)	0.08	0.09	-0.04	0.08	0.09	0.10	0.05
Mean years of relevant experience (whole setting)	0.02	-0.03	0.04	0.13	-0.06	0.11	-0.04
<b>SETTING CHARACTERISTICS</b>							
Staff turnover	0.05	0.04	0.09	-0.01	0.10	-0.05	0.01
Number of paid childcare staff (measure of setting size)	0.02	0.04	0.10	-0.04	0.00	-0.05	0.06
Mean years worked (at current setting) by staff team	0.09	0.00	0.11	0.05	0.15	0.02	0.09
<b>ROOM CHARACTERISTICS</b>							
Highest number of children present during observation	-0.02	0.07	-0.12	-0.08	0.03	-0.02	0.03
No. of children per childcare staff member in the room (ratio)	-0.08	-0.10	-0.10	-0.02	-0.04	<b>-0.14*</b>	0.03
Proportion of children on register aged over 4 years	-0.12	-0.09	-0.14	-0.06	-0.08	-0.10	-0.10
No. of children on register with SEN	-0.02	-0.02	-0.10	0.06	0.02	-0.04	0.00
Bases	227	227	227	227	227	227	227

<sup>1</sup> Mean ECERS-R score excluding the 'Parents & Staff' subscale.

\* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$

**Table 2.32 Predictors of quality at baseline for the 30 month to 5 years age range as measured by the ECERS-R (multiple regression)**

- o Presence of teacher on staff

	Overall 'childcare quality' <sup>1</sup>	Space & Furnishings	Personal Care Routines	Language - Reasoning	Activities	Interaction	Program Structure
<b>STAFF CHARACTERISTICS</b>							
Mean childcare qualification level of staff (whole setting)	-0.13	-0.13	<b>-0.18*</b>	-0.15	-0.08	-0.01	-0.08
Mean childcare qualification level <i>being worked towards</i> (whole setting)	<b>0.22**</b>	0.12	<b>0.15*</b>	<b>0.24**</b>	<b>0.23**</b>	0.10	<b>0.20**</b>
Presence of teacher on staff	<b>0.20**</b>	0.13	<b>0.18*</b>	<b>0.26***</b>	0.09	<b>0.17*</b>	<b>0.15*</b>
Mean age of staff team (whole setting)	0.06	0.07	-0.06	0.06	0.09	0.07	0.04
Mean years of relevant experience (whole setting)	0.03	-0.02	0.05	0.13	-0.06	0.12	-0.04
<b>SETTING CHARACTERISTICS</b>							
Staff turnover	0.05	0.04	0.09	-0.01	0.10	-0.04	0.01
Number of paid childcare staff (measure of setting size)	0.02	0.04	0.10	-0.05	0.00	-0.06	0.05
Mean years worked (at current setting) by staff team	0.11	0.02	0.13	0.04	0.15	0.05	0.09
<b>ROOM CHARACTERISTICS</b>							
Highest number of children present during observation	0.00	0.08	-0.11	-0.06	0.05	-0.02	0.04
No. of children per childcare staff member in the room (ratio)	-0.09	-0.10	-0.10	-0.04	-0.04	<b>-0.15*</b>	0.03
Proportion of children on register aged over 4 years	-0.13	-0.10	<b>-0.15*</b>	-0.07	-0.08	-0.10	-0.10
No. of children on register with SEN	-0.02	-0.02	-0.10	0.05	0.02	-0.04	-0.00
Bases	227	227	227	227	227	227	227

<sup>1</sup> Mean ECERS-R score excluding the 'Parents & Staff' subscale.

\* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$

**Table 2.33 Predictors of curricular quality at baseline for the 3 to 5 years age range as measured by the ECERS-E (multiple regression)**

Presence of graduate on staff

	Mean ECERS-E	Literacy	Mathematics	Science <sup>a</sup>	Diversity
<b>STAFF CHARACTERISTICS</b>					
Mean childcare qualification level of staff (whole setting)	-0.10	-0.12	-0.07		0.00
Mean childcare qualification level <i>being worked towards</i> (whole setting)	<b>0.21**</b>	<b>0.21**</b>	0.14		0.13
Presence of graduate on staff	0.15	0.14	0.11		0.02
Mean age of staff team (whole setting)	0.07	0.02	-0.01		0.02
Mean years of relevant experience (whole setting)	-0.07	0.03	-0.11		-0.14
<b>SETTING CHARACTERISTICS</b>					
Staff turnover	0.09	0.09	0.01		0.03
Number of paid childcare staff (measure of setting size)	0.04	-0.01	0.06		-0.01
Mean years worked (at current setting) by staff team	0.10	0.09	0.07		<b>0.20*</b>
<b>ROOM CHARACTERISTICS</b>					
Highest number of children present during observation	0.04	0.03	0.03		0.07
No. of children per childcare staff member in the room (ratio)	-0.01	-0.04	-0.05		0.04
Proportion of children on register aged over 4 years	-0.07	-0.09	0.01		-0.08
No. of children on register with SEN	0.10	0.07	0.09		0.10
Bases	227	227	227		227

\* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$

<sup>a</sup> The Subscale 'science' was tested for the overall significance of the model and was found not to be significant.

**Table 2.34 Predictors of curricular quality at baseline for the 3 to 5 years age range as measured by the ECERS-E (multiple regression)**

o Presence of teacher on staff

	Mean ECERS-E	Literacy	Mathematics	Science <sup>a</sup>	Diversity
<b>STAFF CHARACTERISTICS</b>					
Mean childcare qualification level of staff (whole setting)	-0.14	-0.15	-0.11		-0.08
Mean childcare qualification level <i>being worked towards</i> (whole setting)	<b>0.23**</b>	<b>0.23**</b>	<b>0.16*</b>		<b>0.16*</b>
Presence of teacher on staff	<b>0.27***</b>	<b>0.26**</b>	<b>0.24**</b>		<b>0.21**</b>
Mean age of staff team (whole setting)	0.06	0.01	-0.02		0.01
Mean years of relevant experience (whole setting)	-0.06	0.04	-0.10		-0.13
<b>SETTING CHARACTERISTICS</b>					
Staff turnover	0.06	0.01	-0.02		0.02
Number of paid childcare staff (measure of setting size)	-0.06	0.04	-0.10		-0.03
Mean years worked (at current setting) by staff team	0.10	0.09	0.06		<b>0.19*</b>
<b>ROOM CHARACTERISTICS</b>					
Highest number of children present during observation	0.05	0.04	0.04		0.07
No. of children per childcare staff member in the room (ratio)	-0.03	-0.05	-0.06		0.03
Proportion of children on register aged over 4 years	-0.08	-0.10	-0.01		-0.09
No. of children on register with SEN	0.09	0.06	0.09		0.10
Bases	227	227	227		227

\* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$

<sup>a</sup> The Subscale 'science' was tested for the overall significance of the model and was found not to be significant.



