

Research Report DCSF-RR009

# 2006 Childcare and Early Years Providers Surveys Overview Report

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department for  
children, schools and families

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Overview Report*

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# **1 Summary and conclusions**

## **1.1 Introduction**

The Department for Children, Schools and Families (DCSF, formerly the Department for Education and Skills) commissioned BMRB to undertake eight surveys to collect information about childcare and early years provision and its workforce. These eight surveys are reported in detail in separate, sector specific reports. This overview report seeks to draw together the findings of the surveys by looking at similarities and differences across the sectors, as well as pulling the data together to give details of the whole childcare workforce.

Findings from the 2006 survey have been compared with those from similar surveys conducted in 2005 and where appropriate 2003 and 2001. Data have been weighted and grossed to provide national estimates.

## **1.2 Characteristics of provision**

### **1.2.1 Number of providers**

In 2006, there were 94,272 childcare providers and 16,071 early years providers in maintained schools. In total, there were 110,343 providers of childcare and early years education. This includes full day care<sup>1</sup>, sessional providers, after school and holiday clubs, childminders<sup>2</sup>, nursery schools, primary schools with reception and nursery classes and primary schools with reception but no nursery classes.

There was a continued increase in the number of full day care providers; there were 12,694 full day care providers operating in 2006, a 27 per cent increase since 2003 (a seven per cent increase since 2005). Meanwhile the number of sessional providers has declined by 19 per cent since 2003. Taken together, the total number of registered full day care and sessional providers has increased by just two per cent from 2003 to 2006. It is possible that many sessional providers switched from providing sessional care to full day care<sup>3</sup>, in response to demand from parents for longer hours.

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<sup>1</sup> Note that the number of full day care providers includes the number of children's centres providing full day care.

<sup>2</sup> This includes working childminders only, as a substantial proportion of those registered with Ofsted are currently inactive.

<sup>3</sup> While this has not been covered in the providers surveys so far, from 2007 a question will be added to the questionnaire asking full day care providers whether they have switched from providing sessional day care to full day care.

In 2006 there were 823 children's centres in operation<sup>4</sup>. The most common type of care offered by children's centres was full day care (84 per cent). The full day care offered within children's centre also falls under the overall registered full day care figures and should be regarded as a sub-group, rather than in addition to this provision.

From 2003 to 2006 there were large increases in the numbers of out of school providers in operation (a 70 per cent increase in after school clubs and a 130 per cent increase in the number of holiday clubs). This is likely to be attributable to the development of the Extended Schools Programme.

The number of registered childminders remained stable. In 2006 there were 71,500 childminders, a two per cent decrease since 2003. A substantial minority (19 per cent) of registered childminders contacted for the 2006 survey said that they were no longer working as a childminder, meaning that there were 57,855 active childminders offering childcare places.

There was very little change in the overall number of early years education providers in maintained schools from 2003 (16,001) to 2006 (16,071).

### **1.2.2 Deprivation**

In terms of location of providers by level of deprivation, full day care and out of school providers appeared to be distributed reasonably proportionately across all areas (i.e. 30 per cent in the 30 per cent most deprived areas). In contrast, childminders and sessional providers appeared less likely to be located in the 30 per cent most deprived areas (19 per cent and 15 per cent respectively).

The Government's aim was initially to focus the development of children's centres in the most deprived areas so it is unsurprising that children's centres were disproportionately located there; 79 per cent of children's centres were in the 30 per cent most deprived areas.

Nursery schools and primary schools with nursery and reception classes were disproportionately located the 30 per cent most deprived areas (57 per cent and 50 per cent respectively). By comparison, only 11 per cent of primary schools with reception but no nursery classes were located in the 30 per cent most deprived areas.

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<sup>4</sup> Children's centres were included for the first time in 2006, therefore there are no comparisons with previous years.



## **1.3 Places and children**

### **1.3.1 Number of places**

In 2006, there were 2,410,600 Ofsted childcare and early years places registered with Ofsted. Of these, 1,619,100 were provided by full day care settings<sup>5</sup>, sessional providers, after school and holiday clubs and childminders<sup>6</sup> and; 791,500 places were registered for early years education in maintained schools.

In 2006 there were a total of 822,500 Ofsted registered places in full day and sessional care providers (of which 544,200 were in full day care settings and 278,300 were in sessional settings), a nine per cent increase from 756,900 in 2003 (a six per cent increase since 2005). In this period the number of full day care places increased by 26 per cent, while the number of sessional registered places decreased by 14 per cent.

As with the numbers of providers, both after school clubs and holiday clubs showed the largest increase in terms of places. The number of registered places in after school clubs grew by 58 per cent (to 260,100) and the number of places in holiday clubs had increased by 117 per cent (to 263,900) between 2003 and 2006.

In total there were 272,600 Ofsted registered places with childminders. It is not possible to make comparisons for childminders with 2003 due to differences in the way figures were grossed up, but the total number of places was very similar to 2005 (275,600 places).

Among early years providers in maintained schools, there were a total of 791,500 places, a six per cent decrease from 843,100 places in 2003. This decrease was due to changes in the average number of places being offered across these settings.

### **1.3.2 Number of children attending**

Since 2003 there were increases in the number of children attending all childcare settings apart from sessional providers (the number of children attending full day care providers increased by 18 per cent, after school clubs by 49 per cent and holiday clubs by 51 per cent). We are unable to compare the total number of children attending childminders since 2003 due to differences in grossing, but there was a two per cent increase between 2005 and 2006.

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<sup>5</sup> Including registered places in full day care provided by children's centres.

<sup>6</sup> Including places registered with active childminders only.

Among early years providers in maintained schools, the number of children attending nursery schools increased by one per cent between 2003 and 2006 and decreased by nine per cent for primary schools with reception but no nursery classes. For primary schools with reception and nursery classes the question was asked differently in 2003 and therefore the results are not comparable.

## **1.4 Workforce composition**

### **1.4.1 Size of the workforce**

With the exception of sessional providers, there was a real increase in the number of paid and unpaid staff working in childcare settings from 2003. Indeed the number of staff has increased at a higher rate than the number of providers and the number of places. The number of staff working in full day care went up by 28 per cent, in after school clubs it went up by 85 per cent, in holiday clubs it went up by 156 per cent and the number of staff in sessional settings went down by 17 per cent.

Across the early years settings in maintained schools, the number of paid and unpaid staff decreased at a faster rate than the number of places (or in the case of nursery schools, despite an increase in places), indicating there was a real drop in the number of staff working within settings. The number of staff working in primary schools with reception but no nursery classes fell by 16 per cent, in primary schools with nursery and reception classes it fell by eight per cent and it fell by six per cent in nursery schools.

The proportion of supervisory staff increased and the proportion of other paid staff decreased across all childcare settings from 2003 to 2006. This change indicated a greater professionalisation of the workforce as it moved away from largely less qualified other paid childcare staff to supervisory staff who were qualified to look after children on their own. The early years providers in maintained schools also saw increases in the proportion of better qualified staff (nursery nurses and early years teachers).

### **1.4.2 Sex, ethnicity and disability**

The childcare and early years sector was clearly dominated by female staff across all types of setting. Primary schools with nursery and reception classes (nine per cent) and holiday and after school clubs (nine and 16 per cent respectively) reported higher proportions of male staff than other settings. Among settings orientated towards under fives (full day care and sessional) the proportion of male staff was very low (each reporting between one and three per cent).

The average proportion of staff from a black and minority ethnic (BME) group also varied across the childcare and early years provider types. It was highest

amongst full day care providers in children's centres (14 per cent per setting), holiday clubs (13 per cent per setting) and after school clubs (12 per cent per setting). The proportion was lower than average among sessional settings and childminders (five per cent and six per cent per setting respectively).

The average proportion of BME staff was slightly higher among nursery school staff (12 per cent per setting) It was in line with the UK average<sup>7</sup> in primary schools with nursery and reception classes staff (eight per cent per setting) and below average in primary schools with reception but no nursery classes staff (just two per cent per setting).

The average proportion of staff with a disability was very low amongst all childcare and early years providers, just one per cent per setting for each type of setting (two per cent for out of school settings).

### **1.4.3 Pay**

Across all staff in all childcare providers, the average pay was £7.00 per hour and for all staff across all maintained early years providers the average pay was £12.00 per hour. Between 2003 and 2006 the rate of pay for all childcare staff has increased at a higher rate than the UK average, however rates of pay were considerably lower than UK average<sup>8</sup>. The highest paid staff worked in full day care providers within children's centres, earning on average £9.30 an hour. This was around £2.00 higher than the second highest paid staff who worked in holiday clubs and after school clubs (£7.40 and £7.20 per hour respectively). Full day care and sessional staff earned on average £6.80 and £6.60 respectively.

The average rates of pay for all staff were similar across the three early years providers in maintained schools groups, with nursery school staff receiving £12.30 an hour, primary school with nursery classes staff earning £12.50 an hour and primary schools with reception but no nursery classes earning on average £12.10 an hour. Notably, average pay for all staff was higher than the overall UK average. However, these averages are raised because of the comparatively high pay of headteachers, early years or foundation stage co-ordinators and qualified teaching staff. Comparisons cannot be made with the 2003 data as rates of pay were derived differently.

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<sup>7</sup> 2006 Labour Force Survey. Ethnicity revised, (ETHCEN6), Economic Activity, (INECAC05), Government Office Region 2&3 combined (GOVTOF2).

<sup>8</sup> 2006 Annual Survey of Hours and Earnings (First release)/

## **1.5 Qualifications**

High proportions (i.e. over 70 per cent) of staff across all *group* childcare and early years settings were qualified to at least level two. Staff working in full day care (86 per cent), particularly those based in children's centres (91 per cent) and those working in nursery schools (86 per cent), reported the highest proportions of staff qualified at this level. Slightly lower proportions of staff working in sessional providers (76 per cent), after school (73 per cent) and holiday clubs (72 per cent) reported staff qualified at a minimum of level two. Childminders were least likely to hold qualifications, with only 52 per cent being qualified to level one and 43 per cent qualified to level two.

In full day care and all early years providers in maintained schools over 70 per cent of staff held at least a level three qualification. In nursery schools and full day care in children's centres the proportion rose to 80 per cent in each. In contrast, lower proportions of staff working in sessional providers (58 per cent) and after school (51 per cent) and holiday clubs (53 per cent) were qualified to at least a level three.

Among the childcare settings low proportions of staff were qualified to level six or above (under 10 per cent in each type of setting). Staff working in full day care in children's centres were slightly more likely than staff in other childcare settings to have a level six or above qualification, (10 per cent were qualified to level six or above). Staff working in primary schools with reception but no nursery classes reported the highest proportion qualified to level six or above (45 per cent) followed by staff working in primary schools with nursery and reception classes (38 per cent) and then staff working in nursery schools (30 per cent).

## **1.6 Training**

Nearly all childcare and early years providers reported helping their staff to receive training. Nursery schools (82 per cent), full day care providers (76 per cent), particularly those operating within children's centres (85 per cent) were the most likely to have a written training plan. Sessional providers (63 per cent), holiday (68 per cent) and after school clubs (66 per cent) were less likely to have specific training plans. School based settings were the least likely to have a specific training plan although it may be that training needs of staff at these providers were incorporated into more general, school-wide, staff training plans not specific to early years staff.

Specific training budgets were more common among full day care providers in children's centres and nursery schools (85 and 87 per cent respectively).

Across all provider types where comparable data is available, the proportion with a training plan and the proportion with a training budget increased from 2003, by up to 10 percentage points.

Generally respondents thought the level of training received was *about right*, although there was still a sizeable minority in each type of provider who thought it was *too little*, notably after school clubs (19 per cent), holiday clubs (21 per cent) and primary schools with nursery and reception classes (22 per cent).

## **1.7 Recruitment and retention**

The proportion of settings that were actively recruiting staff was similar amongst full day care (22 per cent), after school clubs (20 per cent) and holiday clubs (26 per cent). It was markedly lower amongst sessional settings at just 10 per cent. Among early years providers in maintained schools, the proportion actively recruiting for staff was higher in nursery schools (26 per cent) than primary schools with nursery and reception classes (10 per cent) and primary schools with reception but no nursery classes (eight per cent).

Among childcare settings, full day care providers in children's centres showed the highest employment growth rate (25 per cent) followed by holiday clubs (23 per cent). Sessional and full day care providers had the lowest employment growth rates (nine and 10 per cent respectively). Each of the early years settings in maintained schools had an employment growth rate of 17 per cent<sup>9</sup>.

## **1.8 Income**

Caution must be taken with the fees and income data as all figures have been derived by a number of variables<sup>10</sup> and therefore may be prone to distortion. They should only be used as indicative guide.

The 2006 survey results indicated that full day care providers charged, on average, the highest fees (£2.70 per hour) and holiday clubs and sessional providers charged the lowest (£1.70 and £1.90 per hour respectively).

Average fees were generally lower in the 30 per cent most deprived areas than the 70 per cent least deprived areas for all childcare settings. There was no correlation with higher average fees charged and higher qualification levels. This is an encouraging finding for those who may be concerned that staff with higher

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<sup>9</sup>For a full explanation as to how the employment growth rate was calculated, please see section 1.7.4 in the Technical Appendix.

<sup>10</sup> Details of how income variables were derived is included in section 1.7.1 of the Technical Appendix.

qualifications are likely to earn more and this increase may be offset by increasing fees charged.

The average fee charged by childminders was £3.20 per hour, and there was little difference in average rates between areas of higher and lower deprivation or population density.

The breakdown of total income varies considerably across the childcare types. For the majority of full day care providers (78 per cent), after school clubs (80 per cent) and holiday clubs (74 per cent) income was from fees paid by parents. Amongst sessional providers and full day care providers the largest proportion of income was from government (66 per cent and 54 per cent respectively).

Since 2003 the financial situation seemed to have worsened for all groups with a lower proportion saying they had made a profit or surplus and (except after school clubs) a higher proportion saying they had made a loss. However, although the proportion of full day care providers making a profit or surplus fell by 13 percentage points between 2003 and 2006, data suggest that this situation may be beginning to reverse as there was an increase of three percentage points in the proportion making a profit or surplus between 2005 and 2006. This was not the case for sessional providers, where the proportion making a profit in 2006 continued to fall (by five percentage points).

## **1.9 Conclusions**

Full day care provision and out of school provision are on the increase. A greater number of providers are now registered to offer these types of care, the number of staff is increasing and more children are attending these settings. There is a continued shift away from sessional care, while the number of childminders has remained stable.

The number of early years providers in maintained schools has remained stable, but across the three types of settings, the number of places has declined. The number of staff is decreasing at a faster rate than the number of places indicating there has been a real drop in the number of staff working within early years settings in maintained schools.

The proportion of supervisory staff has increased and the proportion of other paid staff decreased, across all childcare settings. The proportion of better qualified staff also increased in the early years settings in maintained schools. Across all provider types there has been an increase in the proportion of staff with at least a level three qualification.

However, that lower proportions of all childcare providers reported making a profit or surplus in 2006 than in 2003 and that higher proportions (apart from

after school clubs) reported making a loss raises questions about how sustainable the sector will be in the long term.

## **2 Introduction**

### **2.1 The Ten Year Strategy for childcare**

The Government's Ten Year Strategy for early years and childcare, published in December 2004, outlined a number of key principles and objectives:

- *Choice and Flexibility* - greater choice for parents in how they balance their work commitments and family life;
- *Availability* – flexible, affordable, high quality childcare for all families with children aged up to 14 who need it;
- *Quality* - high quality provision delivered by a skilled early years and childcare workforce; and
- *Affordability* – families to be able to afford flexible, high quality childcare that is appropriate for their needs.

The Government's vision is to ensure that every child gets the best start in life and to give parents more choice about how to balance work and family life. By 2010, all three and four year olds will be entitled to 15 hours a week of free high quality care, for 38 weeks a year and there will be an out of school childcare place available for all children aged three to 14 from the hours of 8am-6pm every weekday for those who need it. This will be accompanied by a package of new measures to help address the issue of affordability of childcare, such as the recent announcement of free childcare for 50,000 parents in training for work.

To support this, and to help improve the quality of childcare, there is to be a radical reform of the workforce. This will include all full day care settings being professionally led, improved qualifications and status of early years' and childcare workers and training opportunities for childminders and other home-based carers which enable more of them to achieve level three qualifications.

A Transformation Fund of £250m over the period April 2006 to August 2008 will support investment to attempt to raise the quality of the early years' workforce without undermining efforts to improve affordability.

### **2.2 Objectives of the research**

The DCSF needs robust information on the key characteristics of childcare provision in the early years and childcare sector, as well as information on its workforce and the costs of childcare that is available.



The DCSF carried out surveys amongst childcare and early years providers in 1998, 2001, 2003 and 2005. The 2006 providers series consists of separate surveys for the following eight childcare and early years settings:

### **Childcare**

- Full-day childcare
- Sessional childcare
- Out-of-school childcare
- Childminders
- Children's centres

### **Other Early years providers**

- Primary schools with nursery and reception classes
- Primary schools with reception but no nursery classes
- Nursery schools

This report presents an overview of the findings across all surveys. The analysis is largely divided between the childcare and early years groups as specified above.

## **2.3 The survey**

The childcare survey examines the key characteristics of childcare and early years provision and its workforce:

- Provider characteristics (ownership, opening times, length of operation, free early education sessions);
- Number of places and children attending (number of places, ages, ethnicity, vacancies);
- Staff characteristics (number of staff, demographics of paid staff, pay, hours);
- Qualifications (qualifications held and working towards by paid staff);
- Training (current level of training, training plans and budgets);
- Recruitment and retention (level of recruitment, retention rates, vacancies);
- Income (income, fees, funding, childcare vouchers, tax credits, business performance).

## **2.4 Survey design**

This report is based on interviews conducted with senior managers<sup>11</sup> of childcare providers (or in small number of cases, an alternative senior member of staff), childminders and headteachers/early years or foundation stage co-coordinators amongst the early years settings.

### **2.4.1 Questionnaire**

Three different questionnaires were used; one for the childcare group (full day care, sessional, out of school and children's centres), one for the early years group (nursery schools, primary schools with reception classes and primary schools with nursery and reception classes) and a third for childminders.

Copies of the questionnaires are included in the Technical Appendix to the series and can be downloaded from the DCSF website ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)).

Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing) by Kantar Operations<sup>12</sup> fully trained telephone interviewers in Ealing. Interviews were carried out between 25<sup>th</sup> May 2006 and 30<sup>th</sup> September 2006 .

### **2.4.2 Sample**

All samples were stratified by Ofsted region (childcare groups)<sup>13</sup> or Government Office Region (GOR) (early years groups), to ensure a representative sample was interviewed in each region. In order to reduce the time it took to complete the interview it was decided that the childcare questionnaires (excluding the childminder survey) would be divided into two sections. The first section would include core questions to be asked of all respondents and a second section that would consist of one of two modules (module A or B). Module A asked questions

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<sup>11</sup> No specific definition was provided for 'Senior Manager'. Settings decided themselves who best fitted this description.

<sup>12</sup> BMRB is part of the Kantar Group, the information and consultancy arm of WPP, BMRB's parent company. In addition to BMRB, other market research agencies in the Kantar Group include Research International and Millward Brown, as well as a number of smaller, specialist organisations. In April 2004 the support services of the Kantar companies were grouped to form a shared resource called The Operations Centre, which later changed its name to Kantar Operations. The majority of BMRB's existing operational services, including field management, sampling and data processing continue to be based at BMRB's Head Office in Ealing but, while still wholly owned by WPP, the new operations centre is now a separate legal entity from BMRB. Kantar Operations continue to work to existing quality standards and BMRB continue to take responsibility for the quality of the work undertaken by their support services.

<sup>13</sup> Ofsted divides England into eight regions: East; East Midlands; London; North East, Yorkshire & Humberside; North West; South East; South West; and West Midlands.

on fees and income and module B asked questions on training and recruitment. The sample was randomly divided into two equal groups and assigned to module A or B.

### **2.4.3 Weighting and grossing**

Data are weighted by Ofsted or GOR region (as of March 2006) to ensure the figures are representative of providers throughout England.

To reduce the burden on providers settings selected in the 2005 sample were excluded when drawing the 2006 sample. As a result any settings that registered after March 2005 had a slightly higher chance of being selected than those that were registered at this date. The data have been weighted to address this.

To reduce both the burden on providers and the overall length of interview settings employing more than a certain number of staff (more than three supervisors or three other paid childcare staff for childcare settings and two qualified teachers, two nursery nurses or two early years support staff for the early years groups) were asked to randomly select members of staff, rather than having to give details for the whole team. Respondents in the childcare groups were asked to randomly select three supervisory staff and three other childcare staff. They were also asked for information about the senior manager and the early years professional leader (if this role was filled by someone other than the senior manager). Respondents in early years settings in maintained schools were asked to randomly select two qualified early years teachers, two nursery nurses and two other paid early years support staff and were asked questions about the headteacher or early years co-ordinator. When selecting the members of staff respondents were instructed to list them in alphabetical order by surname and pick the first three or two in order to provide a random selection of staff. The data were weighted at a provider level to the true number of staff that each provider employs<sup>14</sup>.

In addition, the data were grossed up to the total number of active providers in England.

Full details of the methodology and analysis are included in the Technical Appendix to this report.

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<sup>14</sup> In some cases staff weights have been capped in order to prevent reducing the sample efficiency by too large a margin. Full details are given in section 1.5.4 of the Technical Appendix.

## **2.5 Structure of the report**

The report is structured as follows:

Chapter 1	Summary and conclusions
Chapter 2	Introduction
Chapter 3	Characteristics of provision
Chapter 4	Places and children
Chapter 5	Characteristics of staff
Chapter 6	Qualifications
Chapter 7	Training
Chapter 8	Recruitment and retention
Chapter 9	Income

## **2.6 Notes on reading the report**

### **2.6.1 Notes on numbers**

In the tables, grossed up figures are provided along with percentages. These grossed up figures are based on the total number of providers registered with Ofsted or recorded on Edubase in March 2006, excluding the proportion found by the survey to be no longer eligible for the survey (e.g. closed down, no longer in business). These grossed up figures are not exact and, like the percentages reported, are subject to confidence intervals. Throughout the report, where the text comments on differences between subgroups of the sample, these differences have been tested for statistical significance and were found to be statistically significant at the 95 per cent confidence level or above, giving these findings a confidence interval of +/- five per cent. Tests were run on the effective sample sizes, factoring in design effects for each sample group (see section 1.6 of the Technical Appendix).

Data have been analysed at both provider level (e.g. characteristics of provision, places and children, income) and staff level (e.g. characteristics of staff such as age, pay, qualifications). For those questions where analysis is at a staff level the bases noted show the overall number of staff, rather than the number of settings.

Additionally, because of the complexity surrounding childcare services offered by children's centres, it was decided to focus on their full day care provision.

However, because the sample was drawn from DCSF database of children's centres and as providers of full day care are required to register with Ofsted and therefore appear on their database, children's centres have been treated as a sub-group of full day care providers in this overview report.

