# Childcare and Early Years Providers Survey 2013

## TNS BMRB Report
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# 1 Summary

## 1.1 Introduction

The 2013 Childcare and Early Years Providers Survey was commissioned by the Department for Education and conducted by TNS BMRB, collecting a wide range of information about childcare and early years provision across England in 2013. The survey covered topics including the number and characteristics of providers, and the number of children attending provision. It also measured the composition and qualifications of the workforce, as well as the financial aspects of provision.

The survey covered a number of different types of childcare provision, including group-based provision, out of school provision and childminders. It also collected information about early years settings in maintained schools.

Where appropriate, the findings from the 2013 survey have been compared with those from similar surveys conducted since 1998.

## 1.2 Key findings

More detailed key findings are to be found in summary boxes at the start of each chapter in this report. However, some of the findings of note from the 2013 survey include:

**Number of settings**

- The long term increase in the number of full day care providers continued in 2013, though the rate of increase appears to have slowed. In total there were 17,900 full day care settings in 2013 (compared to 17,600 in 2011).

- The number of settings offering sessional care fell from 7,900 in 2011 to 7,100 in 2013, continuing a long term decline (and driven by a decrease in the number of sessional settings in the 70 per cent least deprived areas).

- The number of active childminders fell from 48,800 in 2011 to 46,100 in 2013. While there had been a pause in the longer term decline in the number of childminders (both registered and active) in 2011, the downwards trend recommenced in 2013.

**Places and attendance**

- The number of registered places in full day care settings rose by ten per cent between 2011 and 2013. This rate of growth was faster than the increase in the number of full day care settings and was driven by an increase in the number of places that each setting offered.

- Between 2011 and 2013, the number of full day care places in the 30 per cent most deprived areas rose by 19,600 (an increase of 10 per cent), while the number of sessional places in those areas rose by 20,500 (an increase of 42 per cent).

**Funded provision**

- 74 per cent of full day care settings and 68 per cent of sessional settings were delivering funded provision for two year olds at the time of the survey (September to December 2013).

- Seven per cent of childminders were delivering funded provision for two year olds at the time of the survey. However, signs were positive that their role in the funded provision would increase over time, with around a quarter (23 per cent) of those who do not currently offer it planning to start delivering the provision before the start of the 2014-15 academic year and a further 25 per cent planning to offer the provision at some later date.

**Staffing**

- Reflecting the increase in the number of full day care settings, the total number of full day care staff also increased between 2011 and 2013, rising by six per cent.

- Apprentices accounted for a small but significant proportion of the workforce in different types of group-based and out of school settings (three to six per cent).

- Reflecting the increasing qualification levels of staff, pay levels within the sector increased more quickly than pay in the broader UK economy between 2011 and 2013.

**Qualifications**

- The proportion of staff holding qualifications relevant to working with children and young people continued to increase in 2013.

- The proportion of staff in sessional settings with at least a level 3 (A level or equivalent) qualification rose from 79 per cent in 2011 to 84 per cent in 2013. This represents significant progress since 2008, when only 61 per cent of sessional staff held such qualifications.

- There was also an increase in the proportion of staff with at least a level 3 (A level or equivalent) qualification in full day care settings (from 84 per cent in 2011 to 87 per cent in 2013).

- An increase in the proportion of childminders with at least a level 3 (A level or equivalent) qualification (from 59 per cent to 66 per cent between 2011 and 2013) was driven by an improvement in the 70 per cent least deprived areas.

**Finances**

- Many providers had been limiting their fee increases and childminders were the least likely to have increased fees, with only 23 per cent having done so in the past year.

- Less than half of sessional settings (47 per cent) reported an increase in fees in the past 12 months and there was a similar situation amongst full day care settings (53 per cent).

- Only a third of out of school settings had increased fees in the past year (32 per cent of before school and after school settings).

- The proportion of sessional settings operating at a loss increased from 14 per cent in 2011 to 21 per cent in 2013.

## 1.3   Methodology

The main survey interviews were conducted using a computer assisted telephone interviewing (CATI) method, between 24th September and 20th December 2013.

A total of 10,271 interviewers were conducted with providers based in England. Of these, 7,578 interviews were with group-based and out of school providers, 902 were with childminders and 1,791 were with school-based providers.

The results were weighted and grossed to provide national estimates.

The 2013 survey is the eleventh in a series of surveys which have tracked changes to the sector over time, during which there have been a number of updates to the survey design. Questionnaire content has been amended over the years, while changes to the way in which Ofsted collects information about providers has also necessitated significant changes to the way in which the sampling for the survey is conducted. Furthermore, there have been changes to the way in which certain types of care are defined.

As such, while many trends are consistent, it should be borne in mind that some changes in the data from year to year may be influenced by the points above. The text of this key findings section, as well as the text of the main report, focuses on those changes where trends are reliable.

A more detailed summary of changes to the survey over time, and of the technical aspects of the project, can be found in Appendix 1 and in the Technical Appendix which is published alongside this report.

## 1.4    Additional Information

Copies of all of the reports can be downloaded free of charge from:

http://www.gov.uk/government/organisations/department-for-education/about/statistics

Further information about this research can be obtained from Maura Lantrua, Childcare, Special Educational Needs & Children's Strategy - Research & Analysis, Department for Education, Sheffield.

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

# 2  Introduction

> ## Key points to note from this chapter
>
> - The current study is the 11th in the Childcare and Early Years Provider Survey series.
>
> - The main survey interviews were carried out between 24th September and 20th December 2013.
>
> - Changes to the questionnaire and sampling over time mean that, in many instances, it is not possible to provide direct comparisons that extend to the beginning of the time series.
>
> - In particular, significant changes were implemented in the 2013 survey. Data in the tabulations throughout the report has therefore been shaded grey to highlight those groups for which it is not possible to reliably compare 2013 data with that from earlier years of the survey.
>
> - It is important to refer to Appendix 1 in order to understand how changes to the survey may have impacted on trends.

## 2.1  Policy background

The Government believes that families need both high quality and affordable early education and childcare. This gives children the best start in life; ensures they are ready for school; and provides the choice that enables parents to meet their own work commitments. This is especially important for children from disadvantaged families and improving outcomes for these families is a key aim of the Government's policy for the early years.

The Government set out its intentions for the development of early education and childcare in the following documents:

- *'More Great Childcare: raising quality and giving parents more choice',* published by the Department for Education in January 2013, outlined the Government's plans to improve the quality of early education and childcare by: raising the status and quality of the workforce; enabling high quality providers to offer more places; improving the Ofsted inspection framework; and giving more choice to parents.[1]

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[1] Department for Education (2013) More Great Childcare: raising quality and giving parents more choice

- *'More Affordable Childcare',* published by the Department for Education in July 2013, explained the steps the Government is taking to address the challenges of providing affordable childcare for parents: helping families to meet the costs of childcare through the introduction of a Tax-Free Childcare scheme; increasing the amount of affordable provision by reforming early years funding streams; and encouraging primary schools to make greater use of facilities and increase opening hours to 8 a.m. to 6 p.m. and to open for more weeks of the year.[2]

These commitments have been driven by evidence showing the critical importance of the early years in determining short and longer term outcomes for children, and the interventions that are most likely to be effective in supporting disadvantaged and vulnerable families.[3]

Some of the key reforms include:

- Funded early education for all three and four year olds was extended to 15 hours a week in September 2010. In 2012, the Government also announced that this entitlement would become more flexible, so it can be taken between 7am and 7pm, and spread across a minimum of two days instead of the previous three days.

- From September 2013, funded early education was extended to disadvantaged two year olds. In this first phase children were eligible if their families met the criteria used to assess eligibility for free school meals or they were looked after by the local authority. From September 2014 children will also be eligible if they have a current statement of special educational needs, an Education, Health and Care Plan, receive a Disability Living Allowance, or have been adopted from care under a special guardianship, adoption or child arrangements order.[4] Primary schools, particularly those with existing nursery classes, are being encouraged to offer early education places to two year olds to support the extension of the free entitlement to disadvantaged children. Ofsted welcomed these measures in its recent early years annual report.[5] [6]

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https://www.gov.uk/government/publications/more-great-childcare-raising-quality-and-giving-parents-more-choice

[2] Department for Education (2013) More Affordable Childcare.

https://www.gov.uk/government/publications/more-affordable-childcare

[3] Families in the Foundation Years – Evidence Pack, Department for Education and Department of Health, July 2011

https://www.gov.uk/government/publications/supporting-families-in-the-foundation-years

[4] https://www.gov.uk/government/news/755-million-to-double-free-childcare-offer-for-2-year-olds

[5] Ofsted (2014) Early Years Annual Report 2013-14

http://www.ofsted.gov.uk/earlyyearsannualreport1213

[6] The Department for Education also continues to research the implementation of provision of two year olds, including work conducted by the National Children's Bureau: Two year olds in schools: summary of delivery approaches and support needs: baseline survey of schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307281/RR348_-_Two_year_olds_in_schools_baseline_survey.pdf

- In March 2014, the Government announced additional support for disadvantaged three and four year olds through the introduction of a new Early Years Pupil Premium from April 2015.

- The Early Years Foundation Stage (EYFS) statutory framework has been streamlined and updated versions took effect in September 2012 and September 2014.[7] The reforms aim to: reduce paperwork and bureaucracy; strengthen partnerships between parents and professionals; focus on the three prime areas of learning most essential for children's learning and development; simplify the age five assessment; and provide early intervention where needed, through the introduction of a progress check at age two.[8]

- Existing early years workforce qualifications have been improved in order to ensure further progress towards the development of a high quality workforce. In July 2013 the National College for Teaching and Leadership (NCTL) published new, more robust, criteria for level 3 qualifications – the "Early Years Educator". Qualifications meeting the new level 3 criteria were available from September 2014. The Government has also built on the achievements of the Early Years Professional Status programme and introduced Early Years Teachers at graduate level to lead further improvements in quality. From September 2014 entry requirements to Early Years Initial Teacher Training will be the same as those for primary teacher training.

- The introduction of a new Tax-Free Childcare scheme to reduce the costs of childcare for working families. This is being legislated for in the Childcare Payments Bill and Tax-Free Childcare will be launched in autumn 2015. The Government will provide 20 per cent support on childcare costs up to £10,000 per year for each child. This means that families could receive up to £2,000 of childcare support per child. It will be available to working parents who each earn over an average of £50 per week and less than £150,000 a year, and who do not already receive support through Tax Credits or Universal Credit.[9]

- The introduction of legislation that enables the establishment of childminder agencies from September 2014. These will: encourage more people to become childminders; offer professional support to new and existing childminders; improve the quality of provision; and offer parents greater choice with regard to childcare. Childminders will be able to choose whether they wish to join an agency or retain their independent status. Ofsted will continue to inspect independent childminders registered with them. Ofsted will also inspect childminder agencies and this will

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[7] Minor revisions to the Early Years Foundation Stage were made in March 2014.

[8] Statutory Framework for the Early Years Foundation Stage 2014: setting the standards for learning, development and care for children from birth to five. Department for Education, 2014.
https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

[9] In two parent families, both parents must be in work to qualify.

include careful assessment of the agency's arrangements for quality assuring its childminders.[10]

- The Government wants to see better use made of existing resources and allow more children to benefit from the high-quality early education offered by graduate led school settings. Primary schools are being encouraged and supported to extend nursery provision to 2 year-olds and to increase flexibility of provision (by opening for a longer day and for more weeks of the year).

**Challenges for the future**

To support the Government in its drive to develop the sector, the Childcare and Early Years Providers Survey series provides a valuable source of evidence. It will help to monitor progress towards meeting commitments made by the Government, as well as measuring the impact of broader demographic considerations, including:

Free early education for disadvantaged two year olds

- The extension of the free offer for disadvantaged two year olds will require a substantial increase in capacity among those who cater for this age group, primarily daycare providers and childminders.

- Trend data on available places and planned changes will be essential to understand if the sector is building sufficient sustainable capacity to meet the continued demand for provision and to understand what can be done to overcome possible barriers to expansion.

The impact of a high quality workforce

- There is strong evidence showing that early education has a positive effect on children's social and cognitive development only if it meets certain quality standards, but some providers still operate below these standards.[11] The quality of staff, and in particular their qualification levels, is strongly associated with good quality provision, hence the Government's commitment to improve the quality of the early years workforce.

- The Nutbrown review has further underlined the importance of increasing the qualification levels of the workforce in this sector, as well as the importance of

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[10] https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/childminder-agencies

[11] Burchinal, M. R., Roberts, J. E., Riggins, R., Jr., Zeisel, S. A., Neebe, E., & Bryant, D. (2000). Relating quality of center-based child care to early cognitive and language development longitudinally. *Child Development,71*(2), 339-357; Smith R., Purdon S., Schneider V., La Valle I., Woolny I., Owen R., Bryson C., Mathers S., Sylva K., Lloyd E. (2009) *Early Education Pilot for Two Year Old Children Evaluation*, Research Report DCSF-RR134, DCSF: London; Sylva K. et al. (1999) *Characteristics of the pre-school environment*, EPPE Technical Paper 6A, London, Institute of Education.

increasing the status of childcare and early years employment - a factor that is often linked, to some degree, with pay rates.[12]

- The survey series, which produces data on staff qualifications, training, pay, recruitment and retention, will provide essential data to assess progress towards improving the quality of the childcare workforce.

Changing demographic pressures

- In recent years the historical decline in the birth rate has gone into reverse, with the result that over the next decade there will be significant additional demands placed on the early education and childcare sector as a result of population growth.[13]

- The Childcare and Early Years Providers Survey will continue to allow a better understanding of the amount of spare capacity that currently exists in the system and how much additional capacity may be needed. It will also help to identify any related patterns which may emerge, for example whereby provider fees may change according to reductions or increases in spare capacity.

## 2.2  Objectives of the research

In order to inform policy development, the Government needs reliable information on the key characteristics of provision in the early years and childcare sector. Robust information on the workforce, the providers operating in the sector and the number of children attending are vital inputs to the policy decision making process. The Childcare and Early Years Providers Survey provides a very broad range of measures that help to address information needs in these areas.

In addition to the Childcare and Early Years Providers Survey conducted in 2013, the Department for Education (DfE) and its predecessor departments also commissioned earlier waves of this survey. As such, the Childcare and Early Years Providers Survey began in 1998 and was repeated in 2001, 2003, 2005, 2006, 2007, 2008, 2009, 2010 and 2011. The 2013 research, which is the focus of this report, consisted of surveys amongst the ten following types of settings:

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[12] Nutbrown, C. (June 2012), Nutbrown Review, Foundations for Quality Final Report http://www.education.gov.uk/nutbrownreview

[13] ONS National Population Projections (2012-based National Population Projections – principal projection) indicate that the number of children aged 0-11 living in the UK is expected to increase from 7,739,000 in 2013 to 8,369,000 in 2023.  This represents an increase of 630,000 children (or 8 per cent). The projected change in the number of children aged 0-4 is less pronounced, rising from 3,405,000 in 2013 to 3,474,000 in 2023 (an increase of 69,000 or two per cent).

- Full-day childcare
- Sessional childcare

Collectively referred to as **'group-based'** providers

- Children's centres (focusing primarily on full-day care and which are a sub-set of full-day care as a whole)

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- Before school care
- After school care
- Holiday care

Collectively referred to as **'out of school'** providers

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- Childminders

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

Collectively referred to as **'school-based'** providers

This report presents an overview of the findings across all of these groups.

## 2.3   Survey content

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

- Provider characteristics (ownership, charitable status, opening times, length of operation);

- Number of places and children attending (number of places, ages, ethnicity, vacancies);

- Funded early education (weeks offered per year, attendance, flexibility, future plans);

- Staff characteristics (number of staff, demographics of paid staff, pay, hours, time spent with children);

- Qualifications (qualifications held and worked towards by paid staff);

- Training (current level of training, budgets, views on training received);

- Recruitment and retention (level of recruitment, retention rates, staff vacancies, difficulties);

- Income and expenditure (deposits, fees, funding, childcare vouchers, business performance, costs);

To minimise burden, since 2009 the Childcare and Early Years Providers Survey has alternated between a full questionnaire and a reduced questionnaire (which focuses only on the key measures). The 2013 survey employed the full questionnaire, while the 2011 wave adopted the shorter version. As such, the most recent point of comparison for some questions is the 2010 survey.

## 2.4  Points to note

The Childcare and Early Years Providers survey has undergone many changes over the years. Questionnaire content has been amended over time, while changes to the way in which Ofsted collects information about providers has also necessitated significant changes to the way in which the sampling for the survey is conducted. Furthermore, there have been changes to the way in which certain types of care are defined.

As such, while many trends are consistent, it should be borne in mind that some changes in the data from year to year may be influenced by the points above.

The key changes in the 2013 survey were:

- The definitions of holiday and after school care were updated. This means that comparisons with earlier years of the survey cannot reliably be made for these groups.

- Independent schools were introduced to the school-based sample in 2013. Also, school-based settings were asked, for the first time, to include any early learning provision in their responses. As such, it is not possible to compare 2013 results for school-based settings with those from previous years.

A detailed outline of all the changes made to the survey over time and their potential impact can be found in Appendix 1.

Appendix 1 also provides detail on the survey design, the terminology that is used throughout the report, the symbols that are used in tables and our approach to rounding numbers.

The Technical Report contains further detail of sampling and weighting methods.

## 2.5  Acknowledgements

Many people are due thanks for their role in creating this report. Firstly, and fundamentally, the continuing willingness of childcare settings to give up time to participate in the survey is hugely appreciated by all involved in running the research

programme, as without their involvement the wealth of information contained in this report would simply not be available.

# 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, and ownership profile. Where possible, changes over time are also examined.

## Key findings from this chapter

- The long term increase in the number of full day care providers continued in 2013, though the rate of increase appears to have slowed. In total there were 17,900 full day care settings in 2013 (compared to 17,600 in 2011).

- The number of settings offering sessional care fell from 7,900 in 2011 to 7,100 in 2013, continuing a long term decline (and driven by a decrease in the number of sessional settings in the 70 per cent least deprived areas).

- In total there were 13,400 after school settings, 12,800 before school settings and 7,200 holiday settings in 2013.

- The number of active childminders fell from 48,800 in 2011 to 46,100 in 2013. While there had been a pause in the longer term decline in the number of childminders (both registered and active) in 2011, the downwards trend recommenced in 2013.

- School-based settings played an important role in nursery provision in the 30 per cent most deprived areas. Two thirds of nursery schools (64 per cent) and four in ten primary schools with nursery and reception classes (40 per cent) were to be found in those areas in 2013.

- The tendency for childminders to operate in the less deprived areas continued in 2013. Only 18 per cent of childminders were to be found in the 30 per cent most deprived areas.

- There has been a move away from the not-for-profit/charitable model amongst sessional settings. In 2013, 62 per cent of sessional providers were run on a not-for-profit or charitable basis, compared to 80 per cent in 2009.

- Group-based settings were more likely to be run on a voluntary basis in the 70 per cent least deprived areas than they were in the 30 per cent most deprived areas.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 3.1 Number of providers

**Overview**

Table 3.1 shows the number of providers of each type since 2006. As discussed in chapter 2 (and noted in the footers throughout the report), changes to the definitions of certain types of provider have impacted on the ability to track trends. As such, for each given type of setting, data in shaded cells is not directly comparable with data in unshaded cells.

| Table 3.1 Number of providers offering different types of care | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | **2013** |
| | No. | No. | No. | No. | No. | No. | **No.** |
| Full day care | 12,700 | 13,600 | 13,800 | 14,100 | 16,700 | 17,600 | **17,900** |
| *Full day care in children's centres* | *700* | *950* | *1,000* | *1,000* | *800* | *550* | **450** |
| Sessional | 9,700 | 8,700 | 8,500 | 7,800 | 8,300 | 7,900 | **7,100** |
| Before school | n/a | n/a | n/a | n/a | n/a | n/a | **12,800** |
| After school | 7,700 | 8,500 | 8,800 | 7,900 | 9,500 | 10,000 | **13,400** |
| Holiday | 6,400 | 5,800 | 6,500 | 6,400 | 7,700 | 7,900 | **7,200** |
| Childminders - working | 57,900 | 59,800 | 56,200 | 51,000 | 47,400 | *48,800* | **46,100** |
| *Childminders - registered* | *71,500* | *69,200* | *65,800* | *63,600* | *57,900* | *57,500* | **55,900** |
| Nursery schools | 450 | 450 | 450 | 450 | 400 | 400 | **400** |
| Primary schools with nursery and reception classes | 6,500 | 6,800 | 6,700 | 6,700 | 6,700 | 6,700 | **7,600** |
| Primary schools with reception but no nursery classes | 9,200 | 8,900 | 8,700 | 8,600 | 8,600 | 8,600 | **8,800** |
| *Base: All providers of given type 2006, 2007, 2008, 2009, 2010, 2011, 2013* | | | | | | | |

Focusing firstly on the number of settings in 2013, full day care settings made up the majority of group-based providers (17,900 compared to 7,100 sessional providers). Full day care offered by children's centres made up a small and declining proportion of the total full day care provision (450 settings).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

After school providers were the most numerous of all the different types of out of school settings. In total there were 13,400 after school providers, 12,800 before school providers and 7,200 holiday settings.[14]

While there were 55,900 childminders registered with Ofsted, only 46,100 of them were active at the time of the 2013 survey.[15]

School-based provision was made up of 400 nursery schools, 7,600 primary schools with nursery and reception classes, and 8,800 primary schools with reception but no nursery classes.[16]

**Group-based provision**

As can be seen clearly from chart 3.1, one of the key trends in the childcare sector over the past twelve years has been the continuous move away from sessional care and towards full day provision, suggesting an ongoing change in the nature of care that is needed by parents. Changes in female employment patterns are likely to have influenced this shift – for example, figures published by the Office for National Statistics in February 2014 identified that the female employment rate is at its highest level since records began, with over 14 million women now in employment.[17]

Since 2001 the number of sessional providers has almost halved, falling from 14,000 providers in 2001 to 7,100 in 2013 (a 49 per cent decrease).[18] However, more than offsetting this decrease in sessional provision, the number of full day care providers has increased every year since 2001. With a total of 17,900 full day care providers in 2013, there has been an increase of 129 per cent since 2001.

However, the rate of growth in the number of full day care providers appears to have slowed, with only a two per cent increase between 2011 and 2013 (see table 3.2). This is a considerably smaller growth rate than in previous years when, for example, there was five per cent growth between 2010 and 2011.

In spite of the general increase in the number of full day care settings, it is worth noting that the number of full day care settings based specifically in children's centres

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[14] Please note that, as outlined in chapter 2, it is not possible to compare 2013 data for out of school settings with data from previous years.

[15] The figure relating to the number of registered childminders was taken directly from the March 2013 iteration of the Ofsted database of childminders.

[16] Please note that, as outlined in chapter 2, it is not possible to compare 2013 data for school-based settings with data from previous years.

[17] https://www.gov.uk/government/news/record-breaking-numbers-of-women-in-work-as-employment-continues-to-rise

[18] As discussed in section 2.8.3, it is possible that estimates of the number of providers in 2009 were slightly low, due to the re-contact nature of the sample in that year. It is also possible that the change of sampling approach in 2010 may have impacted on the data. Nonetheless, the long term trends in the number of different types of provider are clear and relatively consistent.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

decreased by 20 per cent in 2013 and the number of such settings now stands at 450 (a 55 per cent decline from the peak of 1,000 that was seen in 2009).[19]

The number of sessional providers has continued to decrease in 2013. There was a 10 per cent decrease in the number of sessional providers between 2011 and 2013. It is likely that some of this decrease is due to a proportion of sessional settings choosing to switch to full day care provision, but the decline in sessional numbers is greater than the increase in full day care settings.