**Table 2.35 Predictors of quality at baseline for the birth to 30 month age range as measured by the ITERS-R (multiple regression)**

- Presence of graduate on staff

	Overall 'childcare quality' <sup>1</sup>	Space & Furnishings	Personal Care Routines	Listening & Talking	Activities	Interaction	Program Structure
<b>STAFF CHARACTERISTICS</b>							
Mean childcare qualification level of staff (whole setting)	0.03	-0.01	0.07	0.15	-0.03	0.01	0.03
Mean childcare qualification level <i>being worked towards</i> (whole setting)	0.12	0.18	0.09	0.08	0.15	-0.01	0.05
Presence of graduate on staff	0.02	0.06	0.04	0.00	0.02	-0.06	0.06
Mean age of staff team (whole setting)	0.07	0.08	-0.01	0.09	0.02	0.12	0.10
Mean years of relevant experience (whole setting)	0.05	-0.01	0.13	-0.01	0.09	-0.01	-0.05
<b>SETTING CHARACTERISTICS</b>							
Staff turnover	-0.03	-0.02	0.00	-0.07	0.05	-0.13	-0.05
Number of paid childcare staff (measure of setting size)	-0.04	-0.03	0.10	-0.09	-0.03	-0.11	-0.14
Mean years worked (at current setting) by staff team	0.11	0.06	0.09	0.18	0.08	0.09	0.06
<b>ROOM CHARACTERISTICS</b>							
Highest number of children present during observation	0.04	0.01	0.11	0.06	0.04	-0.02	-0.03
No. of children per childcare staff member in the room (ratio)	-0.10	-0.06	<b>-0.21**</b>	-0.07	0.04	-0.14	-0.05
Proportion of children on register aged under 3 years	-0.10	-0.14	-0.04	-0.08	-0.08	-0.07	-0.04
No. of children on register with SEN	0.02	-0.03	0.08	0.01	-0.07	0.03	0.06
Bases	184	184	184	184	184	184	184

1: Mean ITERS score excluding the 'Parents & Staff' subscale

\* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$

**Table 2.36 Predictors of quality at baseline for the birth to 30 month age range as measured by the ITERS-R (multiple regression)**

- Presence of teacher on staff

	Overall 'childcare quality' <sup>1</sup>	Space & Furnishings	Personal Care Routines	Listening & Talking	Activities	Interaction	Program Structure
<b>STAFF CHARACTERISTICS</b>							
Mean childcare qualification level of staff (whole setting)	0.01	-0.01	0.07	0.10	-0.01	-0.08	-0.01
Mean childcare qualification level <i>being worked towards</i> (whole setting)	0.14	0.18	0.10	0.09	0.15	0.02	0.07
Presence of teacher on staff	0.07	0.06	0.03	0.10	-0.02	0.11	0.14
Mean age of staff team (whole setting)	0.05	0.08	-0.03	0.06	0.02	0.07	0.07
Mean years of relevant experience (whole setting)	0.06	-0.01	0.14	0.01	0.09	0.02	-0.04
<b>SETTING CHARACTERISTICS</b>							
Staff turnover	-0.03	-0.02	0.01	-0.07	0.05	-0.12	-0.05
Number of paid childcare staff (measure of setting size)	-0.05	-0.03	0.10	-0.10	-0.03	-0.12	-0.15
Mean years worked (at current setting) by staff team	0.12	0.06	0.09	<b>0.19*</b>	0.07	0.11	0.07
<b>ROOM CHARACTERISTICS</b>							
Highest number of children present during observation	0.04	0.02	0.10	0.07	0.03	-0.02	-0.02
No. of children per childcare staff member in the room (ratio)	-0.10	-0.06	<b>-0.21**</b>	-0.07	0.04	-0.14	-0.06
Proportion of children on register aged under 3 years	-0.10	-0.14	-0.04	-0.08	-0.08	-0.07	-0.05
No. of children on register with SEN	0.01	-0.04	0.08	0.01	-0.07	0.02	0.05
Bases	184	184	184	184	184	184	184

1: Mean ITERS score excluding the 'Parents & Staff' subscale

\* $p < .05$  \*\* $p < .01$  \*\*\* $p < .001$

## 2.7.4 Regression tables (follow-up)

Table 2.37 Predictors of pre-school quality at follow-up as measured by the ECERS-R (multiple regression)									
	Childcare quality (mean of items in subscales 1-6)	Overall quality (mean of items in subscales 1-7)	1. Space & furnishings	2. Personal care routines	3. Language & reasoning	4. Activities	5. Interaction	6. Programme structure	7. Parents & staff
<b>STAFF CHARACTERISTICS</b>									
EYP hours in room observed	<b>.150*</b>	<b>.161*</b>	.146	.118	.122	.106	.090	.112	.127
Mean childcare qualification level of staff*	.109	.108	.055	.068	<b>.165*</b>	.123	.046	.056	.048
Staff member at setting working towards EYPS	.096	.077	.019	.062	.104	.086	.130	.040	-.074
Mean childcare qualification level being worked towards**	.018	.023	.055	-.018	.004	.083	-.084	.037	.024
Mean age of staff team**	-.135	-.163	<b>-.256*</b>	<b>-.245*</b>	.090	-.134	.012	.032	<b>-.244*</b>
Mean years of relevant experience**	<b>.210*</b>	<b>.217*</b>	<b>.188*</b>	<b>.304**</b>	.114	.145	.124	.038	.126
<b>SETTING CHARACTERISTICS</b>									
Number of recent changes (measure of 'upheaval')	<b>-.203**</b>	<b>-.205**</b>	<b>-.176*</b>	<b>-.219**</b>	-.073	-.103	<b>-.191*</b>	-.118	-.097
Staff turnover	.042	.034	-.022	.041	.061	.010	.037	.101	-.030
% of children on register with SEN (early years action or above)	.014	.031	-.057	-.035	.016	-.002	-.004	<b>.203**</b>	.112
(% of EAL children on register )***	-.094	-.079	-.051	-.036	-.094	-.066	-.031	<b>-.197**</b>	.054
% of non-white British children	<b>-.160*</b>	-.139	-.070	-.097	-.132	-.127	-.130	<b>-.202**</b>	.085
(Deprivation level of area: IMD Income Rank)***	<b>-.192**</b>	<b>-.178*</b>	-.057	<b>-.201**</b>	<b>-.151*</b>	<b>-.176*</b>	-.138	<b>-.154*</b>	.011
Private vs non-private	-.141	<b>-.153*</b>	<b>-.200**</b>	<b>-.156*</b>	.002	-.045	-.127	-.062	-.133
Number of paid childcare staff (measure of centre size)	-.048	-.001	-.095	.009	-.081	-.073	-.042	.108	<b>.277**</b>
<b>ROOM CHARACTERISTICS</b>									
Highest number of children present during observation	.152	.151	<b>.193*</b>	.006	.114	<b>.206*</b>	.047	.126	.077
No. of children per childcare staff member in the room (ratio)	<b>-.163*</b>	-.137	-.141	-.078	-.076	-.104	<b>-.185*</b>	-.149	.115
Proportion of children on register aged under 3 years	-.138	-.108	-.121	-.148	-.083	-.036	-.142	-.116	<b>.156*</b>
Bases	193	193	193	193	193	193	193	193	193

\* Staff working 10 hours or more in the room observed \*\*

Whole

setting

\*\*\* Not included in main model due to correlation with the 'percentage non-white British children' variable. Findings are from a different model in which the non-white British variable was excluded.

N.B. We reversed the usual direction of IMD Income Rank: a higher number means MORE deprived.