Further, because a substantial proportion of childminders registered with Ofsted are not currently working as childminders, analysis has been based on those that are currently engaged in childminding activity.

Where averages have been used, they have sometimes been given as the mean and sometimes as the medians. The median value is the middle value of a group of numbers. The mean is the sum of all numbers in a group divided by the number of items in the group.

## **2.6.2 Notes on tables**

The unweighted and weighted base numbers are given in the last row of each table.

Where respondents can give multiple responses to a question, the sum of the individual responses may be greater than 100 per cent.

Also the percentages in the tables do not always add to 100 per cent due to rounding, and where percentages in the text differ to the sum of percentages in the tables this too will be due to rounding. Also 'netted' (i.e. where a number of responses have been grouped together) responses may not always equal the sum of the individual responses, again due to rounding.

A \* in a table signifies a percentage that is greater than 0 but less than 0.5.

A # signifies a value that is less than 50.

A † signifies a cell where data has not been included due to too small a base size.

A ‡ signifies a cell where data should be treated with caution due to a low base size.

A +/-0 signifies no change from previous years.

PP chge. refers to the percentage point change between two specified periods.

N/A in a table signifies where we are unable to make a comparison with previous years as either the question wasn't asked or the data wasn't available.

Unless otherwise stated the figures referred to are weighted.

### **2.6.3 Notes on trends**

Where appropriate, comparisons are made with previous waves of the survey, largely the 2003 wave. The 2003 wave was used as data was available for all sample groups (except children's centres which were included for the first time in 2006). The 2005 survey did not include the other early years groups or children's centres. Also, while out of school clubs were included the sample was dealt with differently and therefore no comparisons can be made. In order to keep consistency across the reports 2003 data has been used for general comparisons. However, where appropriate, comparisons have been made with the last comparable year, which for full day care and sessional providers and childminders was 2005.

However, the sample for the childcare settings in 2003 came from a different source – the Childcarelink database held by Opportunity Links. This did not have full details of all providers in all parts of the country and some work was done to obtain the necessary contact details in certain areas. Therefore, there needs to be some caution in comparing results for childcare settings from 2003 with those from 2005 and 2006 due to differences in sampling.

When comparing data with previous years, in the majority of cases, the changes have been noted in terms of the percentage point change from year to year. Given the overall change in settings, this allows us to better identify changes in behaviour or a shift in the distribution. However, where specifically analysing a change in numbers the percentage change has been noted e.g. the number of settings per region.

In places, comparisons are given with the findings relating to the UK workforce and the UK female workforce, taken from the Labour Force Survey (2006). These comparisons include only people who were employed or self-employed. It was decided to give comparisons with the female workforce because most of the childcare workforce is female.

In the 2003 report some analysis was carried out to look at providers in the 20 per cent most deprived wards. By 2005 there had been a change in the areas used to define levels of deprivation from wards to Super Output Areas. Therefore, this report looks at the 30 per cent most deprived areas, which is roughly the equivalent to the 20 per cent most deprived wards.

Finally, while the sample for the childcare providers was selected according to Ofsted region, it has been analysed and presented in terms of Government Office Region in order to make it comparable with previous reports and with the Early Years Education Providers. The regions are broadly comparable, with the exception that Ofsted combine Yorkshire and Humberside with the North East,

whereas analysis by Government Office Region analyses these two regions separately.

### 3 Characteristics of provision

This chapter discusses the number of providers in operation. It compares the distribution of settings across the most and least deprived areas, their geographical spread, ownership profile and how these have changed since previous surveys, where possible.

#### 3.1 Number of providers

##### Childcare

Table 3.1 shows the number of childcare providers of each type since 2001.

<b>Table 3.1 Numbers of childcare providers</b>						
	<b>2006</b>	2005	2003	2001	% change from 2003 to 2006	% change from 2005 to 2006
	<b>No.</b>	No.	No.	No.		
Full day	<b>12,694</b>	11,811	9,964	7,800	27%	7%
<i>Full day care in children's centres</i>	<b>823</b>	N/A	N/A	N/A	N/A	N/A
Sessional	<b>9,681</b>	9,966	11,892	14,000	-19%	-3%
<b>Full day and sessional</b>	<b>22,375</b>	<b>21,777</b>	<b>21,865</b>	<b>21,800</b>	<b>2%</b>	<b>3%</b>
After school clubs	<b>7,656</b>	N/A	4,534	4,900	70%	N/A
Holiday clubs	<b>6,386</b>	N/A	2,781	N/A	130%	N/A
Childminders - working	<b>57,855</b>	57,662	NA	N/A	N/A	*
<i>Childminders-registered</i>	<b>71,500</b>	70,200	72,900	72,300	-2%	2%
<b>Total<sup>15</sup></b>	<b>94,272</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<p><i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 823); Sessional (unweighted 1,172; weighted and grossed 9,681); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386); Childminders working (unweighted 723, weighted and grossed 57,855)</i></p> <p><i>2005: Full day care (unweighted: 1,171; weighted and grossed: 11,811); Sessional (unweighted: 1,007; weighted and grossed: 9,966) Childminders working (unweighted 525, weighted and grossed 57,662)</i></p> <p><i>2003: Full day care (unweighted 850, weighted and grossed 9,964); Sessional (unweighted 850, weighted and grossed 11,892) After school clubs (unweighted 850, weighted and grossed 4,534)</i></p> <p><i>2001: Full day care (unweighted 850, weighted and grossed 7,800); Sessional (unweighted 868, weighted and grossed 14,000) After school clubs (unweighted 850, weighted and grossed 4,900)</i></p>						

Since 2003 there was a 27 per cent increase in the number of registered full day care providers (up seven per cent since 2005) and a 19 per cent decrease in the number of sessional providers (down three per cent since 2005). In 2006 there

<sup>15</sup> The total number of providers includes full day care, sessional providers, after school providers, holiday clubs and working childminders. It was not possible to calculate comparable figures for previous years as not all of the data are available.



were 12,694 full day care providers and 9,681 sessional day care providers. While the number of full day care providers increased at a fairly steady rate, there was a slowing of the rate of decline in the number of sessional providers from 2005 to 2006.

Taken together the combined number of registered full day care and sessional providers increased by just two per cent from 2003 to 2006, with 22,375 providers in operation. It is possible that many sessional providers switched from providing sessional care to full day care<sup>16</sup>, in response to demand from parents for longer hours. This change in demand may have been driven by changing work patterns and the high proportions of working mothers and fathers working at atypical times (i.e. before 8am, after 6pm and at weekends)<sup>17</sup>. The tracking of this trend will be included in subsequent data collections of this survey.

At the time of the 2006 survey there were 823 children's centres in operation<sup>18</sup>. The most common type of care offered by children's centres was full day care (provided by 84 per cent). Sixty-one per cent provided sessional day care, 30 per cent offered holiday care, 29 per cent offered after school care and 26 per cent offered before school care.

It should be noted that there is an overlap with children's centre care and other types of childcare as all childcare offered by children's centres is required to register separately with Ofsted. Therefore, care needs to be taken not to double count the providers. For example, the registered full day care offered by children's centres also falls under the overall registered full day care figures (as discussed above) and should be regarded as a sub-group of, rather than in addition to, this provision.

From 2003 to 2006 there were large increases in numbers of out of school providers in operation (a 70 per cent increase in the number of after school clubs and a 130 per cent increase in holiday clubs). This is likely to be attributable to the development of the Extended Schools Programme (2005) which sets out the government's aim that by 2010 all primary schools should be able to offer childcare for children and young people between the hours of 8am and 6pm, all

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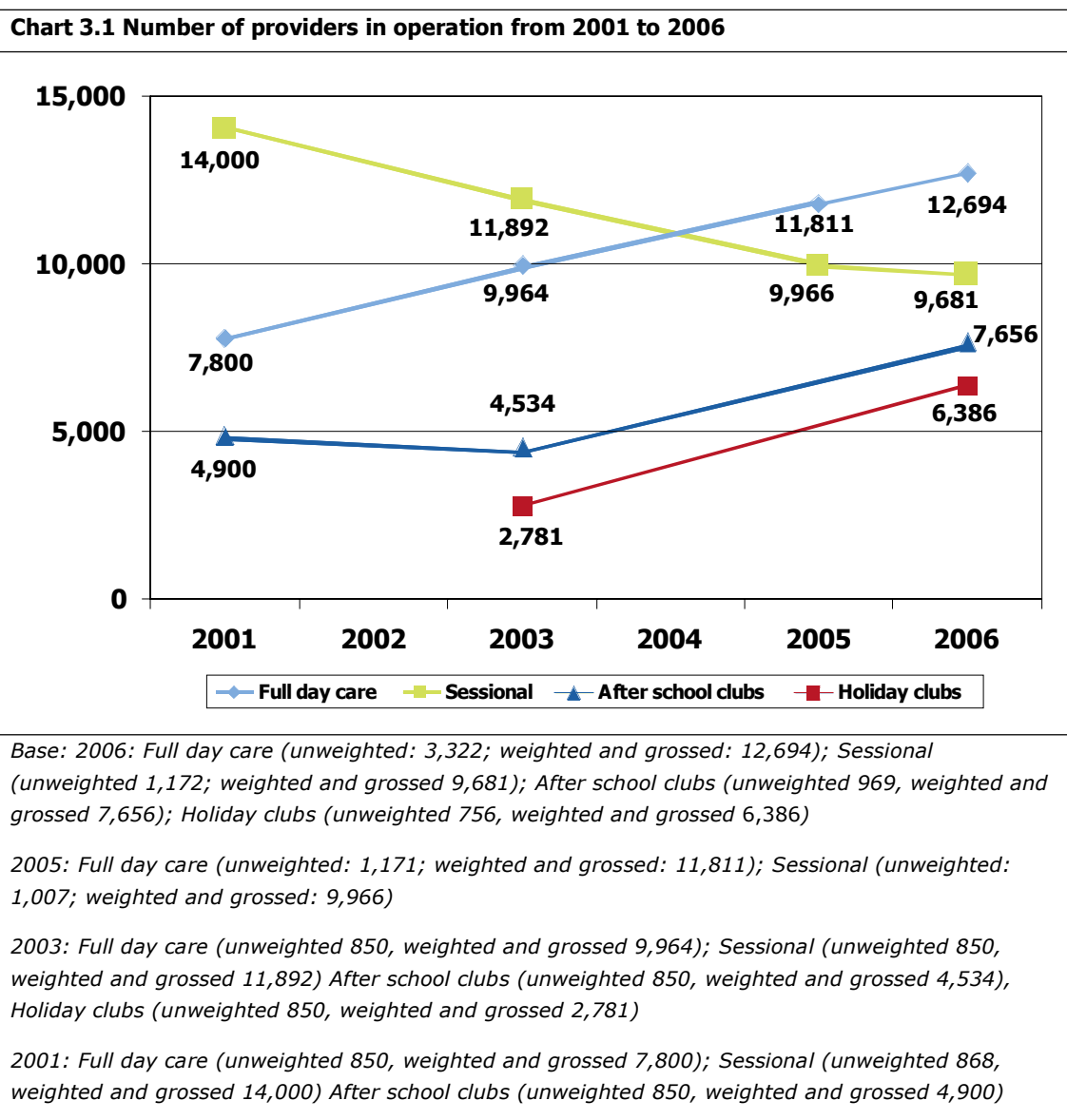
<sup>16</sup> While this has not been covered in the providers surveys so far, from 2007 a question will be added to the questionnaire asking full day care providers whether they have switched from providing sessional day care to full day care.

<sup>17</sup> Barnes, M., Bryson, C., and Smith, R., (2006) Working atypical hours: what happens to family life?, NatCen, available at:  
[http://www.natcen.ac.uk/natcen/pages/publications/research\\_summaries/NC132\\_Working.pdf](http://www.natcen.ac.uk/natcen/pages/publications/research_summaries/NC132_Working.pdf)

<sup>18</sup> Children's centres were included for the first time in 2006, therefore there are no comparisons with previous years.

year round, in accordance with demand. A key element of providing this care is through out of school care, in particular after school and holiday club care.

Chart 3.1 shows the change in the number of childcare providers from 2001 to 2006. Children’s centres have been omitted from the chart in the absence of comparable data prior to 2006.



The number of registered childminders remained stable. In 2003 there were 72,900 childminders registered with Ofsted, in 2005 there were 70,200 and in 2006 there were 71,500. Since 2003, this represented a two per cent decrease (but a two per cent increase from 2005).

However, a substantial minority (19 per cent) of registered childminders contacted for the survey said that they were no longer working as a childminder,

meaning that there were 57,855 active childminders offering childcare places, very similar to the number in 2005 (57,700), when 18 per cent of registered childminders were not working as childminders<sup>19</sup>.

### Early years provision in maintained schools

Table 3.2 shows the number of each type of early years providers in maintained schools since 2003.

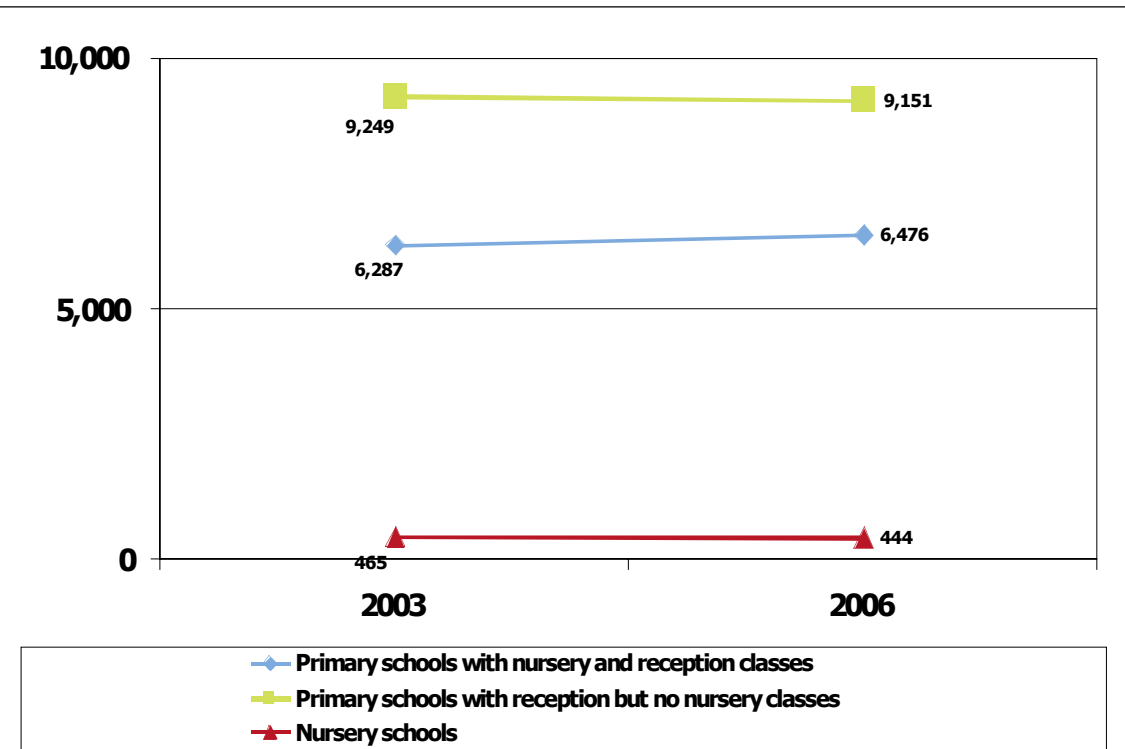
<b>Table 3.2 Numbers of early years providers in maintained schools</b>			
	<b>2006</b>	2003	% change from 2003 to 2006
	<b>No.</b>	No.	PP chge.
Nursery schools	<b>444</b>	465	-5%
Primary schools with nursery and reception classes	<b>6,476</b>	6,287	+3%
Primary schools reception but no nursery classes	<b>9,151</b>	9,249	-1%
<b>Total</b>	<b>16,071</b>	<b>16,001</b>	<b>+1%</b>
<i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444) All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>			
<i>2003: All nursery schools (unweighted 200; weighted and grossed 465) All primary schools with nursery and reception classes (unweighted 850; weighted and grossed 6,287) All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

There was very little change in the overall number of early years providers in maintained schools from 16,001 in 2003 to 16,071 in 2006. The number of nursery schools fell by five per cent to 444 in operation in 2006 and the number of primary schools with reception but no nursery classes fell by just one per cent to 9,151. The number of primary schools with nursery and reception classes increased slightly (by three per cent) to 6,476 in operation in 2006. Given the reduction in numbers of primary schools with reception but no nursery classes and nursery schools, coupled with the increase in numbers of primary schools with both nursery and reception classes, it is possible that some of the former two categories have merged into the latter. This is an area that may warrant further investigation.

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<sup>19</sup> We are unable to provide data on the number of active childminders in 2003 as the sample was drawn from a different source and we are unable to say what proportion were not working as childminders at that time.

**Chart 3.2 Number of early years providers in maintained schools from 2003 to 2006**



*Base 2006: All nursery schools (unweighted 188; weighted and grossed 444) All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)*

*2003: All nursery schools (unweighted 200; weighted and grossed 465) All primary schools with nursery and reception classes (unweighted 850; weighted and grossed 6,287) All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)*

## 3.2 Deprivation

### Childcare

Table 3.3 compares the distribution of childcare providers in the 30 per cent most deprived areas in 2005 and 2006. Full day care providers, after school and holiday clubs appeared to be distributed reasonably proportionately across areas (i.e. around 30 per cent of providers are located in the 30 per cent most deprived areas). In contrast, however, childminders and sessional providers appeared to be less likely to be located in the 30 per cent most deprived areas (19 per cent and 15 per cent respectively).

The Government's aim was initially to focus the development of children's centres in the most deprived areas so it is unsurprising that children's centres were disproportionately located there; 79 per cent of children's centres were in the 30 per cent most deprived areas. This distribution is likely to shift over the next few years as the children's centre programme rolls out across the country. It is

planned that, between 2006 and 2008, children’s centres will continue to open in the most deprived areas but they will also be established in less disadvantaged areas, although these may be less likely to offer childcare provision.<sup>20</sup>

<b>Table 3.3 Number of providers by deprivation</b>					
	<b>2006</b>		2005		% change from 2005 to 2006
	<b>30% most deprived areas</b>		30% most deprived areas		
	<b>%</b>	<b>N</b>	%	N	
Full day	<b>28%</b>	<b>3517</b>	35%	4187	-16%
<i>Full day care in children’s centres</i>	<b>79%</b>	<b>640</b>	N/A	N/A	N/A
Sessional	<b>15%</b>	<b>1436</b>	19%	1910	-24%
After school clubs	<b>29%</b>	<b>2487</b>	N/A		N/A
Holiday clubs	<b>34%</b>	<b>2139</b>	N/A		N/A
Childminders	<b>19%</b>	<b>10841</b>	18%	10209	6%
<b>Total<sup>21</sup></b>	<b>22%</b>	<b>20,420</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<p><i>Base 2006: Full day care providers 30 % most deprived areas (unweighted 896, weighted and grossed 3,517); Children’s centres 30 % most deprived areas (unweighted 193, weighted and grossed 640); Sessional 30 % most deprived areas (unweighted 170, weighted and grossed 1,436); After school clubs 30 % most deprived areas (unweighted 273, weighted and grossed 2,487); Holiday clubs 30 % most deprived areas (unweighted 251, weighted and grossed 2,139); Childminders 30 % most deprived areas (unweighted 129, weighted and grossed 10,841)</i></p> <p><i>2005: Full day care providers 30 % most deprived areas (unweighted 409 , weighted and grossed 4187), Sessional 30 % most deprived areas (unweighted 191 , weighted and grossed 1910) , Childminders 30 % most deprived areas (unweighted 194, weighted and grossed 10,209)</i></p>					

Compared with 2005, full day care and sessional provision has declined in the 30 per cent most deprived areas both in terms of proportions and actual numbers, with 16 per cent fewer full day care providers and 24 per cent fewer sessional providers.

The proportion of childminders operating in the 30 per cent most deprived areas has changed very little between 2005 and 2006 (18 per cent and 19 per cent

20 Sure Start Children’s Centres Planning and Management Performance Guide. Department for Education and Skills. [http://www.surestart.gov.uk/\\_doc/P0002365.pdf](http://www.surestart.gov.uk/_doc/P0002365.pdf)

21 The total number of providers includes full day care, sessional providers, after school providers, holiday clubs and working childminders. It was not possible to calculate comparable figures for previous years as not all of the data is available.

respectively) however, in terms of numbers of childminders in the most deprived areas, provision has actually increased by six per cent.

### Early years provision in maintained schools

Table 3.4 shows the proportions and numbers of early years providers in maintained schools in the 30 per cent most deprived areas in 2003 and 2006.

<b>Table 3.4 Number of providers by deprivation</b>				
	<b>2006</b>		2003	
	<b>30% most deprived areas</b>		20 <sup>22</sup> % most deprived areas	
	<b>%</b>	<b>No.</b>	%	No.
Nursery schools	<b>57%</b>	<b>252</b>	53%	250
Primary schools with nursery and reception classes	<b>50%</b>	<b>3,211</b>	50%	3,200
Primary schools with reception but no nursery classes	<b>11%</b>	<b>1,047</b>	11%	1,000
<b>Total</b>	<b>26%</b>	<b>4,210</b>	<b>29%</b>	<b>4,450</b>
<i>Base 2006: All nursery schools 30% most deprived areas (unweighted 107, weighted and grossed 252) all primary schools with nursery and reception classes in 30 per cent most deprived areas (unweighted 262; weighted and grossed 3,211) all primary schools with reception but no nursery classes 30% most deprived areas (unweighted 59, weighted and grossed 1,047)</i>				
<i>2003: All nursery schools 30% most deprived areas (unweighted 107, weighted and grossed 248) all primary schools with nursery and reception classes in 30 per cent most deprived areas (unweighted 402; weighted and grossed 3,166) all primary schools with reception but no nursery classes 30% most deprived areas (unweighted 120, weighted and grossed 1,039)</i>				

Nursery schools and primary schools with nursery and reception classes were disproportionately located the 30 per cent most deprived areas (57 per cent and 50 per cent respectively). In comparison, only 11 per cent of primary schools with reception but no nursery classes were located in the 30 per cent most deprived areas. The proportions of these early years providers in maintained schools in deprived areas have changed very little and additionally, the numbers were very similar across the two years.

## 3.3 Geographical spread

### Childcare

Table 3.5 shows the breakdown of childcare providers by Government Office Region (GOR).