## Chart 3.1 Number of group-based providers



*Base: All providers of given type 2001, 2003, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2013.*
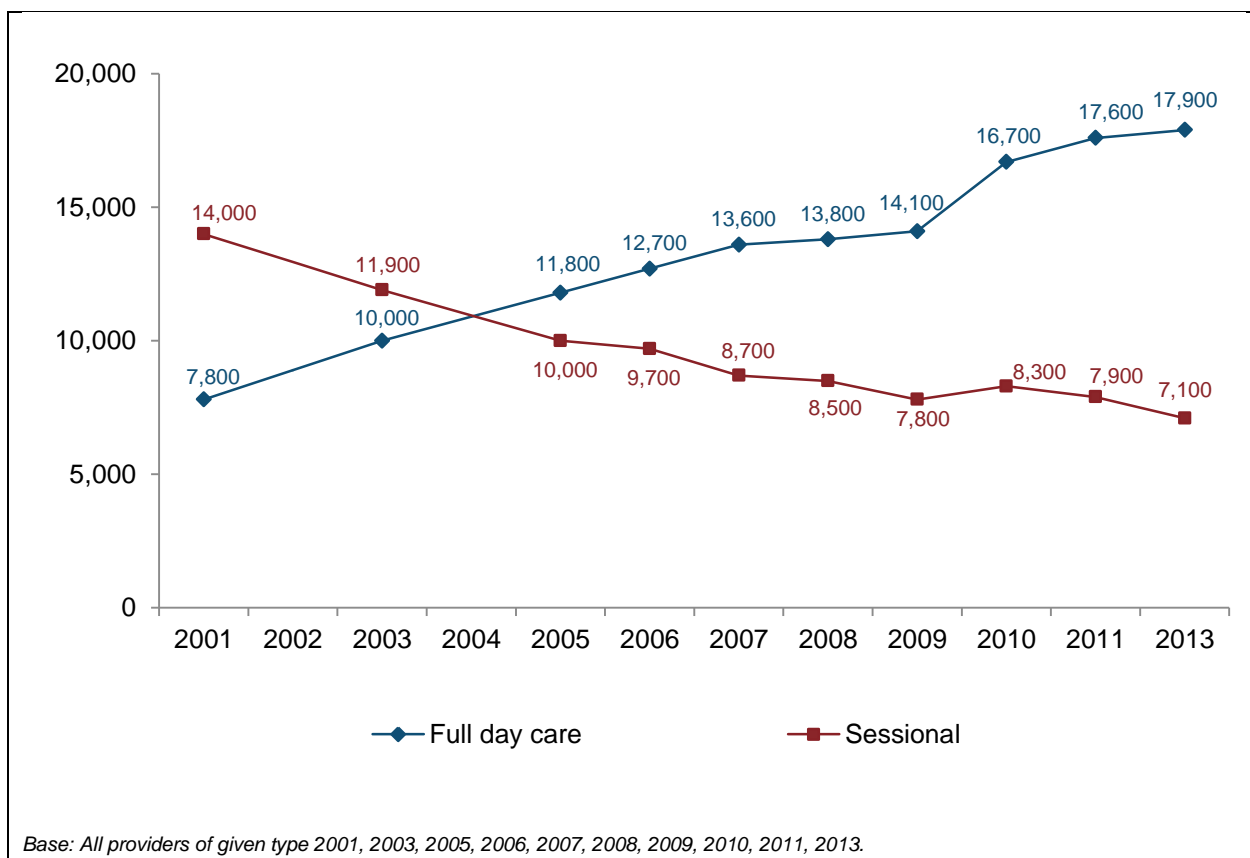
[19] The Department's early guidance for Phase 1 (2004-2006) children's centres took the line that all services, including full day care provision, should be delivered in the same location. This led to the vast majority of Phase 1 centres developing their full day care provision on-site. Guidance on Phase 2 centres (2006-2008), issued in November 2006, took the line that where it was not possible to provide all services in one location or where it is decided to build on good quality private, voluntary and independent provision, the full day care provision could be located in a separate building up to half a mile away from the main centre. Phase 3 centres, operating in the least deprived areas, had fewer requirements in terms of childcare provision. Given that the survey only includes *on-site* full day care provision, it will have excluded any Phase 2 or phase 3 children's centres that provide full day care at linked sites (often through PVI providers), and will only cover Phase 1 children's centres and those Phase 2 children's centres that have developed on-site full day care provision. Therefore, the year-on-year figures will become less representative of children's centre full day care provision overall as time goes by.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 3.2 Percentage change in the number of providers offering different types of care between 2013 and previous years | | | | | | |
|---|---|---|---|---|---|---|
| | % change from 2006 to 2013 | % change from 2007 to 2013 | % change from 2008 to 2013 | % change from 2009 to 2013 | % change from 2010 to 2013 | **% change from 2011 to 2013** |
| Full day care | 41% | 32% | 30% | 27% | 8% | **2%** |
| *Full day care in children's centres* | -34% | -53% | -54% | -55% | -42% | **-20%** |
| Sessional | -27% | -19% | -16% | -9% | -14% | **-10%** |
| Before school | n/a | n/a | n/a | n/a | n/a | **n/a** |
| After school | n/a | n/a | n/a | n/a | n/a | **n/a** |
| Holiday | n/a | n/a | n/a | n/a | n/a | **n/a** |
| Childminders - working | -20% | -23% | -18% | -10% | -3% | **-6%** |
| *Childminders - registered* | -22% | -19% | -15% | -12% | -3% | **-3%** |
| Nursery schools | n/a | n/a | n/a | n/a | n/a | **n/a** |
| Primary schools with nursery and reception classes | n/a | n/a | n/a | n/a | n/a | **n/a** |
| Primary schools with reception but no nursery classes | n/a | n/a | n/a | n/a | n/a | **n/a** |
| *Base: All providers of given type 2006, 2007, 2008, 2009, 2010, 2011, 2013* | | | | | | |

## Out of school provision

As shown in chart 3.2, the recorded number of after school providers increased from 10,000 to 13,400 between 2011 and 2013, and while the long term trend for growth in the number of such providers is likely to account for at least some of this increase, the change to the definition of after school provision will almost certainly have been the chief driver behind the shift.[20]

Similarly, while the recorded number of holiday providers decreased from 7,900 in 2011 to 7,200 in 2013, this was almost certainly driven by the tightening of the definition of what constitutes a holiday provider (and, again, the long term historical trend has actually been for the number of holiday settings to increase over time).

The survey also covered before school provision for the first time in 2013, finding that there were a total of 12,800 settings offering such care.

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[20] See Appendix 1, section 1.3.1

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Chart 3.2 Number of out of school providers[21]



*Base: All providers of given type 2001, 2003, 2006, 2007, 2008, 2009, 2010, 2011, 2013.*
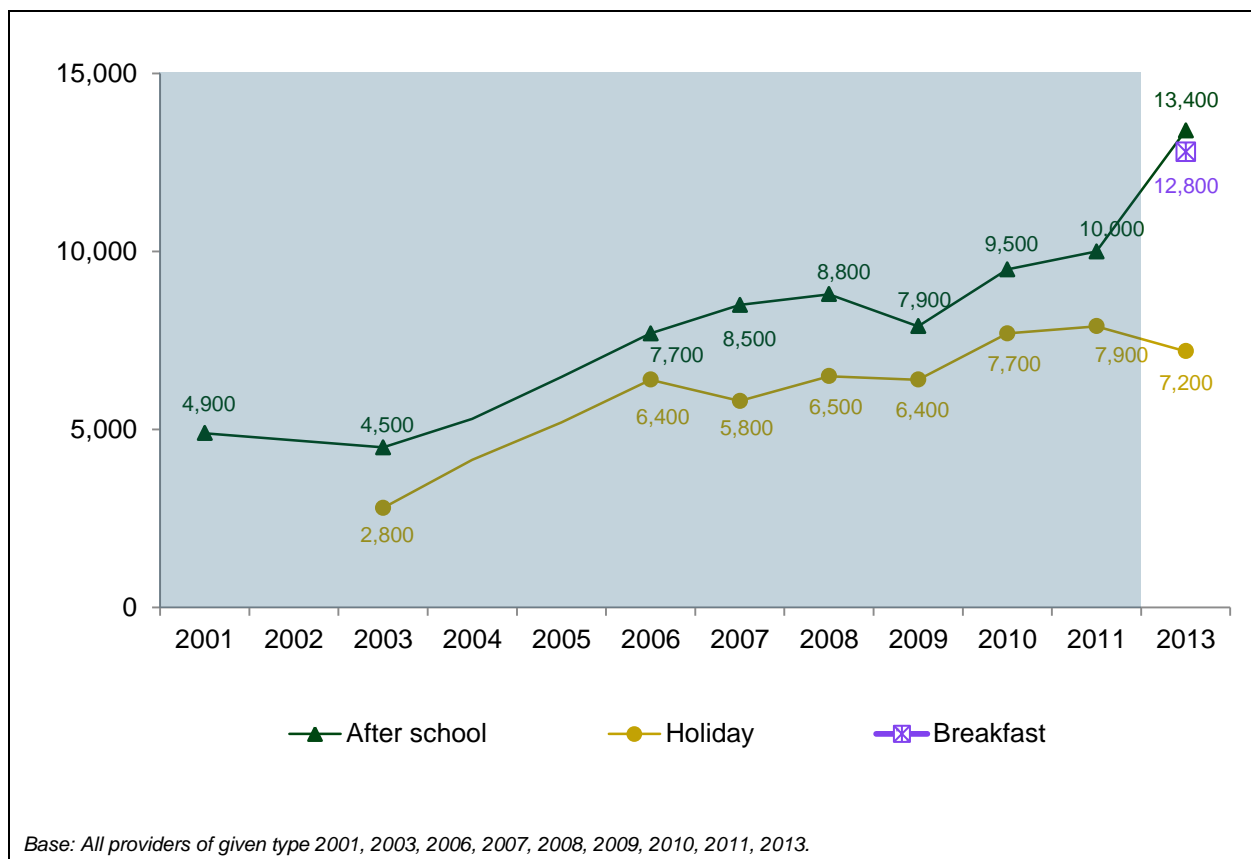
## Childminders

Ofsted records show that in March 2013 there were 55,900 registered childminders in England, a decrease of three per cent from the 57,500 recorded in June 2011.[22] However, as in previous years, a minority of these registered childminders were not actively caring for children and were therefore ineligible to participate in the survey.

The proportion of registered childminders that were actively working fell from 85 per cent in 2011 to 82 per cent in 2013, bringing the proportion in line with that actively working in 2010 (82 per cent).

As shown in chart 3.3, the total number of active childminders decreased from 48,800 in 2011 to 46,100 in 2013, representing a six per cent decrease over that two year period. This marks a return to the longer term downward trend in childminder numbers.

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[21] As discussed in chapter 2, data in the shaded area of the chart should not be directly compared with data in the unshaded area.

[22] These figures are based on a snapshot of the Ofsted Regulatory Support Application (RSA) which fed into the survey weighting, as discussed in Appendix 1, section 1.4.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Chart 3.3 Number of registered and active childminders**



Registered childminders: 72,300 (2001), 72,900 (2003), 70,200 (2005), 71,500 (2006), 69,200 (2007), 65,800 (2008), 63,600 (2009), 57,900 (2010), 57,500 (2011), 55,900 (2013)

Working as childminders: 57,700 (2005), 57,900 (2006), 59,800 (2007), 56,200 (2008), 51,000 (2009), 47,400 (2010), 48,800 (2011), 46,100 (2013)

*Base: All providers of given type 2001, 2003, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2013.*
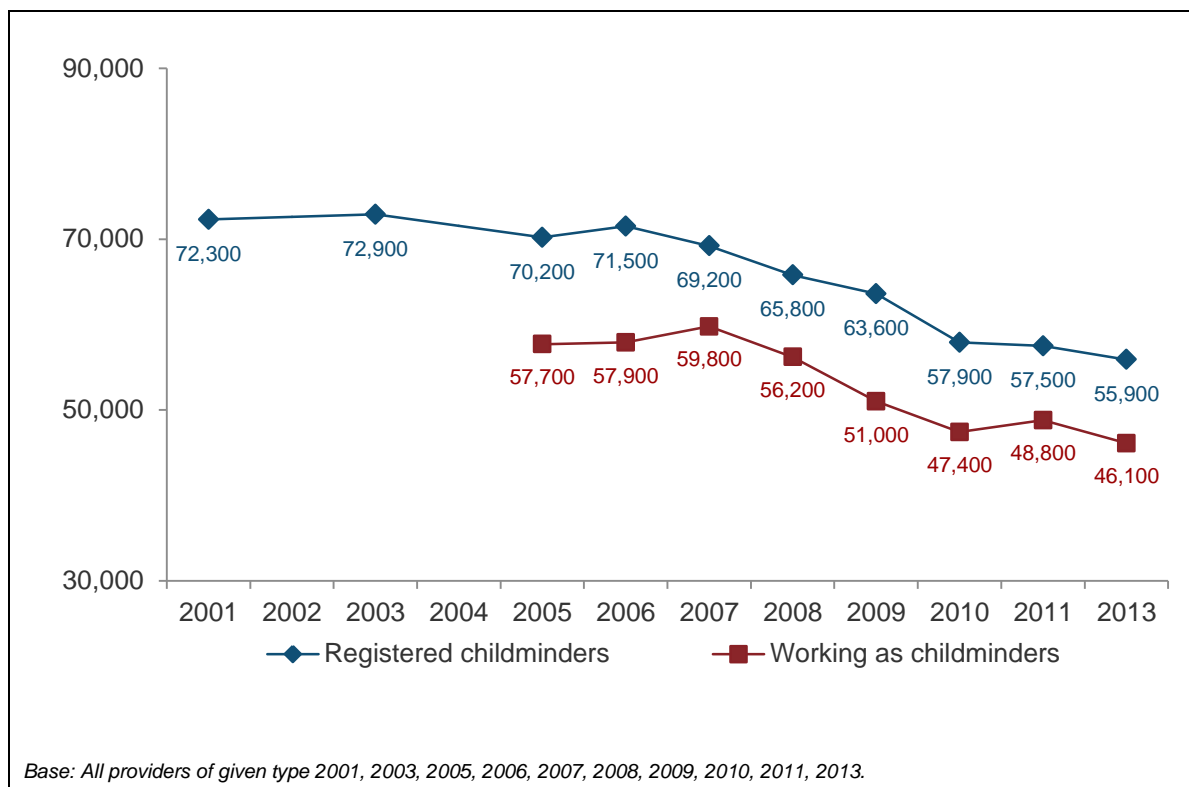
## School-based provision

In 2013 the school-based sample was expanded to include independent schools, with the result that the most recent school-based figures cannot be reliably compared with previous years.

As shown in chart 3.4, the number of primary schools with both nursery and reception classes recorded in 2013 was 7,600, while the number with reception but no nursery classes stood at 8,800. The number of nursery schools has remained constant over recent years, with 400 providers recorded in 2013. The introduction of independent schools to the sample did not impact significantly on the total number of nursery schools recorded by the survey.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Chart 3.4 Number of school-based providers[23]**



*Base: All providers of given type 2003, 2006, 2007, 2008, 2009, 2010, 2011, 2013.*
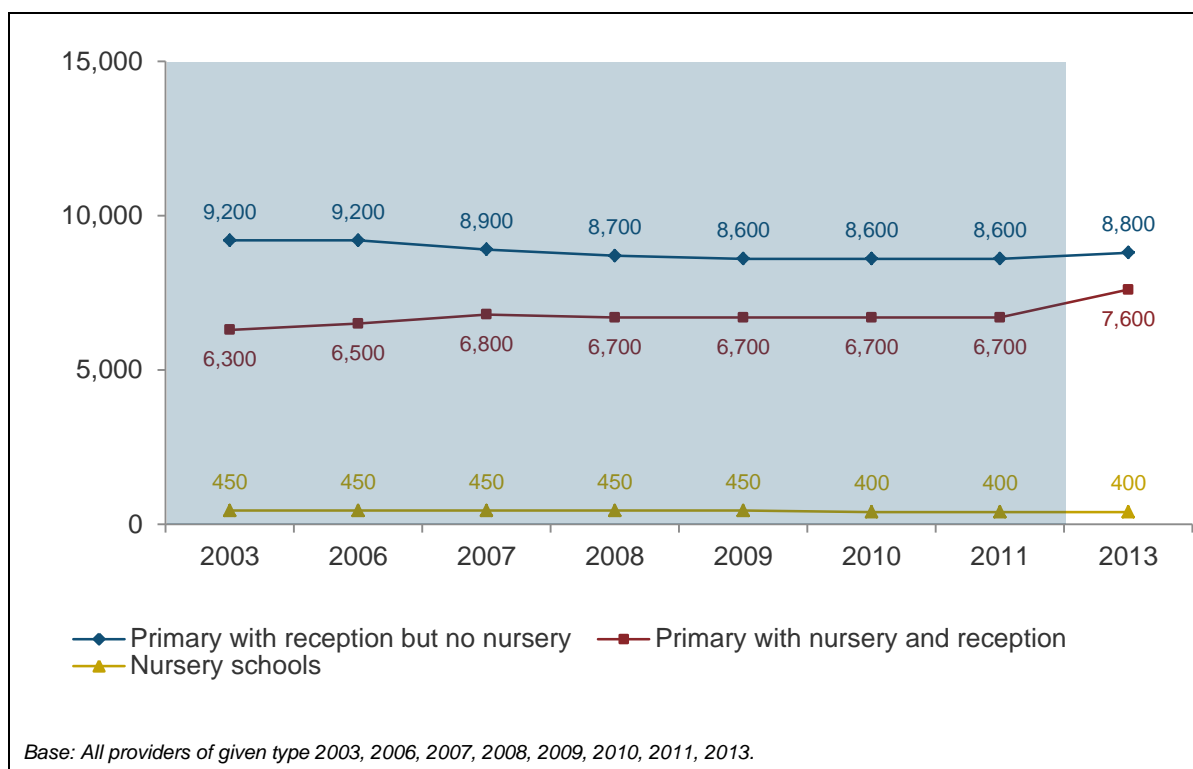
## 3.2   Providers in deprived areas

**Group-based provision**

As shown in table 3.3a, in spite of the overall reduction in the number of sessional settings in 2013, there was actually a small increase in the number of sessional care providers in the most deprived areas (from 1,600 in 2011 to 1,800 in 2013).

Over the same period, there was a large decrease in the number of sessional providers in the least deprived areas (from 6,300 in 2011 to 5,300 in the 2013).

Reflecting the changes outlined above, in 2013 just over a quarter of sessional care settings (26 per cent) were located in the 30 per cent most deprived areas (see table 3.3b). This figure is significantly higher than the proportion in 2011 (20 per cent) and maintains the longer term upwards trend (rising from 17 per cent in 2008).

In previous years, when specific questions were asked about the subject, it was clear that many providers who cease their sessional provision switch to offering full day care instead and it appeared that this phenomenon was more widespread in the 70 per cent least deprived areas.

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[23] As discussed in chapter 2, data in the shaded area of the chart should not be directly compared with data in the unshaded area.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

As was the case in 2011, while the total number of children's centres offering on-site full day care had decreased significantly this year, those that continued to operate remained heavily concentrated in the 30 per cent most deprived areas. More than seven in ten children's centres offering on-site full day care were to be found in the 30 per cent most deprived areas (72 per cent). This proportion has remained stable since 2008, despite the decrease in the number of children's centres offering full day care.

**Out of school provision**

In spite of the change in definition of after school providers and holiday providers, the proportion located in the 30 per cent most deprived areas in 2013 remained in line with the figures from previous years (26 per cent of after school providers and 29 per cent of holiday providers).

**Childminders**

Childminders remained the least likely of any of the various types of childcare provider to operate in the 30 per cent most deprived areas in England. In 2013, 18 per cent of childminders were to be found in the 30 per cent most deprived areas – a proportion that has not changed significantly in recent years.

**School-based provision**

Of the different types of school-based provider, nursery schools were most likely to be found in the 30 per cent most deprived areas, with just under two thirds (64 per cent) based in these areas. Forty per cent of primary schools with nursery and reception classes, and 12 per cent of primary schools with reception but no nursery classes were also to be found in the 30 per cent most deprived areas.

In total there were 3,000 primary school settings with nursery and reception classes, 1,110 primary schools with reception but no nursery classes and 250 nursery schools in the 30 per cent most deprived areas. As such, it is clear that school-based provision plays a central role in the provision of early education in the most deprived areas, particularly in so far as concerns nursery provision.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 3.3a Number of providers by deprivation

| | 2008 | | 2009 | | 2010 | | 2011 | | 2013 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 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** |
| | No. | No. | No. | No. | No. | No. | No. | No. | **No.** | **No.** |
| Full day care | 4,000 | 9,900 | 3,700 | 10,500 | 4,300 | 12,400 | 4,400 | 13,200 | **4,500** | **13,500** |
| *Full day care in children's centres* | *700* | *300* | *750* | *300* | *600* | *200* | *400* | *150* | *350* | *150* |
| Sessional | 1,500 | 7,000 | 1,200 | 6,600 | 1,600 | 6,700 | 1,600 | 6,300 | **1,800** | **5,300** |
| Before school | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | **3,700** | **9,100** |
| After school | 2,600 | 6,200 | 2,400 | 5,500 | 2,400 | 7,100 | 2,600 | 7,400 | **3,400** | **10,000** |
| Holiday | 1,800 | 4,700 | 1,800 | 4,600 | 2,400 | 5,300 | 2,500 | 5,400 | **2,100** | **5,100** |
| Childminders | 11,200 | 45,000 | 9,200 | 41,800 | 9,200 | 38,200 | 9,500 | 39,300 | **8,300** | **37,800** |
| Nursery schools | 250 | 150 | 300 | 150 | 250 | 150 | 250 | 150 | **250** | **150** |
| Primary schools with nursery and reception classes | 3,300 | 3,400 | 2,900 | 3,800 | 2,800 | 3,900 | 2,900 | 3,800 | **3,000** | **4,600** |
| Primary schools with reception but no nursery classes | 900 | 7,800 | 700 | 7,900 | 850 | 7,700 | 1,100 | 7,500 | **1,100** | **7,700** |

*Base: All providers of given type in the most/least deprived areas 2008, 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 3.3b Distribution of providers between the most and least deprived areas | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | | 2009 | | 2010 | | 2011 | | **2013** | |
| | 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** |
| Full day care | 29% | 71% | 26% | 74% | 26% | 74% | 25% | 75% | **25%** | **75%** |
| *Full day care in children's centres* | 71% | 29% | 72% | 28% | 73% | 27% | 71% | 29% | **72%** | **28%** |
| Sessional | 17% | 83% | 15% | 85% | 19% | 81% | 20% | 80% | **26%** | **74%** |
| Before school | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | **29%** | **71%** |
| After school | 30% | 70% | 31% | 69% | 26% | 74% | 26% | 74% | **26%** | **74%** |
| Holiday | 28% | 72% | 28% | 72% | 31% | 69% | 31% | 69% | **29%** | **71%** |
| Childminders | 20% | 80% | 18% | 82% | 19% | 81% | 19% | 81% | **18%** | **82%** |
| Nursery schools | 62% | 38% | 68% | 32% | 58% | 42% | 59% | 41% | **64%** | **36%** |
| Primary schools with nursery and reception classes | 50% | 50% | 43% | 57% | 41% | 59% | 44% | 56% | **40%** | **60%** |
| Primary schools with reception but no nursery classes | 10% | 90% | 8% | 92% | 10% | 90% | 13% | 87% | **12%** | **88%** |
| *Base: All providers of given type 2008, 2009, 2010, 2011, 2013* | | | | | | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

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## 3.3    Providers by region

**Group-based provision**

As with previous years there was considerable variation in the distribution of different types of provider by Region, though the proportions in each region had generally remained very consistent when comparing 2013 to 2011.[24] There was, however, a decrease in the proportion of all children's centres offering on-site full day care which were to be found in the South East, which fell from 10 per cent in 2011 to 5 per cent in 2013 (see table 3.4b).[25] The number of providers of each type is shown in table 3.4a.

**Out of school provision**

In spite of the change in definition of after school and holiday care in the 2013 survey, the regional distribution remained relatively similar to that seen in previous years. The main shifts were that the survey now records a higher proportion of after school settings in the South East (16 per cent, compared to 12 per cent in 2011) and a lower proportion of after school settings in the North West (14 per cent, compared to 18 per cent in 2011). Changes in the regional distribution of holiday provision were minimal.

**Childminders**

In spite of the decline in the number of childminders in 2013, their regional distribution has remained virtually identical to that seen in 2010 and 2011.

**School-based provision**

As was the case in previous years, the distribution of different types of school-based provision continued to vary considerably across the regions.

The South West accounted for only four per cent of the total number of nursery schools and four per cent of the total number of primary schools with nursery and reception classes. However, nine per cent of children aged 0-4 are to be found in the South West (see table 4.6a), suggesting that this region may be underserved in terms of school-based nursery provision in general. The same was true for the South East, which accounts for 16 per cent of children aged 0-4, but only 11 per cent of nursery schools and 10 per cent of primary schools with nursery and reception classes. This is discussed further in chapter 4.

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[24] In reports prior to 2011, Regions were referred to as GOR (Government Office Region).  After the Comprehensive Spending Review, it was confirmed that the GORs would close at the 31st March 2011.