**Table 2.38 Predictors of curricular quality at follow-up for the pre-school age range, as measured by the ECERS-E (multiple regression)**

	Overall quality (mean of all items)	Literacy	Maths	Science & environment	Diversity
<b>STAFF CHARACTERISTICS</b>					
EYP hours in room observed	<b>.150*</b>	.134	.072	.126	.133
Mean childcare qualification level of staff*	<b>.164*</b>	<b>.156*</b>	<b>.191*</b>	.093	.035
Staff member at setting working towards EYPS	.029	.042	.021	.028	-.022
Mean childcare qualification level being worked towards**	.037	.034	-.035	.046	.084
Mean age of staff team**	.053	.005	.110	.085	-.013
Mean years of relevant experience**	.138	.185	.010	.085	.099
<b>SETTING CHARACTERISTICS</b>					
Number of recent changes (measure of 'upheaval')	<b>-.161*</b>	-.116	-.119	-.109	<b>-.176*</b>
Staff turnover	.053	.065	.060	-.003	.031
% of children on register with SEN (early years action or above)	.048	-.009	.029	.054	.121
(% of EAL children on register )***	-.093	-.065	-.117	-.080	-.024
% of non-white British children	-.098	-.027	<b>-.156*</b>	-.076	-.077
(Deprivation level of area: IMD Income Rank)***	-.050	-.044	-.050	-.051	-.005
Private vs non-private	-.046	-.014	-.054	-.059	-.031
Number of paid childcare staff (measure of centre size)	-.009	.006	-.057	-.004	.027
<b>ROOM CHARACTERISTICS</b>					
Highest number of children present during observation	<b>.190*</b>	<b>.230**</b>	<b>.166*</b>	.035	.113
No. of children per childcare staff member in the room (ratio)	-.048	-.083	-.056	.008	.016
Proportion of children on register aged over 2 years (under 3 years?)	-.018	-.021	-.046	-.075	.116
Bases	193	193	193	193	193

\* Staff working 10 hours or more in the room observed \*\* Whole setting

\*\*\* Not included in main model due to correlation with the 'percentage non-white British children' variable. Findings are from a different model in which the non-white British variable was excluded  
N.B. We reversed the usual direction of IMD Income Rank: a higher number means MORE deprived

**Table 2.39 Predictors of quality at follow-up for the birth to 30 month age range as measured by the ITERS-R (multiple regression)**

	Childcare quality (mean of items subscales 1-6)	Overall quality (mean of items subscales 1-7)	1. Space & furnishings	2. Personal care routines	3. Listening & talking	4. Activities	5. Interaction	6. Programme structure	7. Parents & staff****
<b>STAFF CHARACTERISTICS</b>									
EYP hours in room observed	.133	.144	<b>.183*</b>	.055	.146	.089	.048	.059	
Mean childcare qualification level of staff*	.076	.075	-.074	.109	.081	.017	.098	.097	
Staff member at setting working towards EYPS	.091	.090	.048	.002	.079	.109	.103	.081	
Mean childcare qualification level being worked towards**	.018	.014	.107	.045	-.050	.017	-.064	.026	
Mean age of staff team**	-.227	-.216	-.200	-.167	.004	<b>-.248*</b>	-.126	-.308	
Mean years of relevant experience**	<b>.291*</b>	<b>.272*</b>	.191	.204	.167	<b>.250*</b>	<b>.270*</b>	.208	
<b>SETTING CHARACTERISTICS</b>									
Number of recent changes (measure of 'upheaval')	<b>-.237**</b>	<b>-.254**</b>	-.104	<b>-.198*</b>	-.175	-.166	<b>-.186*</b>	<b>-.305***</b>	
Staff turnover	-.062	-.057	-.130	.031	-.025	-.045	-.028	-.098	
% of children on register with SEN (early years action or above)	<b>.208*</b>	<b>.199*</b>	.079	.098	.176	.174	<b>.196*</b>	<b>.252**</b>	
(% of EAL children on register)***	-.097	-.102	-.077	-.069	-.052	-.058	-.037	<b>-.173*</b>	
% of non-white British children	<b>-.257**</b>	<b>-.235**</b>	-.170	-.170	<b>-.211*</b>	-.150	<b>-.207*</b>	<b>-.309***</b>	
(Deprivation level of area: IMD Income Rank)***	-.038	-.055	-.028	.009	-.095	.039	-.071	-.126	
Private vs non-private	-.090	-.108	-.122	-.137	-.012	-.038	-.026	-.038	
Number of paid childcare staff (measure of centre size)	.069	.083	.083	.174	.197	-.120	.069	-.039	
<b>ROOM CHARACTERISTICS</b>									
Highest number of children present during observation	.121	.131	.103	.009	-.112	<b>.230*</b>	.013	<b>.218*</b>	
No. of children per childcare staff member in the room (ratio)	<b>-.219*</b>	<b>-.214*</b>	<b>-.219*</b>	<b>-.207*</b>	-.131	-.104	-.200	<b>-.193*</b>	
Proportion of children on register aged under 3 years (over 2 years?)	-.083	-.086	-.061	-.094	-.017	.058	-.089	-.141	
Bases	128	128	128	128	128	128	128	128	

\* Staff working 10 hours or more in the room observed \*\* Whole setting

\*\*\* Not included in main model due to correlation with the 'percentage non-white British children' variable. Findings are from a different model in which the non-white British variable was excluded.

N.B. We reversed the usual direction of IMD Income Rank: a higher number means MORE deprived

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## 3 Qualitative Case Studies

The qualitative case studies sought to identify and explore the facilitators and barriers to Early Years Professionals (EYPs) having a positive impact upon the quality of provision within childcare settings. Key objectives were to:

- illustrate the nature of the positive changes identified in the quality assessments
- define the levers of change, and how improvement/positive change is brought about within a setting
- explore the factors which help and hinder an EYP in performing their role and making positive change within settings.

### 3.1 Methodology

A case study approach was adopted to enable us to fully understand the impact EYPs were having on all those affected by the changes that occurred within settings. A total of 12 settings where an EYP had been in position for longer than nine months were selected for inclusion in the case studies. Within each setting a combination of in-depth interviews and focus groups were conducted with managers, EYPs and staff working in the setting. Parents of children who attend the setting were also asked to complete a brief paper questionnaire.

### 3.2 Sample design

The sample for this stage of the research was selected from the quality assessments sample frame. Only settings with an EYP in post for at least nine months when the final quality assessment was conducted were considered eligible to be a case study (25 settings in total).

The primary sampling criteria used for the selection of settings was whether or not they had improved in their quality score since obtaining an EYP (from the baseline to the final assessment). Settings which had improved their provision by over 1 point were classified as 'improved' while settings whose quality had either improved or declined by less than 0.6 of a point were classified as 'stable'. Improvers were selected to illuminate improvements made to quality and stable settings were chosen to allow exploration of the barriers to improving quality.

Settings were also selected to encompass diversity across a number of dimensions that might have a bearing on the ability of an EYP to bring about positive changes within a setting. These dimensions were:

- the status of the EYP (whether they were the manager along side performing the EYP role or performed only the EYP role)
- how EYP status was achieved (whether they obtained the status while working at the setting or were recruited into the setting with the status)

- size of the setting (small, medium or large)
- status of the setting (whether it is part of a national or local chain or is a sole operator).

### **3.3 Recruitment**

Information packs were sent to managers of the selected settings to seek their consent to take part and provide guidance on the nature of their involvement as a case study. These packs included letters and information sheets for managers, EYPs and staff working in the setting (see Section 3.6). Settings were then contacted by telephone by a member of the research team who briefed them about the evaluation and their specific involvement and sought their consent to take part. Managers were then involved in the further recruitment of staff to take part in the setting case study along with setting up all research encounters in their setting.

### **3.4 Fieldwork**

In-depth interviews were conducted with managers and EYPs or just an EYP when they were also the manager of the setting. Staff working in settings were also involved in either in-depth interviews or small group discussions. Topic guides were developed in consultation with CWDC and the former Department for Children Schools and Families (DSCF) for use with each participant group (see Section 3.7). Interviews took place between July and November 2010.

A total of 32 interviews and groups discussions took place within the 12 settings which included 6 interviews with managers, 6 interviews with EYPs, and 7 interviews with manager EYPs. Setting staff took part in 5 interviews and 8 small group discussions.