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<sup>22</sup> In 2003, deprivation was measured differently. However, the 20 per cent most deprived wards in 2003 are broadly equivalent to the 30 per cent most deprived areas in 2006.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Distribution of Children in England aged 0-8 (LFS)	Proportion of region in 30% most deprived areas
<b>Total number of providers</b>	<b>12,694</b>	<b>823</b>	<b>9,681</b>	<b>7,656</b>	<b>6,386</b>	<b>57,855</b>		
	%	%	%	%	%	%	%	%
East Midlands	8%	6%	10%	8%	6%	8%	8%	17%
East	9%	7%	16%	9%	9%	12%	11%	28%
London	15%	17%	11%	15%	15%	16%	17%	52%
North East, Yorkshire & Humberside	13%	24%	10%	14%	12%	14%	14%	35%
North West	14%	17%	11%	20%	15%	12%	13%	35%
South East	17%	8%	21%	13%	18%	19%	16%	20%
South West	12%	9%	13%	8%	12%	9%	9%	21%
West Midlands	12%	11%	9%	13%	11%	9%	11%	24%
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 823); Sessional (unweighted 1,172; weighted and grossed 9,681); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386); Childminders (unweighted 723, weighted and grossed 57,855)</i>								

One might expect the distribution of childcare settings to match, or at least closely relate to, the distribution of households with children across the regions and the proportions of children aged eight or under in each region have been included in the table for comparison.

As table 3.5 shows, for full day care, after school care, holiday care and childminders there was only a one or two percentage point difference between the distribution of settings by region and the distribution of households with children aged eight or under by region<sup>23</sup>.

However, with sessional providers and children's centres there was more substantial deviation. For example, the two regions that showed the highest incidence of sessional providers (the East of England and the South East) were among the less deprived regions, a pattern which generally seems to hold (with the exception of the West Midlands). Similarly, the three regions with the highest proportions of children's centres were those with higher proportions of deprived areas, though as discussed, this will result from the government's specific development of children's centres in deprived areas. However the relationship between lower levels of deprivation and higher incidence of sessional providers is less clear and may warrant further investigation.

## Early years provision in maintained schools

Table 3.6 shows the breakdown of early years providers in maintained schools by Government Office Region.

<b>Table 3.6 Distribution of providers by Government Office Region</b>					
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Distribution of Children in England aged 0-8 (LFS)	Proportion of region in the 30% most deprived areas
<b>Total number</b>	<b>444</b>	<b>6,476</b>	<b>9,151</b>		
	%	%	%	%	%
East Midlands	8%	7%	11%	8%	17%
East	9%	9%	13%	11%	28%
London	18%	20%	4%	17%	52%
North East	9%	9%	3%	4%	44%
North West	18%	18%	14%	13%	35%
South East	11%	6%	20%	16%	20%
South West	4%	3%	17%	9%	21%
West Midlands	15%	14%	9%	11%	24%
Yorkshire & Humberside	8%	14%	9%	10%	30%
<i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444); All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476); All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>					

As with the childcare settings there was variation in the distribution of the different early years settings in maintained schools, when compared with the regional breakdown of households with children.

In the northern regions (North East, Yorkshire & Humberside, North West and West Midlands) and London there were higher proportions of nursery classes (nursery schools or primary schools with nursery and reception classes) than there were proportions of households with children aged eight or under. At the same time there was a higher proportion of primary schools with reception but no nursery classes than the proportion of household with children aged eight or under in the South West and South East.

Again this may well be linked to deprivation, as those areas with more nursery classes tended to be more deprived (with the exception of the West Midlands which was less deprived and Yorkshire & Humberside, which was in line with the

<sup>23</sup> It was decided to compare findings with the national distribution of children under eight years of age as this is the full age range covered by the childcare and early years surveys.



30/70 per cent split in the proportion of deprived areas) and those with a higher share of primary schools with reception but no nursery classes were less deprived.

### 3.4 Ownership of provision

#### Childcare

Table 3.7 shows the breakdown of providers by ownership<sup>24</sup>.

<b>Table 3.7 Ownership of childcare providers 2006</b>										
	Full day care			Full day care in children's centres	Sessional			After school clubs	Holiday clubs	Total
Total number of providers	12,694	11,811		823	9,681	9,966		7,656	6,386	<b>36,417</b>
	2006	2005	Change since 2005	2006	2006	2005	Change since 2005	2006	2006	<b>2006</b>
	%	%	PP chge.	%	%	%	PP chge.	%	%	%
<b>Private, Voluntary or Independent</b>	<b>89%</b>	<b>79%</b>	<b>10</b>	<b>36%</b>	<b>96%</b>	<b>87%</b>	<b>9</b>	<b>77%</b>	<b>72%</b>	<b>79%</b>
Private	65%	59%	6	17%	27%	30%	-3	33%	36%	<b>44%</b>
Voluntary	24%	20%	4	20%	68%	60%	8	44%	36%	<b>42%</b>
<b>Maintained</b>	<b>10%</b>	<b>13%</b>	<b>-3</b>	<b>57%</b>	<b>5%</b>	<b>9%</b>	<b>-4</b>	<b>22%</b>	<b>25%</b>	<b>13%</b>
Local authority	5%	9%	-4	50%	4%	7%	-3	11%	19%	<b>9%</b>
School/college	5%	4%	1	8%	1%	2%	-1	11%	5%	<b>5%</b>
Other	2%	7%	-5	6%	*	3	-3	1%	4%	<b>2%</b>

Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Sessional (unweighted 1,172; weighted and grossed 9,681); Children's centres (unweighted 250; weighted and grossed 823); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386)

2005: Full day care (unweighted: 1,171; weighted and grossed: 11,811); Sessional (unweighted: 1,007; weighted and grossed: 9,966)

In 2006 there was clear variation in ownership of childcare settings by childcare sector.

The majority of full day care provision was privately run (65 per cent) and a quarter (24 per cent) was run by a voluntary organisation. The opposite was true

<sup>24</sup> It should be noted that respondents were able to give more than one response when answering, to allow for multiple ownership.

for sessional care, with 68 per cent run by a voluntary organisation and 27 per cent privately run.

Where there had been a shift away from privately owned full day care settings towards the voluntary sector between 2003 and 2005, there had since been a partial reversal of this trend. The proportion of private full day care providers increased from 60 per cent in 2005 to 65 per cent in 2006. The proportion of providers run by voluntary organisations also increased between 2005 and 2006, while the proportion run by local authorities fell.

There was an increase in the proportion of sessional providers run by the voluntary sector, while the proportions run by the private sector and local authorities declined since 2005.

Half (50 per cent) of all children's centre childcare was run by a local authority. The higher proportion of local authority run provision is unsurprising as most children's centres have been developed from earlier Sure Start funded programmes which would generally have been owned and run by local authorities. It is intended that more centres should be developed from other sources such as privately run settings and settings run by voluntary organisations<sup>25</sup>, which in 2006 only accounted for 17 per cent and 20 per cent (respectively) of all children's centres, so this pattern may change in the future.

After school and holiday club settings were largely privately run (33 per cent and 36 per cent) or run by some kind of voluntary organisation (44 per cent and 36 per cent respectively). A fifth (19 per cent) of holiday clubs were owned or managed by a local authority.

Data were not available to provide trend data on patterns of ownership of out-of-school providers or children's centres.

### **Early years provision in maintained schools**

All early years settings in maintained schools are run by local authorities.

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<sup>25</sup> Sure Start Children's Centres Planning and Management Performance Guide. Department for Education and Skills. [http://www.surestart.gov.uk/\\_doc/P0002365.pdf](http://www.surestart.gov.uk/_doc/P0002365.pdf)

## **4 Places and children**

This chapter compares the number of places and the number of children attending registered settings as well as data on the ages of children attending, vacancies for children and the free early education entitlement for three to four years olds.

### **4.1 Number of places – childcare**

Table 4.1 shows the number of Ofsted registered places amongst childcare providers.

In 2006 there were a total of 822,500 Ofsted registered places in full day and sessional care providers, a nine per cent increase from 756,900 in 2003 (up six per cent since 2005). Since 2003 the number of full day care places increased by 26 per cent to 544,200 (an increase of six per cent since 2005), while the number of sessional registered places decreased by 14 per cent to 278,300 between 2003 and 2006.

The increase in the number of full day care places (26 per cent) from 2003 to 2006 was in line with the increase in the number of registered full day care providers (27 per cent).

There were 37,700 Ofsted registered places in full day care within children's centres. These places are part of the overall 544,200 full day care places and are not additional (see section 2.6.1 for full details).

Since 2003 the number of sessional places has decreased at a slower rate than the number of sessional providers (14 per cent and 18 per cent respectively). The number of sessional places actually increased from 2005 to 2006 (by five per cent), which was due to an increase in the average number of places per setting from 27 in 2005 to 29 in 2006.

Data show that full day care, full day care in children's centres and holiday clubs tend to have a greater capacity than sessional providers or after school clubs. These settings reported the highest average number of places (43, 55 and 43 respectively) as well as comparatively high proportions of providers reporting more than 50 registered places. In contrast, sessional providers and after school clubs tended to be medium sized establishments with an average number of 29 and 33 places respectively.

<b>Table 4.1 Number of Ofsted registered places</b>						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	<b>Total</b>
Total number of registered places (2006)	544,200	37,700	278,300	260,100	263,900	<b>1,346,500</b>
Number of registered places (last comparable year <sup>26</sup> )	511,083	N/A	265,364	165,100	121,700	<b>N/A</b>
Places per setting (2006)	%	%	%	%	%	<b>%</b>
1-9	1%	*	1%	2%	3%	<b>2%</b>
10-19	6%	3%	13%	10%	9%	<b>9%</b>
20-29	28%	7%	59%	33%	25%	<b>37%</b>
30-39	18%	14%	14%	21%	16%	<b>17%</b>
40-49	15%	17%	5%	15%	17%	<b>12%</b>
50 or more	30%	58%	7%	17%	27%	<b>21%</b>
Don't know	*	1%	1%	2%	3%	<b>1%</b>
Mean number of places per setting (2006)	43	55	29	35	43	<b>37</b>
Mean number of places per setting (last comparable year)	44	N/A	27	37	45	<b>N/A</b>
% change in number of registered places from 2003 to 2006	26%	N/A	-14%	58%	117%	<b>N/A</b>
% change in number of registered providers from 2003 to 2006	27%	N/A	-18%	70%	130%	<b>N/A</b>
% change in number of registered places from last comparable year	6%	N/A	5%	70%	130%	<b>N/A</b>
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 690); Sessional (unweighted 1,172; weighted and grossed 9,681); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386)</i> <i>2005: Full day care (unweighted 1,171; weighted and grossed 11,811); Sessional (unweighted 1,007; weighted and grossed 9,966)</i> <i>2003: All Holiday Clubs (unweighted: 850, weighted and grossed: 2,781); all After school clubs (unweighted: 850; weighted and grossed: 4,534)</i>						

As with the numbers of providers, both after school clubs and holiday clubs showed the largest increase in terms of places, although the growth in the numbers of places was not as substantial as the growth in numbers of providers. The number of registered places in after school clubs grew by 58 per cent while

<sup>26</sup> For full day care and sessional providers the last comparable year is 2005; for other providers it is 2003.

the number of providers grew by 70 per cent and the number of registered places in holiday clubs had increased by 117 per cent while the number of providers increased by 130 per cent. This is likely to be a result of a small decrease in the average number of registered places per setting, which fell from 37 to 35 amongst after school clubs and from 45 to 43 amongst holiday clubs.

Table 4.2 shows the number of Ofsted registered places amongst childminders.

<b>Table 4.2 Number of Ofsted registered places amongst childminders</b>	
Total number of registered places (2006)	272,600
Total number of registered places (2005)	275,600
Places per childminder (2006)	%
1-2	8%
3-4	34%
5-6	55%
7 or more	3%
Don't know	*
Mean number of places per childminder (2006)	5
<i>Base 2006: Childminders (unweighted 723, weighted and grossed 57,855)</i>	
<i>2005: Childminders (unweighted 1,132, weighted and grossed 57,662)</i>	

In total there were 272,600 Ofsted registered places with childminders, with each childminder registered to provide an average of five places (childminders are only able to register to look after up to six children). It is not possible to make comparisons for childminders with 2003 due to differences in the way figures were grossed up, but the total number of places is very similar to 2005 (275,600 places).

## **4.2 Number of places – early years providers in maintained schools**

Table 4.3 shows the number of places amongst early years providers in maintained schools.

In 2006 there were a total of 791,500 early years places in these providers, a six per cent decrease from 843,100 places in 2003.

There were 28,100 nursery school places, 477,300 places amongst primary school with nursery classes and 286,100 places in primary schools with reception but no nursery classes.

If we compare the change in the number of places with the change in the number of settings in operation, we can see that amongst all early years settings in maintained schools there were changes in the average number of places being offered.

<b>Table 4.3 Number of places</b>				
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	<b>Total</b>
Total number of places (2006)	28,100	477,300	286,100	<b>791,500</b>
Total number of places (2003)	26,900	494,500	321,700	<b>843,100</b>
	%	%	%	<b>%</b>
1-24	4%	6%	38%	<b>24%</b>
25-49	26%	15%	43%	<b>31%</b>
50-74	35%	31%	16%	<b>23%</b>
75-99	16%	24%	3%	<b>12%</b>
100-149	12%	20%	0%	<b>9%</b>
150-199	30%	2%	0%	<b>1%</b>
200 or more	0%	*	0%	<b>*</b>
Don't know	3%	1%	1%	<b>1%</b>
Mean number of places per setting (2006)	66	75	32	<b>49</b>
Mean number of places per setting (2003)	58	79	35	<b>53</b>
% change in number of registered places from 2003 to 2006	+4%	-3%	-11%	<b>-6%</b>
% change in number of providers from 2003 to 2006	-5%	3%	-1%	<b>1%</b>
<p><i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444) All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i></p> <p><i>2003: All nursery schools (unweighted 200; weighted and grossed 465) All primary schools with nursery and reception classes (unweighted 850; weighted and grossed 6,287) All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i></p>				

While the number of nursery schools fell between 2003 and 2006 (by five percent), the number of places provided by nursery schools increased (by four per cent), due to an increase in the average number of places (from 58 in 2003 to 66 in 2006).

The opposite was true for primary schools with nursery and reception classes, where the number of places in primary schools with nursery and reception classes decreased (by three per cent) despite the number of settings increasing (by three per cent), this time due to an decrease in the average number of places (from 79 in 2003 to 75 in 2006).

Between 2003 and 2006 the number of places offered by primary schools with reception but no nursery classes fell at a faster rate (down 11 per cent) than the number of settings in operation (a one per cent decrease), because the average number of places dropped from 35 to 32.

### **4.3 Deprivation**

Table 4.4 shows the change in numbers of places in the 30 per cent most deprived areas between 2006 and the last comparable year<sup>27</sup>.

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<sup>27</sup> For full day care, sessional providers and childminders, the last comparable year is 2005. For all other providers, it is 2003.



<b>Table 4.4 Number of places in the 30% most deprived areas</b>					
	<b>30% most deprived areas (2006)</b>		30% most deprived areas (last comparable year) <sup>28</sup>		<i>% change in numbers</i>
	<b>No.</b>	<b>%</b>	No.	%	
Full day care	<b>159,291</b>	<b>29%</b>	186,631	37%	-15%
<i>Full day care in children's centres</i>	<b>33,294</b>	<b>80%</b>	N/A	N/A	N/A
Sessional	<b>37,183</b>	<b>13%</b>	51,571	19%	-28%
After school clubs	<b>78,030</b>	<b>30%</b>	40,000	24%	+95%
Holiday clubs	<b>89,726</b>	<b>34%</b>	22,000	18%	+308%
Childminders	<b>47,792</b>	<b>18%</b>	46,668	19%	+2%
Nursery schools	<b>15,304</b>	<b>54%</b>	14,750	55%	+4%
Primary Schools with reception and nursery Classes	<b>251,486</b>	<b>53%</b>	246,250	50%	+2%
Primary Schools with reception but no nursery Classes	<b>39,307</b>	<b>14%</b>	40,600	13%	-3%
<p><i>Base 2006: Full day care providers 30% most deprived areas (unweighted 896, weighted and grossed 3,517); Children's centres 30% most deprived areas (unweighted 193, weighted and grossed 640); Sessional 30% most deprived areas (unweighted 170, weighted and grossed 1,436); After school clubs 30% most deprived areas (unwtd 273, weighted and grossed 2,237); Holiday clubs 30% most deprived areas (unweighted 251, weighted and grossed 2,196); Childminders 30% most deprived areas (unweighted 129, weighted and grossed 10,841); All nursery schools 30% most deprived areas (unwtd 107, weighted and grossed 252); All primary schools with nursery and reception classes in 30% most deprived areas (unweighted 262; weighted and grossed 3,211); All primary schools with reception but no nursery classes 30% most deprived areas (unweighted 59, weighted and grossed 1,047),</i></p> <p><i>Base 2005: Full day care providers 30% most deprived areas (unweighted 409 , weighted and grossed 4187); Sessional 30% most deprived areas (unweighted 191 , weighted and grossed 1910); Childminders 30% most deprived areas (unweighted 194, weighted and grossed 10,209)</i></p> <p><i>Base 2003 After school clubs 30% most deprived areas (unweighted 203, weighted and grossed 625,); Holiday clubs 30% most deprived areas (unweighted 215, weighted and grossed 1,105); All nursery schools 30% most deprived areas (unweighted 107, weighted and grossed 248); All primary schools with nursery and reception classes in 30% most deprived areas (unweighted 402; weighted and grossed 3,166); All primary schools with reception but no nursery classes 30% most deprived areas (unweighted 120, weighted and grossed 1,039)</i></p>					

There was a substantial decline in the numbers of full day care and sessional places (a fall of 15 per cent and a fall of 28 per cent respectively) available in the 30 per cent most deprived areas since 2005. This was in line with the decline in the number of providers operating in those areas. However, since 2003, there has been a small increase in the numbers of places in nursery schools and primary schools with nursery and reception classes in deprived areas.

<sup>28</sup> Please note that in 2003, analysis of area deprivation was based on the 20 per cent most deprived wards, although this is broadly comparable to the 30 per cent most deprived areas in 2006.

Additionally, there was a very large increase in numbers of places in after school and holiday clubs (95 per cent and 308 per cent respectively).

#### **4.4 Childcare places by ownership**

Table 4.5 shows the total number and the mean number of Ofsted registered places per setting, by ownership.

<b>Table 4.5 Number of Ofsted registered places by ownership</b>								
	Full day care		<i>Full day care in children's centres</i>	Sessional		After school clubs	Holiday clubs	<b>Total</b>
	No.		No.	No.		No.	No.	<b>No.</b>
	2006	2005	2006	2006	2005	2006	2006	<b>2006</b>
Total number of places	544,200	511,000	37,700	278,300	265,400	260,100	263,900	<b>1,346,500</b>
	% (No.)	% (No.)	% (No.)	% (No.)	% (No.)	% (No.)	% (No.)	<b>% (No.)</b>
<b>Private, Voluntary and Independent</b>	<b>88%</b> <b>(477,900)</b>	<b>76%</b> <b>(379,461)</b>	<b>40%‡</b> <b>(14,300)</b>	<b>95%</b> <b>(265,700)</b>	<b>89%</b> <b>(229,165)</b>	<b>77%</b> <b>(200,500)</b>	<b>69%</b> <b>(181,200)</b>	<b>84%</b> <b>(942,500)</b>
<i>Private</i>	70% (379,400)	61% (303,033)	19% (7,000)	30% (83,000)	32% (81,734)	35% (90,100)	37% (97,500)	<b>49%</b> <b>(595,200)</b>
<i>Voluntary</i>	18% (99,700)	16% (77,619)	20%‡ (7,400)	66% (183,500)	58% (49,325)	43% (110,700)	32% (83,600)	<b>35%</b> <b>(423,900)</b>
<b>Maintained</b>	<b>10%</b> <b>(54,300)</b>	<b>14%</b> <b>(69,834)</b>	<b>58%</b> <b>(21,900)</b>	<b>5%</b> <b>(12,800)</b>	<b>8%</b> <b>(11,271)</b>	<b>22%</b> <b>(56,300)</b>	<b>27%</b> <b>(71,200)</b>	<b>14%</b> <b>(159,500)</b>
<i>Local authority</i>	6% (30,600)	11% (49,063)	50% (18,800)	3% (9,600)	7% (7,223)	12% (31,400)	21% (56,700)	<b>10%</b> <b>(119,900)</b>
<i>School/college</i>	4% (24,000)	4% (20,772)	9%‡ (3,300)	1% (3,200)	2% (4,047)	10% (25,300)	5% (14,500)	<b>5%</b> <b>(58,100)</b>
<i>Other</i>	3% (14,500)	8% (41,567)	4%‡ (1,700)	* (700)	8% (8,289)	1% (3,500)	5% (12,400)	<b>2%</b> <b>(27,600)</b>
<p><i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 690); Sessional (unweighted 1,172; weighted and grossed 9,681); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386)</i></p> <p><i>Base 2005: Full day care (unweighted: 1,171; weighted and grossed: 11,811); Sessional (unweighted: 1,007; weighted and grossed: 9,966)</i></p>								

‡ Low base size, figures should be treated as an indicative guide only.

The distribution of registered places across types of ownership corresponded largely to the patterns of ownership for settings. A slight exception to this is privately owned full day care provision, which accounted for 70 per cent of registered full day care places but only 65 per cent of full day care settings, as shown in table 4.6. Privately run full day care settings tended to be larger (with an average of 46 places) compared with voluntary settings, (with an average 33 places). So, there was a shift towards voluntary sector ownership of provision but these settings tend to be smaller than in the private sector.

<b>Table 4.6 Mean number of Ofsted registered places by ownership</b>								
	Full day care		<i>Full day care in children's centre's</i>	Sessional		After school clubs	Holiday clubs	<b>Total</b>
	<b>2006</b>	2005	<b>2006</b>	<b>2006</b>	2005	<b>2006</b>	<b>2006</b>	<b>2006</b>
<b>Private, Voluntary and Independent</b>	<b>43</b>	<b>41</b>	<b>58</b>	<b>29</b>	<b>27</b>	<b>35</b>	<b>41</b>	<b>36</b>
<i>Private</i>	<b>46</b>	43	<b>55#</b>	<b>32</b>	29	<b>36</b>	<b>44</b>	<b>42</b>
<i>Voluntary</i>	<b>33</b>	32	<b>61#</b>	<b>28</b>	26	<b>34</b>	<b>38</b>	<b>31</b>
<b>Maintained</b>	<b>43</b>	<b>45</b>	<b>54</b>	<b>29</b>	<b>26</b>	<b>35</b>	<b>46</b>	<b>41</b>
<i>Local authority</i>	<b>45</b>	46	<b>55</b>	<b>28</b>	26	<b>38</b>	<b>47</b>	<b>42</b>
<i>School/college</i>	<b>41</b>	42	<b>51#</b>	<b>34</b>	23	<b>32</b>	<b>45</b>	<b>37</b>
Other	<b>55</b>	54	<b>45#</b>	<b>20</b>	28	<b>35</b>	<b>51</b>	<b>47</b>
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 690); Sessional (unweighted 1,172; weighted and grossed 9,681); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386)</i>								
<i>2005: Full day care (unweighted: 1,171; weighted and grossed: 11,811); Sessional (unweighted: 1,007; weighted and grossed: 9,966)</i>								

# Low base size, figures should be treated as an indicative guide only

## **4.5 Number of children attending**

The number of children attending refers to the number of children actually attending a setting in a typical week rather than the number of registered places. The number of children attending can be greater than the number of places, as part time children can share places. It may also be lower than the number of places if providers are unable to fill all of their places. Although care is taken to avoid double counting in individual providers, because children can attend more than one setting some double counting is unavoidable. We would therefore advise against adding these numbers together as we are unable to estimate the extent to which this has occurred.