[25] The base size for full day care in children's centres is relatively low (circa 150), so the scale of changes may be exaggerated due to the larger statistical margins of error associated with smaller samples. Nonetheless, there was a significant decrease in the proportion of all such children's centres that were to be found in the South East between 2011 (10 per cent) and 2013 (5 per cent). This suggests that there was more discontinuation of provision in the South East than was the case in other parts of the country.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday | Childminders | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. |
| **Total number of providers** | **17,900** | *450* | **7,100** | **12,800** | **13,400** | **7,200** | **46,100** | **400** | **7,600** | **8,800** |
| East Midlands | 1,500 | # | 650 | 1,300 | 1,200 | 700 | 4,000 | # | 500 | 1,000 |
| East | 1,900 | # | 1,000 | 1,400 | 1,500 | 700 | 5,300 | # | 750 | 1,200 |
| London | 2,400 | 100 | 1,000 | 1,500 | 1,600 | 900 | 8,100 | 80 | 1,500 | 400 |
| North East / Yorkshire & Humberside | 2,100 | 150 | 800 | 2,100 | 2,100 | 1,100 | 6,200 | 70 | 1,600 | 950 |
| North West | 2,400 | 60 | 850 | 1,900 | 1,900 | 1,100 | 5,200 | 70 | 1,200 | 1,200 |
| South East | 3,300 | # | 1,400 | 1,700 | 2,200 | 1,100 | 9,200 | # | 700 | 1,800 |
| South West | 2,300 | # | 750 | 1,300 | 1,500 | 700 | 4,300 | # | 350 | 1,500 |
| West Midlands | 2,000 | 60 | 650 | 1,500 | 1,500 | 950 | 3,700 | 60 | 950 | 800 |

**Table 3.4a Number of providers in each Region**

*Base: All providers of given type 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 3.4b Distribution of providers by Region | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday | Childminders | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
| **Total number of providers** | **17,900** | *450* | **7,100** | **12,800** | **13,400** | **7,200** | **46,100** | **400** | **7,600** | **8,800** |
| East Midlands | 8% | *5%* | 9% | 10% | 9% | 10% | 9% | 8% | 7% | 11% |
| East | 11% | *5%* | 14% | 11% | 11% | 10% | 12% | 10% | 10% | 13% |
| London | 14% | *22%* | 15% | 11% | 12% | 12% | 18% | 19% | 20% | 5% |
| North East | 12% | *28%* | 11% | 17% | 16% | 15% | 14% | 9% | 8% | 3% |
| Yorkshire & Humberside | | | | | | | | 7% | 13% | 8% |
| North West | 13% | *14%* | 12% | 15% | 14% | 15% | 11% | 17% | 16% | 14% |
| South East | 19% | *5%* | 19% | 13% | 16% | 15% | 20% | 11% | 10% | 20% |
| South West | 13% | *8%* | 11% | 11% | 11% | 10% | 9% | 4% | 4% | 17% |
| West Midlands | 11% | *14%* | 9% | 12% | 11% | 13% | 8% | 14% | 12% | 9% |
| *Base: All providers of given type 2013.* | | | | | | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 3.4    Ownership of provision

The following section summarises the ownership of group-based and out of school childcare provision, looking at whether providers were privately or voluntary run, or maintained by a local authority or a school or college.[26]

**Group-based provision**

There continued to be significant differences between the ownership profile of full day care settings and those of sessional providers.

In 2013, six in ten (61 per cent) full day care providers were privately run whilst three in ten (30 per cent) were run by voluntary organisations (see table 3.5a). These proportions had not changed significantly from the levels seen in 2011.[27]

As shown in table 3.5c, there was more voluntary ownership of full day care settings in the 70 per cent least deprived areas than in the 30 per cent most deprived areas (32 per cent and 25 per cent respectively). The proportion under private ownership was, however, very similar across areas of high and low deprivation (63 per cent and 61 per cent respectively).

In contrast to full day care settings, the ownership of sessional providers tended to be in the hands of voluntary organisations. 39 per cent of sessional settings were privately owned, while 52 per cent were run by voluntary organisations. This marks a significant change in the profile of sessional providers since 2011, when 60 per cent of such settings were voluntary run and only 34 per cent under private ownership. We have already seen that the total number of sessional providers decreased substantially in 2013 and it is apparent that this overall decrease in sessional provision stemmed largely from a decrease in voluntary run provision.

Again, sessional settings were more widely under voluntary ownership in the least deprived areas. 44 per cent of sessional settings were voluntary run in the 30 per cent most deprived areas, compared to 55 per cent in the least deprived areas. There was no significant difference in the proportion of sessional settings under private ownership in areas of high and low deprivation.

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[26] The question text in the survey actually refers to the ownership **or management** of the provision, in order to ensure that all permutations are accounted for. However, in the interests of readability, we tend to refer to 'ownership' throughout the report. It should be noted that respondents were able to give more than one response when answering, to allow for multiple ownership. As such, adding the individual types of ownership together will, in some cases, result in a total which is larger than the overall number of settings.

[27] See tables 3.5c2 and 3.5d in Appendix 2 for a summary of the number of providers under each type of ownership.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Only around one in ten full day care (9 per cent) and sessional settings (10 per cent) were run by either local authorities or schools or colleges. However, settings run by LAs were more widespread in the 30 per cent most deprived areas. Eight per cent of full day care settings in the most deprived areas were LA run (compared to only three per cent in the least deprived areas). This difference also applied to sessional settings, 12 per cent of which were LA run in the most deprived areas, compared to four per cent in the least deprived areas.

On-site full day care provision in children's centres was less likely than other types of provision to be either privately or voluntary owned (34 per cent). Two in three full day care settings in children's centres were maintained (65 per cent), and most of these were run by local authorities (51 per cent).

Many children's centres grew from earlier Governmental funded settings such as Sure Start Local Programmes, Neighbourhood Nurseries and Early Excellence Centres. These would generally, but not always, have been owned and run by local authorities, explaining the relatively high level of local authority ownership in this area of childcare. It was intended that more children's centres should be developed from other sources such as privately run settings and settings run by voluntary organisations.[28] As the survey only covers full day care provision on site at children's centres, it is possible that a higher proportion of private and voluntary organisations are running full day care provision off site for children's centres. However, we are unable to establish this with the current data set.

**Out of school provision**

Holiday providers were more likely to be privately run than under any other type of ownership. Six in ten holiday providers were privately run in 2013, compared to three in ten before school providers (32 per cent) and four in ten after school settings (41 per cent).

Over half (52 per cent) of before school providers and four in ten after school providers (40 per cent) were run by a school or college.

The change in definition to holiday care in the 2013 survey appears to have resulted in the survey picking up a greater proportion of settings under private ownership (60 per cent in 2013, compared to 50 per cent in 2011). While there has been a historical trend towards private ownership of holiday settings, this does appear to be a larger shift than might have been expected if the definitions had not changed.

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[28] Sure Start Children's Centres: Phase 3 Planning and Delivery,  DCSF
http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00665-2007.pdf

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Similarly, there has been an increase in the proportion of after school provision run by schools or colleges (rising from 27 per cent in 2011 to 40 per cent in 2013). The large scale of this change suggests that these data have been influenced by the change in the definition of after school provision in the 2013 survey and no firm conclusions can be drawn about whether the ownership profile has genuinely changed since 2011.

However, looking forwards, the Children and Families Act 2014 removed the requirements set out in sections 28(4) and 28(5) of the Education Act 2002 for the governing bodies of maintained schools in England to consult with the local authority, teachers/staff and parents of pupils registered at the school before making school facilities available outside of the school day to the wider community. The Government introduced this measure to simplify procedures for the setting up childcare and play facilities on school sites and it is therefore possible that schools will play an increasingly important role in out of school provision in years to come.[29]

Voluntary ownership of holiday settings was more widespread in the 30 per cent most deprived areas than in the 70 per cent least deprived areas (32 per cent and 21 per cent respectively).

Before school settings were more likely to be school/college run in the 30 per cent most deprived areas (58 per cent) than in the less deprived areas (49 per cent). This difference may be at least partly attributable to efforts to establish breakfast clubs in deprived areas, operating from school sites. For example, in March 2014, the Department for Education awarded a contract to Magic Breakfast to set up breakfast clubs in schools where over 35% of pupils are eligible for free school meals and there is no existing breakfast provision.[30]

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[29] http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted

[30] http://www.schoolfoodplan.com/breakfast-clubs/

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 3.5a Ownership of group-based providers**

| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | *2013* | 2008 | 2009 | 2010 | 2011 | **2013** |
| Total number of providers | 13,800 | 14,100 | 16,700 | 17,600 | **17,900** | *1,000* | *1,000* | *800* | *550* | *450* | 8,500 | 7,800 | 8,300 | 7,900 | **7,100** |
| **Private or Voluntary** | **87%** | **88%** | **89%** | **91%** | **91%** | *30%* | *40%* | *34%* | *32%* | *34%* | **93%** | **95%** | **95%** | **94%** | **90%** |
| Private | 65% | 66% | 59% | 61% | **61%** | *12%* | *21%* | *16%* | *16%* | *17%* | 29% | 28% | 31% | 34% | **39%** |
| Voluntary | 22% | 22% | 30% | 31% | **30%** | *18%* | *19%* | *18%* | *16%* | *18%* | 64% | 67% | 64% | 60% | **52%** |
| **Maintained** | **11%** | **10%** | **12%** | **8%** | **9%** | *68%* | *57%* | *68%* | *69%* | *65%* | **6%** | **4%** | **7%** | **6%** | **10%** |
| Local authority | 5% | 4% | 6% | 5% | **4%** | *58%* | *50%* | *57%* | *53%* | *51%* | 4% | 2% | 4% | 4% | **6%** |
| School/college | 6% | 6% | 5% | 3% | **5%** | *10%* | *7%* | *11%* | *16%* | *14%* | 2% | 2% | 3% | 2% | **5%** |
| Other | 3% | 2% | 2% | 1% | **1%** | *3%* | *2%* | *3%* | *1%* | *4%* | 1% | * | 1% | * | * |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 3.5b Ownership of out of school providers**

| | Before school | | | | | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Total number of providers | n/a | n/a | n/a | n/a | **12,800** | 8,800 | 7,900 | 9,500 | 10,000 | **13,400** | 6,500 | 6,400 | 7,700 | 7,900 | **7,200** |
| **Private or Voluntary** | **n/a** | **n/a** | **n/a** | **n/a** | **44%** | **67%** | **69%** | **66%** | **67%** | **56%** | **72%** | **74%** | **75%** | **75%** | **84%** |
| Private | n/a | n/a | n/a | n/a | **32%** | 37% | 37% | 38% | 43% | **41%** | 38% | 38% | 48% | 50% | **60%** |
| Voluntary | n/a | n/a | n/a | n/a | **13%** | 30% | 32% | 28% | 24% | **16%** | 34% | 36% | 27% | 25% | **24%** |
| **Maintained** | **n/a** | **n/a** | **n/a** | **n/a** | **55%** | **31%** | **30%** | **35%** | **32%** | **44%** | **24%** | **24%** | **26%** | **24%** | **16%** |
| Local authority | n/a | n/a | n/a | n/a | **3%** | 9% | 6% | 7% | 5% | **4%** | 14% | 14% | 10% | 5% | **4%** |
| School/college | n/a | n/a | n/a | n/a | **52%** | 22% | 24% | 28% | 27% | **40%** | 10% | 10% | 16% | 19% | **12%** |
| Other | n/a | n/a | n/a | n/a | **1%** | 3% | 2% | * | 1% | **1%** | 4% | 4% | 1% | 1% | **1%** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 3.5c Ownership of group based and out of school providers by deprivation[31] | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | Sessional | | Before school | | After school | | Holiday | |
| | 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 |
| Total number of providers | 4,500 | 13,500 | 1,800 | 5,300 | 3,700 | 9,100 | 3,400 | 10,000 | 2,100 | 5,100 |
| **Private or Voluntary** | **86%** | **92%** | **82%** | **92%** | **37%** | **47%** | **59%** | **55%** | **86%** | **83%** |
| Private | 63% | 61% | 39% | 38% | 29% | 33% | 42% | 40% | 55% | 62% |
| Voluntary | 25% | 32% | 44% | 55% | 8% | 15% | 17% | 16% | 32% | 21% |
| **Maintained** | **14%** | **7%** | **19%** | **7%** | **62%** | **52%** | **43%** | **45%** | **13%** | **17%** |
| Local authority | 8% | 3% | 12% | 4% | 4% | 3% | 6% | 4% | 6% | 4% |
| School/college | 6% | 5% | 7% | 4% | 58% | 49% | 39% | 41% | 8% | 13% |
| Other | 1% | 1% | 1% | * | * | 1% | * | 1% | 1% | 1% |

*Base: All providers of given type 2013*

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[31] Full day care in children's centres has been excluded due to low base sizes.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 3.5    Charitable status

Providers were also asked whether they were set up as a charity or not-for-profit organisation.

As in previous years, sessional care providers were most likely to be not-for-profit organisations or charities, with 62 per cent of sessional providers identifying as such. Reflecting the decrease in the proportion of voluntary run sessional settings discussed earlier, this figure has fallen from 73 per cent in 2011 and from 80 per cent in 2009.

For all other types of group-based and out of school providers, around four in ten settings in 2013 operated on a not-for-profit or charitable basis (41 per cent of full day care providers, 42 per cent of children's centres offering full day care, 38 per cent of before school providers, 37 per cent of after school providers and 40 per cent of holiday providers).

This marks a decline since 2011 in the proportion of not-for-profit or charitable organisations amongst full day care settings (45 per cent in 2011) and children's centres offering full day care (46 per cent).

In spite of the change in definition, there was no significant change in the recorded proportion of holiday providers operating on a not-for-profit or charitable basis (which stood at 41 per cent in 2011).

## 3.6    School links in out of school providers

Table 3.6 shows the proportion of out of school settings of each type for which the registered provider is a school governing body. It also shows the proportion of settings where the registered provider is not a school governing body but nevertheless has a contract or partnership agreement with a school or schools for the provision of childcare.

| Table 3.6 School links amongst out of school providers | | |
|---|---|---|
| | Percentage of settings where registered provider is a school governing body | Percentage of providers that have a contract or partnership agreement with schools for the provision of childcare |
| Before school | 56% | 15% |
| After school | 46% | 21% |
| Holiday | 17% | 11% |
| | *Base: All providers of given type 2013.* | *Base: All providers of given type where the registered provider isn't a school governing body 2013* |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Amongst settings where the registered provider was not a school governing body, after school providers were most likely to have a contract or partnership agreement with any other schools for the provision of childcare, with one in five reporting this (21 per cent). Of those after school settings who had links with other schools, just under half (47 per cent) were linked with more than one school, leading to an average of around two linked schools per linked provider.[32]

Forty five per cent of those after school providers who had links with other schools provided supervised transport between themselves and the schools.[33]

Moving on to look at before school providers, 15 per cent of those settings where the registered body was not a school governing body had contracts or agreements with a school or schools. Over a third (36 per cent) of those before school providers who had school links had agreements with more than one school, leading to an average of around two linked schools per linked provider. Half (51 per cent) of those before school providers with partnership agreements provided supervised transport between themselves and the schools.[34]

In terms of holiday providers, only 11 per cent of settings where the registered body was not a school governing body had contracts or agreements with other schools. Over half (54 per cent) of those holiday providers which had links with other schools had agreements with more than one school, leading to an average of around four linked schools per linked provider – around double the number for before school and after school providers.

## 3.7 Length of operation

Group-based and out of school providers were asked how long they have been in operation. In spite of the overall decrease in the number of full day care providers in children's centres, five per cent of those that were operational at the time of the 2013 survey had been open for less than a year, showing that new settings are still coming into the sector at the same time as others are closing. This proportion is in line with the equivalent figure reported in 2010 (three per cent).

As might be expected from the rapid growth in the number of full day care settings in children's centres between 2006 and 2008, the proportion of settings that had been operating for five years or more increased significantly between 2010 and 2013 (from 46 per cent to 87 per cent).

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[32] NB – the base size for the number of linked schools is low (103), so these figures should be treated with a degree of caution.

[33] As above.

[34] NB – the base size for the number of linked schools is very low (68), so figures should be treated with caution.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Sessional providers also tended to be well established, with nine in ten operating for five years or more (87 per cent). This was also the case for the majority of full day care providers, eight out of ten of whom had been in operation for at least five years (78 per cent). Four per cent of full day settings were less than a year old, which contrasts with the figure of only two per cent growth in the number of full day settings between 2011 and 2013 (see section 3.1). This suggests that a significant number of closures has been partially offsetting the growth from new arrivals to the full day care sector.

In 2013, more than two thirds of after school and holiday providers had been operating for at least five years (68 per cent for both). Before school providers were the least established of all the group-based and out of school providers, with just 56 per cent operating for five years or more. Though before school provision had only been included in the survey for the first time in 2013, and historical data on the number of settings are not therefore available, this relatively low proportion would appear to suggest that the number of before school providers has increased substantially over the past five years.[35]

## 3.8   Childminder hours of care

Nine in ten childminders (89 per cent) accepted children during both term time and the school holidays, a situation which has not changed significantly since 2011 (when 90% operated both in and out of term time).

The mean amount of time that childminders spent looking after children was 16 hours in a typical term–time week and 22 hours a week during the school holidays. This is broadly in line with previous years.

More than two thirds of children cared for by childminders in term time attended for less than 20 hours (67 per cent).

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[35] Though it is hypothetically possible that these data actually indicate that the lifespan of before school providers tends to be limited, this would seem to be a less likely explanation, particularly bearing in mind the increased policy focus on out of school care in recent years.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Chart 3.3a: Number of hours per week children are cared for by childminders in term time**

%



*Base: All children that child minders look after during term time.*          *Mean: 16 hours*
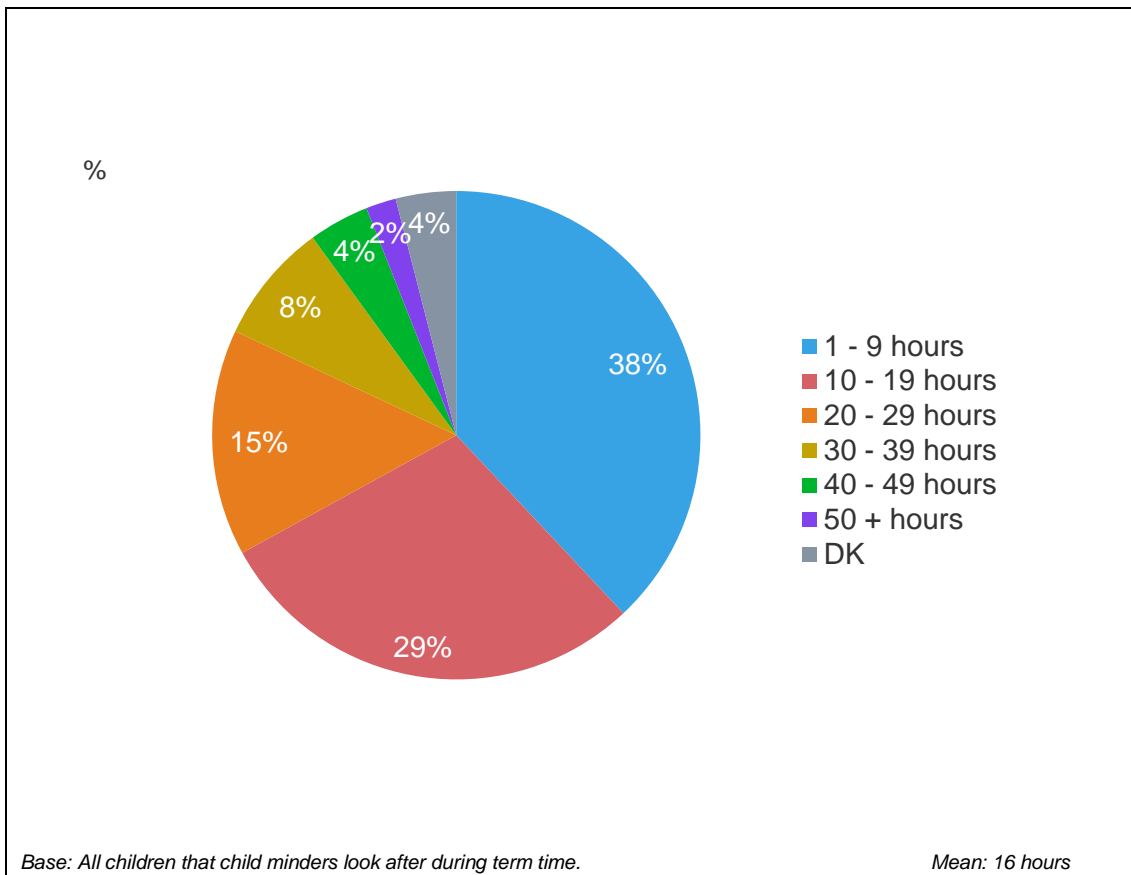
**Chart 3.3b: Number of hours per week children are cared for by childminders in school holidays**
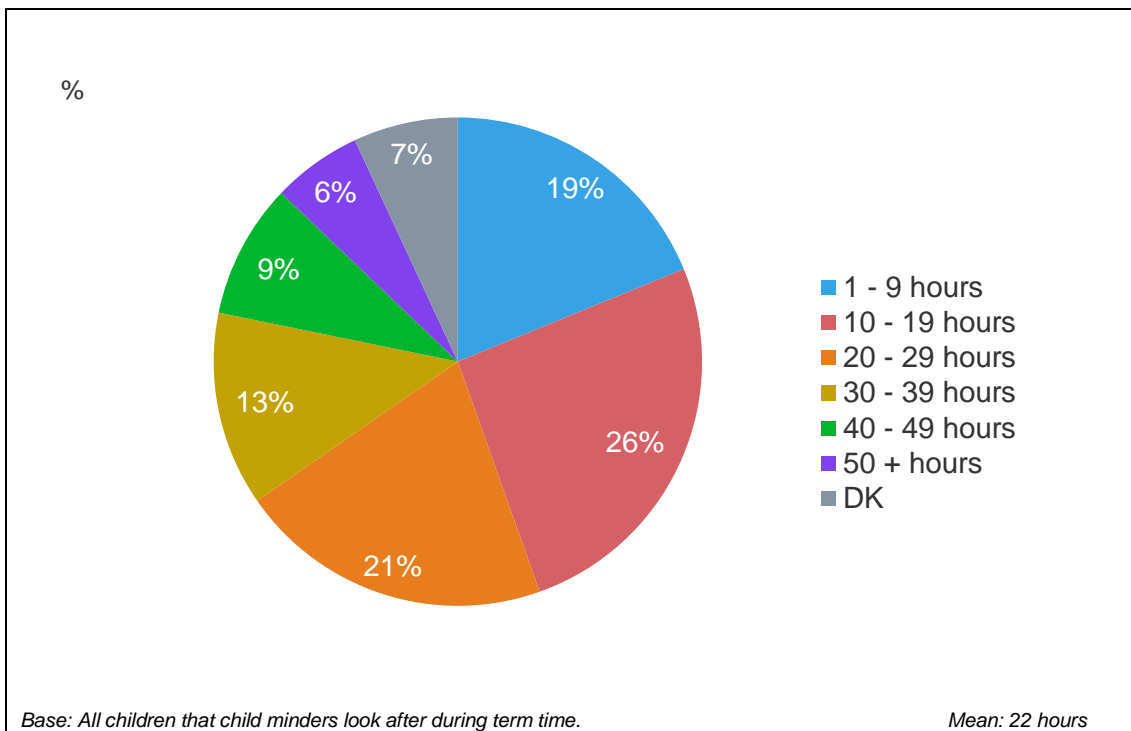
%



*Base: All children that child minders look after during term time.*          *Mean: 22 hours*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 3.9 Types of service provided in children's centres

As in previous years, all children's centres (i.e. not just those offering full day care) were asked what types of childcare they provided on-site (see table 3.8). The proportion offering full day care for children under five remained essentially stable (15 per cent in 2013 compared to 16 per cent in 2010).

While in previous years there was a decline in the proportion of children's centres offering sessional care, in 2013 this figure rose from 19 per cent in 2011 to 23 per cent.

Relatively low proportions of children's centres offered before school care (five per cent), after school care (six per cent) and holiday care (eight per cent) on site in 2013.

Children's centres in the 30 per cent most deprived areas remained more likely than those elsewhere to offer on-site full day care (21 per cent, compared with 9 per cent in the less deprived areas) and sessional care (26 per cent compared with 19 per cent).[36]

| Table 3.8 Proportion of all children's centres offering different types of care on site | | | |
|---|---|---|---|
|  | 2010 | 2011 | **2013** |
| Full day care | 25% | 16% | **15%** |
| Sessional | 25% | 19% | **23%** |
| Before school care | 10% | 7% | **5%** |
| After school | 10% | 7% | **6%** |
| Holiday | 16% | 10% | **8%** |
| *Base: All children's centres 2010, 2011, 2013.* | | | |

## 3.10 Types of support offered and planned in children's centres

Children's centres first opened in the more deprived areas and many therefore offer a range of support services to assist those in more disadvantaged groups. Many such services are offered by virtually all children's centres. The most common services offered in 2013 were family support outreach and/or home visiting services (offered by 99 per cent of centres), support for parents with disabled children and support for lone parents (both offered by 98 per cent of centres), though many other services were also offered on an almost universal basis (see table 3.9a).

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[36] Table 3.8a in Appendix 2 provides additional information about children's centres' plans to offer additional services in the future.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Whilst most services were almost universally on offer, it was slightly less common for children's centres to offer support for families with a parent in prison or involved in criminal activity (89 per cent), relationship support (86 per cent) or support for families of asylum seekers (83 per cent).