Interviews with nursery staff covered education and curricular activities with a particular focus on how these changed during the evaluation time frame. All setting staff were asked about the role of the EYP, the nature of any improvements that had resulted from having an EYP in place as well as their reflections on the barriers and facilitators to improvements in education and curricular activities.

Parents of children at the setting were invited to complete a short paper based questionnaire (see Section 3.8). This questionnaire was handed out to the parents of children by the staff in the setting. It covered their views on the quality of childcare at the setting, knowledge and importance of qualifications and experience within the settings, the impact of these on quality of provision, levels of engagement in settings and how they received information from the setting. Parents returned their completed questionnaires to the research team using pre-paid envelopes. A total of 157 questionnaires were returned from the 12 settings.

### **3.5 Analysis**

All interviews were recorded with participants' permission, and transcribed verbatim. Data were analysed using 'Framework', a method developed at NatCen. Framework involves the systematic analysis of verbatim interview data within a thematic matrix. The key topics and issues emerging from the interviews were identified through familiarisation with interview transcripts, as well as reference to the original objectives and the topic guides used to conduct the interviews. A series of thematic charts (see Section 3.9) were then drawn up and data from each transcript were summarised under each topic. The final stage of analysis involves working through the summarised data in detail, drawing out the range of experiences and views, identifying similarities and differences, and interrogating the data to seek to explain emergent patterns and findings.

The data from the completed parents questionnaires (see Section 3.8) were analysed using SPSS and comparisons were drawn between completed questionnaires from parents from improving and stable settings.



## 3.6 Recruiting settings for the impact case studies

### Introductory letter for settings managers

Dear [INSERT NAME OF MANAGER]

Thank you for your continued involvement in the evaluation of the Graduate Leader Fund (GLF). The Department for Education (DfE) is funding the evaluation of the GLF, and the Children's Workforce Development Council (CWDC) is managing this research on their behalf. The overall aim of the Fund is to create a new level of graduate Early Years Professional (EYP) Status leaders and a better qualified workforce generally without the additional costs being passed on to parents. The GLF is available to private, voluntary and independent sector providers of full daycare.

The evaluation is being carried out by a consortium led by the National Centre for Social Research (NatCen) in partnership with Oxford University, and the Institute of Education (University of London). The aim of the evaluation is to explore both the implementation of the Graduate Leader Fund and the impacts it has on the childcare workforce and the quality of childcare delivered.

Your setting participated in a quality assessment on [INSERT DATE] which was conducted by [INSERT NAME OF ASSESSOR] by Oxford University. Your setting has been selected from amongst those that took part in that stage of the research and we are writing to ask for your help with the next stage of the evaluation, conducted by NatCen. This next stage involves an in-depth case study in 12 settings. The study will focus on the impact of EYPs on the quality of childcare provided in settings, and will explore changes made to the provision of childcare in settings by EYPs. It will also explore all the factors that support or present barriers to changes.

We have selected settings to represent a cross-section in terms of size of nursery, type of LA in which they are based, how the current EYP in the setting was gained and whether the EYP is also the manager of the setting or not. In each setting we are looking to gain the views and experiences of a range of staff. Each case study would involve:

- an interview with the manager of the setting lasting between 60 and 90 minutes
- an interview with the EYP (where this is a separate role to the manager's) lasting between 60 and 90 minutes
- a small group discussion with other staff employed in the setting lasting between 60 and 90 minutes
- Short questionnaires for parents

The information sheet enclosed provides further information about the study and what participation would involve.

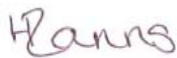
If you are happy for your setting to take part in this research we would welcome your assistance in setting up an interview with the EYP and in arranging the group discussion with other staff. In this pack are letters and information sheets for you to pass on to the EYP and other staff members. Participation in the study is entirely voluntary, so please let us know if either you or they would prefer not to take part.

We will telephone you soon to answer any questions you might have and discuss your settings' participation. If you are happy to take part we would ideally like to conduct the interviews with you, your EYP and the group discussion with other staff on the same day, but we will of course be as flexible as required in order to meet you and your staff's availability.

The final stage of the case study will involve a short questionnaire to be completed by parents of children who attend the setting. This questionnaire includes questions on their views of the quality of childcare in the setting, knowledge of and importance of staff qualifications within the setting and their involvement with the setting. How and when we give out this questionnaire is something that we will discuss with you and will plan to best suit the setting. One option would be handing out this questionnaire to parents at drop-off time and then collecting them when parents collect their children at the day, as well as providing pre-paid envelopes for parents to return their completed questionnaires directly to NatGen.

We will be in touch soon to discuss your setting's participation in this research, although do feel free to contact me at a time that suits you. We hope that you will be willing to take part in this important study and thank you in advance for your assistance.

Yours sincerely,

A handwritten signature in purple ink that reads "H Ranns".

Helen Ranns  
Lead Researcher  
National Centre for Social Research

## Information sheet for managers

Further information (Q&A) about research forming part of:

### Graduate Leader Fund National Evaluation

#### **What is the aim of this research?**

This research aims to evaluate how the Graduate Leader Fund (GLF) has been implemented and whether the GLF helps to increase the skills of the childcare workforce and childcare quality. The aims of this particular strand of the research are to:

- Identify the barriers and facilitators to improving nursery performance as well as the mechanisms by which improvement occurs
- look at the role of the Early Years Professional (EYP) in improvements

#### **Who is conducting the research and who is it for?**

The research is being carried out by a consortium involving the National Centre for Social Research (NatCen), Oxford University, and the Institute of Education (University of London) on behalf of the Department for Education (DfE) and the Children's Workforce Development Council (CWDC). This strand of the evaluation is being conducted by NatCen. NatCen is the largest independent social research institute in Britain. We design, carry out, and analyse research in the fields of social and public policy. Further information about us can be found on our website: [www.natcen.ac.uk](http://www.natcen.ac.uk).

#### **Why am I being invited to participate in this research?**

We have selected settings to participate in this research which represent a cross-section in terms of size of nursery, type of LA in which they are based, how the current EYP in the setting was gained and finally whether the EYP is or is not also the manager of the setting.

#### **If I take part in this research, what will be involved?**

Taking part in the research will involve a 60 to 90 minute interview, at a time most convenient to you. The interview will be with a member of the NatCen research team, and will be digitally audio recorded to enable full analysis. The recording will then be transcribed and stored in a secure server, with access given only to the NatCen research team. One year after the report has been published all sound files and transcriptions will be destroyed.

#### **What will we be talking about?**

The interview will focus on: how your setting obtained a staff member with Early Years Professional Status (EYPS), the role played by the EYP in your setting, any changes which have taken place in your setting and the role of the EYP in bringing about these changes.

#### **Is it confidential?**

Your participation will be treated in **strict confidence** in accordance with the Data Protection Act and neither you nor your setting will be identifiable in our reporting to the DfE or more widely. We will not tell your local authority which settings we have approached to take part in this research. We will also not share any information you give us with any member of staff in your setting.

#### **What happens now?**

Over the next two weeks, someone from NatCen may contact you by telephone to ask if you would like to take part and, if so, ask you a few questions about your setting. If you would

prefer not to be contacted about this research, please use the number below to let us know and we will not contact you again. Participation is entirely voluntary.

**What if I have other questions?**

*If you have any other questions about the study we would be very happy to answer them. Please contact **Helen Ranns** at NatCen on **020 7549 7120** or by email to **[helen.ranns@natcen.ac.uk](mailto:helen.ranns@natcen.ac.uk)***

## Introductory letter for EYPs

Dear Colleague,

Thank you for your continued involvement in the evaluation of the Graduate Leader Fund (GLF). The Department for Education (DfE) is funding this research, and the Children's Workforce Development Council (CWDC) is managing it their behalf. The overall aim of the Fund is to create a new level of graduate Early Years Professional (EYP) Status leaders and a better qualified workforce generally without the additional costs being passed on to parents. The GLF is available to private, voluntary and independent sector providers of full daycare.