## Childcare

Table 4.7 shows the number of children attending childcare settings.

<b>Table 4.7 Number of children attending childcare providers</b>						
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Childminders
Total number of children attending (2006)	766,900	40,050	389,700	404,800	352,500	267,900
Total number of children attending (2005)	704,200	N/A	390,000	N/A	N/A	242,400
Total number of children attending (2003)	649,400	N/A	469,900	271,900	233,800	287,100
% change in number of children attending from 2003 to 2006	+18%	N/A	-17%	+49%	+51%	N/A
% change in number of places from 2003 to 2006	+26%	N/A	-14%	+58%	+117%	N/A
% change in number of children attending from 2005 to 2006	+9%	N/A	*	N/A	N/A	+11%
Mean number of children attending (2006)	61	66	40	53	57	5
Mean number of children attending (2003)	66	N/A	40	60	84	4
Ratio of attendees to a place (2006)	1.4	1.1	1.4	1.6	1.4	1.0
<p><i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 690); Sessional (unweighted 1,172; weighted and grossed 9,681); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386); Childminders (unweighted 723, weighted and grossed 57,855)</i></p> <p><i>2005: Full day care (unweighted: 1,171; weighted and grossed: 11,811); Sessional (unweighted: 1,007; weighted and grossed: 9,966); Childminders (unweighted 1,132, weighted and grossed 57,662)</i></p> <p><i>2003: Full day care (unweighted 850, weighted and grossed 9,964); Sessional (unweighted 850, weighted and grossed 11,892) After school clubs (unweighted 850, weighted and grossed 4,534), Holiday clubs (unweighted 850, weighted and grossed 2,781)</i></p>						

The percentage increases in children attending full day care providers, after school clubs and holiday clubs (18 per cent, 49 per cent and 51 per cent respectively) were lower than the increases in the number of places (26 per cent, 58 per cent and 117 per cent respectively). This was due to the average number

of children attending the settings falling. The average number of children attending full day care providers fell from 66 in 2003 to 61 in 2006, from 60 to 53 amongst after school clubs and from 84 to 57 amongst holiday clubs.

In terms of the full day care and holiday club providers, these decreases in the average number of children attending possibly reflected a change in the pattern in the use of childcare, with more parents using childcare for longer and, as a result, fewer children sharing places.

In total there were 267,900 children attending childminders. The average number of children per childminder increased from four in 2003 to five in 2006. We are unable to make comparisons with the total number of children attending childminders in 2003 due to differences in grossing, but there was a two per cent increase from 2005 when there were 242,400 children attending.

### Early years providers in maintained schools

Table 4.8 shows the number of children attending early years provision in maintained schools.

<b>Table 4.8 Number of children attending early years provision in maintained schools</b>			
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
Total number of children attending (2006)	36,100	505,900	251,000
Total number of children attending (2003)	35,850	475,400	276,500
% change in number of children attending from 2003 to 2006	+1%	+6%	-9%
% change in number of places from 2003 to 2006	+4%	-3%	-11%
Mean number of children attending (2006)	82	78	27
Mean number of children attending (2003)	77	76	30
Ratio of attendees per place (2006)	1.3	1.1	0.9
<i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444) All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>			
<i>2003: All nursery schools (unweighted 200; weighted and grossed 465) All primary schools with nursery and reception classes (unweighted 850; weighted and grossed 6,287) All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

The number of children attending nursery schools stood at 36,100 in 2006. This represented a one per cent increase from 2003, despite the overall five per cent fall in the number of providers in operation. This is likely to be related to the increase in the average number of children attending from 77 in 2003 to 82 in 2006.

In 2006 there were 505,900 children attending primary schools with nursery and reception classes, with an average of 78 per setting (compared with 76 per setting in 2003). Data suggest that this was a six per cent increase since 2003 however, the question regarding number of children attending was asked slightly differently in 2003 and therefore the results are not strictly comparable.

The number of children attending primary schools with reception but no nursery classes fell by nine per cent between 2003 and 2006 to 251,000 children; a slightly lower rate of decrease than seen in the number of places (which fell by 11 per cent). Again this will be related to a decrease in the average number of children attending primary schools with reception but no nursery classes from 30 in 2003 to 27 in 2006.

Looking at the ratio of children attending to places in nursery schools and primary schools with nursery and reception classes there were more children attending than there were places (1.3 and 1.1 respectively). The ratio was just 0.9 for primary schools with reception but no nursery classes, as the number of children attending was actually lower than the number of places available (286,100 compared with 251,000).

## **4.6 Age of children attending**

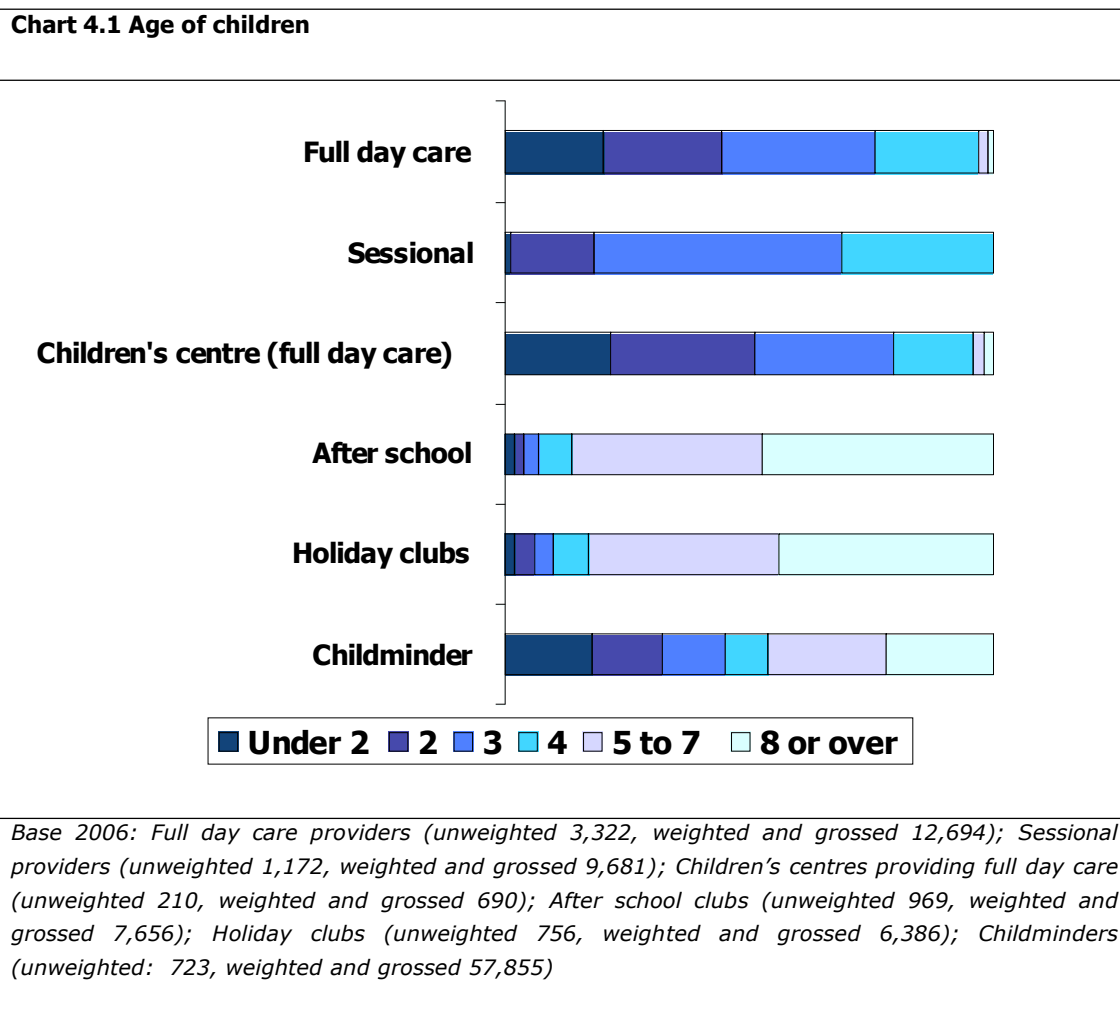
### **Childcare**

Chart 4.1 shows the age breakdown of children attending childcare providers.

As expected, the overwhelming majority of children attending full day care (97 per cent) and sessional day care (99 per cent) were pre-school aged (under five). Those attending full day care were reasonably evenly spread between the under twos (20 per cent), two year olds (24 per cent), three year olds (31 per cent) and four year olds (21 per cent). While sessional settings had only one per cent of children aged under two, 17 per cent were aged two, half (50 per cent) were three years old and 31 per cent were four years old.

Again, as expected, the vast majority of children attending after school care (88 per cent) and holiday care (83 per cent) were school aged, that is between five and 14 years of age. However, some providers said they catered for children under the age of five. This is because some older four year olds may have already begun reception classes and may use extended care associated with that.

Additionally, some three year olds may be receiving additional care, over and above their part time nursery education place.



The children being cared for by childminders covered all age ranges, although there was a higher proportion of children aged under two (18 per cent) and children aged five or over (46 per cent).

## 4.7 Child vacancies

### Childcare

Table 4.9 shows the number of vacancies for children amongst the childcare groups<sup>29</sup>.

<sup>29</sup> Data about vacancies for children were not gathered in 2003, so we can only compare full day care and sessional providers with 2005.



Full day care providers reported a relatively low proportion of vacancies (15 per cent), a reduction on the vacancy rate of 2005 (17 per cent). The average number of vacancies per setting fell from eight in 2005 to seven in 2006. Twenty-seven per cent of full day care providers had no vacancies and three-quarters (76 per cent) had fewer than ten vacant places on an average day.

<b>Table 4.9 Number of vacancies for children</b>						
	Full day care	<i>Full day care in childrens' centres</i>	Sessional	After school clubs	Holiday clubs	<b>Total</b>
	No.	No.	No.	No.	No.	
Total number of vacancies (2006)	81,000	6,600	29,300	54,400	76,700	<b>241,400</b>
Proportion of places vacant nationally (2006)	15%	18%	11%	21%	29%	<b>18%</b>
Total number of vacancies (2005)	88,354	N/A	29,795	N/A	N/A	<b>N/A</b>
Proportion of places vacant nationally (2005)	17%	N/A	11%	N/A	N/A	<b>N/A</b>
Number of vacancies (2006)	%	%	%	%	%	%
None	27%	16%	50%	26%	25%	<b>33%</b>
1-5	31%	20%	29%	27%	19%	<b>28%</b>
6-10	18%	10%	12%	23%	19%	<b>17%</b>
11-20	10%	19%	4%	12%	16%	<b>10%</b>
21-30	3%	7%	2%	3%	7%	<b>3%</b>
31 or more	3%	7%	1%	3%	7%	<b>3%</b>
Don't know	8%	21%	3%	7%	7%	<b>7%</b>
Mean number of vacancies per setting (2006)	7	12	3	8	13	<b>7</b>
Mean number of vacancies per setting (2005)	8	N/A	3	N/A	N/A	<b>N/A</b>
Mean number of places per setting (2006)	43	55	29	35	43	<b>37</b>
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 690); Sessional (unweighted 1,172; weighted and grossed 9,681); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386)</i>						
<i>2005: Full day care (unweighted: 1,171; weighted and grossed: 11,811); Sessional (unweighted: 1,007; weighted and grossed: 9,966)</i>						

However, full day care provided in children's centres were more likely to have a higher number of vacancies than full day care overall. Nationally, 18 per cent of places in full day care in children's centres were unoccupied (compared with 15 per cent of full day care overall). A substantial proportion of full day care

providers in children's centres were unable to say how many vacancies they had (21 per cent), a figure markedly higher than the other childcare groups.

Sessional settings were most likely to say they had no vacancies (50 per cent) and had the lowest average number of vacancies (three), as well as reporting the lowest proportion of vacancies nationally (11 per cent). This may relate to the finding that these providers tend to be smaller and are more likely to be run on a voluntary basis. The average number of vacancies in sessional providers and the proportion of sessional vacancies nationally remained unchanged since 2005.

After school clubs and holiday clubs reported the highest number of vacant places nationally (21 per cent and 29 per cent respectively), although they were as likely as full day care providers to report no vacancies (26 per cent of after school clubs, 25 per cent of holiday clubs and 27 per cent of full day care providers). Holiday clubs had a higher average number of vacancies (13) than after school providers (eight).

### **Early years provision in maintained schools**

Table 4.10 shows the number of vacancies for children amongst the early years providers in maintained schools. There are no data for with earlier years.

<b>Table 4.10 Number of vacancies for children</b>				
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	<b>Total</b>
	No.	No.	No.	<b>No.</b>
Total number of vacancies	2,000	45,800	42,900	<b>90,700</b>
Proportion of vacant places nationally	7%	10%	15%	<b>11%</b>
	%	%	%	<b>%</b>
None	60%	35%	39%	<b>38%</b>
1-5	16%	21%	29%	<b>25%</b>
6-10	11%	15%	15%	<b>15%</b>
11-20	4%	16%	10%	<b>12%</b>
21-30	3%	5%	3%	<b>4%</b>
31 or more	4%	4%	1%	<b>2%</b>
Don't know	3%	4%	3%	<b>3%</b>
Mean number of vacancies per setting (2006)	5	7	5	<b>6</b>
Mean number of places per setting	66	75	32	<b>49</b>
<i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444) All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>				

Nursery schools were most likely to report that they had no vacancies (60 per cent).

If we compare the proportion of vacancies nationally, we can see that primary schools with reception but no nursery classes had the highest proportion of vacancies (15 per cent) and nursery schools the lowest proportion of vacancies (seven per cent).

#### **4.8 Free early education entitlement for three to four year olds**

Provision of free early education for three and four year olds has been a universal entitlement since 2004. It is delivered by a mixed economy of maintained, private, voluntary and independent settings. The current minimum entitlement is 12 and half hours per week for 38 weeks of the year. Children become eligible for a free place from the term following their third birthday, and benefit from up to six terms of free provision before reaching statutory school age.

In its *Choice for Parents, the Best Start for Children: A Ten Year Strategy*, the Government committed to extending the free entitlement from 12 and a half hours to 15 hours a week for 38 weeks a year by 2010. From April 2007 this extended entitlement is being offered in 20 local authority pathfinder areas which are also exploring how to increase the flexibility of the entitlement (e.g. enabling parents to access 15 hours over three days rather than five days or in longer sessions). The changes to the free entitlement are aimed to provide enhanced learning opportunities for children and choice for parents about the type and pattern of provision that best meets the needs of their children. It should also give working parents the flexibility to balance work and family commitments more effectively.

Table 4.11 shows the proportion of providers that already allowed children to take free early education sessions over three days rather than five.

<b>Table 4.11 Proportion of providers that allow children to take free early education sessions over three days rather than five</b>						
	Full day care	<i>Full day care in children's centres</i>	Sessional	Nursery schools	Primary schools with nursery and reception classes	<b>Total</b>
	%	%	%	%	%	<b>%</b>
Yes	80%	70%	39%	25%	20%	<b>53%</b>
No	17%	25%	59%	74%	73%	<b>44%</b>
Don't know	3%	5%	2%	1%	7%	<b>4%</b>
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 690); Sessional (unweighted 1,172; weighted and grossed 9,681); All nursery schools (unweighted 188; weighted and grossed 444); All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476)</i>						

The majority of full day care providers, both overall and those operating within a children's centre, said that children could take their free early education sessions over three days rather than five (80 and 70 per cent respectively) suggesting that these providers offer a high degree of flexibility. In contrast, early years provision in maintained schools appears less flexible as only 25 per cent of nursery schools and 20 per cent of primary schools with reception and nursery classes said this was possible.

It is unsurprising that sessional care is less able to offer this than full day care providers as the nature of this provision (i.e. providing only four continuous hours of care at a time) does not lend itself to providing 12 and a half hours over a condensed three day period.

## 4.9 Extended free entitlement for three and four year olds

Providers who had children aged three or four years old were asked if they were in a position to provide the extended free entitlement for three and four year olds, of 15 hours a week, for 38 weeks a year.

<b>Table 4.12 Proportion of settings that can provide nursery education for three to four year olds, for 15 hours a week, for 38 weeks a year</b>						
	Full day care	<i>Full day care in children's centres</i>	Sessional	Nursery schools	Primary schools with nursery and reception classes	<b>Total</b>
	%	%	%	%	%	<b>%</b>
Yes	92%	83%	64%	64%	65%	<b>76%</b>
No	7%	15%	36%	33%	32%	<b>23%</b>
Don't know	1%	2%	1%	2%	3%	<b>1%</b>
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 690); Sessional (unweighted 1,172; weighted and grossed 9,681); All nursery schools (unweighted 188; weighted and grossed 444); All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476)</i>						

The vast majority of full day care settings (92 per cent overall, 83 per cent of full day care providers that were within children's centres) said they could provide nursery education for 15 hours a week, for 38 weeks a year.

The majority of nursery schools (64 per cent) and primary schools with nursery and reception classes (65 per cent) said they were in a position to provide nursery education for 15 hours a week, for 38 weeks a year. A similar proportion of sessional providers said they were able to offer the extended free entitlement (64 per cent). Again, it is likely that characteristics of provision limit the flexibility providers can offer parents and children.

## **5 Workforce composition**

This chapter looks at the number and type of paid and unpaid staff working within the childcare and early years sector. It focuses on the demographic profile of those working in the sector, including their age, sex, ethnicity and the proportion with a disability. It also looks at their average rates of pay.

For the childcare settings the survey looked in detail at three different paid staff types:

- Senior managers. The person with overall responsibility for running the setting.
- Supervisory staff. Those staff that are qualified to look after a group of children on their own, they may or may not supervise other members of staff.
- Other paid childcare staff. Those staff that are not qualified to look after a group of children on their own.

For the early years providers in maintained schools the survey looked in detail at four different paid staff types:

- The headteacher (nursery schools)/Early years or foundation stage co-ordinator (relevant primary schools with or without nursery classes).
- Qualified early years teachers. Those teachers that teach early years education
- Nursery nurses. Those staff that are not teachers, but that are qualified to look after a group of children on their own, they may or may not supervise other members of staff.
- Other paid early years support staff. Those staff that are not qualified to look after a group of children on their own.

In addition to this, settings were asked how many unpaid volunteers and students on placements were used to help run the setting.

### **5.1 Number of staff – childcare**

Around 23 per cent of providers in the childcare sector and 12 per cent of providers in the maintained early education sector reported that at least one of their members of staff held other jobs in the childcare and education sector in

addition to working for the provider them. It is possible that some double counting of staff took place, for example if one person was working at two full day care providers in the sample, they would have been counted once in each. We would therefore advise against adding the total staff numbers for different types of provider together for this reason.

Table 5.1 shows the number of paid and unpaid staff working within childcare settings.

<b>Table 5.1 Number of staff working in childcare providers</b>						
	Number of paid staff			Change in paid staff from 2003 to 2006	Change in no. of places from 2003 to 2006	Change in no. of staff from 2005 to 2006
	2006	2005	2003	%	%	%
Full day care	<b>143,900</b>	132,650	111,100	30%	26%	+8%
<i>Full day care in children's centres</i>	<b>9,370</b>	N/A	N/A	N/A	N/A	N/A
Sessional	<b>58,300</b>	59,800	69,600	-16%	-14%	-3%
After school clubs	<b>48,500</b>	N/A	25,500	90%	58%	N/A
Holiday clubs	<b>55,500</b>	N/A	21,900	153%	117%	N/A
	Number of unpaid staff			Change in unpaid staff from 2003 to 2006	Change in no. of places from 2003 to 2006	Change in no. of staff from 2005 to 2006
	2006	2005	2003	%	%	%
Full day care	<b>15,400</b>	15,500	13,000	18%	26%	-1%
<i>Full day care in children's centres</i>	<b>1,150</b>	N/A	N/A	N/A	N/A	N/A
Sessional	<b>16,800</b>	17,300	21,200	-21%	-14%	-3%
After school clubs	<b>6,000</b>	N/A	4,000	50%	58%	N/A
Holiday clubs	<b>12,700</b>	N/A	4,700	170%	117%	N/A
	Number of paid and unpaid staff			Change in paid and unpaid staff from 2003 to 2006	Change in no. of places from 2003 to 2006	Change in no. of staff from 2005 to 2006
	2006	2005	2003	%	%	%
Full day care	<b>159,300</b>	148,150	124,200	28%	26%	+8%
<i>Full day care in children's centres</i>	<b>10,500</b>	N/A	N/A	N/A	N/A	N/A
Sessional	<b>75,100</b>	77,100	90,800	-17%	-14%	-3%
After school clubs	<b>54,500</b>	N/A	29,500	85%	58%	N/A
Holiday clubs	<b>68,200</b>	N/A	26,600	156%	117%	N/A
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres (unweighted 250; weighted and grossed 690); Sessional (unweighted 1,172; weighted and grossed 9,681); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386)</i>						
<i>2005: Full day care (unweighted 1,171, weighted and grossed 11,811); Sessional (unweighted 1,007, weighted and grossed 9,966)</i>						
<i>2003: Full day care (unweighted 850, weighted and grossed 9,964); Sessional (unweighted 850, weighted and grossed 11,892); After school clubs (unweighted 850, weighted and grossed 4,534); Holiday clubs (unweighted 850, weighted and grossed 2,781)</i>						

With the exception of sessional settings, there was a real increase in the number of staff working in childcare providers since 2003, as the number of staff has increased at a higher rate than the number of providers and the number of



places. Notably, the decline in numbers of staff working in sessional providers (down by 14 per cent) was in line with the decline in numbers of providers (down by 19 per cent since 2003) and the decline in number of places (down by 18 per cent since 2003). However, for the period 2005 to 2006 the decline in number of sessional providers and in the number of staff in sessional providers continued while the number of registered places increased by three per cent over that period.

Ofsted have specified minimum staffing ratios for children of different ages. These differ according to the type of provider, but as a general guide they are as follows: 1:3 for children under age two years; 1:4 for children aged two years and; 1:8 for children aged three to seven years.

Table 5.2 shows the ratio<sup>30</sup> of Ofsted registered places per staff member.

<b>Table 5.2 Ratio of Ofsted registered places per paid member of staff</b>					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings (2006)	3.4	3.6	3.7	4.8	3.9
All settings (last comparable year <sup>31</sup> )	3.5	N/A	3.4	5.6	4.6
Ownership (2006)					
<b>Private, Voluntary or Independent</b>	<b>3.8</b>	<b>4.3</b>	<b>4.8</b>	<b>5.2</b>	<b>4.9</b>
<i>Private</i>	3.8	4.8‡	4.9	5.1	4.9
<i>Voluntary</i>	4.1	4.1‡	4.7	5.4	5
<b>Maintained</b>	<b>3.7</b>	<b>3.9</b>	<b>4.9</b>	<b>6</b>	<b>4.4</b>
<i>Local authority</i>	3.7	3.8	4.7‡	6.3	4.3
<i>School/college</i>	3.7	4.4‡	5.5‡	5.6	4.9‡
<i>Other</i>	3.9‡	3.6‡	5.1‡	4.1	3.9‡
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Sessional (unweighted 1,172; weighted and grossed 9,681); Children's centres providing full day care (unweighted 250; weighted and grossed 690); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386)</i>					

‡ Low base size, figures should be treated as an indicative guide only

It is not possible to assess the extent to which providers meet the minimum staffing ratios from the data, however full day care providers had the lowest ratio

<sup>30</sup> Note that the staff to place ratio includes unpaid staff providing they have passed the requisite checks and are suitable to work with children.