Children's centres could provide these services themselves, or could share the provision through links with other organisations. The amount of support supplied by other organisations was highest in cases where they offered support in the form of literacy, language or numeracy programmes for parents/carers with basic skills needs (28 per cent off site). This is a relatively specialist area with well-established providers already existing outside the children's centre structure, so this would seem to be a pragmatic solution rather than any shortcoming in children's centres' internal capabilities.

| Table 3.9a Support services offered in children's centres | | | |
|---|---|---|---|
| | 2008 | 2010 | **2013** |
| Family support outreach and/or home visiting services | 94% | 98% | **99%** |
| Support for parents with disabled children | 94% | 97% | **98%** |
| Support for lone parents | 91% | 96% | **98%** |
| Employment advice links to Jobcentre Plus | 95% | 97% | **97%** |
| Support for teenage parents | 90% | 95% | **97%** |
| Literacy language or numeracy programmes for parents/carers with basic skills needs | 91% | 94% | **97%** |
| Support for families with drug or alcohol related problems | 86% | 94% | **96%** |
| Support for people with mental health problems | 85% | 93% | **94%** |
| Support for particular minority ethnic groups | 80% | 86% | **90%** |
| Support for families with a parent in prison or involved in criminal activity | 76% | 85% | **89%** |
| Relationship support | 84% | 88% | **86%** |
| Support for families of asylum seekers | 71% | 78% | **83%** |
| Any other services | 73% | 72% | **69%** |
| *Base: All children's centres 2008, 2010, 2013.* | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 3.11 Childminder membership of organisations

**Networks**

Childminders were asked about their membership of formal and informal childminding networks. Forty four per cent of childminders said that they were members of a formal childminding network with a paid coordinator and just under a third of childminders (32 per cent) were part of an informal network with no paid coordinator.

**Professional associations**

Eight in ten childminders (79 per cent) reported membership of a professional association. Over two thirds of childminders (68 per cent) were members of PACEY and membership of all other associations was much lower. [37]

Five per cent were members of the UK Childminding Association and of the Morton Michel Childminder organisation. Four per cent were members of the Pre-school Learning Alliance and of the Playgroup Network, while three per cent were members of 4Children.

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[37] PACEY was formerly known as the National Childminding Association or NCMA.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

# 4 Places and attendance

## Key findings from this chapter

- The number of registered places in full day care settings rose by ten per cent between 2011 and 2013. This rate of growth was faster than the increase in the number of full day care settings and was driven by an increase in the number of places that each setting offered.

- Between 2011 and 2013, the number of full day care places in the 30 per cent most deprived areas rose by 19,600 (an increase of 10 per cent), while the number of sessional places rose by 20,500 (an increase of 42 per cent).

- There was a 72 per cent increase in the number of two year old children attending sessional settings in the 30 per cent most deprived areas (from 17,800 in 2011 to 30,500 in 2013).

- The overall number of registered sessional places remained steady in spite of the decline in the number of sessional settings, pointing to a change in the profile and scale of the sessional providers that remain active.

- While 16 per cent of children aged 5-11 are to be found in London, only nine per cent of before school places were located in that region. It appears that there may be a relative undersupply of before school provision in the capital.

- Taking population figures into account, the South East and South West had a low level of school-based nursery provision compared to other regions. London was, however, comparatively well served in terms of this provision.

- School-based nursery provision continued to be heavily concentrated in the 30 per cent most deprived areas, as did full day care provision in children's centres, highlighting the importance of maintained settings in those areas.

- There was a substantial increase in the number of children attending group-based provision between 2011 and 2013. Both sessional and full day care attendance increased by 11 per cent.

- In spite of a decrease in the number of active childminders and in the number of places offered, the number of children attending childminders rose by four per cent between 2011 and 2013.

- More than half of all primary schools with reception only (54 per cent) were operating with no vacancies at all on a typical day.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

This chapter details the number of registered places and the number of children actually attending settings. It also looks at the profile of the children who attend and the number of vacancies in settings, as well as plans to expand provision.

## 4.1   Number of places

It should be noted that the number of registered places, discussed throughout this chapter, is not necessarily reflective of the number of children that actually *attend* a given setting in a typical week.[38] The number of children attending may, in some cases, be greater than the number of registered places, as two or more part time children can share a single place. However, in cases where the setting is operating at less than full capacity, the number of children attending may also be lower than the number of places. The number of children attending settings is discussed in more detail in section 4.5.

**Group-based provision**

Between 2006 and 2010, the number of registered places in full day care settings increased substantially every year (see tables 4.1a and 4.1b). This growth seemed to be levelling off in 2011, with the total number of places only increasing by one per cent compared to 2010. However, in 2013 the rate of growth picked up again, with a ten per cent increase in the number of registered full day care places between 2011 and 2013. The number of registered full day care places is now at a high of 796,500. As discussed in section 6.1, over the same period there was a six per cent increase in the number of full day care staff, and there was also a two per cent increase in the number of full day care settings (see section 3.1).

Between 2010 and 2011 the increase in the number of full day care providers exceeded the increase in the number places, resulting in a fall in the average number of registered places per setting to 41. In contrast, between 2011 and 2013 the growth in the number of registered places exceeded the growth in the number of settings, resulting in an increase in the average number of registered places per setting to 45 (see table 4.2a).

There were 249,900 registered sessional care places in 2013, broadly in line with the 251,000 registered places reported in 2010 and 2011. However, as discussed in section 3.1, there was a ten per cent decrease in the number of sessional providers between 2011 and 2013. As such, the stability in the total number of sessional places over this period actually equates to an increase in the mean number of registered places per setting (from 32 in 2011 to 36 in 2013).

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[38] For group-based settings, nursery schools and childminders, the questionnaire specified 'Ofsted registered' places. For out of school providers the frame of reference was 'places registered with Ofsted or some other body such as the independent schools directorate'. For primary schools with nursery and reception classes, and primary schools with reception but no nursery classes, the frame of reference was 'places'.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

The number of registered full day care places in children's centres has continued to decline, reflecting the reduction in the number of children's centres offering full day care (see section 3.1). The number of places in children's centres fell from 28,800 in 2011 to 24,800 in 2013, which equates to a decline of 14 per cent. Full day care places in children's centres represented just three per cent of all full day care places in 2013.

**Out of school provision**

Before school providers offered a total of 469,200 places, while there were 612,400 places in after school settings and 341,400 in holiday settings (see table 4.1a).

The mean scale of provision was relatively large for both holiday and after school settings, with an average of 49 places in each in 2013.

**Childminders**

In total there were 226,400 Ofsted registered places with childminders in 2013, representing a decline of four per cent compared with 2011. This coincided with a six per cent fall in the number of active childminders over the same period (see section 3.1).

Childminders can register to look after a maximum of six children under the age of eight and in 2013 each childminder was registered to provide an average of 5.2 places (see table 4.2a).

**School-based provision**

Primary schools with nursery and reception places offered the largest mean number of places of any of the different types of provider, with an average of 79 per setting. Primary schools with both reception and nursery schools also offered the largest total number of places of any of the school-based providers, with a total of 594,500.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 4.1a Number of registered places

|  | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | **2013** |
|---|---|---|---|---|---|---|---|
| Full day care | 544,200 | 596,500 | 620,700 | 647,800 | 716,700 | 721,500 | **796,500** |
| *Full day care in children's centres* | *37,700* | *51,100* | *50,000* | *50,600* | *40,300* | *28,800* | ***24,800*** |
| Sessional | 278,300 | 248,100 | 243,500 | 227,900 | 251,000 | 251,000 | **249,900** |
| Before school | n/a | n/a | n/a | n/a | n/a | n/a | **469,200** |
| After school | 260,100 | 259,900 | 282,700 | 272,500 | 368,100 | 357,400 | **612,400** |
| Holiday | 263,900 | 230,300 | 262,600 | 260,400 | 349,400 | 339,300 | **341,400** |
| Childminders | 272,600 | 291,500 | 275,300 | 262,900 | 245,100 | 236,900 | **226,400** |
| Nursery schools | 28,100 | 28,400 | 30,600 | 29,600 | 25,300 | 25,900 | **28,200** |
| Primary schools with nursery and reception classes | 477,300 | 533,000 | 511,200 | 468,300 | 491,800 | 489,100 | **594,500** |
| Primary schools with reception but no nursery classes | 286,100 | 306,300 | 275,500 | 272,700 | 308,400 | 286,900 | **308,900** |

*Base: All providers of given type 2006, 2007, 2008, 2009, 2010, 2011, 2013*

## Table 4.1b Number of registered places

|  | % change in numbers | | | | | |
|---|---|---|---|---|---|---|
|  | % change from 2006 to 2013 | % change from 2007 to 2013 | % change from 2008 to 2013 | % change from 2009 to 2013 | % change from 2010 to 2013 | % change from 2011 to 2013 |
| Full day care | 46% | 34% | 28% | 23% | 11% | 10% |
| *Full day care in children's centres* | *-34%* | *-51%* | *-50%* | *-51%* | *-38%* | *-14%* |
| Sessional | -10% | 1% | 3% | 10% | 0% | 0% |
| Before school | n/a | n/a | n/a | n/a | n/a | n/a |
| After school | n/a | n/a | n/a | n/a | n/a | n/a |
| Holiday | n/a | n/a | n/a | n/a | n/a | n/a |
| Childminders | -17% | -22% | -18% | -14% | -8% | -4% |
| Nursery schools | n/a | n/a | n/a | n/a | n/a | n/a |
| Primary schools with nursery and reception classes | n/a | n/a | n/a | n/a | n/a | n/a |
| Primary schools with reception but no nursery classes | n/a | n/a | n/a | n/a | n/a | n/a |

*Base: All providers of given type 2006, 2007, 2008, 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 4.2a Mean number of registered places per setting over time[39] | | | | | |
|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| Full day care | 45 | 46 | 43 | 41 | **45** |
| *Full day care in children's centres* | *51* | *50* | *52* | *51* | ***55*** |
| Sessional | 29 | 29 | 31 | 32 | **36** |
| Before school | n/a | n/a | n/a | n/a | **43** |
| After school | 33 | 35 | 40 | 37 | **49** |
| Holiday | 41 | 42 | 47 | 44 | **49** |
| Childminders | 4.9 | 5.2 | 5.2 | 5.1 | **5.2** |
| Nursery schools | 71 | 69 | 63 | 63 | **68** |
| Primary schools with nursery and reception classes | *76* | *70* | *73* | *73* | ***79*** |
| Primary schools with reception but no nursery classes | 32 | 32 | 36 | 33 | **35** |
| *Base: All providers of given type 2008, 2009, 2010, 2011, 2013.* | | | | | |

## 4.2   Number of places in deprived areas

As shown in tables 4.5a and 4.5b, the number of full day care places in the 30 per cent most deprived areas increased by 10 per cent between 2011 and 2013, rising from 190,300 to 209,900, but the proportion of all places which were to be found in deprived areas remained stable (26 per cent). As such, it appears that the increase in the total number of full day care places discussed in section 4.1 has been proportionate across areas of both high and low deprivation.

The number of sessional places in the 30 per cent most deprived areas increased substantially between 2011 and 2013, climbing from 49,100 to 69,600 places (an increase of 42 per cent). Reflecting this shift in the number of places offered, there was a sharp increase in the *proportion* of sessional places to be found in the 30 per cent most deprived areas. In 2013, 28 per cent of sessional places were found in these areas, compared to only 20 per cent in 2011.

As discussed in section 4.5, there was also a large increase in the number of two year old children attending sessional provision in the most deprived areas, rising by 72 per cent from 17,800 in 2011 to 30,500 in 2013. This increase in attendance and places is

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[39] See tables 4.2b-d in Appendix 2 for a more detailed breakdown of the number of places per setting

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

almost certainly driven by the introduction of funded provision for the most deprived two year olds.

Full day care places in children's centres continued to be heavily concentrated in the 30 per cent most deprived areas in 2013 (73 per cent), as did nursery school places (65 per cent) and, to a lesser extent, places in primary schools with nursery and reception classes (40 per cent).

Only 16 per cent of childminder places were to be found in the 30 per cent most deprived areas and the number of childminder places in the most deprived areas declined by 12 per cent between 2011 and 2013 (see table 4.5b).

| Table 4.5a Number of places in the 30% most deprived areas and proportion of all places that are to be found in the 30% most deprived areas for each care type | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 30% most deprived areas (2008) | | 30% most deprived areas (2009) | | 30% most deprived areas (2010) | | 30% most deprived areas (2011) | | 30% most deprived areas (2013) | |
| | No. | % of all places | No. | % of all places | No. | % of all places | No. | % of all places | No. | % of all places |
| Full day care | 186,100 | 30% | 180,700 | 28% | 191,000 | 27% | 190,300 | 26% | 209,900 | 26% |
| *Full day care in children's centres* | *34,900* | *70%* | *34,700* | *69%* | *29,100* | *72%* | *20,100* | *70%* | *18,100* | *73%* |
| Sessional | 41,000 | 17% | 34,000 | 15% | 49,200 | 20% | 49,100 | 20% | 69,600 | 28% |
| Before school | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 154,800 | 33% |
| After school | 84,800 | 30% | 84,700 | 31% | 94,400 | 26% | 90,800 | 25% | 157,600 | 26% |
| Holiday | 75,400 | 29% | 70,000 | 27% | 111,200 | 32% | 120,400 | 35% | 90,800 | 27% |
| Childminders | 51,500 | 19% | 44,100 | 17% | 46,100 | 19% | 42,400 | 18% | 37,200 | 16% |
| Nursery schools | 19,500 | 64% | 20,100 | 68% | 15,100 | 60% | 16,000 | 62% | 18,200 | 65% |
| Primary schools with nursery and reception classes | 266,100 | 52% | 222,000 | 47% | 224,200 | 46% | 222,000 | 45% | 239,800 | 40% |
| Primary schools with reception but no nursery classes | 34,800 | 13% | 24,600 | 9% | 39,600 | 13% | 47,300 | 16% | 47,500 | 15% |

*Base: All providers of given type in the 30 per cent most deprived areas 2008, 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 4.5b  Change in number of places in the 30% most deprived areas | | | | |
|---|---|---|---|---|
| | % change from 2008 to 2013 | % change from 2009 to 2013 | % change from 2010 to 2013 | % change from 2011 to 2013 |
| Full day care | 13% | 16% | 10% | 10% |
| *Full day care in children's centres* | -48% | -48% | -38% | *-10%* |
| Sessional | 70% | 105% | 42% | 42% |
| Before school | n/a | n/a | n/a | n/a |
| After school | n/a | n/a | n/a | n/a |
| Holiday | n/a | n/a | n/a | n/a |
| Childminders | -28% | -16% | -19% | -12% |
| Nursery schools | n/a | n/a | n/a | n/a |
| Primary schools with nursery and reception classes | n/a | n/a | n/a | n/a |
| Primary schools with reception but no nursery classes | n/a | n/a | n/a | n/a |
| *Base: All providers of given type in 30 per cent most deprived areas 2008, 2009, 2010, 2011, 2013.* | | | | |

## 4.3    Number of places by region

The regional distribution of places reported in 2013 was similar to previous years, with registered places broadly mirroring the distribution of settings. For reference, table 4.6a shows how the population of England is distributed across each of the regions, both at a total level and specifically amongst children of pre-school and primary school age.

**Group-based provision**

In general, the regional distribution of full day care places closely mirrored the population of children aged 0-4 in each region (see tables 4.6a and 4.6c). However, London had a relatively limited supply of full day care places relative to population (13 per cent of full day care places were in London, compared to 18 per cent of the population of 0-4 year olds). The relatively low number of full day care places in London is, however, largely offset by the high number of places offered by primary schools with nursery places in the capital (144,300) (see table 4.6b).

In terms of sessional care, there was a high level of provision in the East region relative to the population of 0-4 year old children living there (14 per cent of sessional places versus 11 per cent of the 0-4 year old population). Similarly, the South East also had a high level of provision (19 per cent of sessional places versus 16 per cent of the 0-4 year old population). Conversely, as with full day care providers, London had a relatively

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

limited supply of sessional places relative to the population, which may again be linked to the high level of maintained provision discussed above (14 per cent of places were in London, compared to 18 per cent of the population of 0-4 year olds).

**Out of school provision**

The distribution of before school places was somewhat different to the distribution of 5-11 year olds by region (see tables 4.6a and 4.6d). London only accounted for nine per cent of before school places despite accounting for 16 per cent of the population of 5-11 year olds. This suggests that there is a relative under-supply of before school provision in the capital, though the disparity could also hypothetically be caused by low demand from parents. However, the fact that only nine per cent of before school places were to be found in London while 11 per cent of children attending such provision were from London suggests that demand for places in the capital is relatively high and undersupply is therefore a factor.

The South East was also somewhat under-represented, with 14 per cent of before school places, but 17 per cent of the population of 5-11 year olds.

The greatest share of before school places was found in the North East, Yorkshire & Humberside and in the North West (18 per cent in each) despite each of those regions only accounting for 14 per cent and 13 per cent of the population of 5-11 year olds respectively.

In contrast, the regional distribution of after school and holiday club places were essentially in line with the population of children aged 5-11 in each region.

**Childminders**

The distribution of childminder places was largely in line with the regional population distribution (see tables 4.6a and 4.6e), though there was a relatively high level of supply in the South East (20 per cent of childminder places compared to 16 per cent of the 0-4 population).

**School-based provision**

London continued to hold the greatest share of places in nursery schools (21 per cent) and primary schools with nursery and reception classes (24 per cent) in 2013 (see tables 4.6a and 4.6f). Compared to the population of children in London, it is clear that the level of supply of nursery schools and primary schools with both reception and nursery classes was relatively high (London accounts for 18 per cent of the population of children aged 0-4). However, the total number of school-based places in London is broadly in line with population figures.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

A similar pattern was to be found in the North East, Yorkshire and Humberside region, which accounted for 20 per cent of places in primary schools with nursery and reception classes, 10 per cent of places in primary schools with reception but no nursery classes, and 14 per cent of the population of children aged 0-4.

The South East continued to hold the greatest share of places in primary schools with reception but no nursery classes in 2013 (22 per cent) and this is a high proportion relative to the population of reception aged children in that region (16 per cent of all children aged four live in the South East)[40].There was also a relatively high supply of places in this type of setting in the South West (16 per cent of places versus nine per cent of the population of four year olds).

Ten per cent of nursery school places were found in the South East and five per cent in the South West. This proportion of nursery school places was low relative to these regions' populations (16 and nine per cent of all children aged 0-4 respectively). The same was true for primary schools with reception and nursery classes, with only 10 per cent of places found in the South East and four per cent in the South West. As such, it appears that both the South East and the South West are less well served in terms of school-based nursery provision than other regions.

| Table 4.6a Distribution of population by Region[41] | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Population of regions | | | | Proportion of total English population in each region | | |
| | Total population | Children aged 0-4 | Children aged 5-11 | Children aged 0-11 | Total population | Children aged 0-4 | Children aged 5-11 | Children aged 0-11 |
| Total (all regions) | 53,865,817 | 3,414,130 | 4,347,325 | 7,761,455 | 100% | 100% | 100% | 100% |
| East Midlands | 4,598,729 | 277,014 | 361,876 | 638,890 | 9% | 8% | 8% | 8% |
| East | 5,954,169 | 373,370 | 481,903 | 855,273 | 11% | 11% | 11% | 11% |
| London | 8,416,535 | 621,281 | 713,310 | 1,334,591 | 16% | 18% | 16% | 17% |
| North East, Yorkshire & Humberside | 7,948,191 | 485,862 | 628,390 | 1,114,252 | 15% | 14% | 14% | 14% |
| North West | 7,103,260 | 440,266 | 569,970 | 1,010,236 | 13% | 13% | 13% | 13% |
| South East | 8,792,626 | 547,531 | 717,777 | 1,265,308 | 16% | 16% | 17% | 16% |
| South West | 5,377,595 | 305,282 | 399,912 | 705,194 | 10% | 9% | 9% | 9% |
| West Midlands | 5,674,712 | 363,524 | 474,187 | 837,711 | 11% | 11% | 11% | 11% |
| *Base: English population* | | | | | | | | |

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[40] Data specifically for four year olds is not broken out in table 4.6a. However, the regional distribution of four year olds is identical to that for 0-4 year olds, with the exception that London accounts for 17 per cent of four year olds vs. 18 per cent of 0-4 year olds.

[41] Sourced from ONS Mid-Year Population Estimates for 2013.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 4.6b Number of places by Region

| | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday | Childmind-ers | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | No. | No. | No. | No. | No. | No. | No. | No. | No. |
| **Total number of places** | **796,500** | **24,800** | **249,900** | **469,200** | **612,400** | **341,400** | **226,400** | **28,200** | **594,500** | **308,900** |
| East Midlands | 75,000 | 1,700 | 21,100 | 50,300 | 57,500 | 31,000 | 19,700 | 1,900 | 36,000 | 30,600 |
| East | 82,000 | 1,500 | 35,500 | 45,900 | 58,400 | 32,800 | 26,000 | 3,300 | 53,100 | 43,400 |
| London | 104,800 | 4,900 | 36,000 | 41,700 | 95,300 | 58,500 | 35,500 | 5,900 | 144,300 | 21,700 |
| North East, Yorkshire & Humberside | 96,200 | 6,500 | 29,100 | 85,500 | 86,900 | 43,200 | 33,600 | 4,600 | 116,400 | 32,100 |
| North West | 113,500 | 3,200 | 31,700 | 83,200 | 77,900 | 50,600 | 27,100 | 4,400 | 82,200 | 38,300 |
| South East | 145,700 | 1,300 | 47,300 | 64,400 | 105,800 | 55,600 | 44,900 | 2,800 | 59,900 | 68,600 |
| South West | 88,900 | 2,100 | 26,000 | 46,000 | 58,400 | 31,600 | 21,300 | 1,400 | 24,800 | 49,200 |
| West Midlands | 90,400 | 3,500 | 23,300 | 52,400 | 72,100 | 38,200 | 18.400 | 3,700 | 77,800 | 25,000 |
| *Base: All providers of given type 2013.* | | | | | | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 4.6c Distribution of places by Region (group-based providers)

| | Full Day Care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| East Midlands | 8% | 8% | 8% | 8% | **9%** | 6% | 5% | 4% | 1% | **7%** | 10% | 12% | 10% | 9% | **8%** |
| East | 10% | 10% | 10% | 10% | **10%** | 8% | 9% | 12% | 8% | **6%** | 16% | 15% | 14% | 16% | **14%** |
| London | 14% | 16% | 14% | 14% | **13%** | 21% | 20% | 20% | 24% | **20%** | 11% | 11% | 14% | 15% | **14%** |
| North East, Yorkshire & Humberside | 13% | 13% | 14% | 13% | **12%** | 23% | 23% | 21% | 23% | **26%** | 10% | 10% | 11% | 10% | **12%** |
| North West | 14% | 14% | 15% | 16% | **14%** | 13% | 13% | 20% | 14% | **13%** | 10% | 11% | 12% | 11% | **13%** |
| South East | 18% | 18% | 18% | 17% | **18%** | 10% | 10% | 8% | 10% | **5%** | 21% | 22% | 19% | 19% | **19%** |
| South West | 12% | 9% | 10% | 11% | **11%** | 7% | 10% | 6% | 8% | **9%** | 13% | 12% | 10% | 10% | **10%** |
| West Midlands | 12% | 12% | 11% | 11% | **11%** | 13% | 10% | 10% | 13% | **14%** | 8% | 7% | 10% | 10% | **9%** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013*

## Table 4.6d Distribution of places by Region (out of school providers)

| | Before school | | | | | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| East Midlands | n/a | n/a | n/a | n/a | **11%** | 7% | 7% | 9% | 9% | **9%** | 7% | 7% | 9% | 10% | **9%** |
| East | n/a | n/a | n/a | n/a | **10%** | 8% | 8% | 8% | 8% | **10%** | 11% | 10% | 10% | 12% | **10%** |
| London | n/a | n/a | n/a | n/a | **9%** | 16% | 17% | 16% | 15% | **16%** | 15% | 15% | 17% | 15% | **17%** |
| North East, Yorkshire & Humberside | n/a | n/a | n/a | n/a | **18%** | 13% | 12% | 16% | 15% | **14%** | 14% | 12% | 14% | 16% | **13%** |
| North West | n/a | n/a | n/a | n/a | **18%** | 21% | 24% | 16% | 19% | **13%** | 13% | 12% | 14% | 15% | **15%** |
| South East | n/a | n/a | n/a | n/a | **14%** | 14% | 16% | 15% | 12% | **17%** | 17% | 20% | 14% | 13% | **16%** |
| South West | n/a | n/a | n/a | n/a | **10%** | 8% | 6% | 8% | 8% | **10%** | 12% | 12% | 10% | 9% | **9%** |
| West Midlands | n/a | n/a | n/a | n/a | **11%** | 12% | 11% | 13% | 13% | **12%** | 12% | 12% | 12% | 10% | **11%** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 4.6e Distribution of places by Region (childminders)**

| | Childminders | | | | |
|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| East Midlands | 10% | 9% | 9% | 9% | **9%** |
| East | 13% | 12% | 12% | 13% | **11%** |
| London | 16% | 14% | 16% | 16% | **16%** |
| North East, Yorkshire & Humberside | 15% | 15% | 15% | 14% | **15%** |
| North West | 11% | 12% | 12% | 11% | **12%** |
| South East | 18% | 20% | 18% | 20% | **20%** |
| South West | 9% | 10% | 9% | 9% | **9%** |
| West Midlands | 8% | 9% | 9% | 8% | **8%** |

*Base: Childminders 2008, 2009, 2010, 2011, 2013.*

**Table 4.6f Distribution of places by Region (school-based providers)**

| | Nursery Schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| East Midlands | 8% | 6% | 8% | 7% | **7%** | 7% | 6% | 6% | 7% | **6%** | 11% | 10% | 12% | 11% | **10%** |
| East | 9% | 12% | 10% | 11% | **12%** | 9% | 9% | 8% | 8% | **9%** | 13% | 12% | 12% | 12% | **14%** |
| London | 18% | 16% | 20% | 22% | **21%** | 19% | 23% | 26% | 25% | **24%** | 4% | 6% | 5% | 5% | **7%** |
| North East, Yorkshire & Humberside | 16% | 16% | 16% | 14% | **16%** | 23% | 20% | 22% | 21% | **20%** | 11% | 10% | 10% | 10% | **10%** |
| North West | 18% | 16% | 16% | 16% | **16%** | 17% | 17% | 16% | 15% | **14%** | 14% | 12% | 11% | 14% | **12%** |
| South East | 11% | 10% | 13% | 11% | **10%** | 7% | 7% | 7% | 8% | **10%** | 20% | 23% | 24% | 23% | **22%** |
| South West | 4% | 9% | 5% | 6% | **5%** | 4% | 3% | 2% | 3% | **4%** | 17% | 18% | 16% | 16% | **16%** |
| West Midlands | 15% | 14% | 13% | 13% | **13%** | 13% | 14% | 14% | 14% | **13%** | 9% | 8% | 9% | 10% | **8%** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

## 4.4    Childcare places by ownership

**Group-based provision**

The large majority of full day care (91 per cent) and sessional (88 per cent) places were in private or voluntary settings. However, full day care places tended to be found in

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

private providers (67 per cent), whereas sessional care places were more evenly split between the two (43 per cent privately run and 45 per cent voluntary).