The evaluation is being carried out by a consortium led by the National Centre for Social Research (NatCen) in partnership with Oxford University, and the Institute of Education (University of London). The aim of the evaluation is to explore both the implementation of the Graduate Leader Fund and the impacts it has on the childcare workforce and the quality of childcare delivered.

This stage of the research involves an in depth case-study in 12 settings. The study will focus on the impact of EYPs on the quality of childcare provided in settings, and will explore changes made to the provision of childcare in settings by EYPs. It will also explore all the factors that support or present barriers to change.

Participation in the research would involve you taking part in an interview which would last between from 60 to 90 minutes. This would usually take place at your setting at a time that suits you. Your participation will be treated in strict confidence in accordance with the Data Protection Act.

The information sheet enclosed provides further information about what participation would involve. If you have any questions or would like to discuss the study further please do not hesitate to contact me. If you would prefer not to take part please just let your manager or myself know.

We will contact your manager soon to discuss this research. At that time, we will also ask your manager if you are willing and able to take part, and if so to arrange an interview with you through your manager. We hope that you do feel able to take part in this important study and thank you in advance for your assistance.

Yours sincerely,



Helen Ranns  
Lead Researcher  
National Centre for Social Research

## Information sheet for EYPs

### Further information (Q&A) about research forming part of: Graduate Leader Fund National Evaluation

#### What is the aim of this research?

This research aims to evaluate how the Graduate Leader Fund (GLF) has been implemented and whether the GLF helps to increase the skills of the childcare workforce and childcare quality. The aims of this particular strand of the research are to:

- Identify the barriers and facilitators to improving nursery performance as well as the mechanisms by which improvement occurs
- look at the role of the Early Years Professional (EYP) in improvements

#### Who is conducting the research and who is it for?

The research is being carried out by a consortium involving the National Centre for Social Research (NatCen), Oxford University, and the Institute of Education (University of London) on behalf of the Department for Education (DfE) and the Children's Workforce Development Council (CWDC). This strand of the evaluation is being conducted by NatCen. NatCen is the largest independent social research institute in Britain. We design, carry out, and analyse research in the fields of social and public policy. Further information about us can be found on our website: [www.natcen.ac.uk](http://www.natcen.ac.uk).

#### Why am I being invited to participate in this research?

We have selected settings to participate in this research which represent a cross-section in terms of size of nursery, type of LA in which they are based, how the current EYP in the setting was gained and finally whether the EYP is or is not also the manager of the setting.

#### If I take part in this research, what will be involved?

Taking part in the research will involve a 60 to 90 minute interview, at a time most convenient to you. The interview will be with a member of the NatCen research team, and will be digitally audio recorded to enable full analysis. The recording will then be transcribed and stored in a secure server, with access given only to the NatCen research team. One year after the report has been published all sound files and transcriptions will be destroyed.

#### What will we be talking about?

The discussion will focus on: how you came to be the EYP within the setting; changes in the quality of provision which have occurred over the last two years; your role in the setting and the role you have played in bringing about change; and any barriers to having an impact in your role.

#### Is it confidential?

Your participation will be treated in **strict confidence** in accordance with the Data Protection Act and neither you nor your setting will be identifiable in our reporting to the DCSF or more widely. We will not tell your local authority which settings we have approached to take part in this research. We will also not share any information you give us with any other member of staff in your setting.

#### What happens now?

Over the next two weeks, someone from NatCen will contact your manager to discuss your setting's involvement in the research and arrange your interview. Your participation is entirely voluntary and if you would prefer not to take part in the research please let your manager

know as soon as possible. Alternatively you can contact the research team directly (details below).

**What if I have other questions?**

If you have any other questions about the study we would be very happy to answer them. Please contact **Helen Ranns** at NatCen on **020 7549 9556** or by email to **[helen.ranns@natcen.ac.uk](mailto:helen.ranns@natcen.ac.uk)**

## Introductory letter for staff

Dear Colleague,

Thank you for your continued involvement in the evaluation of the Graduate Leader Fund (GLF). The Department for Education (DfE) is funding the evaluation of the GLF, and the Children's Workforce Development Council (CWDC) is managing this research on their behalf. The overall aim of the Fund is to create a new level of graduate Early Years Professional (EYP) Status leaders and a better qualified workforce generally without the additional costs being passed on to parents. The GLF is available to private, voluntary and independent sector providers of full daycare.

The evaluation is being carried out by a consortium led by the National Centre for Social Research (NatCen) in partnership with Oxford University, and the Institute of Education (University of London). The aim of the evaluation is to explore both the implementation of the Graduate Leader Fund and the impacts it has on the childcare workforce and the quality of childcare delivered.

This current stage of the research involves an in depth case-study in 12 settings. The study will focus on how the EYP works with other staff in the setting as well as the impact of EYPs on the quality of childcare provided in settings. It will also explore all the factors that support or present barriers to changes.

Participation in this research would involve you taking part in a group discussion lasting between 60 and 90 minutes along with some of your colleagues. This will usually take place at your setting and at time that best suits everyone taking part. Your participation will be treated in strict confidence in accordance with the Data Protection Act and we will not share any information you give us with your manager or any other staff in your setting.

The information sheet enclosed provides further information about what participation would involve. If you have any questions or would like to discuss the study further please do not hesitate to contact me. If you would prefer not to take part, that is fine, as your participation is entirely voluntary. Please just let your manager or myself know.

We will contact your manager soon to discuss the setting's participation in this research. At that time, we will also ask your manager if you are willing and able to take part, and arrange an discussion with you through your manager. We hope that you do feel able to take part in this important study and thank you in advance for your assistance.

Yours sincerely,



Helen Ranns  
Lead Researcher  
National Centre for Social Research



## Information sheet for staff

### Further information (Q&A) about research forming part of:

#### Graduate Leader Fund National Evaluation

##### What is the aim of this research?

This research aims to evaluate how the Graduate Leader Fund (GLF) has been implemented and whether the GLF helps to increase the skills of the childcare workforce and childcare quality. The aims of this strand of the research are to:

- Identify the barriers and facilitators to improving nursery performance as well as the mechanisms by which improvement occurs
- look at the role of the Early Years Professional (EYP) in improvements

##### Who is conducting the research and who is it for?

The research is being carried out by a consortium involving the National Centre for Social Research (NatCen), Oxford University, and the Institute of Education (University of London) on behalf of the Department for Education (DfE) and the Children's Workforce Development Council (CWDC). This strand of the evaluation is being conducted by NatCen. NatCen is the largest independent social research institute in Britain. We design, carry out, and analyse research in the fields of social and public policy. Further information about us can be found on our website: [www.natcen.ac.uk](http://www.natcen.ac.uk).

##### Why am I being invited to participate in this research?

We have selected settings to participate in this research which represent a cross-section in terms of size of nursery, type of LA in which they are based, how the current EYP in the setting was gained and finally whether the EYP is or is not also the manager of the setting.

##### If I take part in this research, what will be involved?

Taking part in the research will involve taking part in a group discussion lasting between 60 and 90 minutes along with some of your colleagues, at a time arranged with the nursery manager. The discussion will be facilitated by a member of the NatCen research team, and will be digitally audio recorded to enable full analysis. The recording will then be transcribed and stored in a secure server, with access given only to the NatCen research team. One year after the report has been published all sound files and transcriptions will be destroyed.