<sup>31</sup> For full day care and sessional providers the last comparable year is 2005; for other providers it is 2003.

of Ofsted registered places to paid members of staff. The highest ratio was seen with after school clubs. This will relate to the fact that settings caring for younger children are required to have a lower ratio of places to staff.

### **5.1.1 Staff type**

Table 5.3 shows the breakdown of childcare staff by staff type.

Of all care types, full day care had the highest proportion (56 per cent) of better qualified supervisory staff and had the lowest proportion of unpaid staff.

The sessional sector had the highest proportion of unpaid staff (22 per cent). Perhaps this is not surprising given that 68 per cent of sessional settings are run by voluntary organisations.

The after school and holiday clubs had similar distributions of staff, with a narrower gap between supervisory and other paid staff. This is likely to relate to the age of children these providers cater to.

As table 5.3 shows, the proportion of supervisory staff increased and the proportion of other paid staff decreased, across all childcare groups, from 2003 to 2006. This change indicates a greater professionalisation of the workforce as it moves away from largely less qualified other paid childcare staff to supervisory staff who are qualified to look after children on their own.

However, for full day care providers this shift seems to have happened between 2003 and 2005, as the staff type proportions between 2005 and 2006 were almost identical. The proportion of supervisory staff did continue to increase slightly amongst sessional providers between 2005 and 2006.

<b>Table 5.3 Breakdown of staff by staff type</b>												
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs	
Total number of paid and unpaid staff	159,300			10,500		75,100			54,500		68,200	
	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<i>PP chge. from 2005 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<i>PP chge. from 2005 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>
Senior manager	<b>9%</b>	+/-0	-1	<b>7%</b>	<i>N/A</i>	<b>11%</b>	-2	-1	<b>13%</b>	-2	<b>9%</b>	-1
Supervisory	<b>56%</b>	6	1	<b>58%</b>	<i>N/A</i>	<b>39%</b>	8	2	<b>44%</b>	6	<b>40%</b>	8
Other paid childcare staff	<b>27%</b>	-5	+/-0	<b>23%</b>	<i>N/A</i>	<b>27%</b>	-6	-2	<b>32%</b>	-2	<b>32%</b>	-8
Students on placements	<b>7%</b>	-2	+/-0	<b>8%</b>	<i>N/A</i>	<b>7%</b>	0	+/-0	<b>4%</b>	-2	<b>5%</b>	-1
Volunteers	<b>3%</b>	-1	-1	<b>3%</b>	<i>N/A</i>	<b>15%</b>	-17	-1	<b>7%</b>	+/-0	<b>13%</b>	2
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Sessional (unweighted 1,172; weighted and grossed 9,681); Children's centres providing full dacy care (unweighted 250; weighted and grossed 690); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386)</i>												

## 5.2 Number of staff – Early years provision in maintained schools

Table 5.4 shows the number of paid and unpaid staff working within early years providers in maintained schools settings.

<b>Table 5.4 Number of staff working in early years providers in maintained schools</b>				
	Number of paid staff		<i>Change in paid staff from 2003 to 2006</i>	<i>Change in no. of places from 2003 to 2006</i>
	<b>2006</b>	2003	%	%
Nursery schools	<b>4,600</b>	4,350	+1%	+4%
Primary schools with nursery and reception classes	<b>43,000</b>	43,900	-2%	-3%
Primary schools with reception but no nursery classes	<b>31,200</b>	34,300	-9%	-11%
	Number of unpaid staff		<i>Change in unpaid staff from 2003 to 2006</i>	<i>Change in no. of places from 2003 to 2006</i>
	<b>2006</b>	2003	%	%
Nursery schools	<b>1,200</b>	1,550	-23%	+4%
Primary schools with nursery and reception classes	<b>15,000</b>	18,900	-21%	-3%
Primary schools with reception but no nursery classes	<b>17,100</b>	23,600	-18%	-11%
	Number of paid and unpaid staff		<i>Change in paid and unpaid staff from 2003 to 2006</i>	<i>Change in no. of places from 2003 to 2006</i>
	<b>2006</b>	2003	%	%
Nursery schools	<b>5,500</b>	5,850	-6%	+4%
Primary schools with nursery and reception classes	<b>58,000</b>	62,800	-8%	-3%
Primary schools with reception but no nursery classes	<b>48,300</b>	57,800	-16%	-11%
<p><i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444) All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i></p> <p><i>2003: All nursery schools (unweighted 200; weighted and grossed 465) All primary schools with nursery and reception classes (unweighted 850; weighted and grossed 6,287) All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i></p>				

Across all early years providers in maintained schools the number of staff decreased at a faster rate than the number of places (or in the case of nursery schools, despite an increase in places), indicating there was a real drop in the number of staff working within settings. The main losses were seen with unpaid staff, the number of which fell by 18 per cent amongst primary schools with reception but no nursery classes, 21 per cent amongst primary schools with nursery and reception classes and 23 per cent with nursery schools.

Minimum staffing ratios for the maintained sector are set out in the *Early Years Foundation Stage Statutory Framework*. Again, children under two years require a ratio of 1:3; children aged two years require a ratio of 1:4. However, for children aged three and over attending registered early years provision the following applies: 'Between the hours of 8am and 4pm, where a person with Qualified Teacher Status, Early Years Professional Status or another suitable level six qualification (which is full and relevant, and defined by CWDC) is working directly with the children' there must be a ratio of 1:13. Outside those hours or where there is no staff member with the requisite level six qualifications, a ratio of 1:8 is needed<sup>32</sup>.

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<sup>32</sup> Further details of minimum staffing ratios for the maintained sector are available at:  
<http://www.teachernet.gov.uk/doc/11034/Statutory%20Framework%20for%20the%20EYFS.pdf>

Table 5.5 shows the average ratio of places per staff<sup>33</sup>.

<b>Table 5.5 Average ratio of places per member of staff</b>			
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
Ratio (2006)	5.1	8.2	5.9
Ratio (2003)	4.6	7.9	5.6
<p><i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444) All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i></p> <p><i>2003: All nursery schools (unweighted 200; weighted and grossed 465) All primary schools with nursery and reception classes (unweighted 850; weighted and grossed 6,287) All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i></p>			

The lowest ratio of places to staff was in nursery schools (5.1), this was closely followed by primary schools with reception but no nursery classes (5.9). The ratio was markedly higher amongst primary schools with nursery and reception classes (8.2). Again, this will relate to the ages of children looked after by each type of provider as those with lower ratios take younger children.

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<sup>33</sup> Staff/volunteers/students under the age of 17 cannot count towards the ratio and should be supervised at all times. Individuals aged 17 and over who are on long-term placements may be included in the ratios if the provider is satisfied they are competent and responsible.

## 5.2.1 Staff type

Table 5.6 shows the breakdown of early years staff in maintained schools by staff type.

<b>Table 5.6 Breakdown of staff by staff type</b>						
	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
Total number of paid and unpaid staff	5,500		58,000		48,300	
	<b>2006 %</b>	<i>PP change from 2003 to 2006</i>	<b>2006 %</b>	<i>PP change from 2003 to 2006</i>	<b>2006 %</b>	<i>PP change from 2003 to 2006</i>
Headteacher/Early years or foundation stage co-ordinator	<b>7%</b>	-1	<b>10%</b>	+/-0	<b>16%</b>	0
Early years teachers	<b>18%</b>	-1	<b>21%</b>	+1	<b>16%</b>	+3
Nursery nurses	<b>40%</b>	+6	<b>25%</b>	+2	<b>12%</b>	+4
Early years support staff	<b>16%</b>	+3	<b>17%</b>	+/-0	<b>21%</b>	-1
Students on placements	<b>13%</b>	-2	<b>12%</b>	-2	<b>10%</b>	+2
Volunteers	<b>9%</b>	-2	<b>14%</b>	-2	<b>25%</b>	-7
<i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444) All primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>						

Nursery schools had higher proportions of better qualified staff than other maintained settings. Forty per cent of nursery staff were nursery nurses (which is unsurprising given the focus of these providers is nursery education) and 18 per cent were early years teachers. Early years support staff made up 16 per cent, while unpaid staff comprised 22 per cent of staff.

Primary schools with reception and nursery classes had a similar proportion of early years teachers (21 per cent) but lower proportion of nursery nurses (25 per cent), which likely to be because nursery provision is only part of the service these providers offer. Proportionally, they made greater use of unpaid staff than nursery schools (26 per cent compared with 22 per cent).

Primary schools with reception but no nursery classes had the lowest proportions of the better qualified staff. Sixteen per cent were qualified teachers and just 12 per cent were nursery nurses (though as their services are not directed towards nursery age children, this is to be expected). These providers had the highest proportion of unpaid staff, comprising 35 per cent of all staff.

Each type of provider saw a percentage point increase in the proportion of the better qualified nursery nurses and early years teachers, indicating a greater professionalisation of the workforce and a move away from largely less qualified other paid support staff. However, it should be noted that the proportions will have been affected by the substantial reduction of unpaid staff working in early years providers in maintained schools because as the proportion of unpaid staff decreases, the proportion of paid staff types will increase.

## 5.3 Demographic profile

### 5.3.1 Age of staff

#### Childcare

Table 5.7 shows the age profile of all paid staff working within childcare providers.

<b>Table 5.7 Age profile of all paid staff</b>										
	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006.</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. From 2003 to 2006</i>
	<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>		<b>%</b>	
16-19	<b>5%</b>	-6	<b>4%</b>	N/A	<b>1%</b>	-1	<b>7%</b>	-2	<b>11%</b>	-8
20-24	<b>24%</b>	-6	<b>19%</b>	N/A	<b>3%</b>	-2	<b>17%</b>	-1	<b>28%</b>	-1
25-39	<b>43%</b>	+8	<b>45%</b>	N/A	<b>36%</b>	-11	<b>32%</b>	-4	<b>32%</b>	+3
40-49	<b>18%</b>	+5	<b>21%</b>	N/A	<b>40%</b>	+7	<b>25%</b>	+4	<b>18%</b>	+4
50+	<b>10%</b>	+3	<b>8%</b>	N/A	<b>19%</b>	+6	<b>19%</b>	+7	<b>9%</b>	+2
<i>All paid staff. Base 2006 : Full day care (unweighted 19,264, weighted and grossed 143,124); Sessional (unweighted 5,714, weighted and grossed 57,812); Children's centres (unweighted 1,265, weighted and grossed 9,195); After school clubs (unweighted 4,578, weighted and grossed 48,500); Holiday clubs (unweighted 3,869, weighted and grossed 55,500)</i>										

The staff working in sessional settings had the oldest age profile, with the majority (59 per cent) aged 40 or over, compared with 28 per cent of full day care staff.

Holiday clubs had a higher proportion of younger staff, with 39 per cent aged 16 to 24.

Amongst all childcare types, there was a shift towards older staff from 2003 to 2006. While it seems reasonable to attribute some of this ageing of the workforce to staff moving into older age brackets, we would expect there to be a certain number of older staff members retiring and being replaced with younger and



more junior members. It will be important to monitor this trend over the coming years.

For all childcare types, senior managers tended to be older than supervisory staff, who in turn tended to be older than other paid childcare staff (not shown in tables<sup>34</sup>). This is unsurprising given the likelihood that senior managers will have been working in the industry for longer than less senior staff.

### Early years provision in maintained schools

Table 5.8 shows the age profile of all paid staff working within early years providers in maintained schools.

<b>Table 5.8 Age profile of all paid staff</b>						
	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	<b>2006</b> %	<i>PP chge.</i> <i>From</i> <i>2003 to</i> <i>2006</i>	<b>2006</b> %	<i>PP chge.</i> <i>From</i> <i>2003 to</i> <i>2006</i>	<b>2006</b> %	<i>PP chge.</i> <i>From</i> <i>2003 to</i> <i>2006</i>
16-19	<b>1%</b>	+/-0	*	-1	*	-1
20-24	<b>7%</b>	+1	<b>6%</b>	+/-0	<b>4%</b>	-1
25-39	<b>31%</b>	-4	<b>42%</b>	1	<b>35%</b>	+/-0
40-49	<b>34%</b>	+2	<b>30%</b>	-1	<b>31%</b>	-5
50+	<b>26%</b>	+3	<b>21%</b>	+2	<b>26%</b>	+5

*Base 2006, All paid staff: Nursery schools (unweighted 1,107, weighted and grossed 4,622) Primary schools with nursery and reception classes (unweighted 2,688; weighted and grossed 43,018) All primary schools with reception but no nursery classes (unweighted 1,593, weighted and grossed 31,311)*

The age profile of staff was slightly younger in primary schools with nursery and reception classes where 48 per cent of staff were under 39 years of age (compared with 39 per cent in nursery schools and primary schools with reception but no nursery classes. The age profile in 2006 was in line with that of 2003.

### 5.3.2 Sex, ethnicity and disability

Table 5.9 shows the average proportion of male staff per setting, the average proportion of staff from a black and minority ethnic (BME) group per setting and the average proportion of staff with a disability for each of the settings surveyed.<sup>35</sup>

<sup>34</sup> Please see the reports on each setting for more detailed analysis. These can be downloaded from the DCSF website.

<sup>35</sup> For details of how average proportions were calculated, please see section 1.7.5 of the Technical Appendix.

### **5.3.2.1 Sex**

The childcare and early years sector was clearly dominated by female staff across all types of setting. Primary schools with nursery and reception classes (nine per cent) and holiday and after school clubs (nine and 16 per cent respectively) reported higher proportions of male staff than other settings. Notably these settings are likely to cater to older children and may be more school and education based. Among settings orientated towards childcare and under fives activities (full day care and sessional) the proportion of male staff is very low (each reporting between one and three per cent).

### **5.3.2.2 Ethnicity**

The average proportion of staff from a BME group varied across the childcare and early years provider types.

It was highest amongst full day care providers in children's centres (14 per cent per setting), holiday clubs (13 per cent per setting) and after school clubs (12 per cent per setting). The proportion was lower than the national average in sessional settings and childminders (five per cent per setting and six per cent per setting respectively).

The average proportion of BME staff was slightly higher among nursery school staff (12 per cent per setting), it was in line with the national average in primary schools with nursery and reception classes (eight per cent per setting) and below the average in primary schools with reception but no nursery classes (just two per cent per setting).

The lower proportion of staff from BME groups working in primary schools with reception but no nursery classes is likely to relate to low proportion of schools based in London (see section 3.3)

The average proportion of staff from a BME group was markedly higher in London across all childcare groups, but this would be expected given the much higher proportion of people from BME groups in the London workforce (29 per cent) compared with the UK as a whole (eight per cent)<sup>36</sup>.

Settings with higher than average proportions of staff from BME groups were often those that were more likely to be operating in the more deprived areas (nursery schools, full day care in children's centres and after school and holiday

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<sup>36</sup> 2006 Labour Force Survey. Ethnicity revised, (ETHCEN6), Economic Activity, (INECAC05), Government Office Region 2&3 combined (GOVTOF2).

clubs). This may be partially be explained by the fact that higher proportions of some BME groups live in the 30 per cent most deprived areas<sup>37</sup>.

### **5.3.2.3 Disability**

The average proportion of staff with a disability was very low amongst all childcare and early years providers, just one per cent of staff per setting for each type of setting and two per cent per setting for out of school settings.

According to the Labour Force Survey 11 per cent of the working population have a disability<sup>38</sup>; so this group were extremely under represented in the childcare and early years sector. This may relate to the potentially unpredictable and demanding nature of the work as well as the requirements set out in the National Standards which state that 'all managers, staff and volunteers are suitable, both mentally and physically, to care for children'. While this will not exclude everyone with a disability, it might well limit who can apply<sup>39</sup>.

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<sup>37</sup> Tinsley, J. and Jacobs, M., 2006, Deprivation and Ethnicity in England: A Regional Perspective, Regional Trends 39: 2006 Edition, National Statistics, <http://www.statistics.gov.uk/articles/RegionalTrends/Article3RT39.pdf>

<sup>38</sup> 2006 Labour force Survey, Unadjusted DDA disabled (XDISDDA).

<sup>39</sup> The National Standards; [http://www.surestart.gov.uk/\\_doc/P0000411.PDF](http://www.surestart.gov.uk/_doc/P0000411.PDF)

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Proportion of UK workforce (LFS)
	%	%	%	%	%	%	%	%	%	%
Average proportion of male staff per setting	2%	3%	1%	9%	16%	2%	1%	9%	1%	53% <sup>40</sup>
Average proportion of BME staff per setting	9%	14%	5%	12%	13%	6%	12%	8%	2%	8% <sup>41</sup>
Average proportion of staff with a disability <sup>42</sup> per setting	1%	1%	1%	2%	2%	1%	1%	1%	1%	11%
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Sessional (unweighted 1,172; weighted and grossed 9,681); Children's centres providing full day care (unweighted 250; weighted and grossed 690); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386); Childminders (unweighted 723, weighted and grossed 57,855);: Nursery schools (unweighted 188; weighted and grossed 444) Primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) Primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>										

<sup>40</sup> 2006 Labour Force Survey. Ethnicity revised, (ETHCEN6).

<sup>41</sup> 2006 Labour Force Survey. Unadjusted DDA disabled (XDISDDA).

<sup>42</sup> The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## 5.4 Pay levels

### Childcare

The overall average pay for all staff across all childcare providers was £7.00. The highest paid staff worked in full day care providers within children's centres, earning on average £9.30 an hour. This was around £2.00 higher than the second highest paid staff who worked in holiday clubs and after school clubs (£7.40 and £7.20 per hour respectively). Full day care and sessional staff earned on average £6.80 and £6.60 respectively.

These rates of pay are considerably lower than UK average wage which, in 2006, was £11.12 overall and £10.24 for females<sup>43</sup>. Notably, the average wage of other paid staff working within full day care (£5.60) and sessional day care (£5.80) was not much higher than the UK national minimum wage<sup>44</sup>.

As table 5.10 shows, the overall rate of pay for all staff, for all childcare types increased at a higher rate than the average wage. The highest rate of increase between 2003 and 2006 was seen for full day care staff at 24 per cent and the lowest was for holiday clubs at 19 per cent, which was still four percentage points higher than the average (median) increase for England of 11 per cent<sup>45</sup>.

However, for full day care and sessional providers the above average increase seemed to have largely taken place between 2003 and 2005. Between 2005 and 2006 the gap between the increase in pay for staff in these settings and the national pay increase narrowed, with the full day care average hourly pay increasing by six per cent and the UK average by five per cent.

Table 5.10 shows the average hourly wage by staff type for all childcare providers.

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<sup>43</sup> 2006 Annual Survey of Hours and Earnings (First release).

<sup>44</sup> In 2006 the minimum wage was £5.05 per hour for workers aged 22 or over and £4.25 per hour for workers aged 18-21 (2006 Annual Survey of Hours and Earnings, Data: Tables accompanying Patterns of pay: ASHE results 1997 to 2006, <http://www.statistics.gov.uk/StatBase/Product.asp?vlnk=14123>)

<sup>45</sup> 2006 Annual Survey of Hours and Earnings (First release)

<b>Table 5.10 Average hourly pay</b>														
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs		UK average (Overall)	
	<b>2006 £</b>	% increase from 2005 to 2006	% increase from 2003 to 2006	<b>2006 £</b>	% increase from 2003 to 2006	<b>2006 £</b>	% increase from 2005 to 2006	% increase from 2003 to 2006	<b>2006 £</b>	% increase from 2003 to 2006	<b>2006 £</b>	% increase from 2003 to 2006	<b>2006 £</b>	% increase from 2003 to 2006
All staff	<b>£6.80</b>	6%	24%	<b>£9.30</b>	N/A	<b>£6.60</b>	6%	22%	<b>£7.20</b>	22%	<b>£7.40</b>	19%	<b>£11.12</b>	15%
Senior managers	<b>£9.30</b>	6%	9%	<b>£14.00</b>	N/A	<b>£8.00</b>	7%	23%	<b>£9.60</b>	25%	<b>£10.60</b>	22%	<b>N/A</b>	N/A
Supervisory	<b>£7.00</b>	8%	27%	<b>£9.80</b>	N/A	<b>£6.80</b>	8%	21%	<b>£7.30</b>	24%	<b>£7.80</b>	18%	<b>N/A</b>	N/A
Other paid staff	<b>£5.60</b>	6%	12%	<b>£7.00</b>	N/A	<b>£5.80</b>	5%	21%	<b>£6.10</b>	15%	<b>£6.20</b>	15%	<b>N/A</b>	N/A
<i>Base 2006, All paid staff: Full day care (unweighted 19,264, weighted and grossed 143,124); Sessional (unweighted 5,714, weighted and grossed 57,812); Children's centres (unweighted 1,265, weighted and grossed 9,195); After school clubs (unweighted 4,578, weighted and grossed 48,500); Holiday clubs (unweighted 3,869, weighted and grossed 55,500)</i>														

## Early years provision in maintained schools

The overall average pay for all staff across all early years providers in maintained schools was £12.00. Table 5.11 shows the average hourly and annual wage by staff type for all early years providers in maintained schools.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes		UK average (overall) <sup>46</sup>	
	Hourly	Annual	Hourly	Annual	Hourly	Annual	Hourly	Annual
	£	£	£	£	£	£	£	£
All staff	£12.30	£21,100	£12.50	£20,900	£12.10	£20,300	£11.12	23,600
Headteachers/ Early years or foundation stage co-ordinators	£19.60	£43,400	£18.20	£33,700	£16.00	£30,500	N/A	N/A
Qualified early years teachers	£17.90	£30,400	£15.60	£26,800	£15.00	£25,500	N/A	N/A
Nursery nurses	£9.70	£16,200	£9.50	£14,800	£8.70	£11,800	N/A	N/A
Other paid early years support staff	£8.10	£9,700	£7.90	£10,000	£7.30	£8,800	N/A	N/A
<i>Base 2006, All paid staff: Nursery schools (unweighted 1,107, weighted and grossed 4,622) Primary schools with nursery and reception classes (unweighted 2,688; weighted and grossed 43,018) All primary schools with reception but no nursery classes (unweighted 1,593, weighted and grossed 31,311)</i>								

The average rates of pay for all staff were similar across the three early years providers in maintained schools groups, with nursery school staff receiving on average £12.30 an hour, primary school with nursery classes staff earning £12.50 an hour and primary schools with reception but no nursery classes earning on average £12.10 an hour. Notably, average pay for all staff this was higher than the overall UK average. However, these averages are raised because of the comparatively high pay of headteachers, early years or foundation stage co-ordinators and qualified teaching staff. While nursery nurses earn wages comparable with senior managers in childcare settings, this is still below the UK average for women (which was £10.24)<sup>47</sup>.