The proportion of full day care places in voluntary run settings has been increasing over time, from 16 per cent in 2008 to 24 per cent in 2013. This increase in the proportion of voluntary run places has been relatively consistent in both the 30 per cent most deprived areas (which saw an increase of seven percentage points over this period) and in the 70 per cent least deprived areas (which saw an increase of nine percentage points).

As the proportion of sessional places found in private providers has increased over the years (from 29 per cent in 2008 to 43 per cent in 2013), the proportion of places to be found in voluntary providers has fallen accordingly, from 64 per cent to 45 per cent over the same period.

**Out of school provision**

Around half of all before school and after school places were in maintained settings (53 per cent and 51 per cent respectively). This contrasts with holiday provision, which was largely privately or voluntary run (81 per cent).

Ofsted's early years annual report 2012/13 highlighted that nursery schools tend to perform as well in deprived areas as in more wealthy areas. It also recommended that more was done to enable schools to provide early education and childcare to young children. In *More Great Childcare*, the Department for Education outlined measures aimed at making it easier for schools to offer early education, including removing the requirement for schools to register separately with Ofsted to provide early education for two year-olds (measures contained within the Small Businesses, Enterprise and Employment Bill currently going through Parliament).[42] As such, it is possible that there may be future changes in the ownership profile of out of school settings towards school run provision.

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[42] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219660/More_20Great_20Childcare_20v2.pdf

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 4.7a Total number and proportion of Ofsted registered places by ownership (group-based providers)[43]

| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Total number of places | 620,700 | 647,800 | 716,700 | 721,500 | **796,500** | 50,000 | 50,600 | 40,300 | 28,800 | **24,800** | 243,500 | 227,900 | 251,000 | 251,000 | **249,900** |
| **Private or Voluntary** | **86%** | **88%** | **87%** | **91%** | **91%** | **28%** | **37%** | **32%** | **32%** | **34%** | **93%** | **95%** | **95%** | **95%** | **88%** |
| *Private* | 70% | 72% | 65% | 69% | **67%** | 11% | 19% | 15% | 15% | **18%** | 29% | 30% | 36% | 37% | **43%** |
| *Voluntary* | 16% | 16% | 23% | 22% | **24%** | 18% | 18% | 17% | 17% | **18%** | 64% | 65% | 59% | 57% | **45%** |
| **Maintained** | **10%** | **10%** | **12%** | **8%** | **8%** | **69%** | **60%** | **69%** | **69%** | **65%** | **6%** | **5%** | **7%** | **6%** | **12%** |
| *Local Authority* | 5% | 4% | 6% | 5% | **4%** | 59% | 52% | 58% | 55% | **51%** | 3% | 2% | 4% | 4% | **6%** |
| *School/college* | 5% | 5% | 5% | 4% | **5%** | 10% | 8% | 11% | 14% | **14%** | 3% | 2% | 3% | 2% | **6%** |
| *Other* | 4% | 2% | 2% | 1% | **1%** | 3% | 2% | 3% | 1% | **4%** | 2% | 1% | 1% | * | * |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

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[43] See tables 4.7c-f in Appendix 2 for the number of settings under each type of ownership.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

# Table 4.7b Proportion of registered places by ownership (out of school providers)[44]

| | Before school | | | | | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Total number of places | n/a | n/a | n/a | n/a | **469,200** | 282,700 | 272,500 | 368,100 | 357,400 | **612,400** | 262,600 | 260,400 | 349,400 | 339,300 | **341,400** |
| **Private or Voluntary** | **n/a** | **n/a** | **n/a** | **n/a** | **47%** | **68%** | **69%** | **65%** | **66%** | **52%** | **70%** | **71%** | **73%** | **75%** | **81%** |
| *Private* | *n/a* | *n/a* | *n/a* | *n/a* | ***37%*** | *40%* | *39%* | *37%* | *42%* | ***33%*** | *40%* | *37%* | *48%* | *50%* | ***60%*** |
| *Voluntary* | *n/a* | *n/a* | *n/a* | *n/a* | ***11%*** | *29%* | *29%* | *28%* | *24%* | ***20%*** | *30%* | *33%* | *24%* | *25%* | ***21%*** |
| **Maintained** | **n/a** | **n/a** | **n/a** | **n/a** | **53%** | **30%** | **30%** | **36%** | **34%** | **51%** | **26%** | **25%** | **28%** | **25%** | **19%** |
| *Local Authority* | *n/a* | *n/a* | *n/a* | *n/a* | ***4%*** | *10%* | *7%* | *7%* | *4%* | ***5%*** | *16%* | *17%* | *13%* | *6%* | ***6%*** |
| *School/college* | *n/a* | *n/a* | *n/a* | *n/a* | ***49%*** | *20%* | *23%* | *29%* | *29%* | ***47%*** | *10%* | *8%* | *15%* | *19%* | ***13%*** |
| *Other* | *n/a* | *n/a* | *n/a* | *n/a* | ***\**** | *2%* | *3%* | *\** | *1%* | ***1%*** | *5%* | *5%* | *2%* | *1%* | ***1%*** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

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[44] See tables 4.7c-f in Appendix 2 for the number of settings under each type of ownership.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

As shown in table 4.8a, privately owned full day care settings tended to offer more places than voluntary run settings in 2013 (a mean of 49 and 36 places respectively). However, the scale of voluntary full day care provision has increased since 2011, when there were only 30 places per setting on average.

Amongst sessional providers there was an increase in the mean number of places per setting in private providers, rising from 35 in 2011 to 40 in 2013.

Maintained after school providers and holiday providers had the highest average number of registered places per setting, with 59 in after school settings and 63 in holiday settings, a higher average than in their private equivalents. Before school providers had a lower mean of 45 places per maintained setting.

## Table 4.8a Mean number of Ofsted registered places by ownership (group-based providers)[45]

| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | ***2013*** | 2008 | 2009 | 2010 | 2011 | **2013** |
| **Private or Voluntary** | **45** | **46** | **42** | **41** | **45** | ***48*** | ***46*** | ***50*** | ***52*** | ***55‡*** | **29** | **29** | **30** | **32** | **35** |
| *Private* | *49* | *50* | *47* | *47* | ***49*** | *†* | *45* | *49* | *†* | *†* | *29* | *31* | *36* | *35* | ***40*** |
| *Voluntary* | *33* | *33* | *32* | *30* | ***36*** | *50* | *†* | *50* | *†* | *†* | *29* | *29* | *28* | *30* | ***31*** |
| **Maintained** | **43** | **46** | **47** | **42** | **44** | ***52*** | ***53*** | ***52*** | ***51*** | ***56‡*** | **28** | **30** | **31** | **32** | **44** |
| *Local Authority* | *43* | *†* | *46* | *†* | ***49‡*** | *52* | *53* | *52* | *53* | ***56‡*** | *26* | *†* | *30* | *†* | ***42‡*** |
| *School/college* | *43* | *†* | *48* | *†* | ***41‡*** | *†* | *†* | *†* | *†* | *†* | *31* | *†* | *†* | *†* | *†* |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013*

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[45] Settings under 'Other' ownership have been excluded from this table due to consistently low base sizes.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 4.8b Mean number of registered places by ownership (out of school providers)[46] | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | | | After school | | | | | Holiday | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| **Private or Voluntary** | n/a | n/a | n/a | n/a | 41 | 33 | 35 | 39 | 36 | 44 | 40 | 40 | 45 | 43 | 47 |
| *Private* | n/a | n/a | n/a | n/a | **44** | 34 | 37 | 38 | 36 | **39** | 43 | 41 | 47 | 44 | **49** |
| *Voluntary* | n/a | n/a | n/a | n/a | **33** | 32 | 33 | 40 | 35 | **57** | 36 | 39 | 42 | 43 | **43** |
| **Maintained** | n/a | n/a | n/a | n/a | 45 | 32 | 36 | 42 | 39 | 59 | 44 | 45 | 51 | 46 | 63 |
| *Local Authority* | n/a | n/a | n/a | n/a | † | 37 | † | 38 | † | † | 46 | 51 | 62 | † | † |
| *School/college* | n/a | n/a | n/a | n/a | **45** | 30 | 35 | 43 | 40 | **61** | 42 | 37 | 45 | 46 | **59‡** |
| Base: All providers of given type 2008, 2009, 2010, 2011, 2013 | | | | | | | | | | | | | | | |

## 4.5 Number of children attending

The previous section discussed the number of registered places in different types of setting. As mentioned earlier, the number of registered places is not necessarily reflective of the number of children that actually *attend* a given setting in a typical term-time week, which is the focus of this section.

The number of children attending may in some cases be greater than the number of places, as part time children can share places. However, the number of children attending may also be lower than the number of registered places if a provider is not operating at full capacity.

**Group-based provision**

As shown by tables 4.9a and 4.9b, the number of children attending sessional care in a typical term-time week had been on a downward trend (decreasing from 361,500 in 2008 to 282,900 in 2011). However, in 2013 the decline was reversed and the number attending increased by 11 per cent (from 282,900 to 313,100). This increase came about in spite of a decrease in the number of sessional providers (as highlighted in section 3.1) and the mean number of children attending per sessional provider increased accordingly, from 36 in 2011, to 44 in 2013 (see table 4.10). The increase in numbers may be associated with a possible shift in focus towards offering multiple sessions in a single day.

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[46] Settings under 'Other' ownership have been excluded from this table due to consistently low base sizes.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

The introduction of funded provision for disadvantaged two year olds seems to have had an impact on attendance. In particular, there was a large increase in the number of two year old children attending sessional provision in the most deprived areas, rising by 72 per cent from 17,800 in 2011 to 30,500 in 2013.

There was also an increase in the number of three and four year old children (all of whom are eligible to funded provision) attending sessional settings in the 30 per cent most deprived areas, rising by 44 per cent from 26,500 in 2011 to 38,000 in 2013.

The number of children attending full day care provision also increased by 11 per cent in 2013, rising from 948,200 to 1,050,700. The mean number of children attending per full day care provider increased from 54 to 59. Again, it seems that the introduction of funded provision for disadvantaged two year olds has played a part in this increase, particularly in the 30 per cent most deprived areas where the number of two year olds attending full day care settings increased by 23 per cent (from 74,500 in 2011 to 91,700 in 2013).

There was also a substantial increase in the number of children aged three or four who attended full day care provision in the 30 per cent most deprived areas, rising by 14 per cent from 99,900 in 2011 to 113,900 in 2013.

While there was a relatively large proportional decline in the number of children attending full day care settings in children's centres (falling by 13 per cent between 2011 and 2013), the absolute decline in numbers from 38,400 to 33,500 was substantially outweighed by the increase in the number of children attending broader group-based provision.

**Out of school provision**

A substantial number of children also attended after school provision, with 812,800 in a typical term time week, and an average of 62 children attending per provider.[47] Before school providers had 591,200 children attending in a typical term-time week and holiday providers had 361,400 attending in a typical week in the holidays.

**Childminders**

In spite of the six per cent decrease in the number of active childminders between 2011 and 2013 (as discussed in section 3.1), there was actually a four per cent increase in the number of children attending childminders over that period (rising from 266,100 in 2011 to 277,500 in 2013). This figure does, however, remain six per cent below the number of children attending childminders in 2008.

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[47] While this figure is considerably higher than that reported in 2011, it should again be noted that due to the change in the definition of after school provision, these figures cannot reliably be compared.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## School-based provision

Amongst school-based providers, primary schools with both nursery and reception classes had the largest number of children attending, with 600,300 children attending in a typical week and an average of 80 children per provider in 2013. Nursery schools had 38,200 children attending in a typical week, and an average of 92 children per provider, the highest mean attendance of any group. Primary schools with reception but no nursery classes had 287,500 children attending a week and an average of 33 children per setting.

| Table 4.9a Number of children attending in a typical week | | | | | |
|---|---|---|---|---|---|
| | **Number of children** | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| | No. | No. | No. | No. | **No.** |
| Full day care | 872,800 | 873,900 | 957,700 | 948,200 | **1,050,700** |
| *Full day care in children's centres* | *66,600* | *72,100* | *53,500* | *38,400* | ***33,500*** |
| Sessional | 361,500 | 326,200 | 311,800 | 282,900 | **313,100** |
| Before school | n/a | n/a | n/a | n/a | **591,200** |
| After school | 426,400 | 412,600 | 509,000 | 508,400 | **812,800** |
| Holiday | 347,600 | 328,200 | 398,400 | 389,400 | **361,400** |
| Childminders | 294,200 | 276,600 | 259,000 | 266,100 | **277,500** |
| Nursery schools | 40,500 | 39,800 | 33,800 | 33,900 | **38,200** |
| Primary schools with nursery and reception classes | 526,500 | 494,200 | 519,100 | 528,200 | **600,300** |
| Primary schools with reception but no nursery classes | 245,300 | 241,400 | 273,900 | 265,200 | **287,500** |
| *Base: All providers of given type 2008, 2009, 2010, 2011, 2013.* | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 4.9b Number of children attending (% change in numbers)

|  | From 2008 to 2013 | From 2009 to 2013 | From 2010 to 2013 | **From 2011 to 2013** |
|---|---|---|---|---|
| % change | % | % | % | % |
| Full day care | 20% | 20% | 10% | **11%** |
| *Full day care in children's centres* | -50% | -54% | -37% | **-13%** |
| Sessional | -13% | -4% | 0% | **11%** |
| Before school | n/a | n/a | n/a | **n/a** |
| After school | n/a | n/a | n/a | **n/a** |
| Holiday | n/a | n/a | n/a | **n/a** |
| Childminders | -6% | 0% | 7% | **4%** |
| Nursery schools | n/a | n/a | n/a | **n/a** |
| Primary schools with nursery and reception classes | n/a | n/a | n/a | **n/a** |
| Primary schools with reception but no nursery classes | n/a | n/a | n/a | **n/a** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

## Table 4.10 Mean number of children attending in a typical week

|  | 2008 | 2009 | 2010 | 2011 | **2013** |
|---|---|---|---|---|---|
| Full day care | 64 | 62 | 58 | 54 | **59** |
| *Full day care in children's centres* | *69* | *73* | *69* | *68* | ***75*** |
| Sessional | 43 | 42 | 38 | 36 | **44** |
| Before school | n/a | n/a | n/a | n/a | **47** |
| After school | 49 | 52 | 54 | 51 | **62** |
| Holiday | 56 | 53 | 54 | 51 | **52** |
| Childminders | 5 | 5 | 6 | 6 | **6** |
| Nursery schools | 92 | 92 | 83 | 82 | **92** |
| Primary schools with nursery and reception classes | 79 | 74 | 78 | 79 | **80** |
| Primary schools with reception but no nursery classes | 28 | 28 | 32 | 31 | **33** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

### 4.5.1  Ratio of children to places

It was found that all types of group-based provider had more children attending than there were places. This is because two (or more) children may attend on a part time basis, therefore effectively 'sharing' a single registered place.[48]

The number of attendees per place in primary school-based providers was lower than that for most of the group-based and out of school groups (1.0 in primary schools with reception but no nursery classes and 0.9 in primary schools with reception but no nursery classes).

| Table 4.11 Mean number of attendees per place | |
| --- | --- |
| | Number of attendees per place |
| | **2013** |
| Full day care | 1.4 |
| *Full day care in children's centres* | *1.5* |
| Sessional | 1.5 |
| Before school | 1.4 |
| After school | 1.5 |
| Holiday | 1.3 |
| Childminders | 1.2 |
| Nursery schools | 1.5 |
| Primary schools with nursery and reception classes | 1.0 |
| Primary schools with reception but no nursery classes | 0.9 |
| *Base: All providers of given type 2013.* | |

## 4.6    Child vacancies

Settings were asked about the number of vacancies they had on an average day. As such, it should be borne in mind that there would be fluctuations in the number of vacancies from day to day and throughout the year. The nature of childcare provision means that it is difficult to run a setting at 100 per cent capacity (as not all parents want childcare on every single day of the week, so there tend to be peaks and troughs in demand which may also be exacerbated by seasonal factors). New providers may also find that it takes time to build up the number of children on their books.

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[48] In the 2013 survey a more restrictive cap has been placed on the maximum permissible ratio of children to places in order to reduce the scope for volatility in the data – see technical report for details

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

The number of vacancies in full day care settings and in sessional settings increased between 2011 and 2013 (see table 4.12). Full day care vacancies increased by eight per cent in spite of the simultaneous increase in the number of children attending outlined in section 4.5. It is likely that this increase in vacancies is partly a reflection of the increase in the number of full day care settings discussed in section 3.1, but also appears to be related to a more general increase in staffing levels and an accordant increase in the number of registered places (as discussed in section 4.1). It is possible that the simultaneous increase in vacancies and in staffing levels may be related to the introduction of the funded provision for two year olds, with some providers taking on extra staff in anticipation of additional demand as the funded provision, which launched at around the same time as the survey, bedded in (though this cannot be proven from the survey data). Overall there were 144,700 vacancies in full day care settings on a typical day.

The number of sessional vacancies increased by five per cent between 2011 and 2013, rising to a total of 49,500. As was highlighted in chapter 3, it appears that sessional settings have seen a shift in profile since 2011, opening for longer hours, with more paid staff and with a greater tendency to be privately run. It is possible that this change in profile has contributed to the increase in sessional vacancies in spite of a decrease in the total number of sessional settings.

Childminder vacancy levels remained essentially stable (declining by one per cent) in spite of the six per cent decrease in the number of active childminders between 2011 and 2013 (see section 3.1).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 4.12 Number of vacancies (and percentage change in vacancies) for children in each type of setting on an average day**

| | Number of vacancies | | | | | Percentage change | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | From 2008 to 2013 | From 2009 to 2013 | From 2010 to 2013 | From 2011 to 2013 |
| | No. | No. | No. | No. | **No.** | % | % | % | % |
| Full day care | 82,300 | 100,500 | 122,700 | 134,600 | **144,700** | 76% | 44% | 18% | 8% |
| *Full day care in children's centres* | *5,100* | *5,700* | *4,000* | *2,900* | ***3,100*** | -40% | -46% | -23% | 7% |
| Sessional | 19,900 | 25,500 | 41,700 | 47,200 | **49,500** | 149% | 94% | 19% | 5% |
| Before school | n/a | n/a | n/a | n/a | **99,800** | n/a | n/a | n/a | n/a |
| After school | 59,200 | 58,300 | 63,800 | 77,700 | **95,500** | n/a | n/a | n/a | n/a |
| Holiday | 62,800 | 70,400 | 75,500 | 77,600 | **68,400** | n/a | n/a | n/a | n/a |
| Childminders | 65,900 | 59,400 | 61,500 | 62,000 | **61,100** | -7% | 3% | -1% | -1% |
| Nursery schools | 1,400 | 2,500 | 3,000 | 4,000 | **4,400** | n/a | n/a | n/a | n/a |
| Primary schools with nursery and reception classes | 44,000 | 39,000 | 48,500 | 40,100 | **62,100** | n/a | n/a | n/a | n/a |
| Primary schools with reception but no nursery classes | 30,900 | 26,600 | 24,100 | 19,300 | **24,700** | n/a | n/a | n/a | n/a |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

While there were directional increases in the mean number of vacancies in a variety of settings between 2011 and 2013 (as shown in table 4.13), only the sessional increase was statistically significant, rising from 6 to 7 vacancies per setting.

As had been the case in previous years, holiday settings tended to have the highest vacancy rate, with 27 per cent of all places vacant on a typical day in 2013 (see table 4.13). School-based settings appeared to have the greatest pressure on places – 20 per cent of places in full day care settings were vacant on an average day, compared to 13 per cent in primary schools with nursery and reception classes and only 11 per cent in primary schools with reception classes only.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 4.13 Mean number of vacancies for children and proportion of all available places which are vacant in each type of provider on an average day**

| | Mean number of vacancies | | | | | Proportion of all available places which are vacant | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| | No. | No. | No. | No. | **No.** | % | % | % | % | **%** |
| Full day care | 6 | 7 | 8 | 8 | **9** | 14% | 16% | 19% | 21% | **20%** |
| *Full day care in children's centres* | *6* | *6* | *6* | *6* | ***8*** | *14%* | *13%* | *11%* | *11%* | ***14%*** |
| Sessional | 2 | 3 | 5 | 6 | **7** | 9% | 12% | 17% | 21% | **21%** |
| Before school | n/a | n/a | n/a | n/a | **9** | n/a | n/a | n/a | n/a | **24%** |
| After school | 7 | 8 | 7 | 8 | **8** | 24% | 23% | 20% | 24% | **20%** |
| Holiday | 11 | 12 | 11 | 11 | **11** | 26% | 27% | 26% | 26% | **27%** |
| Childminders | 1 | 1 | 1 | 1 | **2** | 25% | 23% | 26% | 25% | **25%** |
| Nursery schools | 3 | 6 | 8 | 10 | **12** | 5% | 9% | 13% | 18% | **18%** |
| Primary schools with nursery and reception classes | 7 | 6 | 8 | 6 | **9** | 11% | 11% | 12% | 10% | **13%** |
| Primary schools with reception but no nursery classes | 4 | 3 | 3 | 2 | **3** | 13% | 12% | 10% | 10% | **11%** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013. All vacancies in providers of the given type 2008, 2009, 2010, 2011, 2013.*

## 4.6.1  Vacant places by deprivation

**Childcare**

In general, the proportion of vacancies to be found in the 30 per cent most deprived areas (see table 4.14a) were broadly in line with the proportion of registered places to be found in those areas for each type of provider.

The largest difference in this respect was to be found for full day care settings in children's centres, for which 66 per cent of vacancies and 73 per cent of registered places were to be found in the most deprived areas in 2013. This suggests that demand for places in children's centres is greater in the 30 per cent most deprived areas than it is in the less deprived areas. The same holds true for before school settings. It should, however, be noted that it is possible that more complex factors are at play - for example it may be the case that additional supply in a given area may actually serve to fuel demand.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

The opposite was true for childminders, for which 21 per cent of vacancies and 16 per cent of registered places were in the most deprived areas, suggesting that demand for childminder places tended to be greater in the 70 per cent least deprived areas. A similar, but less pronounced pattern also applied to sessional and holiday settings.

The proportion of vacancies to be found in the 30 per cent most deprived areas for sessional setting increased from 22 per cent in 2011 to 32 per cent in 2013, reflecting the increase in the number of places offered in these areas, as discussed in section 4.2.

### School-based provision

For school-based providers, the proportion of vacancies to be found in the 30 per cent most deprived areas was, again, similar to the proportion of registered places in those areas.

**Table 4.14a Number of vacant places in the 30% most deprived areas & the proportion of all vacancies that are to be found in the 30% most deprived areas for each type of provider**

| | 30% most deprived areas (2008) | | 30% most deprived areas (2009) | | 30% most deprived areas (2010) | | 30% most deprived areas (2011) | | 30% most deprived areas (2013) | |
|---|---|---|---|---|---|---|---|---|---|---|
| | No. | % of all vacan-cies | No. | % of all vacan-cies | No. | % of all vacan-cies | No. | % of all vacan-cies | No. | % of all vacan-cies |
| Full day care | 25,500 | 31% | 25,900 | 26% | 33,800 | 28% | 38,300 | 28% | **36,600** | **25%** |
| *Full day care in children's centres* | *3,900* | *76%* | *4,400* | *77%* | *3,000* | *74%* | *2,100* | *72%* | ***2,000*** | ***66%*** |
| Sessional | 4,000 | 20% | 3,900 | 15% | 7,800 | 19% | 10,400 | 22% | **15,900** | **32%** |
| Before school | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | **27,000** | **27%** |
| After school | 19,700 | 33% | 21,500 | 37% | 18,900 | 30% | 19,900 | 26% | **25,700** | **27%** |
| Holiday | 18,800 | 30% | 17,100 | 24% | 22,800 | 30% | 22,400 | 29% | **21,200** | **31%** |
| Childminders | 13,200 | 20% | 11,600 | 20% | 14,200 | 23% | 12,600 | 20% | **12,900** | **21%** |
| Nursery schools | 900 | 64% | 2,000 | 80% | 1,900 | 64% | 2,600 | 65% | **2,700** | **61%** |
| Primary schools with nursery and reception classes | 23,200 | 53% | 17,000 | 44% | 21,300 | 44% | 18,100 | 45% | **24,800** | **40%** |
| Primary schools with reception but no nursery classes | 4,500 | 15% | 2,600 | 10% | 3,000 | 13% | 2,400 | 12% | **2,900** | **12%** |

*Base: All providers of given type in the 30% most deprived areas 2008, 2009, 2010, 2011, 2013. All vacancies in providers of the given type in the 30% most deprived areas 2008, 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

As seen in table 4.14b, the number of vacant sessional places in the 30 per cent most deprived areas has increased rapidly since 2009. Between 2009 and 2013 the number of vacancies quadrupled, rising by 304 per cent in sessional settings. There was a 53 per cent rise between 2011 and 2013.