##### What will we be talking about?

The discussion will focus on: your role in the setting along with how you work with the settings' EYP; changes in the quality of provision which have occurred over the last two years; and the role played by the EYP in bringing about any changes in the setting.

##### Is it confidential?

Your participation will be treated in **strict confidence** in accordance with the Data Protection Act and neither you nor your setting will be identifiable in our reporting to the DCSF or more widely. We will not tell your local authority which settings we have approached to take part in this research. We will also not share any information you give us with any member of staff in your setting.

##### What happens now?

Over the next two weeks, someone from NatCen will contact your manager to discuss your settings involvement in the research and arrange the discussion. Your participation is entirely

voluntary and if you would prefer not to take part in the research please let your manager know or you can contact the research team directly on the details below.

**What if I have other questions?**

*If you have any other questions about the study we would be very happy to answer them. Please contact **Helen Ranns** at NatCen on **020 7549 9556** or by email to **[helen.ranns@natcen.ac.uk](mailto:helen.ranns@natcen.ac.uk)***

## 3.7 Interview topic guide

### Impacts case studies topic guide

**Research aims:**

- *To identify and explore the barriers and facilitators to EYPs having positive impacts upon the quality of childcare in settings.*

**Interview aims:**

- *To provide an overview of the changes which have taken place in the setting during the course of the GLF*
- *To gain an understanding of the role played within the setting by the current EYP and how they were recruited or trained*
- *To explore what the facilitators and barriers have been to the EYP making changes within the setting which impact on the quality of provision*
- *To identify examples of good practice in how the EYP role has impacted on the quality of provision*
- *To explore what other factors drive changes in perceived quality within settings and how these fit in with the EYP role*
- *To establish which are the most important factors in making improvements to the quality of provision*

**Guidance for interpretation and use of the topic guide:** The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant. It does not include follow-up questions like ‘why’, ‘when’, ‘how’, etc. as respondents’ contributions will be fully explored throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews.

**Note to interviewer:**

*Sections B to D include some specific questions which relate to the role of the respondent (Manager, EYP, or member of staff). When conducting the interview please be aware of what the role of the respondent is and use the appropriate sections.*

**A) Introduction**

- Introduce self & NatCen
- Remind re GLF evaluation – funded by the DfE & managed by CWDC
- Reiterate independence of NatCen from both DfE and CWDC (*do not have any vested interests in the quality of provision or the GLF policy itself*)
- Remind about purpose of this strand of the research
  - explain design of research (*research to be conducted in 12 settings, in each setting will be conducting depth interviews with the manager, EYP and paired interviews or group discussions with other staff in the setting. Also be completing a short questionnaire with parents with children attending the setting*)
- Reiterate sampling criteria for research (*settings’ characteristics- size of nursery, type of LA in which they are based, how the current EYP in the setting was gained and whether the EYP is also the manager of the setting or not*) NB- researcher not to share knowledge of levels of improvement with setting.

- Discuss confidentiality (*including within the childcare settings*) & anonymity, as well as voluntary nature of interview/ specific questions.
- Use of audio-recorder & data storage
- Length of interview
- Any questions

**B) Respondent's role and details of the setting BRIEFLY**

*Aim: to obtain an overview of the institutions and local context of the setting. Most of this information will be available from Oxford so keep brief here.*

- Respondent's role in the setting
  - How long in role
  - How long in early years education or the childcare sector (and in what capacity)
  - Which room in the setting work in or work across rooms
  - Balance of managerial duties, work around curriculum planning and childcare in current role
- Experience, qualifications and training
  - Where experience of working with children obtained from (teaching, childcare sector)
  - Own qualifications in early years education/ childcare
  - Any training currently participating in
  - Aspirations for further training

**NOTE TO INTERVIEWER**

**For manager respondents continue this section and go to section C.**

**For EYP respondents go to section D**

**For staff members go to section E.**

***If manager also EYP***

- Balance of time performing role of manager and role of EYP

***Specific questions for managers***

- Status of the setting: private, voluntary or independent
  - Principal funding sources
- Details of the setting
  - Nature of provision; hours of childcare provision
  - Number of children (maximum capacity and current capacity); ages of children catered for
  - Any specific 'approach' underpinning childcare (e.g. Montessori, Steiner, High-Scope)
- Total number of staff at the setting and qualifications
  - Full or part time
  - Volunteers
  - Staff with level 5 qualifications or above (i.e. a Foundation or honours degree relevant to early years education/ childcare, QTS, EYPS)

### **C) GLF funding (brief)**

*Aim: to ascertain how the setting gained their EYP and how this route was decided. NB- this section should not include a detailed discussion of the process of finding out about GLF and application processes.*

- Reasons for involvement in GLF / taking up GLF monies (brief)
- How current EYP gained
  - Recruitment of a staff member with EYPS
  - Upskilling of an existing member of staff to EYPS (from graduate or lower level)
- How long EYP been in post (& route of any previous EYPs)

#### ***If EYP recruited into role***

- Motivation for employing a staff member with EYPS
  - Replacement of previous home grown or recruited EYP
  - No current staff member suitable for gaining EYPS
  - No current staff member motivated to undertake training to EYPS
- How EYP recruited
- Qualities looked for in EYP (key skills and attributes)

#### ***If have a home grown EYP***

- Motivation for upskilling an existing member of staff to EYPS
- How individual identified to become EYP
- Existing qualifications prior to undertaking GLF funded training
- Route into EYPS (full degree with short pathway, foundation degree with long pathway)

#### **NOTE TO INTERVIEWER**

**For managers EYPs continue to section D for all other managers go to section E.**

### **D) Becoming the EYP in the setting**

*Aim: to ascertain how the respondent became the EYP for the setting*

- Motivation for gaining EYPS
- How came to be EYP within setting
  - Recruited with EYPS
  - Upskilled whilst in employment (from graduate or lower level)
- Quality of training
  - Adequacy of training in preparation for role in setting

### ***If a home grown EYP***

- How identified to become EYP for the setting
- Route into EYPS (full degree with short pathway, foundation degree with long pathway)

### ***If EYP recruited into role***

- How EYP recruited into setting
- Details of application and recruitment process

## **E) Role of EYP**

*Aim: to map the respondent's view of the role of an EYP, including a discussion of the role currently undertaken by the EYP.*

- Current role of EYP
  - Day to day responsibilities
  - Curriculum development
  - Team leadership
  - Parent liaison
  - Staff mentoring
  - Cascading learning
  - Other elements to role
- What informed the role and job description of EYP
  - Guidance from CWDC
  - Guidance from LA
  - Manager input
  - Owner input
  - Information from EYP themselves
- Fit of current EYP to perceptions of the role (meeting EYP expectations)
- Differences between role of current EYP and any previous EYPs
- Ideal role of EYP (longer term aims for role)
  - Day to day responsibilities
  - Curriculum development
  - Team leadership
  - Parent liaison
  - Staff mentoring
- Views on working with the EYP
- Barriers to EYP fulfilling ideal role
- Facilitating factors to EYP role
  - Accommodating team
  - Support from manager
  - Allocated EYP role time

## **F) Changes within the setting (KEY SECTION)**

*Aim: to provide contextual information on the changes which have taken place in the setting during the timescale of the evaluation. This will also assist the researcher with the discussion in Section F of the guide.*

- **Key changes in setting in last (INSERT time period)**
- **Reason these changes identified as key**
- **Role of EYP (if any) in key changes**

Then explore **changes** in all areas:

### **Setting**

- Management/ ownership of the setting
  - Building or layout
  - Equipment/ resources in rooms and accessibility of resources
  - Outside area
- 
- Reasons for change/driving factors
  - Impact on quality of provision
- 
- Further changes needed/sought to improve quality
  - Barriers to positive change