Comparisons cannot be made with the 2003 data, as rates of pay were derived differently.

<sup>46</sup> 2006 Annual Survey of Hours and Earnings (First release).

<sup>47</sup> 2006 Annual Survey of Hours and Earnings (First release).

## 6 Qualifications

This section looks at the relevant qualifications held by all paid staff working for childcare and early years providers, requisite qualifications and how well the Government guidelines are being met and the qualification that all staff are working towards.

The questionnaire was designed to pick up only qualifications that were relevant to working with young people and children<sup>48</sup>.

### 6.1 Definition of qualifications

The qualifications are grouped together in the levels that they have been accredited with by the Qualifications and Curriculum Authority.

- Level 1 (foundation level) – GCSE grade D-G, Foundation level GNVQ, Level 1 NVQ
- Level 2 (intermediate level) – GCSE A\*-C, Intermediate GNVQ, Level 2 NVQ
- Level 3 (Advanced level) – A level, Vocational A level (Advanced GNVQ), Level 3 NVQ
- Level 4 – Higher level qualifications, BTEC Higher Nationals, Level 4 NVQ (e.g. Level 4 Certificate in Early Years Practice)
- Level 5 – Higher level qualifications, BTEC Higher Nationals, Level 5 NVQ (e.g. Diploma in Higher Education and Playwork)
- Level 6 – Honours degree (e.g. BA Early Childhood Studies)
- Level 7 – Masters degree, PGCE, National Professional Qualification for Integrated Centre Leadership (NPQICL)
- Level 8 – Doctorate

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<sup>48</sup> Overseas qualifications have been excluded from the analysis, but they have been included in the tables for information.



## 6.2 Qualifications held by all staff

Table 6.1 shows the proportions of staff qualified to levels one to eight and table 6.2 shows the proportion of staff qualified *at least* at each level (so those qualified to 'at least level three' will be the total of all staff qualified to level three and above).

### Any qualification (levels one to eight)

High proportions (over 70 per cent) of staff across all *group* childcare and early years settings are qualified to at least level two. Staff working in full day care (86 per cent), particularly those based in children's centres (91 per cent) and those working in nursery schools (86 per cent) reported the highest proportions of staff qualified at this level.

Slightly lower proportions of staff working in sessional providers (76 per cent), after school (73 per cent) and holiday clubs (72 per cent) reported staff qualified at a minimum of level two.

Childminders were least likely to hold qualifications, with only 52 per cent being qualified to level one and 43 per cent qualified to level two. This is unsurprising as childminders are not required to hold specific qualifications under the National Standards.

### Level three or above qualification

In full day care and all three early years providers in maintained schools over 70 per cent of staff held at least a level three qualification. In nursery schools and full day care in children's centres the proportion rose to 80 per cent in each. This is likely to be due to the requirements for nursery nurses (in nurseries) and supervisors (in childcare settings) to hold a level three qualification.

In contrast, lower proportions of staff working in sessional providers (58 per cent) and after school (51 per cent) and holiday clubs (53 per cent) and childminders<sup>49</sup> (30 per cent) were qualified to at least a level three. However, among holiday clubs, this represented a considerable increase on the level of qualification reported in 2003.

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<sup>49</sup> Respondents were asked for the highest qualification relating to childcare that they currently held. In 2006, those who said this was a level three qualification were asked whether they had a Childminding Certificate, and if so whether they had all or just some of the modules. Those who said they only had some of the modules were removed from the 'level three' code and moved to 'Don't know'. This is because in previous years it had been found that some childminders mistakenly thought they had attained level three but in fact had not completed all the modules.

Since 2005 the increase in the proportion of staff in full day care and sessional providers with at least a level three qualification was greater in full day care (up by 10 percentage points) than in sessional care (up by three percentage points).

### **Level six or above qualification**

Among the childcare settings, low proportions of staff were qualified to level six or above (under 10 per cent in each type of setting). Staff working in full day care in children's centres were slightly more likely than staff in other childcare settings to have a level six or above qualification, (10 per cent were qualified to level six or above, compared with three per cent of full day care staff as a whole, four per cent of sessional staff, five per cent of after school club staff, eight per cent of holiday school club staff and four per cent of childminders).

This was not the case for staff working in early years settings in maintained schools where higher proportions were qualified at level six or above. Staff working in primary schools with reception but no nursery classes reported the highest proportion qualified at this level (45 per cent) followed by staff working in primary schools with nursery and reception classes (38 per cent) and then staff working in nursery schools (30 per cent).

The increase in the percentage of staff qualified at higher levels between 2005 and 2006 was markedly higher amongst full day care staff than sessional staff. For example, the proportion of full day care staff holding a level three qualification or above increased by ten percentage points, from 63 per cent in 2005 to 73 per cent in 2006. While the proportion of sessional staff holding a level three qualification increased by three percentage points from 55 per cent in 2005 to 58 per cent in 2006. However, there was little difference between these settings in the proportions holding higher levels of qualification (level five or above).

There was very little change in level of qualifications in nursery schools since 2003. However, the data suggests that the primary school based early years workforce has become slightly better qualified over the period.

There was a mixed picture in terms of qualifications amongst the early years education in maintained schools settings.

	Full day care			Full day care in children's centres		Sessional			After school clubs		Holiday clubs		Childminders		Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2006 %	PP chge. from 2005 to 2006	PP chge. from 2003 to 2006	2006 %	PP chge. from 2003 to 2006	2006 %	PP chge. from 2005 to 2006	PP chge. from 2003 to 2006	2006 %	PP chge. from 2003 to 2006	2006 %	PP chge. from 2003 to 2006	2006 %	PP chge. from 2003 to 2006	2006 %	PP chge. from 2003 to 2006	2006 %	PP chge. from 2003 to 2006	2006 %	PP chge. from 2003 to 2006
Level 1	1%	-1	+0	*	N/A	3%	+/-0	+1	3%	+1	4%	+2	9%	N/A	2%	+2	2%	+2	1%	+1
Level 2	14%	-1	-5	11%	N/A	18%	+/-0	+2	22%	+4	19%	+5	5%	N/A	6%	-1	6%	+1	7%	+1
Level 3	64%	+10	+8	62%	N/A	51%	+3	+12	43%	+11	41%	+17	33%	N/A	45%	-3	34%	-2	21%	-2
Level 4	4%	+/-0		4%	N/A	2%	1		2%	+5	3%	+5	1%	N/A	2%	+4	3%	+8	2%	+9
Level 5	1%			3%		1%			1%		0%		3%		2%					
Level 6	3%			9%		3%			4%		2%		23%		29%		35%			
Level 7	*			2%		1%			1%		7%		9%		10%					
Level 8	*			0%		*			*		*		*		*					
Overseas	*	*	N/A	*	N/A	*	-	N/A	*	N/A	*	N/A	*	N/A	*	N/A	1%	N/A	0%	N/A
Other	1%	-2	+/-0	1%	N/A	1%	-2%	-3	1%	-1	2%	-3	5%	N/A	2%	N/A	1%	N/A	2%	N/A
Don't know	2%	+1	+/-0	3%	N/A	2%	+/-0	-1	3%	-2	4%	-5	33%	N/A	1%	+/-0	5%	+/-0	7%	+5
No qualification	10%	-6	-10	6%	N/A	18%	-1%	-16	21%	-16	19%	-21	4%	N/A	9%	+1	8%	-4	11%	-9

*Base 2006, All paid staff Full day care (unweighted 19,264, weighted and grossed 143,124); Sessional (unweighted 5,714, weighted and grossed 57,812); Children's centres (unweighted 1,265, weighted and grossed 9,195); After school clubs (unweighted 4,578, weighted and grossed 48,500); Holiday clubs (unweighted 3,869, weighted and grossed 55,500); Nursery schools (unweighted 1,107, weighted and grossed 4,622) Primary schools with nursery and reception classes (unweighted 2,688; weighted and grossed 43,018) All primary schools with reception but no nursery classes (unweighted 1,593, weighted and grossed 31,311)*

<sup>50</sup> Some cells in the table have been combined to include more than one level of qualification. There have been changes to the way that the levels are defined since the previous survey in 2003. Current levels four, five and six (as defined above) were previously all part of level four. Current levels seven and eight were previously part of level five. Further information can be found in section 1.8 of the Technical Appendix to this report.

<b>Table 6.2 Highest levels of staff qualification</b>																				
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs		Childminders		Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	<b>2006 %</b>	<i>PP chge. from 2005 to 2006</i>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2005 to 2006</i>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>
At least level 1	<b>87%</b>	+7	+10	<b>91%</b>	N/A	<b>79%</b>	+3	+17	<b>75%</b>	+19	<b>75%</b>	+29	<b>52%</b>	N/A	<b>87%</b>	+2	<b>85%</b>	8	<b>80%</b>	+10
At least level 2	<b>86%</b>	+9	+10	<b>91%</b>	N/A	<b>76%</b>	+3	+16	<b>73%</b>	+19	<b>72%</b>	+28	<b>43%</b>	N/A	<b>86%</b>	+1	<b>83%</b>	6	<b>78%</b>	+8
At least level 3	<b>73%</b>	+10	+16	<b>80%</b>	N/A	<b>58%</b>	+3	+14	<b>51%</b>	+14	<b>53%</b>	+23	<b>38%</b>	N/A	<b>80%</b>	+2	<b>77%</b>	5	<b>71%</b>	+7
At least level 5	<b>4%</b>	N/A	N/A	<b>13%</b>	N/A	<b>5%</b>	N/A	N/A	<b>6%</b>	N/A	<b>9%</b>	N/A	<b>4%</b>	N/A	<b>33%</b>	N/A	<b>40%</b>	N/A	<b>48%</b>	N/A
At least level 6	<b>3%</b>	-1	N/A	<b>10%</b>	N/A	<b>4%</b>	+1	N/A	<b>5%</b>	N/A	<b>8%</b>	N/A	<b>4%</b>	N/A	<b>30%</b>	N/A	<b>38%</b>	N/A	<b>45%</b>	N/A
<i>Base 2006, All paid staff: Full day care (unweighted 19,264, weighted and grossed 143,124); Sessional (unweighted 5,714, weighted and grossed 57,812); Children's centres (unweighted 1,265, weighted and grossed 9,195); After school clubs (unweighted 4,578, weighted and grossed 48,500); Holiday clubs (unweighted 3,869, weighted and grossed 55,500); Nursery schools (unweighted 1,107, weighted and grossed 4,622) Primary schools with nursery and reception classes (unweighted 2,688; weighted and grossed 43,018) All primary schools with reception but no nursery classes (unweighted 1,593, weighted and grossed 31,311)</i>																				

### 6.2.1.1 Qualification levels by ownership

#### Any qualification

Table 6.3 shows the proportion of all childcare staff that held any childcare related qualification (levels one to eight), a level three or above qualification and a level six or above qualification, by ownership type.

<b>Table 6.3 Proportion of staff that hold a qualification (levels one to eight) by ownership of provision</b>					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
	%	%	%	%	%
<b>All settings</b>	<b>88%</b>	<b>92%</b>	<b>80%</b>	<b>76%</b>	<b>77%</b>
Private	88%	90%‡	80%	76%	77%
Voluntary	85%	93%‡	80%	75%	75%
Local authority	93%	92%	85%	88%	77%
School/college	92%	93%‡	81%‡	77%	86%
Other	92%‡	90%‡	62%‡	73%‡	79%‡
<b>Proportion of staff that hold a level three qualification by ownership of provision</b>					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
	%	%	%	%	%
<b>All settings</b>	<b>73%</b>	<b>80%</b>	<b>58%</b>	<b>51%</b>	<b>53%</b>
Private	73%	75%	60%	56%	57%
Voluntary	64%	78%	56%	47%	49%
Local authority	84%	81%	70%	52%	49%
School/college	83%	82%	62%	53%	60%
Other	81%	78%	†	47%	55%
<b>Proportion of staff that hold a level six qualification by ownership of provision</b>					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
	%	%	%	%	%
<b>All settings</b>	<b>3%</b>	<b>10%</b>	<b>4%</b>	<b>5%</b>	<b>8%</b>
Private	3%	3%‡	4%	4%	7%
Voluntary	3%	7%‡	3%	4%	6%
Local authority	8%	13%	8%	6%	9%
School/college	2%	11%‡	6%‡	6%	11%
Other	4%‡	13%‡	*	11%‡	9%‡
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Sessional (unweighted 1,172; weighted and grossed 9,681); Children's centres providing full day care (unweighted 250; weighted and grossed 690); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386)</i>					

‡ Low base size, figures should be treated as an indicative guide only

Table 6.3 shows that across the qualification benchmarks (any qualification, level three or above and level six or above) the maintained settings (i.e. those run by local authorities or school/colleges) generally had higher proportions of staff with the specified qualifications.

### **6.3 Requisite qualifications for childcare staff**

In the *National Standards for Under Eights Day Care and Childminding*, the Government issued guidelines for what qualifications those working within the childcare sector should hold.

The requirements are:

- Every senior manager working within full day care, sessional and out of schools setting should hold at least a level three qualification appropriate to the post.
- All *full day care* supervisors should also hold at least a level three qualification appropriate for the care or development of children. Where this cannot be achieved immediately, providers set out an action plan detailing how they intend to meet this criterion and in what timescale.
- At least half of all other childcare staff and half of all staff in sessional and out of school providers should hold a level two qualification appropriate for the care or development of children. Again, where this cannot be achieved immediately, providers should set out an action plan detailing how they intend to meet this criterion and in what timescale.

Additionally, in 2004 the Government published *Choice for Parents, the Best Start for Children: A Ten Year Strategy for Child Care*, which made the case for a better qualified early years workforce. This was followed up with the launch of the Transformation Fund. With this fund the Government aims to transform the quality of childcare by providing financial support for training programmes and incentives to help recruit better qualified staff. One of the Government's objectives is to ensure that, by 2015, all full day care settings employ a graduate with a level six 'Early Year's Professional' Status to lead work with children and parents.

There are no specific qualification requirements for childminders, who are required to undertake 'a local authority approved childminder's pre-registration course within six months of commencing childminding'<sup>51</sup>.

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<sup>51</sup> The National Standards – Childminding; [http://www.surestart.gov.uk/\\_doc/P0002411.pdf](http://www.surestart.gov.uk/_doc/P0002411.pdf)

The data from the 2006 survey can be used to gauge how well childcare settings are meeting these requirements. However, the National Standards apply on a setting to setting basis, and the survey figures are an average across settings. The figures do, however, suggest that this National Standard is probably being met in most after school and holiday clubs.

### **Managers**

Ninety-six per cent of senior managers in full day care provision held a level three qualification or above (94 per cent in full day care provided by children's centres).

In 2006, three per cent of full day care staff were qualified to level six or above. The proportion was higher in Local Authority led settings (eight per cent) compared with privately run and voluntary run settings (three per cent each) and school/college run settings (two per cent). Clearly there is some way to go to achieve the target of a graduate professional leading every setting.

In 2006, 93 per cent of senior managers in sessional providers held a level three qualification or above.

Ninety per cent of senior managers of after school clubs and 83 per cent of senior managers of holiday clubs, held at least a level three qualification.

While this suggests that the overwhelming majority of managers of childcare settings did hold the requisite qualifications, one in ten after school managers and nearly two in ten holiday club senior managers were still falling short, as did low proportions of managers in sessional and full day care settings.

### **Supervisors**

In full day care settings 91 per cent of supervisory staff held a level three qualification (95 per cent in full day care provided by children's centres). While the standard was largely being met, around one in ten supervisors still did not hold the required level three qualification.

### **Other paid childcare staff**

In full day care settings 60 per cent of other paid childcare staff held at least a level two qualification (72 per cent in full day care provided within children's centres).

In sessional providers three-quarters (76 per cent) of supervisors and other paid staff held at least a level two qualification, 73 per cent of after school club staff and 72 per cent of holiday club staff met the minimum requirement.

The figures suggest that this element of the standard is probably being met in most full day care settings.

## **6.4 Qualifications being worked towards**

Table 6.4 shows the qualifications being worked towards by all paid staff across each type of provider.

Across all but one type of childcare provider the proportion of staff that were working towards a qualification fell from 2003 to 2006. The only group that showed an increase was holiday clubs, where a nine percentage point increase in staff working towards a qualification was reported across the period.

While the proportion working towards a qualification generally fell, this should be seen against an increase in the proportion of staff who held qualifications. Clearly if more staff hold qualifications, fewer people need to work towards them.

The most common level of qualification being worked towards was a level three qualification, although compared with 2005 lower proportions of staff in sessional and full day care settings were working towards this qualification in 2006. The exceptions to this were after school and holiday clubs where similar proportions were reported to be studying for level three qualifications since 2003.

Conversely, (with the exception of primary schools with reception and nursery classes) there appeared to have been a proportional increase in staff studying for levels four to six and above since 2003 (although in the case of full day care and sessional providers this was unchanged since 2005).

Staff in primary schools were the least likely to be working towards qualifications, though this group of staff reported the highest proportions already qualified to levels five and six. Notably, other paid early years support and other paid childcare staff were most likely to be working towards qualifications in their respective settings than were better qualified supervisory staff and senior managers.



<b>Table 6.4 Qualifications being worked towards by all paid staff</b>																				
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs		Childminders		Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	<b>2006 %</b>	<i>PP chge. from 2005 to 2006</i>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2005 to 2006</i>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>
Level 1	*	+/-0	+/-0	*	N/A	0%	+/-0	-1	*	+/-0	*	+/-0	*	-1	*	+/-0	*	+/-0	*	+/-0
Level 2	3%	-3	-3	3%	N/A	5%	-1	-3	6%	-4	7%	+1	1%	-1	2%	+/-0	2%	+1	1%	-1
Level 3	11%	-5	-7	8%	N/A	11%	-3	-6	14%	-5	13%	+1	13%	+1	5%	+/-0	3%	+/-0	2%	-2
Level 4	5%	+1	+5	5%	N/A	3%	+/-0	+3	3%	+4	5%	+10	2%	+3	3%	+6	1%	+/-0	1%	+3
Level 5	2%			4%		1%			1%		5%		2%		3%					
Level 6 or above	2%	+/-0		7%		1%	+/-0		3%	7%	1%		7%	4%	3%					
Other	1%	-1	+/-0	3%	N/A	1%	+/-0	+/-0	1%	+/-0	2%	-1	0%	-10	N/A	N/A	N/A	N/A	N/A	N/A
Don't know	2%	+/-0	-2	3%	N/A	2%	-1	+1	4%	-1	6%	-5	3%	N/A	2%	-1	3%	-2	4%	-1
Not working towards a qualification	73%	-6	+5	66%	N/A	75%	+2	+4	68%	+7	59%	-6	79%	-2	76%	-1	83%	-2	84%	+3
<i>All working towards a qualification</i>	<b>25%</b>	-9	-5	<b>30%</b>	N/A	<b>22%</b>	-5	-7	<b>27%</b>	-7	<b>33%</b>	+9	<b>17%</b>	-2	<b>22%</b>	+2	<b>13%</b>	-1	<b>12%</b>	-1

*Base 2006:Module B All paid staff - Full day care (unweighted: 9,794; weighted and grossed 143,900); Sessional (unweighted 2,974, weighted and grossed 57,812); Children's centres (unweighted 553, weighted and grossed 9,195); After school clubs (unweighted 4,578, weighted and grossed 48,500); Holiday clubs (unweighted 2,005, weighted and grossed 55,500); Childminders (unweighted 723; weighted and grossed 57,855); All paid staff - Nursery schools (unweighted 1,107, weighted and grossed 4,622) Primary schools with nursery and reception classes (unweighted 2,688; weighted and grossed 43,018) Primary schools with reception classes (unweighted 1,593, weighted and grossed 31,311)*

## 7 Training

This chapter focuses on training provision. In particular it looks at what proportion of staff have received training, training plans and budgets, sources of funding for training and views on current levels of training.

### 7.1 Training provision

Nearly all childcare and early years providers helped their staff to receive training. Table 7.1 shows the three most common types of training for each type of provider. The top answers for childcare providers were first aid training, child protection training and food hygiene training. For early years providers in maintained schools the top three answers were childcare training (including courses on creative play), first aid and courses on SEN, disability and inclusion. The proportions of early years providers offering the top three training courses given by childcare providers have been included for comparison and vice versa.

<b>Table 7.1 Proportion of providers that help staff to receive training and three most common types of training provided</b>								
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception classes
Helped staff receive training	97%	98%	94%	95%	95%	98%	97%	94%
First Aid	68%	60%	62%	78%	70%	30%	25%	30%
Child protection	42%	46%	35%	49%	42%	20%	12%	12%
Food hygiene	39%	44%	23%	48%	49%	9%	5%	N/A
Childcare training including course on creative play	35%	44%	34%	31%	32%	40%	40%	41%
SEN/Disability/Inclusion	24%	23%	27%	20%	20%	23%	19%	20%
<i>Base 2006: module B, providers who help staff get other training: Full day care (unweighted 1657, weighted and grossed 12,367); Children's centres providing full day care (unweighted 89, weighted and grossed 676); Sessional (unweighted 575, weighted and grossed 9,028); After school clubs (unweighted 487, weighted and grossed 7,656); Holiday clubs (unweighted 372, weighted and grossed 6,386); All providers - Nursery schools (unweighted 188; weighted and grossed 444) Primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) Primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>								

Clearly first aid training was seen as a high priority for all providers, though higher proportions of childcare providers helped their staff receive that training than early years providers in maintained schools.

However, reasonably high proportions of childcare providers also offered child protection courses and food hygiene courses and, while such courses were offered

by some early years providers in maintained schools, they were apparently not as common; for example 49 per cent of after school providers helped staff receive child protection training, compared with 12 per cent of primary schools with nursery classes.

Early years providers in maintained schools most commonly helped staff to receive training on childcare and creative play and training on SEN, disability and inclusion. However, childcare providers reported providing these courses to staff in similar proportions to early years providers in maintained schools.

Across all types of provider almost all (mostly over 95 per cent) help their staff to receive training, however, childcare providers generally reported higher proportions offering each type of training. It is possible that this difference related to the higher level of staff qualified to levels five and six in early years providers in maintained schools, making it likely that staff undertook much of this training when achieving their qualifications.

Sixty-four per cent of childminders had received some kind of training in the last 12 months.

## **7.2 Training plans and budgets**

Table 7.2 shows the proportion of providers with a specific training plan and the proportion with a specific training budget.<sup>52</sup>

Nursery schools (82 per cent) and full day care providers (76 per cent), particularly those operating within children's centres (85 per cent) were the most likely to have a written training plan. Sessional providers (63 per cent), holiday clubs (68 per cent) and after school clubs (66 per cent) were less likely to have specific training plans.

School based settings were the least likely to have a specific training plan although it is likely that training needs of staff at these providers were incorporated into more general, school-wide, staff training plans not specific to early years staff.