Conversely, there has been a tightening in the number of full day care vacancies in the most deprived areas, falling by four per cent from 38,300 in 2011 to 36,600 in 2013 (see also table 4.14a).

| Table 4.14b Change in the number of vacant places in the 30% most deprived areas | | | | |
|---|---|---|---|---|
| | % change in number of vacant places | | | |
| | **From**<br>2008 to 2013 | From<br>2009 to 2013 | From<br>2010 to 2013 | **From**<br>**2011 to 2013** |
| Full day care | 44% | 41% | 8% | **-4%** |
| *Full day care in children's centres* | -48% | -54% | -32% | **-3%** |
| Sessional | 296% | 304% | 104% | **53%** |
| Before school | n/a | n/a | n/a | **n/a** |
| After school | n/a | n/a | n/a | **n/a** |
| Holiday | n/a | n/a | n/a | **n/a** |
| Childminders | -2% | 11% | -9% | **3%** |
| Nursery schools | n/a | n/a | n/a | **n/a** |
| Primary schools with nursery and reception classes | n/a | n/a | n/a | **n/a** |
| Primary schools with reception but no nursery classes | n/a | n/a | n/a | **n/a** |
| *Base: All vacancies in providers of given type in the 30% most deprived areas 2008, 2009, 2010, 2011, 2013.* | | | | |

## 4.6.2 Vacant places by region

The distribution of vacant places by region (see table 4.15) broadly followed the distribution of available places. However, there were signs of additional demand for places in London based settings. Sessional settings in London accounted for 14 per cent of places in England but only 11 per cent of vacancies, while holiday settings provided 17 per cent of places but only 11 per cent of all vacancies. There was a similar pattern for after school settings in London (16 per cent of all places compared to 12 per cent of vacancies).

The relatively high level of demand in London was most apparent in school-based settings. Nursery schools in London accounted for 21 per cent of all places in England, but only five per cent of all vacancies, suggesting that demand is very high and there is little spare capacity. London based primary schools with nursery and reception classes

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

accounted for 24 per cent of all places in England and 16 per cent of all vacancies, while primary schools with reception but no nursery classes provided seven per cent of all places but only two per cent of all vacancies.

Demand for nursery schools places also appeared to be relatively high in the West Midlands, where 13 per cent of all places were to be found, but only seven per cent of all vacancies.

| Table 4.15 Distribution of vacant places by Region | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Full Day Care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday | Childmin-ders | Nursery Schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
| East Midlands | *10%* | *4%* | 10% | 11% | 8% | 9% | 11% | 12% | 6% | 8% |
| East | *12%* | *4%* | 13% | 10% | 10% | 9% | 12% | 13% | 11% | 18% |
| London | *13%* | *18%* | 11% | 8% | 12% | 11% | 17% | 5% | 16% | 2% |
| North East, Yorkshire & Humberside | *10%* | *34%* | 11% | 18% | 16% | 16% | 13% | 20% | 23% | 11% |
| North West | *15%* | *11%* | 15% | 15% | 17% | 20% | 10% | 24% | 14% | 13% |
| South East | *16%* | *3%* | 17% | 12% | 20% | 14% | 18% | 11% | 12% | 22% |
| South West | *13%* | *13%* | 12% | 11% | 8% | 10% | 9% | 8% | 5% | 20% |
| West Midlands | *11%* | *13%* | 11% | 15% | 11% | 11% | 8% | 7% | 13% | 6% |
| *Base: All vacancies in providers of given type 2013.* | | | | | | | | | | |

## 4.6.3  Number of places vacant

As seen in table 4.16, school-based settings were the most likely to have no vacancies. Around a quarter of primary schools with nursery and reception classes (27 per cent) were operating at full capacity (i.e. with no vacancies at all on a typical day). This proportion was higher still in nursery schools (35 per cent) and particularly in primary schools with reception classes only (54 per cent).

However, this does actually represent a decrease in the proportion of primary schools with nursery and reception classes operating with no vacancies – from 36 per cent in 2011 to 27 per cent in 2013.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

The proportion of after school settings operating without any vacancies increased from 17 per cent in 2011 to 24 per cent in 2013. The proportion of full day care settings with no vacancies increased from 17 per cent to 20 per cent over the same period.

| Table 4.16 Total number of vacancies and the proportion of settings with a specific number of vacancies on an average day | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
| Total number of vacancies | 144,700 | *3,100* | 49,500 | 99,800 | 95,500 | 68,400 | 4,400 | 62,100 | 24,700 |
| No vacancies | 20% | *25%* | 27% | 19% | 24% | 16% | 35% | 27% | *54%* |
| 1-5 vacancies | 30% | *29%* | 27% | 26% | 30% | 24% | 9% | 20% | *26%* |
| 6-10 vacancies | 22% | *16%* | 22% | 22% | 19% | 20% | 13% | 18% | *11%* |
| 11-20 vacancies | 13% | *13%* | 13% | 15% | 10% | 15% | 11% | 15% | *6%* |
| 21-30 vacancies | 5% | *2%* | 3% | 4% | 3% | 7% | 10% | 7% | *1%* |
| 31 or more vacancies | 4% | *5%* | 4% | 3% | 4% | 5% | 11% | 5% | *\** |
| Don't Know | 7% | *11%* | 6% | 11% | 9% | 12% | 11% | 7% | *2%* |
| *Base: All providers of given type 2013.* | | | | | | | | | |

## 4.7   Proportion of places occupied on a typical day

The occupancy rates shown in table 4.17 are calculated by dividing the number of children attending on a typical day by the number of registered places in a given setting. The lowest mean occupancy rate was found in holiday providers (73 per cent), as was the case in 2011. As well as showing the mean proportion of vacancies, table 4.17 also shows the proportion of places that were occupied in different settings in 2013. It shows, for example, that 44 per cent of full day care settings had between 76 and 99 per cent of their places occupied on a typical day.

School-based settings tended to have the high occupancy rates, and the highest occupancy was to be found in primary schools with reception classes only (89 per cent).

There had generally been minimal change in occupancy rates since 2011, though there was a small increase for after school settings (76 per cent in 2011 vs. 79 per cent in 2013) and a decrease for primary schools with nursery and reception classes (from 90 per cent to 87 per cent).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 4.17 Occupied child places as a proportion of registered child places | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Full Day Care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday | Childmin-ders | Nursery Schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
| None | 2% | *1%* | 2% | 2% | 3% | 2% | 0% | 0% | 0% | 0% |
| 1 to 25% occupied | 2% | *1%* | 2% | 3% | 2% | 2% | 6% | 4% | * | 1% |
| 26 to 50% occupied | 5% | *3%* | 8% | 9% | 7% | 13% | 15% | 6% | 4% | 4% |
| 51 to 75% occupied | 18% | *13%* | 19% | 20% | 18% | 22% | 16% | 18% | 14% | 11% |
| 76 to 99% occupied | 44% | *45%* | 35% | 29% | 35% | 30% | 13% | 26% | 47% | 27% |
| 100% occupied | 19% | *25%* | 26% | 15% | 22% | 15% | 33% | 35% | 27% | 54% |
| Don't Know | 10% | *11%* | 8% | 22% | 15% | 16% | 18% | 11% | 7% | 2% |
| Mean occupancy rate % | 80% | *86%* | 79% | 75% | 79% | 73% | 75% | 82% | 87% | 89% |

*Base: All providers of given type 2013.*

## 4.8  Age of children

**Group-based and out of school providers**

As shown in chart 4.1, the large majority of children attending full day care (92 per cent), full day care in children's centres (99 per cent) and sessional care (92 per cent) were aged four years or younger, reflecting the pre-school focus of these providers.[49]

Older children made up a substantial proportion of overall attendance in before school and after school settings. Children aged 8 to 10 accounted for 37 per cent of attendance at after school settings and 32 per cent in before school settings.

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[49] See tables 4.18a-b in Appendix 2 for detail of the number of children attending by age.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Chart 4.1: Age of children attending group-based and out of school provision**



| | Under 2 years old | 2 | 3 | 4 | 5 to 7 | 8 to 10 | 11 or over | Don't know |
|---|---|---|---|---|---|---|---|---|
| Full day care | 18% | 29% | 35% | 10% | 4% | | | |
| Full day care in children's centres | 17% | 38% | 36% | 8% | | | | |
| Sessional | 9% | 30% | 41% | 11% | 3% | | | |
| Before school | 5% | 7% | 8% | 10% | 32% | 32% | 4% | |
| After school | 3% | 5% | 10% | 36% | 37% | | 5% | |
| Holiday | 8% | 11% | 12% | 10% | 28% | 21% | 6% | 3% |

*Base: All providers of given type 2013.*
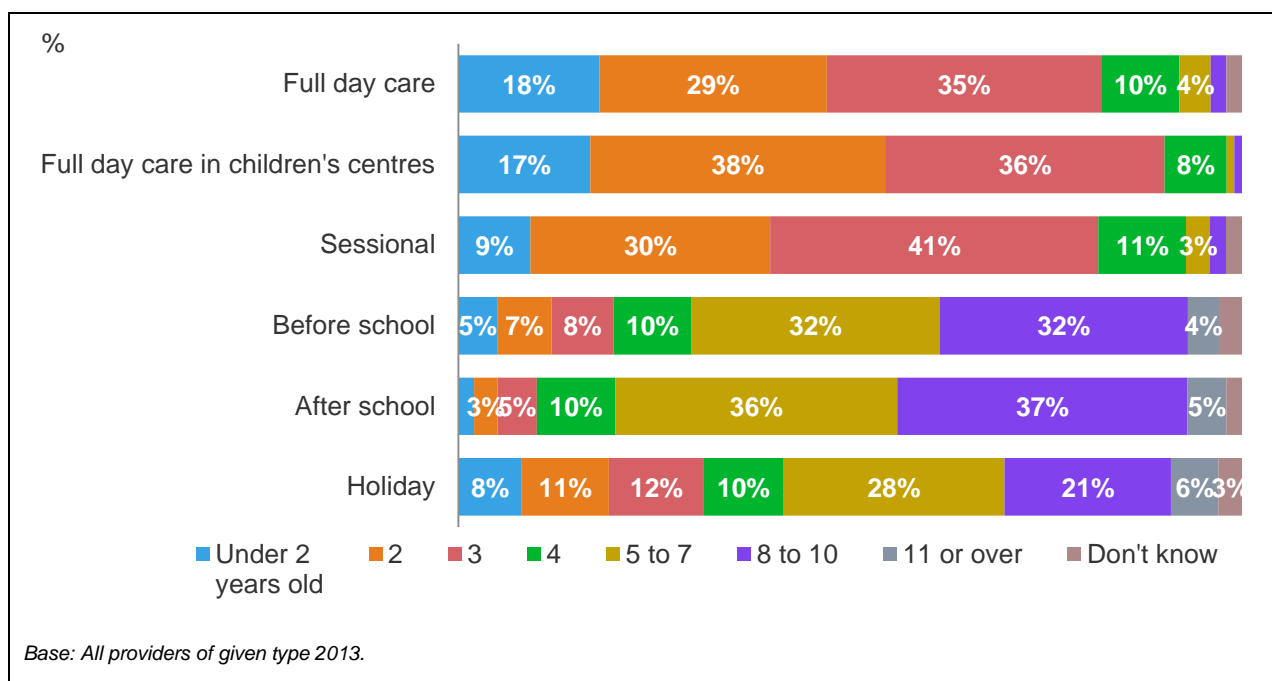
## School-based providers

The age of children attending school-based settings reflected the nature of their provision – for example, schools with reception classes but no nursery classes did not care for children aged under four years old. It should be noted that the age profile of children attending will shift throughout the year. For example, the survey was conducted in the autumn term, when most children attending reception classes would be four years old. If the survey had been conducted in the summer term, many of these children would have turned five.

A comparatively large proportion of children in nursery schools were aged two (11 per cent, compared to two per cent in primary schools with nursery and reception classes). However, the relatively large number of primary schools with nursery and reception classes means that they cared for a greater number of two year olds than nursery schools (11,600 and 4,200 respectively).[50]

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[50] See tables 4.18c-d in Appendix 2 for details of the number of children of each age attending school-based settings.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Chart 4.2: Age of children attending school-based provision[51]**



Base: All providers of given type 2013.
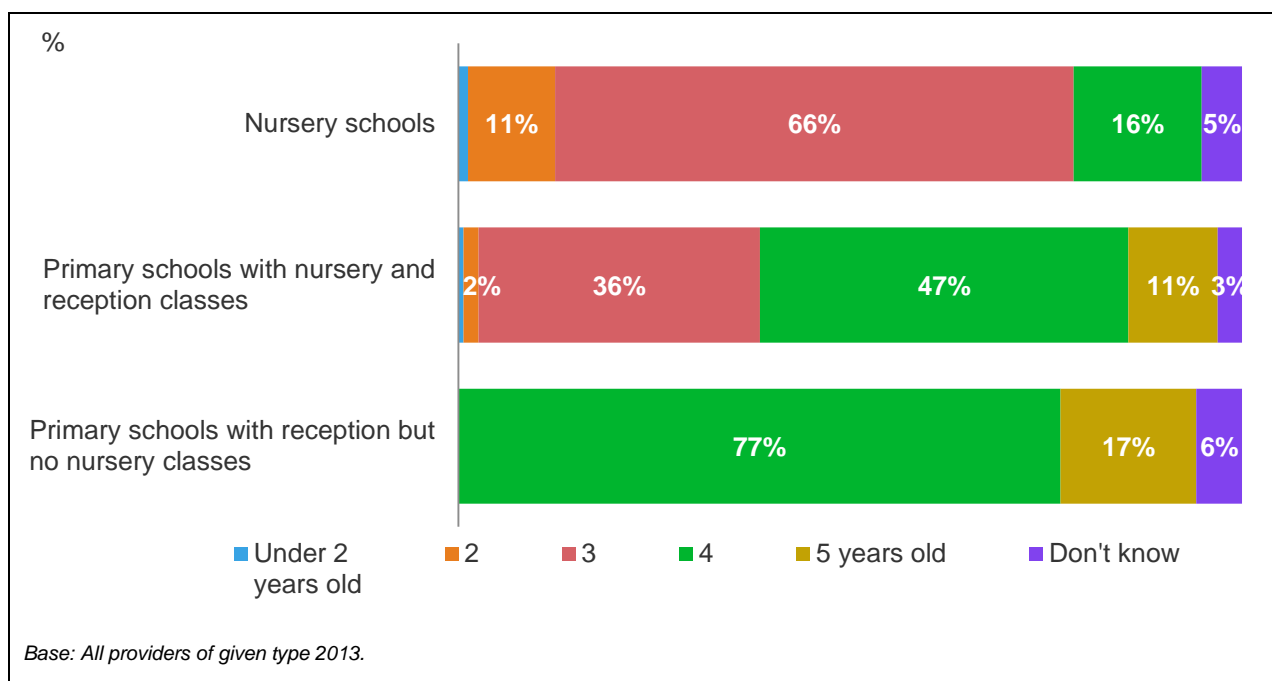
## 4.9   Ethnicity of children

Data from the Office for National Statistics publication 'Population Estimates by Ethnic Group Mid-2009' estimated that around 13 per cent of the population of England were from a Black and Minority Ethnic (BME) background.[52] This proportion was higher amongst children of an age where attendance at childcare or early education settings is likely. For example, 18 per cent of children aged 0-9 were from a BME background, rising to 19 per cent amongst children aged 0-4 years old.

As such, the overall proportion of children attending childcare or early education settings that came from a BME background was broadly in line with the proportion found in the broader population in 2013 for most types of setting (see tables 4.19a-d). However, BME children had a high representation in those settings that were more likely to be located in the most deprived areas (children's centres, nursery schools and primary schools with nursery and reception classes).

In full day care settings in children's centres, BME children made up 31 per cent of all children attending on average, while the mean proportion was even higher in nursery

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[51] These figures only include children in early education and reception classes. As such, the figures for five year olds are not representative of the total number of children attending primary schools (as there will be many more children in Year One, which falls outside the scope of this survey).

[52] It should be noted that there may have been further population shifts since the ONS estimates were published and this figure may, in reality, have risen in the meantime.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

schools (33 per cent). Around a quarter of children attending primary schools with nursery and reception classes were from a BME background (26 per cent).[53]

There has been little change in BME attendance over time, though in sessional settings, the mean proportion of BME children has increased from 10 per cent in 2007, to 16 per cent in 2013. This may be related to the trend for sessional settings to increasingly be based in the 30 per cent most deprived areas, as discussed in section 3.2. Full day care settings in children's centres also saw an increase from 24 per cent in 2007 to 31 per cent in 2013.

Nursery schools had a particularly high incidence of BME children. The mean proportion of BME children in nursery schools was 33 per cent, and BME children made up 11 per cent or more of all attendees in at least 59 per cent of nursery schools (see table 4.19d).

| Table 4.19a Proportion of all children attending that are of black and minority ethnic (BME) origin (group-based providers) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | | Full day care in children's centres | | | | Sessional | | | |
| | 2007 | 2008 | 2010 | 2013 | 2007 | 2008 | 2010 | 2013 | 2007 | 2008 | 2010 | 2013 |
| None | 20% | 19% | 20% | 19% | 10% | 9% | 7% | 6% | 33% | 30% | 30% | 23% |
| 1 to 5% | 28% | 29% | 25% | 24% | 27% | 19% | 17% | 17% | 24% | 25% | 18% | 20% |
| 6 to 10% | 16% | 16% | 16% | 18% | 14% | 14% | 14% | 15% | 15% | 18% | 17% | 18% |
| 11% or more | 24% | 34% | 37% | 36% | 47% | 54% | 57% | 58% | 26% | 26% | 34% | 36% |
| Don't know | 3% | 2% | 2% | 2% | 1% | 3% | 4% | 5% | 1% | 1% | 1% | 3% |
| Mean proportion per setting | 16% | 15% | 16% | 16% | 24% | 29% | 30% | 31% | 10% | 11% | 14% | 16% |
| Base: All providers of given type 2007, 2008, 2010, 2013. | | | | | | | | | | | | |

[53] For details of how average proportions were calculated, please see the Technical Report.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 4.19b Proportion of all children attending that are of black and minority ethnic (BME) origin (out of school providers)**

| | Before school | | | | After school | | | | Holiday | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** |
| None | n/a | n/a | n/a | **28%** | 25% | 24% | 25% | **21%** | 19% | 20% | 21% | **21%** |
| 1 to 5% | n/a | n/a | n/a | **16%** | 18% | 21% | 19% | **22%** | 17% | 17% | 18% | **18%** |
| 6 to 10% | n/a | n/a | n/a | **15%** | 17% | 14% | 16% | **12%** | 15% | 17% | 13% | **16%** |
| 11% or more | n/a | n/a | n/a | **37%** | 38% | 37% | 37% | **40%** | 42% | 38% | 41% | **39%** |
| Don't know | n/a | n/a | n/a | **5%** | 3% | 4% | 3% | **5%** | 6% | 8% | 6% | **6%** |
| Mean proportion per setting | n/a | n/a | n/a | **16%** | 16% | 16% | 17% | **18%** | 19% | 17% | 19% | **19%** |

*Base: All providers of given type 2007, 2008, 2010, 2013.*

**Table 4.19c Proportion of all children attending that are of black and minority ethnic (BME) origin (childminders)**

| | Childminders | | | |
|---|---|---|---|---|
| | 2007 | 2008 | 2010 | **2013** |
| None | 72% | 68% | 68% | **62%** |
| 1 to 10% | 1% | 2% | 2% | **3%** |
| 11 to 20% | 7% | 8% | 8% | **10%** |
| 21% or more | 19% | 21% | 20% | **23%** |
| Don't know | 1% | 1% | 2% | **2%** |
| Mean proportion per setting | 13% | 14% | 14% | **15%** |

*Base: All providers of given type 2007, 2008, 2010, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 4.19d  Proportion of all children attending that are of black and minority ethnic (BME) origin (school-based providers) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Nursery schools | | | | Primary schools with nursery and reception classes | | | | Primary schools with reception but no nursery classes | | | |
| | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** |
| None | 6% | 7% | 5% | **5%** | 19% | 13% | 13% | **12%** | 44% | 47% | 37% | **36%** |
| 1 to 5% | 18% | 13% | 20% | **18%** | 25% | 24% | 24% | **19%** | 19% | 15% | 16% | **15%** |
| 6 to 10% | 14% | 14% | 11% | **11%** | 13% | 11% | 12% | **13%** | 15% | 16% | 18% | **18%** |
| 11% or more | 58% | 61% | 59% | **59%** | 40% | 45% | 45% | **50%** | 21% | 20% | 27% | **29%** |
| Don't know | 4% | 5% | 5% | **7%** | 3% | 6% | 5% | **6%** | 2% | 1% | 1% | **3%** |
| Mean proportion per setting | 31% | 33% | 30% | **33%** | 21% | 24% | 23% | **26%** | 8% | 7% | 9% | **11%** |

*Base:  All providers of given type 2007, 2008, 2010, 2013.*

## 4.10  Children with special educational needs or disabilities

Providers were asked whether they cared for children with mental or physical disabilities, including special educational needs and, if so, what the severity of those disabilities was.

The majority of all types of group-based and out of school settings were currently caring for children with a disability of some nature (see table 4.20a).

Full day care settings in general had seen an increase in the proportion caring for children with minor disabilities since 2011, rising from 32 per cent in 2011 to 42 per cent in 2013.

There had been a similar increase for sessional settings, with the proportion caring for children with minor disabilities rising from 30 per cent in 2011 to 39 per cent in 2013.

Full day care settings in children's centres were particularly likely to care for children with more pronounced disabilities, with almost two thirds (62 per cent) caring for children with moderate disabilities and a third (36 per cent) caring for children with severe disabilities.

Childminders were the least likely to care for children with disabilities. 84 per cent of childminders in 2013 did not care for any children with disabilities, though this proportion had decreased from the figure of 90 per cent seen in 2011. This may be at least partly due to the small number of children attending their provision and/or their tendency to work alone (without the additional resources of group settings which give more scope for one-to-one support).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

The Special Educational Needs and Disability reforms (SEND reforms) which come into force in September 2014 require a joint approach across education, health and care, from birth to 25, to ensure children with Special Educational Needs and disabilities get the support they need to do well in their early years, at school, college and beyond. Under the new system there will be a much clearer emphasis on offering help at the earliest possible point, with children and young people with SEN and their parents or carers fully involved in decisions about their support and what they want to achieve. The reforms are set out in the Children and Families Act 2014, and the new SEND Code of Practice: 0-25 years.

| Table 4.20a Proportion of providers caring for children with disabilities (group-based, out of school and childminders) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Full Day Care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday | Childminders |
| Care for children with minor disabilities | 42% | *55%* | 39% | 41% | 41% | 42% | 11% |
| Care for children with moderate disabilities | 30% | *62%* | 27% | 26% | 29% | 34% | 5% |
| Care for children with severe disabilities | 16% | *36%* | 13% | 10% | 11% | 18% | 2% |
| Do not currently care for children with disabilities | 36% | *13%* | 40% | 40% | 36% | 35% | 84% |
| *Base: All providers of given type 2013.* | | | | | | | |

While the attendance of children with disabilities was high in nursery schools and in primary schools with reception and nursery classes, primary schools with reception but no nursery classes were actually less likely to care for children with disabilities than was the case for group-based and out of school providers.

Almost three quarters of nursery schools were attended by children with minor disabilities, compared to 56 per cent of primary schools with nursery and reception classes and only 36 per cent of primary schools with reception classes only.

Nursery schools were particularly likely to care for children with severe disabilities, with 49 per cent caring for this type of child, compared to 25 per cent in primary schools with nursery and reception classes, and 12 per cent in primary schools with reception but no nursery classes.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 4.20b Proportion of providers attended by children with disabilities (school-based providers)**

| | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
|---|---|---|---|
| Attended by children with minor disabilities | 72% | *56%* | 36% |
| Attended by children with moderate disabilities | 69% | *51%* | 30% |
| Attended by children with severe disabilities | 49% | *25%* | 12% |
| Not currently attended by children with disabilities | 6% | *19%* | 42% |
| *Base: All providers of given type 2013.* | | | |

## 4.11  Expansion of provision

More than a quarter of group-based and out of school providers said that there was scope for them to expand the number of registered places that they offered in their current premises (see table 4.21). The scope for expansion was greatest in out of school settings, with 48 per cent of before school providers saying that they could potentially increase the number of places offered, compared to 43 per cent of holiday settings and 41 per cent of after school settings.