### **Staffing**

- Qualifications of staff (increase/ decrease)
  - Roles of staff (promotions to room leader, deputy manager, manager)
  - Child to staff ratios
- 
- Reasons for change/driving factors
  - Impact on quality of provision
- 
- Further changes needed/sought to improve quality
  - Barriers to positive change

### **Children**

- Make up of the children attending the setting

### **Provision and adult support for play and learning**

- Changes to the delivered curriculum
  - Introduction of EYFS
  - Changes to how the curriculum is developed
- Planning
  - Individual learning
  - Free-flow between rooms and child initiated play
  - Use of outside space
  - Gender specific issues

- Reasons for change/driving factors
- Impact on quality of provision
- Further changes needed/sought to improve quality
- Barriers to positive change

### **Routines/ structure of provision**

- Activity/daily structure in rooms
  - Balance between adult directed and child initiated play
- Key worker system in the setting
  - Care routines
- Health and safety
- Welfare and safeguarding children
- Reasons for change/driving factors
- Impact on quality of provision
- Further changes needed/sought to improve quality
- Barriers to positive change

### **Parental involvement**

- Ways of involvement/ engagement with parents
- Level of involvement of parents
  - Parents evenings
  - Child progress reports/ updates
  - Parent volunteers/ staff
- Parental input into child's learning / records of achievement
- Specific parent outreach programmes
- Reasons for change/driving factors
- Impact on quality of provision
- Further changes needed/sought to improve quality
- Barriers to positive change

### **G) Impact of Early Years Professional (KEY SECTION)**

*Aim: to specifically identify the impact of having an EYP on the quality of provision in the setting and the mechanisms for that impact. Also to explore factors that act as facilitators or barriers to the EYP being able to have a positive impact on the quality of provision in the setting.*

*Researcher to pin discussion in this section around changes discussed in Section E.*

*Throughout this section try to draw out changes as a result of EYP. Where possible draw out concrete examples of changes in practice.*



## **Environment**

- Changes to the environment of the setting (*buildings and room set up*)
  - Outdoor play areas
  - Room set ups
- Factors facilitating / hindering impacts of EYP
  - Resources to make changes to physical surroundings
  - Resources to purchase new equipment
  - Constraints of the building

## **Routines/ day to day childcare**

- Changes to the day-to-day routines of the children at the setting (*how the day is structured- combination of adult directed and child initiated activities, and the mix of individual and group activities*)
  - Role of keyworkers
  - Provision for children with SEN
  - Child movement between different activity areas
  - Child movement between rooms
- Factors facilitating / hindering impacts of EYP
  - Suitable staff
  - Other staff members responding to EYP and accommodating change
  - Role of EYP being in a position to affect change
- What would be needed to overcome barriers
- Sustainability of changes
  - o How well changes are bedded in
  - o Extent to which changes rely on same EYP being in role

## **Provision and adult support for play and learning**

- Changes made to development and delivery of curriculum in the setting by EYP
  - Use of central setting-wide/ individual curriculum
  - Involvement of staff in development and delivery
- Factors facilitating / hindering impacts of EYP
  - EYP themselves (knowledgeable, leadership skills)
  - Other staff members responding to EYP and accommodating change
  - EYP's understanding of child development and learning
- What would be needed to overcome any barriers
- Sustainability of changes
  - o How well changes are bedded in
  - o Extent to which changes rely on same EYP being in role

## **Communication and engagement with parents**

- Changes to how setting's staff communicate with parents

- Daily updates on child's progress
- Written updates on children
- Formal feedback at parents evenings
- Factors facilitating / hindering impacts of EYP
  - Engaged/ disengaged parents
- Sustainability of changes
  - o How well changes are bedded in
  - o Extent to which changes rely on same EYP being in role

#### **Training and mentoring of other staff**

- Changes to mentoring arrangements within the setting
  - Role played by EYP
  - Role played by manager/ deputy manager
- Training delivered to staff internally
- Factors facilitating / hindering impacts of EYP
- Sustainability of changes
  - o How well changes are bedded in
  - o Extent to which changes rely on same EYP being in role

#### **H) Reflections and conclusions**

*Aim: to understand what factors have best facilitated change in the quality of provision in the setting.*

- Key learning from setting- what advice would they give a manager of another setting to make changes to improve the quality of provision
  - Changes that have the largest positive impact
  - Processes for implementing successful change
  - Challenges to avoid/ overcome
- Other key learning from the setting
  - Views on the GLF
  - Views on the EYPS
- Future ideal role of EYP

#### **Next steps**

- Any questions
- Reassure confidentiality
- Thank them for their time
- Remind them of other interviews & parents questionnaire as well as reporting plans
- They are welcome to contact members of the research team (address on leaflet) to ask questions at a later date if they wish

## 3.8 Parents self-completion questionnaire

### Information sheet for parents

**Further information (Q&A) about research forming part of:**

**Graduate Leader Fund National Evaluation**

#### **Aims of Graduate Leader Fund (GLF)**

The Graduate Leader Fund is an investment by the Government in the early years and childcare workforce. The aim is to create a new level of graduate Early Years Professional (EYP) Status leaders and a better qualified workforce generally without additional costs being passed on to parents.

#### **Aims of the study**

This study has been funded by the Department for Education (DfE) to evaluate how GLF has been implemented and whether it helps to increase the skills of the childcare workforce and improve childcare quality. The aims of this strand of the research are to:

- identify what helps nurseries improve their childcare
- identify things that act as barriers to improvements
- look at the role of the early years professional in improvements

#### **Why have you chosen me?**

You have been chosen because this nursery is taking part in this research. The Department is particularly keen to hear the views of parents. **You don't need to know anything about GLF to fill out the questionnaire.**

#### **What is involved?**

We would like you to complete the short questionnaire you received with this leaflet. It should take less than 10 minutes to fill it out. We then analyse all the questionnaires and write up the findings as a report for the Department. The questionnaire findings will be written up along with the findings from all the other elements of the research. No individual person or nursery will be identifiable in the report.

#### **Who else is involved?**

We are carrying out interviews with the manager, EYP and other staff working at your nursery.

#### **What is in the questionnaire?**

The questionnaire asks about the following topics;

- your views on the quality of childcare at the nursery
- your knowledge of qualifications and experience of staff working in the nursery
- the importance of qualifications on your choice of nursery
- and how you receive information about your child

#### **Is it confidential?**

Yes. We won't share the findings of the questionnaire with anyone outside of the research team. This includes staff working in the setting itself and other parents. In addition we won't share your views with the Department. No one who knows you will be able to find out what you have said in the questionnaire. We will write a report of the study but no individual will be identified in the published results of the research.

**Our responsibilities to you:**

**We guard your privacy:** your participation will be treated in strict confidence in accordance with the Data Protection Act. Your views will be used for research purposes only. You will not be identified in the final report.

**We respect your wishes:** participation in the study is voluntary and you are not obliged to answer any questions you do not wish to.

**We answer your questions:** we will be happy to answer any questions you may have.

**What happens now?**

If you would like to take part in this research please complete the questionnaire that you have been given with this leaflet and return the questionnaire in the pre-paid envelope.

**Do I have to take part?**

No. It is your decision to take part or not. Deciding not to take part will not affect any of the services that you are receiving or may receive in the future.

**What if I have other questions?**

If you have any other questions, you can ask the researcher. Otherwise, please feel free to speak to: Helen Ranns, Email: [Helen.ranns@natcen.ac.uk](mailto:Helen.ranns@natcen.ac.uk), Telephone: 020 7549 7120.