Generally, settings based in the most deprived areas, settings with greater numbers of staff and those run by local authorities were more likely to have training plans and budgets (see individual reports for detailed analysis).

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<sup>52</sup> Comparisons cannot be made with 2003 for primary school based settings because the questions asked were different. In 2003, primary schools were asked whether their provision had a written training plan and budget. In 2006, primary schools were asked whether they had a training plan or budget specifically for early years staff.

Specific training budgets were more common among full day care providers in children's centres and nursery schools (85 and 87 per cent respectively).

Holiday clubs and primary schools with reception but no nursery classes provided an exception to this finding as the former appeared more likely to have a training budget (61 per cent) and the latter somewhat less likely (39 per cent). Among other providers, around half said they had a specific training budget.

Data indicate that there was an increase in proportions of childcare providers with a training plan since 2003. The proportion of sessional providers with a training plan increased by 10 percentage points, while holiday and after school clubs each reported a four per cent increase. There was little change in proportions of nursery schools with training plans, though notably, this group were among the most likely to have one in the first place.

<b>Table 7.2 Whether provider has a specific training plan or training budget</b>																
	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006</b>	<i>PP chge. from 2003 to 2006</i>
<b>Training plan</b>																
Have training plan	<b>76%</b>	+6	<b>85%</b>	N/A	<b>63%</b>	+10	<b>66%</b>	+4	<b>68%</b>	+4	<b>82%</b>	+1	<b>50%</b>	N/A	<b>39%</b>	N/A
Don't have training plan	<b>23%</b>	-5	<b>9%</b>	N/A	<b>35%</b>	-11	<b>32%</b>	-4	<b>30%</b>	-4	<b>17%</b>	+2	<b>47%</b>	N/A	<b>58%</b>	N/A
Don't know	<b>2%</b>	+1	<b>7%</b>	N/A	<b>2%</b>	+1	<b>2%</b>	+/-0	<b>2%</b>	+/-0	<b>1%</b>	+/-0	<b>3%</b>	N/A	<b>3%</b>	N/A
<b>Training budget</b>																
Have a training budget	<b>56%</b>	+6	<b>87%</b>	N/A	<b>46%</b>	+3	<b>52%</b>	+9	<b>61%</b>	+2	<b>98%</b>	+1	<b>34%</b>	N/A	<b>33%</b>	N/A
Don't have a training budget	<b>40%</b>	-7	<b>10%</b>	N/A	<b>52%</b>	-4	<b>44%</b>	-9	<b>36%</b>	-2	<b>2%</b>	-1	<b>61%</b>	N/A	<b>64%</b>	N/A
Don't know	<b>3%</b>	+/-0	<b>3%</b>	N/A	<b>2%</b>	+/-0	<b>4%</b>	+/-0	<b>3%</b>	+/-0	<b>0%</b>	+/-0	<b>5%</b>	N/A	<b>3%</b>	N/A
<i>Base 2006, Module B: Full day care (unweighted 1,702, weighted and grossed 12,694); Children's centres providing full day care (unweighted 91, weighted and grossed 690); Sessional (unweighted 611, weighted and grossed 9,681); After school clubs (unweighted 511, weighted and grossed 7,656); Holiday clubs (unweighted 393, weighted and grossed 6,386); All providers - Nursery schools (unweighted 188; weighted and grossed 444) Primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) Primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>																

### 7.3 Funding sources

As primary school settings and nursery schools are maintained by local authorities analysis of funding sources is only relevant to childcare providers.

Government funding (including local authority funding, Early Years Development and Childcare Partnership (EYDCP) and Sure Start) was by far the most common source of funding for training for all provider types. Funding from the Learning & Skills Council was also reported, with full day care providers in children’s centres most likely to have received funding from this source.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
	%	%	%	%	%
Learning & Skills Council	15%	27%	8%	11%	14%
Other government sources (EYDCP, Sure Start, Local authority)	85%	99%	84%	74%	72%

*Base 2006, Module B: Full day care unweighted 1,702, weighted and grossed 12,694); Children's centres that provide full day care (unweighted 91, weighted and grossed 690); Sessional (unweighted 611, weighted and grossed 9,681); After school clubs (unweighted 511, weighted and grossed 7,656); Holiday clubs (unweighted 393, weighted and grossed 6,386)*

### 7.4 Views on current levels of training

Generally respondents thought that the level of training was *about right*, although a sizeable minority in each type of provider thought that it was *too little*, notably after school clubs (19 per cent), holiday clubs (21 per cent) and primary schools with nursery and reception classes (22 per cent). While very few people reported that the level of training received was *too much*.

<b>Table 7.4 Respondent's views on level of training</b>								
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
	%	%	%	%	%	%	%	%
Too little	15%	15%	14%	19%	21%	10%	22%	16%
About right	82%	78%	82%	79%	74%	87%	75%	82%
Too much	2%	0%	2%	1%	*	2%	*	*
Don't know	1%	8%	1%	2%	4%	1%	3%	2%
<p><i>Base 2006, Module B: Full day care unweighted 1,702, weighted and grossed 12,694; Children's centres that provide full day care (unweighted 91, weighted and grossed 690); Sessional (unweighted 611, weighted and grossed 9,681); After school clubs (unweighted 511, weighted and grossed 7,656); Holiday clubs (unweighted 393, weighted and grossed 6,386); All providers - Nursery schools (unweighted 188; weighted and grossed 444); Primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476); Primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i></p>								

## **8 Recruitment and retention**

This chapter discusses recruitment and retention. It focuses on the average length of time staff had worked for a provider, staff vacancies and the recruitment, turnover and employment growth rates.

### **8.1 Average length of service**

Among childcare and early years settings the average length of service increased from the last comparable year<sup>53</sup>.

Staff working in childcare providers had a shorter average length of service than early years providers in maintained schools. Sessional and full day care and providers had the longest average length of service (six years and six months and five years and two months respectively). Full day care settings offered by children's centres had the shortest average length of service (at three years and nine months), though this is to be expected given that children's centres are a relatively new phenomenon.

After school and holiday club staff had similar average length of service, at four years and four months and four years and three months respectively.

The average length of service was higher amongst early years in maintained schools settings, ranging from seven years and three months for the two primary school groups and seven years and nine months for nursery school staff.

The averages had all increased from 2003 and, as would be expected, the average length of service increased with seniority of staff.

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<sup>53</sup> For full day care and sessional providers the last comparable year was 2005; for other providers it was 2003.



<b>Table 8.1 Average length of service</b>								
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
Average length of service (2006)	5 years and 2 months	3 years and 9 months	6 years and 6 months	4 years and 4 months	4 years and 3 months	7 years and 9 months	7 years and 3 months	7 years and 3 months
Average length of service (last comparable year)	4 years and 3 months	N/A	5 years and 8 months	3 years	2 years	7 years	7 years	6 years
<p><i>All paid staff. Base 2006 : Full day care (unweighted 19,264, weighted and grossed 143,124); Sessional (unweighted 5,714, weighted and grossed 57,812); Children's centres that provide full day care (unweighted 1,265, weighted and grossed 9,195); After school clubs (unweighted 4,578, weighted and grossed 48,500); Holiday clubs (unweighted 3,869, weighted and grossed 55,500); Nursery schools (unweighted 1,107, weighted and grossed 4,622) Primary schools with nursery and reception classes (unweighted 2,688; weighted and grossed 43,018) All primary schools with reception but no nursery classes (unweighted 1,593, weighted and grossed 31,311)</i></p> <p><i>Base 2005: Full day care (unweighted 6,532 weighted and grossed 65,893); Sessional (unweighted 6,043 weighted and grossed 59,800)</i></p> <p><i>Base 2003: ) After school clubs (unweighted 4,898, weighted and grossed 25,549); Holiday clubs (unweighted 6,359, weighted and grossed 21,943); Nursery schools (unweighted 1,865, weighted and grossed 4,337); Primary schools with nursery and reception classes (unweighted 5,898; weighted and grossed 43,892) All primary schools with reception but no nursery classes (unweighted 3,101, weighted and grossed 34,260)</i></p>								

## 8.2 Staff vacancies

Table 8.2 shows the number of staff vacancies childcare providers had at the time of the 2006 survey.

<b>Table 8.2 Staff vacancies<sup>54</sup></b>					
	Full day care	Sessional	After school clubs	Holiday clubs	<b>Total</b>
	No.	No.	No.	No.	<b>No.</b>
Senior managers	400	120	300	200	<b>1,000</b>
Supervisory staff	2,100	500	1,000	1,600	<b>4,400</b>
Other paid staff	2,000	600	1,300	1,600	<b>5,000</b>
<b>Total</b>	<b>4,500</b>	<b>1,200</b>	<b>2,600</b>	<b>3,400</b>	<b>10,400</b>
	%	%	%	%	<b>%</b>
Proportion actively trying to recruit	22%	10%	20%	26%	<b>19%</b>
<i>Base 2006, Module B, Providers actively trying to recruit: Full day care (unweighted 377, weighted and grossed 1,452); Sessional (unweighted 60, weighted and grossed 494); After school clubs (unweighted 98, weighted and grossed 277); Holiday clubs (unweighted 101, weighted and grossed 298)</i>					

The proportion of settings that were actively recruiting staff was similar amongst full day care (22 per cent), after school clubs (20 per cent) and holiday clubs (26 per cent). It was markedly lower amongst sessional settings at just 10 per cent; this may reflect the decreasing number of sessional settings.

Generally settings located in London were more likely to be actively recruiting staff (see individual reports for detailed analysis).

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<sup>54</sup> The base for children's centres was too low to include separate analysis.

## Early years providers in maintained schools

Table 8.3 shows the number of vacancies childcare providers had at the time of the survey.

<b>Table 8.3 Staff vacancies</b>				
	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	<b>Total</b>
	No.	No.	No.	<b>No.</b>
Headteachers	12	100	100	<b>200</b>
Qualified early years teachers	42	100	100	<b>300</b>
Nursery nurses	66	200	300	<b>500</b>
Other paid early years support staff	45	300	300	<b>600</b>
<b>Total</b>	<b>165</b>	<b>700</b>	<b>800</b>	<b>1,600</b>
	%	%	%	%
Proportion actively trying to recruit	26%	8%	10%	<b>10%</b>
<i>Base 2006, Providers actively trying to recruit: Nursery schools (unweighted 49, weighted and grossed 117) Primary schools with nursery and reception classes (unweighted 45, weighted and grossed 531) Primary schools with reception but no nursery classes (unweighted 52, weighted and grossed 925)</i>				

The proportion of providers actively recruiting for staff was higher in nursery schools (26 per cent) than primary schools with nursery and reception classes (10 per cent) and primary schools with reception but no nursery classes (eight per cent).

### 8.3 Recruitment, turnover and employment growth rates

Table 8.4 shows the recruitment, turnover and employment growth rates<sup>55</sup> for all childcare providers.

Of all types of provider, full day care providers in children's centres showed the highest employment growth rate (25 per cent) followed by holiday clubs (23 per cent). Children's centres are newer establishments and will necessarily be recruiting more staff and growing faster, while holiday clubs showed the largest growth in terms of both numbers of providers and places and so growth in terms of employment would also be expected.

Sessional and full day care providers had the lowest employment growth rates (nine and 10 per cent respectively). For sessional providers, this reflected the slowing of growth of that sector in terms of numbers of providers and numbers of places. However, the lower employment growth rate was somewhat unexpected in the full day care sector which had continued to grow in terms of number of providers, number of places and number of children attending.

Although none of the providers were actually shrinking analysis of the change in employment growth rate over the last year suggested that growth in the childcare sector was slowing down, as in most cases, rates were lower than they were in the last comparable year<sup>56</sup>.

Interestingly, each of the early years settings in maintained schools had an employment growth rate of 17 per cent and, in contrast to the childcare sector, the data suggest that these providers were growing more rapidly than they were previously, because the employment growth rates had all increased since 2003.

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<sup>55</sup> For details of how the recruitment rate, turnover rate and employment growth rates are calculated, see section 1.7.4 of the Technical Appendix.

<sup>56</sup> For full day care and sessional providers the last comparable year was 2005; for other providers it was 2003.

<b>Table 8.4 Recruitment, turnover and employment growth rates</b>																
	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs		Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2006 %	<i>PP chge. from 2003 to 2006</i>	2006 %	<i>PP chge. from 2003 to 2006</i>	2006 %	<i>PP chge. from 2003 to 2006</i>	2006 %	<i>PP chge. from 2003 to 2006</i>	2006 %	<i>PP chge. from 2003 to 2006</i>	2006 %	<i>PP chge. from 2003 to 2006</i>	2006 %	<i>PP chge. from 2003 to 2006</i>	2006 %	<i>PP chge. from 2003 to 2006</i>
Recruitment rate	22%	-9	36%	N/A	19%	-3	26%	-10	46%	-10	26%	2	22%	-2	23%	+/-0
Turnover rate	13%	-5	11%	N/A	10%	-4	15%	-8	22%	-9	8%	-3	5%	-4	6%	-3
Employment growth rate	10%	-3	25%	N/A	9%	1	11%	-2	23%	+/-0	17%	4	17%	6	17%	3
<i>Base 2006: Full day care (unweighted: 3,322; weighted and grossed: 12,694); Children's centres that provide full day care (unweighted 250; weighted and grossed 690); Sessional (unweighted 1,172; weighted and grossed 9,681); After school clubs (unweighted 969, weighted and grossed 7,656); Holiday clubs (unweighted 756, weighted and grossed 6,386); Nursery schools (unweighted 188; weighted and grossed 444) Primary schools with nursery and reception classes (unweighted 535; weighted and grossed 6,476) Primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>																

## 9 Income

This chapter discusses childcare and early years providers' income, including the average fees charged, their total average income, profitability and the proportion that have written business plans in place.

### 9.1 Average fees

Caution must be taken with the fees data as the figures have been derived by a number of variables and therefore may be prone to distortion. They should only be used as indicative guide. All average fee data below includes cases where respondents said they charged nothing, but excludes cases where the respondent could not or would not answer. For details of how fee data were derived, please see section 1.7 of the Technical Appendix.

Table 9.1 shows the average fees charged by providers, broken down by type of ownership.

<b>Table 9.1 Average fees charged by ownership (including 0s)</b>					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
	£	£	£	£	£
Average hourly fee	£2.70	£2.50	£1.90	£2.30	£1.70
Private	£2.90	£2.40 <sup>‡</sup>	£2.00	£2.70	£2.10
Voluntary	£2.40	£2.30 <sup>‡</sup>	£1.90	£2.00	£1.40
Local authority	£2.50	£2.50	£2.00 <sup>‡</sup>	£1.70 <sup>‡</sup>	£1.50 <sup>‡</sup>
Schools/colleges	£3.10	£2.40 <sup>‡</sup>	£2.60 <sup>‡</sup>	£2.40 <sup>‡</sup>	£1.40 <sup>‡</sup>
Other	£2.40 <sup>‡</sup>	£2.60 <sup>‡</sup>	£1.70 <sup>‡</sup>	£2.30 <sup>‡</sup>	£1.70 <sup>‡</sup>
<i>Base 2006 Module A: Full day care (unweighted 1,620, weighted and grossed 12,694); Children's centres that provide full day care (unweighted 133, weighted and grossed 690); Sessional (unweighted 561, weighted and grossed 9,681); After school clubs (unweighted 458, weighted and grossed 7,656); Holiday clubs (unweighted 363, weighted and grossed 6,386)</i>					

<sup>‡</sup> Low base size, figures should be treated as an indicative guide only

Data suggest that overall the full day care providers tended to charge the most per hour (£2.70 an hour for full day care providers overall and £2.50 an hour for full day care providers within children's centres). The cheapest types of care were holiday clubs (on average £1.70 an hour) and sessional care (£1.90 an hour).

The data suggested that privately owned providers and those owned by schools and colleges were more expensive than those run by local authorities or the voluntary sector.

### 9.1.1 Average fees by deprivation

Table 9.2 shows average hourly fees for the most and least deprived areas.

<b>Table 9.2 Averages hourly fees by deprivation (including 0s)</b>					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
	£	£	£	£	£
Average hourly fee	£2.70	£2.50	£1.90	£2.30	£1.70
30% most deprived areas	£2.50	£2.50	£1.40	£1.90	£1.30
70% least deprived areas	£2.80	£2.40	£2.00	£2.30	£1.90
<i>Base 2006 Module A: Full day care (unweighted 1,620, weighted and grossed 12,694); Children's centres that provide full day care (unweighted 133, weighted and grossed 690); Sessional (unweighted 561, weighted and grossed 9,681); After school clubs (unweighted 458, weighted and grossed 7,656); Holiday clubs (unweighted 363, weighted and grossed 6,386)</i>					

Average fees were generally lower in the 30 per cent most deprived areas than the 70 per cent least deprived areas for all childcare settings, except in full day care within children's centres where fees appeared to be similar, although this finding should be treated with caution given the low numbers of children's centres currently operating in the 70 per cent least deprived areas. Sessional providers and holiday clubs reported the largest difference in charges between the most and least deprived areas.

### 9.1.2 Average fees by Government Office Region

Table 9.3 shows average hourly fees by GOR.

<b>Table 9.3 Average hourly fees charged by Government Office Region (including 0s)</b>					
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs
	£	£	£	£	£
Overall average hourly fee	£2.70	£2.50	£1.90	£2.30	£1.70
East Midlands	£2.70	£2.70#	£1.60	£2.30	£1.20
East	£2.60	£2.20#	£2.00	£2.50	£1.70
London	£2.90	£2.40	£2.10	£2.00	£1.40
North East, Yorkshire & Humberside	£2.60	£2.60	£1.60	£2.30	£1.30
North West	£2.60	£2.10#	£1.60	£2.10	£1.50
South East	£2.80	£2.80#	£2.20	£2.40	£1.60
South West	£2.80	£2.30#	£1.90	£2.30	£1.50
West Midlands	£2.70	£2.60#	£2.40	£2.40	£1.20
<i>Base 2006 Module A: Full day care (unweighted 1,620, weighted and grossed 12,694); Children's centres that provide full day care (unweighted 133, weighted and grossed 690); Sessional (unweighted 561, weighted and grossed 9,681); After school clubs (unweighted 458, weighted and grossed 7,656); Holiday clubs (unweighted 363, weighted and grossed 6,386)</i>					

# Low base size, figures should be treated as an indicative guide only

There were no clear patterns in the regional average fee data.



### 9.1.3 Average fees by qualification of the senior manager

Table 9.4 shows the average hourly fee charged by whether the senior manager has a level six or above qualification or not.

<b>Table 9.4 Average hourly fees (including 0s)</b>					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
	£	£	£	£	£
Overall average hourly fee	£2.70	£2.50	£1.90	£2.30	£1.70
Senior manager with no level six or above qualification	£2.70	£2.60	£1.90	£2.20	£1.70
Senior manager with a level six or above qualification	£2.80	£2.00	£2.00	£2.40	£1.70
<i>Base 2006 Module A: Full day care (unweighted 1,620, weighted and grossed 12,694); Children's centres that provide full day care (unweighted 133, weighted and grossed 690); Sessional (unweighted 561, weighted and grossed 9,681); After school clubs (unweighted 458, weighted and grossed 7,656); Holiday clubs (unweighted 363, weighted and grossed 6,386)</i>					

Looking at the average fees charged by the level of qualification held by the senior manager, we found that there was no correlation with higher average fees charged and higher qualification levels. This is an encouraging finding for those who may be concerned that staff with higher qualifications are likely to earn more and this increase may be offset by increasing fees charged.

## Childminders

The average charge was £3.20 per hour. This is higher than the average reported in 2005 of £2.80 per hour.

Table 9.5 shows the mean fee charged by childminders, broken down by GOR.

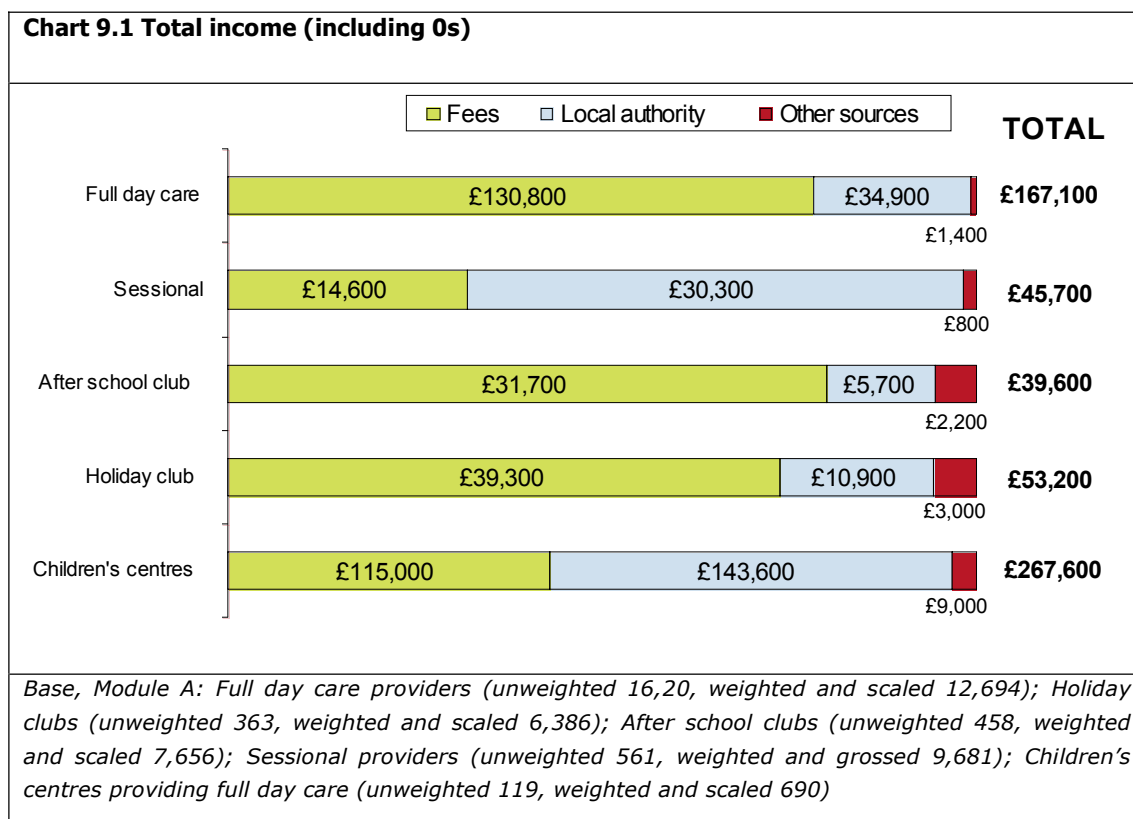
<b>Table 9.5 Hourly fees charged by region (including 0s)</b>	
	Average hourly fee
Overall average hourly fee	£3.20
East Midlands	£2.90
East	£3.30
London	£3.90
North East, Yorkshire & Humberside	£3.00
North West	£2.90
South East	£3.40
South West	£3.10
West Midlands	£2.80
<i>Base: All childminders (unweighted 723, weighted and grossed 57,855), All East Midlands childminders (unweighted 64, weighted and grossed 4,804), All East of England childminders (unweighted 90, weighted and grossed 6,988), All London childminders (unweighted 85, weighted and grossed 9,476), All North East, Yorkshire &amp; Humberside childminders (unweighted 109, weighted and grossed 8,311), All North West childminders (unweighted 78, weighted and grossed 6,708), All South East childminders (unweighted 152, weighted and grossed 11,058), All South West childminders (unweighted 82, weighted and grossed 5,398), All West Midlands childminders (unweighted 63, weighted and grossed 5,113)</i>	

There was some variation between regions. Childminders in London charged the highest rate on average (£3.90 per hour), with those in the West Midlands charging least (£2.80 per hour). There was little difference in average rates between areas of higher and lower deprivation or population density.