Even amongst full day care providers, who were the least likely to be able to expand their provision, more than a quarter said that it would be possible to do so (28 per cent).

Between 2010 and 2013, there was an increase in the proportion of settings saying that they could expand the number of registered places that they offer in their current premises (though this did not apply to after school settings). Sessional settings, in particular, had become more likely to say that expansion was possible, with an increase from 20 per cent in 2010 to 32 per cent in 2013.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 4.21 Proportion of providers who could expand the number of registered places that they offer in their current premises (group-based and out of school)**

|  | 2010 | 2013 |
|---|---|---|
| Full day care | 22% | **28%** |
| *Full day care in children's centres* | *22%* | *36%‡* |
| Sessional | 20% | **32%** |
| Before school | n/a | **48%** |
| After school | 44% | **41%** |
| Holiday | 35% | **43%** |

*Base: All providers of given type (module A) 2010, 2013.*

As had been the case in previous years, many settings had increased the scale of their provision in the past year (see table 4.22). Around one in seven group-based settings had increased their provision (14 per cent of full day care settings and 15 per cent of sessional settings). This signified an increase in the proportion of sessional settings expanding their provision in the 2013 survey (from 10 per cent in 2009).

The proportion expanding their provision was a little higher amongst the out of school providers (circa 20 per cent for each of them).

Relatively few childminders (10 per cent) had expanded their provision in the past 12 months.

**Table 4.22 Proportion of providers who had expanded in the past year (group-based, out of school and childminders)**

|  | 2009 | 2010 | 2011 | 2013 |
|---|---|---|---|---|
| Full day care | 15% | 15% | 15% | **14%** |
| *Full day care in children's centres* | *13%* | *8%* | *8%* | *27%‡* |
| Sessional | 10% | 10% | 11% | **15%** |
| Before school | n/a | n/a | n/a | **22%** |
| After school | 12% | 24% | 21% | **23%** |
| Holiday | 13% | 14% | 16% | **19%** |
| Childminders | 14% | 16% | 14% | **10%** |

*Base: All providers of given type (module A) 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Those providers who had not expanded their provision in the past year were asked whether they planned to expand in the coming year (see table 4.23). Holiday settings were the most likely to be planning an expansion of their provision (21 per cent), while all the other group-based and out of school providers fell within a range from 14 to 18 per cent.[54]

| Table 4.23 Proportion of providers that have not recently expanded their provision who plan to do so in the next year (group-based, out of school and childminders) | | | | |
|---|---|---|---|---|
| | 2009 | 2010 | 2011 | **2013** |
| Full day care | 13% | 13% | 11% | **14%** |
| *Full day care in children's centres* | *12%* | *17%* | *9%* | *†* |
| Sessional | 13% | 10% | 7% | **15%** |
| Before school | n/a | n/a | n/a | **18%** |
| After school | 12% | 16% | 11% | **15%** |
| Holiday | 11% | 13% | 11% | **21%** |
| Childminders | 13% | 14% | 16% | **12%** |
| *Base: All providers of given type who have not expanded in the last 12 months (module A) 2009, 2010, 2011, 2013.* | | | | |

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[54] While the proportion of settings planning to expand is lower than the proportion of settings that could potentially expand (see tables 4.21 and 4.23), it should be borne in mind that these tables have different bases. It appears that settings which had already expanded in the past 12 months were also the settings most likely to be able to expand their provision in the next 12 months, which may explain at least some of the disparity in proportions.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

# 5  Government funded early education

## Key findings from this chapter

- 74 per cent of full day care settings and 68 per cent of sessional settings were delivering funded provision for two year olds at the time of the survey (September to December 2013).

- Seven per cent of childminders were delivering funded provision for two year olds at the time of the survey. However, signs were positive that their role in the funded provision would increase over time, with around a quarter (23 per cent) of those who do not currently offer it planning to start delivering the provision before the start of the 2014-15 academic year and a further 25 per cent planning to offer the provision at some later date.

- 35 per cent of nursery schools and six per cent of primary schools with nursery and reception classes were delivering funded provision for two year olds.

- There are indications that there may be a small amount of displacement as providers increase their funded two year old provision, for example by reducing their provision for older children to balance numbers. 14 per cent of those full day care settings which planned to offer the funded provision suggested this would be the case. However, the majority of group-based providers and childminders planned to use the funded provision to fill places that were currently unused and many planned to expand the scale of their provision.

- Full day care providers accounted for the largest proportion of funded two year old provision, with 68,500 funded two year olds attending on a typical day in 2013. Sessional settings cared for 27,200 funded two year olds and childminders 2,200 on a typical day.

- The more established universal provision for three and four year olds was markedly larger than that for two year olds. Full day care settings were attended by 299,200 funded three and four year olds on a typical day, compared to 108,500 in sessional settings and 7,500 with childminders.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Over recent years there has been an increased focus from government on the provision of funded early education.[55]

Some of the key recent developments concerning funded provision were:

- In September 2010, the number of hours of funded early education for three and four year olds was increased from 12.5 to 15 hours per week for 38 weeks per year.

- In September 2012, the funded provision for three and four year olds was made more flexible, allowing parents to spread the 15 hours over two days rather than three days and extending the hours within which free entitlement can be used from 8 a.m.- 6 p.m. to 7 a.m.- 7 p.m..

- In September 2013, the provision of early education was extended to the most disadvantaged two year olds, with take up of this offer being widely and quickly accepted by the eligible families.[56] This marked a significant increase to the free provision for two year olds that had been offered in earlier pilot schemes.

- In September 2014, the free provision for two year olds was further expanded, to include, primarily, children from families on low income in receipt of working tax credit.[57]

These developments have been influenced by evidence showing the critical importance of the early years in determining short and longer term outcomes for all children, as well as the significant benefits that children from disadvantaged families, in particular, can gain from high quality pre-school experiences.[58] In spite of the benefits associated with high quality early education, children from the least advantaged backgrounds have tended to be less likely to access formal early education than their peers.[59] The introduction and later extension of funded early education for children aged between two and four years old has aimed to address this disparity, as well as broader concerns about the affordability of childcare.

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[55] 'Funded early education' is often referred to as 'free childcare' in media coverage, but the more official terminology is used throughout this report.

[56] The Department for Education estimated that 70 per cent of the available places had been taken up by November 2013. https://www.gov.uk/government/news/92000-2-year-olds-already-receiving-free-childcare

[57] In December 2013 the Government announced that local authorities would be provided with £755 million to fund the extension of the two year old offer to the 40 per cent most deprived children.

https://www.gov.uk/government/news/755-million-to-double-free-childcare-offer-for-2-year-olds

The Government is also encouraging the involvement of primary schools in the delivery of the funded two year old provision.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/307281/RR348_-_Two_year_olds_in_schools_baseline_survey.pdf

[58] Families in the Foundation Years – Evidence Pack, Department for Education and Department of Health, July 2011 https://www.gov.uk/government/publications/supporting-families-in-the-foundation-years

[59] The Childcare and Early Years Survey of Parents: 2012 to 2013 report (Huskinson, T. et al, January 2014) shows that only 44 per cent of children from the 20 per cent most deprived areas access formal childcare provision, compared to 60 per cent of children in the 20 per cent least deprived areas.

https://www.gov.uk/government/publications/childcare-and-early-years-survey-of-parents-2012-to-2013

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

The 2013 survey collected more detail on the topic of funded early education than was the case in previous waves of the survey, with an accordant change to the wording of questions. As such, no comparisons with survey data from previous years of the survey have been made.

## 5.1 Whether funded early education is currently delivered

Group-based providers, childminders and school-based providers that were attended by children of the relevant age were asked whether they were currently delivering funded early education places for two year olds, or for three and four year olds.[60]

Table 5.1 summarises the proportion of each type of provider delivering such funded provision. It shows these proportions based on *all* providers of the given type and also shows the proportion amongst providers that are currently attended by children of the given age (as decisions about whether or not to provide funded provision may depend on whether or not a setting is currently set up to take children of the given age).

| Table 5.1 Proportion of providers who currently deliver funded early education for 2 year olds or for 3 and 4 year olds (group-based, childminders and school-based providers) | | | | |
|---|---|---|---|---|
| | Proportion of **all settings** of given type which currently deliver funded provision for **2 year olds** | Proportion of **settings of given type that are attended by 2 year olds** which currently deliver funded provision for **2 year olds** | Proportion of **all settings** of given type which currently deliver funded provision for **3 and 4 year olds** | Proportion of **settings of given type that are attended by 3 or 4 year olds** which currently deliver funded provision for **3 and 4 year olds** |
| Full day care | 74% | 79% | 95% | 97% |
| *Full day care in children's centres* | *95%* | *99%* | *87%* | *91%* |
| Sessional | 68% | 76% | 90% | 93% |
| Childminders | 7% | 12% | 13% | 20% |
| Nursery schools | 35% | 90%‡ | 95% | 100% |
| Primary schools with nursery and reception classes | 6% | 52% | 94% | 98% |
| Primary schools with reception but no nursery classes | n/a | n/a | 53% | 56% |
| *Base: All providers of given type 2013. All providers of given type that were attended by children of given age 2013.* | | | | |

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[60] School-based providers were not asked a specific standalone question about whether or not they provide funded provision for 3-4 year olds. This information was therefore derived by defining anybody who said that they offered funded provision for zero weeks per year as being a setting that did not offer funded provision.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Funded provision for two year olds**

The level of funded provision for two year olds was high amongst all group-based providers. Amongst full day care settings as a whole, almost three quarters delivered the funded provision for two year olds (74 per cent, rising to 79 per cent amongst settings already caring for two year olds). Sessional providers were slightly less likely to deliver this provision, though it was nevertheless to be found at around seven in ten of them (68 per cent, rising to 76 per cent amongst those sessional providers already caring for two year olds).

Overall, full day care providers in children's centres were the type of setting most likely to deliver funded provision for two year olds. Such provision was delivered by 95 per cent of all children's centres that offer full day care, rising to 99 per cent amongst those centres that already care for two year old children. However, the relatively small number of children's centres offering full day care means that they accounted for a relatively small proportion of the total funded provision (see section 5.3).

Levels of funded provision for two year olds were markedly lower amongst childminders. Only seven per cent of all childminders delivered the funded provision and, even amongst those childminders already caring for two year olds, only a small minority were delivering it (12 per cent). As such, if childminders could be better engaged with funded provision, there is scope for increasing their role in its delivery and, as discussed in section 5.5, a significant proportion were already planning to offer funded provision in the future.

School-based providers were also less likely than group-based providers to deliver funded provision for two year olds (and primary schools with reception but no nursery classes did not, by definition, offer the provision at all).

Overall, around a third of nursery schools (35 per cent) delivered the funded provision for two year olds, though this low proportion may at least partly be attributable to the fact that most of the nursery schools are not currently attended by two year olds. When looking at nursery schools that are currently attended by two year olds, the proportion delivering funded provision rises sharply to 90 per cent (though the base size is relatively small, so this figure should be treated with some caution).

In primary schools with nursery and reception classes, only around one in twenty was providing funded provision for two year olds (six per cent) and only around half of those currently attended by two year olds were offering funded provision (52 per cent). While this may seem to suggest that there is scope to increase the involvement of such settings to deliver funded provision for two year olds, relatively few primary schools with nursery and reception classes were planning, at the time of the survey, to start offering it in the future (as discussed further in section 5.5 below).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Funded provision for three and four year olds**

A high proportion of each of the different group-based providers were delivering the funded provision for three and four year olds, ranging from 95 per cent amongst full day care providers to 87 per cent amongst children's centres offering full day provision.

As was the case with the two year old provision, childminders were not generally delivering funded provision for three and four year olds. Only 13 per cent of all childminders delivered this provision, rising to 20 per cent amongst those already attended by children aged three or four. This might again suggest that there is scope for increasing the role that childminders play in the delivery of funded provision. The establishment of childminder agencies (CMAs), may serve to increase childminders' involvement, by helping them to access local authority funded places and reducing the administrative burden associated with the delivery of funded places.[61]

As would be expected, virtually all nursery schools and schools with nursery and reception classes that were attended by children of the relevant age were delivering the funded provision for three and four year olds (100 per cent and 98 per cent respectively). The proportion was lower in schools with reception but no nursery classes (53 per cent, rising to 56 per cent amongst those that had any registered places for three or four year old children).

## 5.2 Number of weeks per year that funded early education is available

Parents are entitled to 570 hours of funded provision per year, which can be taken over a minimum of 38 weeks per year, equating to 15 hours per week. As such, most providers would be expected to offer the provision for at least 38 weeks of the year in order to meet demand from parents.

**Funded provision for two year olds**

On average, funded provision for two year olds was available for longer than the 38 week threshold in all types of group-based providers (see table 5.2). Full day care settings in children's centres offered this provision for an average of 42 weeks per year, whilst full day care settings in general offered it for 40 weeks per year and sessional settings for 39 weeks per year.

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[61] https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/childminder-agencies

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

For each of the group-based setting types, only a very small minority claimed to offer the funded provision for less than 38 weeks per year (around one in twenty of all group-based providers).

Sessional providers were particularly likely to offer *exactly* 38 weeks of care per year (71 per cent, compared to 65 per cent amongst full day care settings in general and 42 per cent of full day settings in children's centres).

Full day care settings in children's centres were the most likely to offer funded two year old provision for more than 38 weeks per year, with over half of all such settings offering it for 39 weeks or more (52 per cent).

On average, childminders offered the funded provision for longer than any of the group-based settings, making it available for an average of 44 weeks per year. 55 per cent of childminders offered funded two year old provision for more than 38 weeks per year.

| **Table 5.2 Number of weeks per year that funded early education for 2 year olds is available in each type of setting (group-based, childminders and school-based providers)** | | | | | |
|---|---|---|---|---|---|
| | Less than 38 weeks per year | 38 weeks per year | More than 38 weeks per year | Don't know | Mean weeks per year |
| Full day care | 4% | 65% | 30% | 2% | **40** |
| *Full day care in children's centres* | *4%* | *42%* | *52%* | *2%* | ***42*** |
| Sessional | 6% | 71% | 21% | 1% | **39** |
| Childminders | 5% | 30% | 55% | 9% | **44‡** |
| *Base: All providers of given type that deliver funded early education for 2 year olds 2013.* | | | | | |

**Funded provision for three and four year olds**

When it comes to funded provision for three and four year olds, again it was found that all types of group-based providers and childminders offered the provision for more than 38 weeks per year on average (see table 5.3). Childminders and full day care settings in children's centres again tended to offer it for slightly more weeks than did the other group-based settings (42 weeks for both).

Full day care settings in children's centres were the most likely to offer this provision for more than 38 weeks per year (50 per cent).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

However, around one in ten childminders (ten per cent) said that they offered the funded provision for three and four year olds for less than 38 weeks per year (around double the rate to be found amongst childminders offering funded provision for two year olds).

Amongst school-based settings, the average duration of provision fell almost exactly at 38 weeks (though nursery schools saw a marginally higher average of 39 weeks per year).

Primary schools with nursery and reception classes were the most likely to say that they offered the funded provision for less than 38 weeks per year (14 per cent).

| Table 5.3 Number of weeks per year that funded early education for 3-4 year olds is available in each type of setting (group-based, childminders and school-based providers) | | | | | |
|---|---|---|---|---|---|
| | Less than 38 weeks per year | 38 weeks per year | More than 38 weeks per year | Don't know | Mean weeks per year |
| Full day care | 5% | 65% | 28% | 1% | **40** |
| *Full day care in children's centres* | *6%* | *44%* | *50%* | *0%* | ***42*** |
| Sessional | 8% | 73% | 18% | 1% | **39** |
| Childminders | 10% | 37% | 45% | 9% | **42** |
| Nursery schools | 1% | 57% | 41% | 1% | **39** |
| Primary schools with nursery and reception classes | 14% | 42% | 42% | 2% | **38** |
| Primary schools with reception but no nursery classes | 5% | 41% | 27% | 27% | **38** |
| *Base: All providers of given type that deliver funded early education for 3-4 year olds 2013.* | | | | | |

The high 'don't know' response amongst primary schools with reception but no nursery classes may be caused by some respondents in that group answering the question with a don't know response rather than saying 'none' to indicate that they don't currently offer this type of provision.[62]

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[62] As mentioned earlier, school-based providers were not asked a specific standalone question about whether or not they provide funded provision for 3-4 year olds. This information was therefore derived by defining anybody who said that they offered funded provision for zero weeks per year as being a setting that did not offer funded provision.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

# 5.3 Number of funded children on a typical day

Respondents in group-based settings and childminders were also asked how many funded children attended (see table 5.4). Respondents were asked for attendance on a typical day – as such, these figures should not be viewed as an indication of the total number of children receiving funded provision (as different children will attend on different days).

| Table 5.4 Total and mean number of funded 2 or 3 -4 year old children attending on a typical day (group-based providers and childminders) | | | | |
|---|---|---|---|---|
| | Total funded 2 year olds attending on a typical day | Mean funded 2 year olds attending on a typical day per setting offering funded provision | Total funded 3-4 year olds attending on a typical day | Mean funded 3-4 year olds attending on a typical day per setting offering funded provision |
| Full day care | 68,500 | 5 | 299,200 | 18 |
| *Full day care in children's centres* | *6,000* | *14* | *10,900* | *28* |
| Sessional | 27,200 | 6 | 108,500 | 17 |
| Childminders | 2,200 | 1 | 7,500 | 1 |
| *Base: All providers of given type that deliver funded early education for 2 year olds 2013. All providers of given type that deliver funded early education for 3-4 year olds 2013.* | | | | |

## Funded provision for two year olds

Whilst the average number of funded two year old children attending each sessional setting is higher than the number attending full day care settings (6 and 5 respectively), full day care settings actually account for a considerably larger proportion of the funded provision. This reflects the greater overall number of full day care settings, as discussed in chapter 3. In total 68,500 funded two year olds attended full day settings on a typical day, compared to 27,200 in sessional settings.

Full day care settings in children's centres had the largest average attendance (14 funded two year old children per setting on a typical day), accounting for a total of 6,000 children.

As one might expect due to their smaller scale of operation, childminders catered to a smaller number of funded children on average (1 per childminder that offered the funded provision) and accounted for 2,200 funded two year olds on a typical day.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Funded provision for three and four year olds**

As would be expected from the fact that funded provision for three and four year olds is more established than the recently expanded provision for two year olds (and is available to all children), settings were attended by far greater numbers of three to four year olds.

Full day care settings were attended by well in excess of a quarter of a million funded three and four year olds on a typical day (299,200), while sessional settings accounted for a further 108,500.

Average attendance for funded three and four year olds ranged from 17 per setting in sessional providers up to 28 per full day care setting in children's centres.

The average attendance for childminders was, again, much lower. Each childminder that offered the funded provision for three and four year olds only cared for an average of one funded child on a typical day. Nevertheless, childminders still cared for a total of 7,500 funded three and four year olds.

## 5.4 Flexibility of funded provision

Group-based providers caring for children aged three or four were asked whether parents of children who were only attending for the 15 hours of funded provision were able to compress their 15 funded hours across three days instead of five if they wanted to (see tables 5.5 and 5.6).

**Funded provision for two year olds**

Full day care settings were generally more flexible in their provision of funded provision that sessional settings were. More than nine in ten (93 per cent) full day care settings that currently deliver the funded provision allowed parents to compress their funded provision for two year olds into three days, while this was the case for only 57 per cent of sessional settings.

However, this may at least partly be a reflection of the nature of provision on offer – sessional sessions are, as defined for the purposes of this survey, a maximum of 4 hours long, so parents wishing to compress their funded sessional care into three days would, on some days, be taking their children along to two separate sessions and demand for this facility may not be high.[63]

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[63] See Appendix 4 for the definition of sessional provision.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 5.5 Whether parents are able to compress their 15 hours of funded provision for 2 year olds into 3 days (group-based providers) | |
| --- | --- |
| | Able to compress funded hours into 3 days |
| Full day care | 93% |
| *Full day care in children's centres* | *82%* |
| Sessional | 57% |
| *Base: All providers of given type that deliver funded early education for 2 year olds 2013.* | |

## Funded provision for three and four year olds

As was the case with funded provision for two year olds, full day care providers were much more likely than sessional providers to allow the funded provision to be compressed into three days (92 per cent and 57 per cent respectively).

School-based providers were also asked about their funded provision for three and four year olds. Nursery schools were the most flexible in their provision, with around six in ten allowing provision to be compressed into three days (59 per cent). 41 per cent of primary schools with both nursery and reception classes allowed the provision to be compressed and only 28 per cent of primary schools with reception classes but no nursery classes allowed this.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 5.6 Whether parents are able to compress their 15 hours of funded provision for 3-4 year olds into 3 days (school-based providers) | Able to compress funded hours into 3 days |
|---|---|
| Full day care | 92% |
| *Full day care in children's centres* | *88%* |
| Sessional | 57% |
| Nursery schools | 59% |
| Primary schools with nursery and reception classes | 41% |
| Primary schools with reception but no nursery classes | 28% |
| *Base: All providers of given type that deliver funded early education for 3-4 year olds 2013.* | |

There was a relatively high 'don't know' response for primary schools with reception but no nursery classes (13 per cent) which may have decreased the proportion saying that they could compress funded hours somewhat (but this is highly unlikely to account for the whole difference).

## 5.5 Future provision of funded places for two year olds

A significant proportion of group-based providers were interested in offering funded two year old provision in the future (see table 5.7). Almost half of full day care settings that did not currently offer the funded provision planned to offer it at some point (30 per cent before September 2014 and a further 17 per cent at some later date).

There was a similar picture for sessional providers, where 27 per cent of those which did not currently offer funded provision planned to introduce it before September 2014 and a further 15 per cent planned it at a later date.

As discussed in section 5.1, very few childminders were currently offering funded provision for two year olds. However, the picture is more positive in terms of future plans, with almost a quarter of those childminders who do not currently offer funded provision intending to start before September 2014 (23 per cent) and a further 25 per cent planning to offer it at some later date. As such, it would seem reasonable to expect their role in the delivery of funded two year old provision to increase substantially in the years to come. The introduction of CMAs may also make the process of offering funded provision more straightforward for childminders.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Around four in ten nursery schools that did not currently offer funded provision for two year olds planned to start offering it at some point (43 per cent), though the proportion was much lower amongst primary schools with nursery and reception classes (12 per cent).

As might be expected, very few primary schools with reception classes only (three per cent of those who did not currently offer it) planned to start offering funded two year old provision. This may be due to the fact that this would mark a step change in the nature of the care that they offer.

There was also a degree of uncertainty about future provision amongst all types of setting, with between five and ten per cent saying that they were as yet uncertain whether or not they would offer the funded provision for two year olds.

| Table 5.7 Whether each type of setting plans to offer funded places for 2 year olds in the future (group-based, childminders and school-based providers) | | | | |
|---|---|---|---|---|
| | Plan to offer funded provision before September 2014 | Plan to offer funded provision starting from September 2014 or later | Do not plan to offer funded provision | Don't know |
| Full day care | 30% | 17% | 44% | 10% |
| *Full day care in children's centres* | † | † | † | † |
| Sessional | 27% | 15% | 48% | 10% |
| Childminders | 23% | 25% | 43% | 9% |
| Nursery schools | 22% | 21% | 51% | 6% |
| Primary schools with nursery and reception classes | 2% | 10% | 77% | 10% |
| Primary schools with reception but no nursery classes | 1% | 2% | 93% | 5% |
| *Base: All providers of given type that do not currently deliver the funded provision for 2 year olds 2013.* | | | | |

Group-based providers and childminders who said that they intended to start offering the funded provision for two year olds in the future were prompted with a number of options for how they might go about resourcing the change in their provision (see table 5.8).

Perhaps reflecting the relatively small scale of their provision, childminders were the most likely to say that they would have to cut back on their provision to children from other age groups in order to accommodate funded two year old children (35 per cent, compared to 18 per cent of sessional providers and 14 per cent of full day care settings).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Nevertheless, childminders were also the most likely to say that they would expand the scope of their provision to cater for the funded children (39 per cent) and the most likely to say that they would use existing unfilled places (80 per cent). As such, whilst displacement will be an issue for some childminders and could impact on provision for older children, it appears that childminders are more strongly minded to increase the scope of their provision, with an according net gain in total childcare provision.

Three quarters of full day care settings that planned to start offering the funded provision said that they would use existing unfilled places to cover at least some of it (75 per cent), and sessional providers took a similar view (69 per cent). This again suggests that whilst there may be some element of displacement from caring for older children, group-based providers are also intending to increase their provision and to maximise capacity.