## Parents' questionnaire



## Graduate Leader Fund: Nursery Case Studies PARENTS SELF-COMPLETION QUESTIONNAIRE

Name of setting

Thank you for deciding to take part in this research which has been commissioned by the Department for Education (DfE).

The aims of the research are to

- identify what helps nurseries improve their childcare
- identify things that act as barriers to improvements
- look at the role of the Early Years Professional in improvements

This questionnaire contains a number of questions about the following topics;

- your views on the quality of childcare at the nursery
- what you know about the qualifications and experience of staff working in the nursery
- how important staff qualifications are in your choice of nursery
- and how you receive information about your child

**This research is confidential, We will not share the findings of the questionnaire with anyone outside of the research team. This includes staff working in the setting itself and other parents.**

### Completing the questionnaire

The questions inside cover a wide range of subjects, but each one can be answered simply by ticking the box next to the answer and following the arrows which tell you which question to answer next. If there are no arrows, simply carry on to the next question.

**Q1** How long have you had a child at [Name of setting]?

Years  Months

**Q2** What are the ages of your children who attend [Name of setting]?

Child 1	Years	Months
Child 2	Months	Months
Child 3	Years	Months

**Q3** Does your child / do any of your children who attend this nursery have any special needs? *Tick all that apply*

Yes- Physical

Yes- Learning   
 No

**Q4**

Please tick the three things that were most important to you when you chose this nursery

Affordability	<input type="checkbox"/>	Convenience of location	<input type="checkbox"/>
Staff experience of special needs	<input type="checkbox"/>	Staff child ratio	<input type="checkbox"/>
Qualifications of staff	<input type="checkbox"/>	Reputation of the nursery	<input type="checkbox"/>
Facilities	<input type="checkbox"/>	Opening hours	<input type="checkbox"/>
Staff experience of working with babies or young children	<input type="checkbox"/>	Other (please write)	<input type="text"/>

**Q5** As far as you are aware what is the highest educational qualification held by any member of staff working in the nursery?

Early Years Professional Status	<input type="checkbox"/>	National Vocational Qualification Level 3	<input type="checkbox"/>
Degree (full or foundation)	<input type="checkbox"/>	National Vocational Qualification Level 2	<input type="checkbox"/>
National Vocational Qualification Level 4	<input type="checkbox"/>	Don't know	<input type="checkbox"/> → Go to Q 7

**Q6** If you are aware of the highest educational qualification amongst staff, how important was this in your choice of nursery?

Very important      Not important  
 1 2 3 4 5

**Q7** Are you aware of how many years of experience any of the staff members have working with children?

Yes  → Go to Q 8  
 No  → Go to Q 9

**Q8** If you are aware of the experience of any staff in working with children, how important was this in your choice of nursery?

Very important      Not important  
 1 2 3 4 5

**Q9** On a scale of 1 to 5 with 1 being very satisfied and 5 being unsatisfied, how satisfied are you with the nursery in terms of the following things?

	Satisfied	1	2	3	4	5	Unsatisfied
The space and furnishings in the nursery (inside and out)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Keeping the children clean and healthy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
How staff listen and talk to your child		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Range of play and learning activities on offer at the nursery		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
How staff interact with the children		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
How the day is organised		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Q10** On a scale of 1 to 5 with 1 being very satisfied and 5 being unsatisfied, how satisfied are you with the overall quality of childcare at this nursery?

Very satisfied      Unsatisfied  
 1 2 3 4 5

**Q11** How are you informed daily about how your child is getting on at the nursery?

	Yes	No
Talking with staff at drop off and pick up	<input type="checkbox"/>	<input type="checkbox"/>
Daily diaries	<input type="checkbox"/>	<input type="checkbox"/>

Other (please write)

**Q12** Beyond daily updates how are you kept informed about your child's broader learning and development?

	Yes	No
Written reports	<input type="checkbox"/>	<input type="checkbox"/>
Parents evenings and meetings	<input type="checkbox"/>	<input type="checkbox"/>
Other (please write)	<input type="text"/>	

**Q13** Are you actively encouraged to input into your child's learning and records of development?

Yes  No

**Q14** How often are you updated on your child's learning and development?

More than once a month	<input type="checkbox"/>	Around twice a year	<input type="checkbox"/>
Once every 2 to 4 months	<input type="checkbox"/>	Around yearly or less often	<input type="checkbox"/>

**Q15** Have you been involved in any of the following elements of the nursery?

	Yes	No
I am on a parent board/ committee	<input type="checkbox"/>	<input type="checkbox"/>
I volunteer at the nursery	<input type="checkbox"/>	<input type="checkbox"/>
I work at the nursery	<input type="checkbox"/>	<input type="checkbox"/>
I have provided feedback about the nursery through a questionnaire	<input type="checkbox"/>	<input type="checkbox"/>
Other (please write)	<input type="text"/>	

**Q16** Over the last 18 months how do you think the quality of childcare at the nursery has changed?

Quality has improved  Quality has gone down/ decreased



Quality has stayed the same

Don't know / have not  
had a child at the  
nursery this length of  
time

**Q17**

Please use the box below to tell us anything else that is important to you about this nursery

When you have finished answering the questionnaire, please send it to us in the freepost envelope provided. If you have any questions or need help, please ask the researcher or a member of staff.

**THANK YOU AGAIN FOR YOUR HELP**

## **3.9 Thematic framework**

### **1 - Background**

- 1.1 - Role
- 1.2 - Training and qualifications
- 1.3 - Setting details
- 1.4 - Experiences of GLF
- 1.5 - Obtaining an EYP in the setting
- 1.6 - EYP training
- 1.7 - Other

### **2 - The Early Years Professional and Changes**

- 2.1 - Role of EYP
- 2.2 - Views on role of EYP
- 2.3 - Summary of key changes
- 2.4 - Levers of general change
- 2.5 - Other

### **3 - Planning**

- 3.1 - Individual planning: Change and Impact
- 3.2 - Individual planning: Levers, facilitators and barriers to change
- 3.3 - Setting/ room planning: Change and Impact
- 3.4 - Setting/ room planning: Levers, facilitators and barriers to change
- 3.5 - Other

### **4 - Routine and day to day activities**

- 4.1 - Physical environment: Change and Impact
- 4.2 - Physical environment: Levers, facilitators and barriers to change
- 4.3 - Activities: Change and Impact
- 4.4 - Activities: Levers, facilitators and barriers to change
- 4.5 - Health and well-being: Change and Impact
- 4.6 - Health and well-being: Levers, facilitators and barriers to change
- 4.7 - Other

### **5 - Engagement with parents**

- 5.1 - Parental contribution to nursery: Change and Impact
- 5.2 - Parental contribution to nursery: Levers, facilitators and barriers to change
- 5.3 - Child's learning and development: Change and Impact
- 5.4 - Child's learning& development: Levers, facilitators and barriers to change
- 5.5 - Broader communication with parents: Change and Impact
- 5.6 - Broader communication w parents: Levers, facilitators and barriers to change
- 5.7 - Other

## **6 - Staff**

6.1 - EYP: Change and Impact

6.2 - EYP: Levers, facilitators and barriers to change

6.3 - Manager: Change and Impact

6.4 - Manager: Levers, facilitators and barriers to change

6.5 - Staff: Change and Impact

6.6 - Staff: Levers, facilitators and barriers to change

6.7 - Other

## **7 - Sustainability of change and Policy implications**

7.1 - Change in nursery: enablers to sustaining impacts

7.2 - Change in nursery: challenges to sustaining impacts

7.3 - EYPs in sector: enablers to sustaining

7.4 - EYPS in sector: challenges to sustaining

7.5 - Recommendations

7.6 - Other

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