## 9.2 Income

Caution must be taken with the results as all figures have been derived by a number of variables and therefore may be prone to distortion. They should be used as indicative guide only. For details of how income data were derived, please see section 1.7 of the Technical Appendix to this report.

Chart 9.1 shows the average total income that providers received and the breakdown of that income.



The breakdown of total income varies across the childcare types. Full day care providers, after school clubs and holiday clubs got the majority of their income from fees paid by parents (78, 80 and 74 per cent respectively). Amongst sessional providers and full day care in children's centres the largest proportion of income was from the government (66 per cent and 54 per cent respectively).

This pattern of funding is likely to reflect the predominant age groups in each type of providers. For example, 81 per cent of children attending sessional providers are aged three and four and will therefore qualify for free entitlement funding. Conversely, full day care provision attracts a higher proportion of children under the age of two and so relies more on fees as its main source of income.

### Childminders

Childminders were asked how much their income from childminding had been in the last 12 months. Tax and National Insurance contributions were deducted so that all figures are net values of annual income.

A third (34 per cent) of childminders either could not (22 per cent) or would not (12 per cent) give an answer. Given such a high proportion did not provide an answer these results should be treated with caution.

Of those providing an answer, one per cent said they had earned nothing in the last 12 months. Fifteen per cent had taken home £2,500 or less, with half (50 per cent) in total taking home £5,000 or less, and one in five (18 per cent) taking home over £10,000. The average net income from childminding over the previous 12 months was £6,500.

### 9.3 Profitability

Table 9.6 shows the proportion of providers reporting that they made a profit or surplus<sup>57</sup>, covered costs or operated at a loss.

<b>Table 9.6 Profitability</b>													
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs		Total
	2006 %	PP chge. 2003 to 2006	PP chge. 2005 to 2006	2006 %	PP chge. 2003 to 2006	2006 %	PP chge. 2003 to 2006	PP chge. 2005 to 2006	2006 %	PP chge. 2003 to 2006	2006 %	PP chge. 2003 to 2006	2006 %
Made a profit or surplus	<b>30%</b>	-13	3	<b>12%</b>	N/A	<b>25%</b>	-3	-5	<b>25%</b>	-4	<b>19%</b>	-8	<b>26%</b>
Covering costs	<b>32%</b>	5	1	<b>28%</b>	N/A	<b>53%</b>	-3	4	<b>43%</b>	1	<b>48%</b>	6	<b>42%</b>
Operating at a loss	<b>16%</b>	4	-5	<b>37%</b>	N/A	<b>15%</b>	4	+/-0	<b>17%</b>	-2	<b>24%</b>	2	<b>17%</b>
Don't know	<b>21%</b>	3	+/-0	<b>23%</b>	N/A	<b>8%</b>	3	2	<b>14%</b>	4	<b>9%</b>	1	<b>15%</b>

*Base 2006 Module A: Full day care (unweighted 1,620, weighted and grossed 12,694); Children's centres providing full day care (unweighted 133, weighted and grossed 690); Sessional (unweighted 561, weighted and grossed 9,681); After school clubs (unweighted 458, weighted and grossed 7,656); Holiday clubs (unweighted 363, weighted and grossed 6,386)*

Of all childcare groups, the full day care sector was most likely to be making a profit or a surplus, although full day care providers within children's centres were the least likely to making a profit or surplus and were most likely to have been operating at a loss.

Since 2003 the financial situation seemed to have worsened for all groups with a lower proportion saying they had made a profit or surplus and (except after school clubs) a higher proportion saying they had made a loss.

<sup>57</sup> Profit making organisations were asked if they had made a profit and not-for profit organisations were asked if they had made a surplus.

For full day care and sessional day care providers we can compare the profitability between 2005 and 2006. For full day care providers, while there had been an overall decline in the proportion saying they had made a profit since 2003, the proportion actually increased by three percentage points from 2005. With sessional settings there appeared to be an upward trend developing in the proportion of sessional day care providers making a profit or surplus, rising from 25 per cent in 2001 to 30 per cent in 2005 (although the differences year on year were not significant). However in 2006, the proportion of sessional providers reporting a profit or surplus returned to 25 per cent.

That lower proportions of all childcare providers reported making a profit or surplus in 2006 than in 2003 and that higher proportions (apart from after school clubs) reported making a loss raises questions about how sustainable the sector will be in the long term. This may be of particular concern for the provision of childcare in children's centres. However, many centres will have incurred one-off "start-up" costs as they set up and extended the services they offer. It will be important to monitor the profitability of children's centres over the coming years to ensure they become financially viable.

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
Made a profit or surplus	19%	35%	12%	12%	14%	27%	13%	30%	8%	24%
Covering costs	34%	32%	27%	33%	53%	53%	41%	44%	52%	46%
Operating at a loss	24%	13%	39%	28%	23%	13%	25%	14%	30%	21%
Don't know	23%	21%	22%	27%	9%	8%	21%	11%	10%	9%

*Base 2006 Module A: Full day care (unweighted 1,620, weighted and grossed 12,694); Children's centres providing full day care (unweighted 133, weighted and grossed 690); Sessional (unweighted 561, weighted and grossed 9,681); After school clubs (unweighted 458, weighted and grossed 7,656); Holiday clubs (unweighted 363, weighted and grossed 6,386)*

All childcare settings (except full day care within children's centres) based in the 30 per cent most deprived areas were less likely to be making a profit or surplus and were more likely to be operating at a loss.

## 9.4 Business plans

Table 9.8 shows the proportion of settings that had a written business plan.

<b>Table 9.8 Proportion of settings that had a written business plan</b>												
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs	
	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<i>PP chge. from 2005 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<i>PP chge. from 2005 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>
Yes	<b>76%</b>	6	-2	<b>84%</b>	N/A	<b>53%</b>	13	+6	<b>71%</b>	1	<b>76%</b>	4
No	<b>17%</b>	-2	+2	<b>13%</b>	N/A	<b>40%</b>	-12	-4	<b>23%</b>	1	<b>19%</b>	-3
Don't know	<b>7%</b>	-3	+/-0	<b>3%</b>	N/A	<b>7%</b>	-2	+2	<b>6%</b>	-1	<b>5%</b>	-1
<i>Base 2006 Module A: Full day care (unweighted 1,620, weighted and grossed 12,694); Children's centres providing full day care (unweighted 133, weighted and grossed 690); Sessional (unweighted 561, weighted and grossed 9,681); After school clubs (unweighted 458, weighted and grossed 7,656); Holiday clubs (unweighted 363, weighted and grossed 6,386)</i>												

Of all childcare types, full day providers within children's centres were the most likely to have a written business plan in place (84 per cent).

From 2003 to 2006, there was a general increase in the proportion of settings reporting that they had a written business plan (except for after school clubs where the difference was not significant). The largest increase was seen in sessional settings which increased by 13 percentage points from 2003 and by six percentage points since 2005. The proportion in full day care increased by six percentage points from 70 per cent in 2003 to 76 per cent in 2006, although between 2005 and 2006 the proportion fell by two percentage points, however this was not a significant difference.

Across all types of providers the proportion with a business plan was higher in the 30 per cent most deprived areas. This is promising given that these providers were more likely to be operating at a loss.

Table 9.9 shows the proportion of settings with a written business plan, by ownership type.

<b>Table 9.9 Proportion of settings that had a written business plan by ownership</b>					
	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs
	%	%	%	%	%
<b>Private, Voluntary or Independent</b>	<b>75%</b>	<b>87%</b>	<b>52%</b>	<b>71%</b>	<b>78%</b>
Private	76%	89%	53%	75%	83%
Voluntary	73%	86%	52%	67%	74%
<b>Maintained</b>	<b>84%</b>	<b>85%</b>	<b>71%</b>	<b>74%</b>	<b>67%</b>
Local authority	84%	85%	68%	82%	68%
School/college	84%	100%	84%	64%	65%
Other	78%	100%	69%	80%	87%
<i>Base 2006 Module A: Full day care (unweighted 1,620, weighted and grossed 12,694); Children's centres providing full day care (unweighted 133, weighted and grossed 690); Sessional (unweighted 561 weighted and grossed 9,681); After school clubs (unweighted 458, weighted and grossed 7,656); Holiday clubs (unweighted 363, weighted and grossed 6,386)</i>					

Amongst the day care settings (with the exception of children's centres), maintained settings were more likely to have a written business plan the private, voluntary or independent settings.

Settings that said they had a written business plan were asked whether it had been updated within the last two years. Table 9.10 gives these responses as a proportion of all settings.

<b>Table 9.10 Proportion of all settings that had a written business plan that had been updated in the last two years</b>												
	Full day care			<i>Full day care in children's centres</i>		Sessional			After school clubs		Holiday clubs	
	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<i>PP chge. from 2005 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<i>PP chge. from 2005 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>	<b>2006 %</b>	<i>PP chge. from 2003 to 2006</i>
Business plan that has been updated in the last two years	<b>62%</b>	+6	+/-0	<b>72%</b>	N/A	<b>41%</b>	+7	+/-0	<b>53%</b> <sup>59</sup>	-4	<b>65%</b>	-4
<i>Base 2006 Module A: Full day care (unweighted 1,620, weighted and grossed 12,694); Children's centres providing full day care (unweighted 133, weighted and grossed 690); Sessional (unweighted 561, weighted and grossed 9,681); After school clubs (unweighted 458, weighted and grossed 7,656); Holiday clubs (unweighted 363, weighted and grossed 6,386)</i>												

Overall, full day care providers within children's centres were most likely to have a recently updated business plan in place, while the proportion was lowest amongst sessional settings.

If we compare the proportion reporting that they had a business plan that had been updated in the last two years in 2003 with 2006 there was an increase for full day care (of six percentage points) and for sessional care providers (of seven percentage points). However, in both settings there was virtually no change in the proportion with a recently updated plan since 2005.

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<sup>58</sup> The difference between 2003 and 2006 (57 per cent and 53 per cent) was not statistically significant, however when compared with 2001, the data appeared to show a downward trend in the proportion of providers with an updated business plan.



## 10 Terminology and Definitions

**Ownership:** The term ownership refers to the type of organisation responsible for owning and managing a provider. For the purposes of the report, five different ownership scenarios have been used. These are Private (owner/manager and part of a group or chain), Voluntary (church, charity or committee), Local Authority, School/College and Other (hospitals and other answers that could not be included in any of the existing categories). In a small number of cases, more than one type of ownership scenario will apply.

**Type of setting:** refers to the type of care offered by a setting. These include:

- **Full day care:** defined as “facilities that provide day care for children under eight for a continuous period of four hours or more in any day in premises which are not domestic premises.”<sup>60</sup>
- **Sessional care:** defined as “facilities where children under eight attend day care for no more than five sessions a week, each session being less than a continuous period of four hours in any day. Where two sessions are offered in any one day, there is a break between sessions with no children in the care of the provider.”<sup>61</sup>
- **Out-of-school clubs:** defined as “clubs...open before and after school and all day long during school holidays, giving 3 to 14 year-olds and up to 16 for children with special needs a safe and enjoyable place to play, meet and sometimes catch up on homework.”<sup>62</sup> For the purposes of this research, the questionnaire focused on After-school and Holiday care.
- **Children’s centres:** defined as “places where children under 5 years old and their families can receive seamless holistic integrated services and information, and where they can access help from multi-disciplinary teams of professionals.”<sup>63</sup> For example, some children’s centres provide literacy, language or numeracy programmes for parents or carers with basic skills needs. For the purposes of this survey, analysis has focused on full day care provision offered by these establishments.

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<sup>60</sup> <http://www.surestart.gov.uk/doc/0-ACA52E.PDF>

<sup>61</sup> <http://www.childcarelink.gov.uk/pdf/ofsted/Module5.pdf>

<sup>62</sup> <http://www.surestart.gov.uk/surestartservices/childcare/outofschoolchildcare/>

<sup>63</sup> <http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/>

- **Childminders:** "A childminder is registered to look after one or more children under the age of eight to whom they are not related on domestic premises for reward and for a total of more than 2 hours in any day."<sup>64</sup>
- **Nursery schools:** these "provide education for children under the age of 5 and over the age of 2."<sup>65</sup> Maintained nursery schools generally accept children in term time.
- **Primary schools with reception but no nursery classes:** some primary schools are able to admit four and five year old children into a reception class. Such classes operate throughout the school year.<sup>66</sup>
- **Primary schools with reception and nursery classes:** some primary schools offer both nursery and reception classes, and again, these operate throughout the school year.

**Maintained settings** (Nursery schools, Primary schools with reception but no nursery classes and Primary schools with reception and nursery classes) have slightly different characteristics. As these settings are funded by Local Authorities, there is no charge to parents for using them.

**Childcare vouchers:** these are a government initiative that enables employers and/or parents to purchase tax-free vouchers with which to pay for childcare. Employers have to sign up to the scheme and providers are under no obligation to accept them. Parents are allowed to take up to £55 worth of childcare vouchers per week. Research conducted by HMRC found that "the highest proportion of employees receiving employer-supported childcare were employed in professional occupations or as managers and senior officials (an average of 35 per cent and 33 per cent respectively)."<sup>67</sup>

**Child Tax Credits:** families with children are eligible to claim Child Tax Credits (for separated families only the main carer is entitled to claim). The size of the claim will depend on number of children living with the family, incidence of disability and the claimants income.

**Working Tax Credit:** people who work but are on low pay can apply for working tax credits. Both employed and self employed people are eligible to apply and do not have to be responsible for children. The size of the claim can depend upon

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<sup>64</sup> <http://www.childcarelink.gov.uk/pdf/ofsted/Module2.pdf>

<sup>65</sup> <http://www.edubase.gov.uk/Assets/EduBase%20Glossary.doc>

<sup>66</sup> [http://www.direct.gov.uk/en/EducationAndLearning/PreschoolLearning/NurseriesPlaygroupsReceptionClasses/DG\\_10013534](http://www.direct.gov.uk/en/EducationAndLearning/PreschoolLearning/NurseriesPlaygroupsReceptionClasses/DG_10013534)

<sup>67</sup> <http://www.hmrc.gov.uk/research/report23-final.pdf> (pages 50/51)

whether the claimant has responsibility for any children, whether they make childcare payments, whether the claimant is disabled and whether the claimant is aged 50 or over.

**Attendees:** respondents were asked to give the number of children attending their establishment. Care was taken to ensure that respondents did not count any children twice so this can be taken to mean the number of children enrolled with a provider.

**Registered provision:** any person who is rewarded for looking after children under eight for more than two hours a day must register with Ofsted. If the provider is planning to offer early years education, they are also inspected for the quality of the provision by Ofsted.

**Registered places:** as part of the registration process, Ofsted inform providers of the maximum number of children they can look after. This is based on ages of children and number of staff.<sup>68</sup>

**Index of Multiple Deprivation (IMD):** measures deprivation at the "small area level".<sup>69</sup> The index analyses a number of defined characteristics of deprivation (including Income deprivation, Employment deprivation, Health deprivation and disability, Education, skills and training deprivation, Barriers to Housing and Services, Living environment deprivation and Crime).<sup>70</sup> More deprived areas will experience a higher number of these characteristics of deprivation

**Types of staff:** the National Standards state that all staff must be mentally and physically capable of caring for children and that all staff should "have the appropriate experience, skills and ability to do their jobs"<sup>71</sup>.

- **Senior Manager:** the National Standards stipulate that Senior managers should hold an appropriate level three qualification and two years experience of working in a day care setting.
- **Supervisory staff:** the National Standards state that supervisors in full daycare settings should all hold a level three qualification, or where this is not possible, an action plan should be put in place setting out how and when they intend to satisfy this requirement. For sessional and out-of-school

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<sup>68</sup> [http://www.ofsted.gov.uk/assets/Internet\\_Content/Early\\_Years/guide\\_daycare.pdf](http://www.ofsted.gov.uk/assets/Internet_Content/Early_Years/guide_daycare.pdf) (page 17)

<sup>69</sup> <http://www.communities.gov.uk/index.asp?id=1128444>

<sup>70</sup> *ibid.*

<sup>71</sup> <http://www.surestart.gov.uk/doc/P0000411.PDF>

providers, supervisors are not required to hold a level three qualification but half of all other staff are required to hold a level two qualification<sup>72</sup>.

- **Other paid childcare staff:** at least half of this group are required to hold an appropriate level two qualification.
- **Qualified Teacher Status:** this is a requirement for anyone who wants to teach in a maintained school in England and Wales.
- **Early Years Professional Status (EYPS):** this is a new role developed from February 2006 in response to proposals in the Children's Workforce Strategy. Candidates are required to complete one of four pathways, leading to the award of the EYPS at level six. The first candidates gained EYPS in January 2007.
- **Early years professional leadership:** because no one in childcare and early years settings had gained EYPS at the time of data collection, a question was asked about early years professional leadership more generally in order to determine how many providers had staff acting in this capacity less formally.
- **Nursery Nurses:** are subject to the same requirements as supervisors in full day care settings.<sup>73</sup>
- **Childminders:** are not required to hold any formal qualifications but must complete a local authority approved training course and a first aid course appropriate to infants and children within 6 months of beginning working as a childminder. First aid certificates should be kept up to date.<sup>74</sup>

**Disability:** The Disability Discrimination Act (DDA) defines a disabled person as someone who has a "physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."<sup>75</sup>

**Special Educational Needs:** The term 'special educational needs' (SEN) has a legal definition, referring to "children who have learning difficulties or disabilities

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<sup>72</sup> <http://www.surestart.gov.uk/doc/P0002407.pdf>

<sup>73</sup> [http://www.bbc.co.uk/schools/parents/life/you\\_and\\_school/working\\_in\\_schools/training\\_nursery\\_nurse.shtml](http://www.bbc.co.uk/schools/parents/life/you_and_school/working_in_schools/training_nursery_nurse.shtml)

<sup>74</sup> <http://www.surestart.gov.uk/doc/P0002411.pdf>

<sup>75</sup> [http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG\\_4001069](http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069)

that make it harder for them to learn or access education than most children of the same age".<sup>76</sup>

**National Standards:** were developed by the Sure Start Unit in order to set out and measure and monitor the quality of care offered for under eights day-care and childminding. Providers must meet these standards before they can register with Ofsted and commence operation.<sup>77</sup> Providers are subject to an Ofsted inspection within seven months of registration and at least once every three years thereafter.<sup>78</sup>

**NVQ qualifications:** are work based qualifications. Candidates are assessed on the job by a qualified NVQ Assessor, who may be a line manager or an external Assessor if the manager is not a qualified NVQ Assessor.<sup>79</sup>

**NVQ Assessors:** appropriately qualified and experienced childcare staff can apply to become NVQ Assessors, for which they are required to complete a further training course.<sup>80</sup> NVQ Assessors assess on-site and can assess their own staff or those working in other settings.

**Training:** all staff are required to undergo induction training within their first week of work, which includes training on health and safety and on child protection policies and procedures. The registered person has a responsibility to ensure at least one member of staff has attended a child protection course and that at least one member of staff who has attended a first aid training course is present at all times that children are cared for. Additionally, 50 per cent of staff who care for babies should have specific training in that area.

**Churn within sector:** where recruitment, employment growth and turnover rates have been discussed, these include the churn within the sector, meaning staff moving from one provider to another. Staff promotions and movement of staff within an individual setting are not included in these calculations.

**Population density:** is based on the number of people per hectare (ha = 10,000 square meters). Areas of low population density have up to 10 people per ha; areas of medium density have 11-24 people per ha and; areas of high density have

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<sup>76</sup>[http://www.direct.gov.uk/en/EducationAndLearning/Schools/SpecialEducationalNeeds/DG\\_4008600](http://www.direct.gov.uk/en/EducationAndLearning/Schools/SpecialEducationalNeeds/DG_4008600)

<sup>77</sup> [http://www.daycaretrust.org.uk/mod.php?mod=userpage&page\\_id=40](http://www.daycaretrust.org.uk/mod.php?mod=userpage&page_id=40)

<sup>78</sup>[http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828a0d8308c08a0c/?vgn\\_extoid=013a8487a73dc010VgnVCM1000003507640aRCRD](http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828a0d8308c08a0c/?vgn_extoid=013a8487a73dc010VgnVCM1000003507640aRCRD)

<sup>79</sup> [http://www.edexcel.org.uk/VirtualContent/64456/Edexcel\\_NVQ\\_guidance\\_for\\_candidates.pdf](http://www.edexcel.org.uk/VirtualContent/64456/Edexcel_NVQ_guidance_for_candidates.pdf)

<sup>80</sup>[http://www.nurseryworld.co.uk/training/training\\_today/display.aspx?story\\_id=502344&path=/Training%20Today/Career%20Progression/](http://www.nurseryworld.co.uk/training/training_today/display.aspx?story_id=502344&path=/Training%20Today/Career%20Progression/)

25 or more people per ha. Areas with lower population densities are generally more rural than those with high densities.

**Recruitment rate:** The recruitment rate gives the number recruited as a proportion of all those who would have been employed at the beginning of the 12 month period covered by the survey. If no new staff have been recruited then the recruitment rate will be equal to zero, regardless of the number of leavers.

**Turnover rate:** The turnover rate gives the number of staff that left as a proportion of all staff who would have been employed at the start of the 12 month period covered by the survey. If no staff have left their employment the turnover rate would be zero. If staff have left but no more have been recruited, the turnover rate will fall.

**Employment growth rate:** The employment growth rate gives the number of additional staff recruited after leavers have been replaced. If the number of staff that left was equal to the number of staff recruited then the employment growth rate will be equal to zero. If more staff have been recruited than the number who have left, then the employment growth rate will be positive, while if a larger number of staff have left than have been recruited then the employment growth rate will be negative.

**Transformation Fund:** Local authorities have money available from the Transformation Fund to help childcare providers to recruit new graduates, or to assist existing staff in achieving higher qualifications or in undertaking training for children with additional needs (e.g. disabilities, Special Educational Needs or children and families who speak English as an Additional Language).

- **Quality Premium:** This is for providers who already employ a graduate level professional who is committed to attain Early Years Professional Status within 2 years.
- **Recruitment Incentive** This money is for providers who are employing a graduate level professional for the first time who is committed to attain Early Years Professional Status within 2 years.
- **Home Grown Graduate Incentive** This money is for providers who do not employ a graduate level professional, but want to help one of their existing staff to progress to this level.

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