Childminders were the group most likely to consider a straight switch from caring for fee-paying to funded children, with 36 per cent saying that they would take fewer fee paying children to allow for the funded provision.

| **Table 5.8 Steps that are likely to be taken by settings that plan to start providing the funded provision for 2 year olds (group-based providers and childminders)** | | | | | |
|---|---|---|---|---|---|
| | Will take fewer children from other age groups to accommodate funded 2 year olds | Will expand scale of provision to accommodate two year olds | Will use existing places that would otherwise remain unfilled | Will take fewer fee paying children | Don't know / not stated |
| Full day care | 14% | 26% | 75% | 16% | 4% |
| *Full day care in children's centres* | † | † | † | † | † |
| Sessional | 18% | 36% | 69% | 19% | 6% |
| Childminders | 35% | 39% | 80% | 36% | 6% |
| *Base: All providers of given type that plan to offer the funded provision for 2 year olds in the future 2013.* | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

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# 6 Workforce composition

## Key findings from this chapter

- Reflecting the increase in the number of full day care settings, the total number of full day care staff also increased between 2011 and 2013, rising by six per cent.

- In spite of the decrease in the number of sessional settings between 2011 and 2013, total staff numbers actually increased by six per cent, again highlighting a shift in the way that sessional settings are now operating.

- Apprentices accounted for a small but significant proportion of the workforce in different types of group-based and out of school settings (three to six per cent).

- The proportion of male staff working in the sector remained very low for group-based and school-based settings (circa two per cent). The proportion of male staff in out of school providers tended to be a little higher (ranging between six per cent in before school settings to 10 per cent in after school settings)

- Staff from a BME background continued to be slightly under-represented in the sector, though there was a large degree of regional variation in this regard.

- Reflecting the increasing qualification levels of staff, pay levels within the sector increased more quickly than pay in the broader UK economy between 2011 and 2013.

- Pay levels for provision in London were higher than those in any other region and were also increasing quickly relative to other regions.

This chapter looks at the number and type of paid and unpaid staff working within the childcare and early education sector. It focuses only on those staff involved in the delivery of childcare and early education sessions (i.e. any staff in purely administrative roles would not be included in the counts).

For the group-based and out of school settings the survey looked in detail at three different types of paid staff:

- Senior managers - the person with overall responsibility for running the setting.

- Supervisory staff - staff who are qualified to look after a group of children on their own (who may or may not supervise other members of staff).

- Other paid childcare staff - staff who are not qualified to look after a group of children on their own.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

For school-based settings, the survey looked in detail at four different types of paid staff:

- The head teacher (in nursery schools) or the early years co-ordinator (in primary schools).

- Qualified early years teachers - teachers who teach early years education.

- Nursery nurses - staff who are not teachers, but are qualified to look after a group of children on their own (who may or may not supervise other members of staff).

- Other paid early years support staff - staff who are not qualified to look after a group of children on their own.

In addition to this, settings were asked how many apprentices, unpaid volunteers and students on placement were used to help run the childcare and early education sessions. Specific questions on the number of apprentices were asked for the first time in the 2013 survey.

## 6.1    Number of staff

As was the case in previous years of the survey, settings were asked whether their staff also held other jobs. In many settings this was found to be the case - for example it was found that around three per cent of full day care staff held more than one job within the education or childcare sector.

It should therefore be borne in mind that some double counting of staff will have taken place - if one person was working at two different settings in the survey sample, they would have been counted once in each.  Similarly, it is possible for a single provider to offer different types of care, which would result in further double counting if one were to add the staff from the different types of provider together to produce an estimate of total staff numbers across the sector.

**Group-based and out of school providers**

As shown in tables 6.1 and 6.2, there has been a substantial increase in the number of staff working in full day care providers between 2008 and 2013. The number rose by 31 per cent, from 178,500 to 233,200, an increase that might be expected based on the increase in the number of such settings and places over that period (see sections 3.1 and 4.1).

Looking more recently, amongst full day care settings there was a six per cent rise in the total number of staff (including both paid and unpaid staff) working between 2011 and 2013, increasing from 219,300 to 233,200. The increase for full day care was driven by increases in both the number of unpaid staff (11 per cent) and the number of paid staff (6 per cent).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

In contrast, the total number of staff working in full day care settings in children's centres fell 13 per cent, from 8,600 to 7,500, between 2011 and 2013. This continues the longer-term decline in staff numbers for these settings. The decline in the number of children's centres offering full day care, which decreased by 20 per cent, was more pronounced than the decrease in the number of staff working in their childcare and early education provision (13 per cent).

In sessional settings, the number of staff has essentially remained stable since 2008 (66,500 staff in 2008, compared to 67,000 in 2013). However, this longer term stability masks a recent increase of six per cent in the number of staff working in sessional settings between 2011 and 2013 (rising from 63,500 to 67,000).

This recent increase in the number of sessional staff has come at the same time as the number of settings decreased from 7,900 to 7,100 (see section 3.1). Whilst this decrease may initially seem counter-intuitive, it may be linked to a shift in the profile of settings towards private ownership and an increase in the number of children per setting that are being cared for (see sections 3.4 and 4.5), as well as a potential shift towards more flexible provision amongst sessional settings. Perhaps reflecting the shift towards privately owned settings, the increase in staff numbers was driven by an increase in the number of paid staff (from 55,500 in 2011 to 58,200 in 2013) while there was actually a slight downturn in the number of unpaid staff (from 9,300 to 9,000).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 6.1 Number of staff working in group-based and out of school providers

| | Number of **paid and unpaid** staff | | | | |
|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| | No. | No. | No. | No. | **No.** |
| Full day care | 178,500 | 187,600 | 213,300 | 219,300 | **233,200** |
| *Full day care in children's centres* | *13,900* | *15,800* | *12,900* | *8,600* | ***7,500*** |
| Sessional | 66,500 | 60,800 | 65,400 | 63,500 | **67,000** |
| Before school | n/a | n/a | n/a | n/a | **83,400** |
| After school | 53,100 | 51,400 | 72,100 | 68,500 | **105,600** |
| Holiday | 62,800 | 60,500 | 83,300 | 75,200 | **73,000** |
| | | | | | |
| | Number of **paid** staff | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| | No. | No. | No. | No. | **No.** |
| Full day care | 165,500 | 173,200 | 187,800 | 196,700 | **208,300** |
| *Full day care in children's centres* | *13,500* | *14,600* | *11,400* | *7,800* | ***6,700*** |
| Sessional | 54,800 | 50,100 | 54,600 | 55,500 | **58,200** |
| Before school | n/a | n/a | n/a | n/a | **77,300** |
| After school | 48,600 | 46,800 | 66,300 | 62,500 | **96,200** |
| Holiday | 50,800 | 52,600 | 73,000 | 67,900 | **67,200** |
| | | | | | |
| | Number of **unpaid** staff | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| | No. | No. | No. | No. | **No.** |
| Full day care | 15,800 | 16,100 | 26,800 | 22,700 | **25,300** |
| *Full day care in children's centres* | *1,400* | *1,500* | *1,800* | *950* | ***950*** |
| Sessional | 13,400 | 11,100 | 11,100 | 9,300 | **9,000** |
| Before school | n/a | n/a | n/a | n/a | **6,500** |
| After school | 4,900 | 4,800 | 7,100 | 6,300 | **9,800** |
| Holiday | 12,700 | 8,700 | 11,900 | 8,000 | **7,100** |

*Base: All providers of given type 2008, 2009,2010, 2011, 2013*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 6.2 Change in number of staff working in group-based and out of school providers over time | | | | |
|---|---|---|---|---|
| | % change in number of **paid and unpaid** staff | | | |
| | From 2008 to 2013 | From 2009 to 2013 | From 2010 to 2013 | **From 2011 to 2013** |
| | % | % | % | **%** |
| Full day care | 31% | 24% | 9% | **6%** |
| *Full day care in children's centres* | *-46%* | *-53%* | *-42%* | ***-13%*** |
| Sessional | 1% | 10% | 3% | **6%** |
| Before school | n/a | n/a | n/a | **n/a** |
| After school | n/a | n/a | n/a | **n/a** |
| Holiday | n/a | n/a | n/a | **n/a** |
| | % change in number of **paid** staff | | | |
| | From 2008 to 2013 | From 2009 to 2013 | From 2010 to 2013 | **From 2011 to 2013** |
| | % | % | % | **%** |
| Full day care | 26% | 20% | 11% | **6%** |
| *Full day care in children's centres* | *-50%* | *-54%* | *-41%* | ***-14%*** |
| Sessional | 6% | 16% | 7% | **5%** |
| Before school | n/a | n/a | n/a | **n/a** |
| After school | n/a | n/a | n/a | **n/a** |
| Holiday | n/a | n/a | n/a | **n/a** |
| | % change in number of **unpaid** staff | | | |
| | From 2008 to 2013 | From 2009 to 2013 | From 2010 to 2013 | **From 2011 to 2013** |
| | % | % | % | **%** |
| Full day care | 60% | 58% | -6% | **11%** |
| *Full day care in children's centres* | *-30%* | *-34%* | *-45%* | ***1%*** |
| Sessional | -32% | -18% | -18% | **-3%** |
| Before school | n/a | n/a | n/a | **n/a** |
| After school | n/a | n/a | n/a | **n/a** |
| Holiday | n/a | n/a | n/a | **n/a** |
| *Base: All providers of given type 2008, 2009,2010, 2011, 2013* | | | | |

## School-based provision

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

In 2013 there were 6,800 childcare staff working in nursery schools, 81,100 working in primary schools with nursery and reception classes and 55,100 working in primary schools with reception classes only, as shown in table 6.3.

| Table 6.3 Number of staff working in school-based providers[64] | | | | | |
|---|---|---|---|---|---|
| | Number **of paid and unpaid** staff | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| | No. | No. | No. | No. | **No.** |
| Nursery schools | 6,000 | 6,100 | 6,000 | 6,200 | **6,800** |
| Primary schools with nursery and reception classes | 63,600 | 61,800 | 68,400 | 66,100 | **81,100** |
| Primary schools with reception but no nursery classes | 48,100 | 49,400 | 53,200 | 50,600 | **55,100** |
| | Number of **paid** staff | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| | No. | No. | No. | No. | **No.** |
| Nursery schools | 5,300 | 5,300 | 4,900 | 5,200 | **5,600** |
| Primary schools with nursery and reception classes | 52,400 | 51,400 | 54,500 | 54,400 | **68,800** |
| Primary schools with reception but no nursery classes | 37,700 | 37,600 | 39,400 | 38,700 | **42,300** |
| | Number of **unpaid** staff | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| | No. | No. | No. | No. | **No.** |
| Nursery schools | 1,000 | 700 | 1,200 | 1,100 | **1,400** |
| Primary schools with nursery and reception classes | 14,600 | 11,800 | 15,200 | 13,200 | **15,000** |
| Primary schools with reception but no nursery classes | 12,900 | 12,300 | 14,800 | 13,000 | **13,800** |
| *Base: All providers of given type 2008, 2009, 2010, 2011, 2013.* | | | | | |

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[64] Year on year comparisons have been excluded from this table as they cannot reliably be made for school-based providers.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 6.2 Staff type

**Group-based and out of school providers**

As shown in tables 6.4 to 6.7, supervisors were the largest staff group in 2013, accounting for more than half of all staff across all group-based and out of school settings.[65]

The trend for the proportion of supervisory staff in sessional settings to increase year on year continued in 2013. There has been an increase in this proportion from 40 per cent in 2008 (and from 50 per cent in 2011) to 53 per cent in 2013. Again, this may be linked to the increase in the number of children cared for by sessional settings, as discussed throughout chapter 4.

Other paid staff (who were not qualified to supervise a group of children on their own) typically made up around a quarter of all childcare staff (ranging from 21 per cent in full day care settings in children's centres up to 29 per cent in holiday settings). The general trend across care types has been for the proportion of other paid staff to decline over time, while the proportion of supervisory staff has increased (though this does not hold true for full day care settings in children's centres).

Unpaid students on placement accounted for ten per cent of the workforce or less in all types of group-based and out of school setting. The proportion in out of school settings was particularly low, where they accounted for only four to six per cent of all staff.

As in 2011, volunteers remained the smallest specific staff group for most types of provider (after school settings being the one exception, where volunteers outnumbered students on placement). The downward trend in the proportion of volunteers working in sessional providers continued, and has fallen from 12 per cent in 2008 to five per cent in 2013.

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[65] See also tables 6.4a-g in Appendix 2

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 6.4 Breakdown of staff by staff type (full day care providers)**

| | Full day care | | | | | Full day care in children's centres | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | ***2013*** |
| Senior manager | 8% | 7% | 8% | 8% | **8%** | *7%* | *6%* | *6%* | *7%* | ***6%*** |
| Supervisory | 52% | 56% | 52% | 56% | **56%** | *64%* | *64%* | *54%* | *60%* | ***60%*** |
| Other paid childcare staff | 34% | 29% | 28% | 26% | **26%** | *27%* | *22%* | *27%* | *23%* | ***21%*** |
| Students on placement | 6% | 5% | 9% | 8% | **8%** | *7%* | *6%* | *11%* | *8%* | ***10%*** |
| Volunteers | 2% | 3% | 3% | 3% | **2%** | *3%* | *3%* | *3%* | *3%* | ***2%*** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

**Table 6.5 Breakdown of staff by staff type (sessional providers)**

| | Sessional | | | | |
|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| Senior manager | 12% | 12% | 12% | 12% | **11%** |
| Supervisory | 40% | 44% | 46% | 50% | **53%** |
| Other paid childcare staff | 31% | 27% | 25% | 24% | **23%** |
| Students on placement | 8% | 7% | 9% | 7% | **8%** |
| Volunteers | 12% | 11% | 8% | 7% | **5%** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 6.6 Breakdown of staff by staff type (before school and after school providers)

|  | Before school | | | | | After school | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Senior manager | n/a | n/a | n/a | n/a | **15%** | 16% | 15% | 13% | 15% | **13%** |
| Supervisory | n/a | n/a | n/a | n/a | **55%** | 43% | 46% | 48% | 47% | **54%** |
| Other paid childcare staff | n/a | n/a | n/a | n/a | **22%** | 33% | 30% | 29% | 29% | **24%** |
| Students on placement | n/a | n/a | n/a | n/a | **5%** | 4% | 4% | 5% | 6% | **4%** |
| Volunteers | n/a | n/a | n/a | n/a | **2%** | 5% | 5% | 4% | 3% | **5%** |
| *Base: All providers of given type 2008, 2009, 2010, 2011, 2013.* | | | | | | | | | | |

## Table 6.7 Breakdown of staff by staff type (holiday providers)

|  | Holiday | | | | |
|---|---|---|---|---|---|
|  | 2008 | 2009 | 2010 | 2011 | **2013** |
| Senior manager | 10% | 10% | 9% | 11% | **10%** |
| Supervisory | 38% | 43% | 46% | 50% | **52%** |
| Other paid childcare staff | 33% | 34% | 31% | 29% | **29%** |
| Students on placement | 9% | 5% | 7% | 6% | **6%** |
| Volunteers | 11% | 9% | 7% | 5% | **3%** |
| *Base: All providers of given type 2008, 2009, 2010, 2011, 2013.* | | | | | |

## School-based provision

The inclusion of independent schools in the 2013 sample appears to have had very little impact on the overall staff profile recorded by the survey for school-based settings, with proportions for all types of staff falling very closely in line with the proportions recorded in 2011.

Nursery nurses were the largest group of staff in both nursery schools (where they accounted for 44 per cent of all staff) and in primary schools with both nursery and reception classes (30 per cent of all staff).[66]

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[66] Nursery nurses are defined as being those qualified to supervise a group of children on their own, but who are not qualified early years teachers.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

In primary schools with reception classes only, early years support staff were the largest single group (23 per cent of all staff). The distribution of staff across the different levels was more even in primary schools with reception classes only than in the other types of school-based provision.[67]

School-based settings had a high proportion of students on placement compared to group-based and out of school settings (ranging from nine per cent in primary schools with reception but no nursery classes to 13 per cent in nursery schools).

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[67] See table 6.7a in Appendix 2 for details on the number of staff at each level.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 6.8a Breakdown of staff by staff type (school-based providers)

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Head teachers (nursery schools) / Early years co-ordinators (primary schools) | 7% | 7% | 7% | 7% | **6%** | 10% | 10% | 10% | 10% | **9%** | 17% | 17% | 17% | 18% | **16%** |
| Early years teachers | 20% | 21% | 18% | 17% | **16%** | 21% | 22% | 22% | 22% | **22%** | 17% | 14% | 17% | 15% | **16%** |
| Nursery nurses | 42% | 40% | 38% | 42% | **44%** | 25% | 25% | 25% | 28% | **30%** | 12% | 12% | 15% | 17% | **18%** |
| Early years support staff | 18% | 19% | 18% | 17% | **15%** | 21% | 20% | 20% | 19% | **20%** | 23% | 23% | 22% | 22% | **23%** |
| Students on placements | 10% | 8% | 13% | 12% | **13%** | 12% | 9% | 12% | 10% | **10%** | 8% | 7% | 10% | 9% | **9%** |
| Volunteers | 6% | 4% | 7% | 6% | **7%** | 11% | 10% | 11% | 10% | **9%** | 19% | 18% | 20% | 19% | **18%** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 6.3    Apprentices

Settings were also asked specifically about the number of apprentices that were involved in their childcare provision. These figures should not be viewed as being in addition to the employee totals - for the purposes of this report, apprentices have been treated as a sub-set of the 'all paid staff' group discussed in the preceding sections.[68]

As per table 6.8b, full day care settings employed the greatest number of apprentices in the delivery of their provision, with a total of 13,500 in 2013 (which equates to six per cent of all staff in full day settings).

School-based settings tended to employ relatively few apprentices, with only one per cent of all staff in primary school settings and two per cent of nursery school staff falling into this category. However, it should be noted that school-based settings have a relatively high proportion of students on placement amongst their staff (see section 6.2). As such, even though school-based settings have relatively few apprentices, they do still have a strong representation of staff who are involved in a formal learning process.

| Table 6.8b Number of apprentices and proportion of all paid staff that are apprentices | | |
|---|---|---|
| | Number of apprentices | Proportion of all paid staff in given type of setting that are apprentices |
| Full day care | 13,500 | 6% |
| Full day care in children's centres | *200* | *3%* |
| Sessional | 2,800 | 4% |
| Before school | 4,200 | 5% |
| After school | 4,300 | 4% |
| Holiday | 4,600 | 6% |
| Nursery schools | 100 | 2% |
| Primary schools with nursery and reception classes | 1,100 | 1% |
| Primary schools with reception but no nursery classes | 550 | 1% |
| *Base: All providers of given type 2013; All staff in given type of setting 2013.* | | |

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[68] Providers were specifically asked to include any paid apprentices in their reporting of the total number of paid staff that they employed.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 6.4  Child to staff ratios

**Group-based and out of school providers**

The EYFS framework specifies maximum child to staff ratios for children of different ages. As a general guide, the maximum ratios for group-based and out of school providers are as follows: 3:1 for children under two years; 4:1 for children aged two years; and 8:1 for children aged three to seven years. In settings where a member of staff with Qualified Teacher Status, Early Years Professional Status or another suitable level 6 qualification is working directly with the children, the ratio may be expanded to 13:1 for children aged three and over.[69]

In the 2013 survey, new questions were included to determine the child to staff ratios that providers currently operate for children aged under two years old, and for children aged two years old. Settings were asked only to include those staff eligible to count towards the ratios in their responses.

Table 6.9 shows that within all forms of group-based and out of school provision, mean child to staff ratios for children aged under two years old were below the limit of three children per member of staff. The mean ratios across the different types of provider were similar, ranging from 2.3:1 to 2.5:1.

The mean child to staff ratio for two year olds (see table 6.9) also fell within the prescribed limit of 4 children per member of staff for all types of group-based and out of school providers in 2013. All settings operated with very similar ratios, ranging from 3.0:1 to 3.2:1.

It should be noted that these ratios reflect the situation on a typical day and would be subject to variation throughout the week (and throughout the year).

Comparing the operational ratios shown above with the maximum permissible ratios, there was a slightly greater tendency to operate under-quota when caring for two year olds than was the case for under twos, though the difference was small.

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[69] There are also further regulations stipulating the proportion of staff that must hold full and relevant qualifications at levels 2 and 3 in order for the given ratios to be applicable – see full details in the EYFS framework below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271631/eyfs_statutory_framework_march_2012.pdf

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 6.9 Mean child to staff ratio for <u>under</u> 2 year olds and 2 year olds on a typical day (group-based and out of school providers) | | |
|---|---|---|
| | Mean child to staff ratio for <u>under</u> 2 year olds | Mean child to staff ratio for 2 year olds |
| Full day care | 2.5 : 1 | 3.2 : 1 |
| *Full day care in children's Centres* | 2.5 : 1 | 3.1 : 1 |
| Sessional | 2.5 : 1 | 3.2 : 1 |
| Before school | 2.3 : 1 | 3.0 : 1 |
| After school | 2.4 : 1 ‡ | 3.0 : 1 |
| Holiday | 2.5 : 1 | 3.2 : 1 |
| *Base: Providers of given type caring for children aged under 2 years old 2013; Providers of given type caring for children aged 2 years old 2013.* | | |

## School-based provision

Ratio requirements in school-based settings are complex, but broadly speaking they are as follows. Children under two years old require a ratio of 3:1 and children aged two years require a ratio of 4:1. For children aged three and over there must be a ratio of at least 8:1 where there is no teacher or early years professional (or equivalent) present and 13:1 where there is. Reception classes in maintained schools can operate with a ratio of 30:1 where the staff member is a school teacher.[70]

The number of school-based settings caring for children aged under two years old was too small to reliably quote statistics in 2013. As such, tabulations for under two year olds have not been included.

For two year old children, nursery schools operated on the maximum limit of four children per staff member, with a ratio of 4.0:1 on average. Primary schools with nursery and reception classes actually operated with a mean average ratio slightly outside the required limit, at 4.3:1 (see table 6.10). It should, however, be noted that the base size for this group is relatively small and the mean has been influenced by a small number of settings stating ratios above 4:1.[71]

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[70] Full details of the ratio requirements can be found in the EYFS framework below:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271631/eyfs_statutory_framework_march_2012.pdf
The framework also details the requirements for independent schools, which are slightly different to those for maintained schools.

[71] In total the survey interviewed 103 primary schools with nursery and reception classes which currently had children aged two years old on their books.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 6.10 Mean child to staff ratio for <u>two year olds</u> (nursery schools) | |
|---|---|
| | 2013 |
| Nursery schools | 4.0: 1 ‡ |
| Primary schools with nursery and reception classes | 4.3:1 |
| *Base: Providers of given type caring for children aged 2 years old 2013.* | |

## 6.5    Age of paid staff

**Group-based and out of school provision[72]**

Staff working in holiday care providers had the youngest age profile in 2013, with one-quarter (26 per cent) of paid staff aged under 25 and two-thirds (68 per cent) under 40 years of age (see table 6.11a). Staff working in full day care providers also had a comparatively young age profile with 65 per cent of paid staff under 40 years of age in 2013,  although there has been a decline in the proportion of paid staff aged under 25, from 23 per cent in 2010 to 19 per cent in 2013.

Staff working in children's centres offering full day care also had a relatively young age profile, with 57 per cent of paid staff under 40 years of age in 2013. However, as seen in full day care more generally, the proportion of paid staff aged under 25 had declined since 2010, falling from 20 to 12 per cent.

Conversely, childminders had the oldest age profile in 2013, with two-thirds (67 per cent) aged 40 or older. Almost all childminders (99 per cent) were at least 25 years old.

Staff in sessional providers continued to have a relatively old age profile in 2013, with 48 per cent aged 40 or older, and 85 per cent aged 25 or older. However, there has been a downward shift in the sessional age profile, with the proportion of under 40s increasing from 40 per cent in 2010 to 50 per cent in 2013.

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[72] NB where age bands have been added together in this section, the figures may not add to the total of the specific age bands in the data tables. This is due to rounding.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 6.11a Age profile of all paid staff (group-based providers)

|  | Full day care | | | | Full day care in children's centres | | | | Sessional | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | 2007 | 2008 | 2010 | **2013** | *2007* | *2008* | *2010* | ***2013*** | 2007 | 2008 | 2010 | **2013** |
| 16-19 | 6% | 5% | 3% | **3%** | *3%* | *2%* | *2%* | ***1%*** | 1% | 2% | 2% | **2%** |
| 20-24 | 25% | 25% | 20% | **15%** | *22%* | *18%* | *18%* | ***11%*** | 4% | 5% | 7% | **11%** |
| 25-39 | 43% | 43% | 42% | **47%** | *44%* | *45%* | *45%* | ***45%*** | 35% | 35% | 31% | **37%** |
| 40-49 | 17% | 16% | 20% | **20%** | *22%* | *21%* | *19%* | ***23%*** | 39% | 38% | 37% | **29%** |
| 50+ | 8% | 9% | 12% | **13%** | *7%* | *12%* | *13%* | ***16%*** | 18% | 18% | 21% | **20%** |

*Base: All paid staff in given type of setting 2007, 2008, 2010, 2013*

## Table 6.11b Age profile of all paid staff (out of school providers)

|  | Before school | | | | After school | | | | Holiday | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** |
| 16-19 | n/a | n/a | n/a | **3%** | 7% | 7% | 4% | **3%** | 10% | 11% | 5% | **5%** |
| 20-24 | n/a | n/a | n/a | **14%** | 16% | 17% | 18% | **15%** | 28% | 27% | 23% | **20%** |
| 25-39 | n/a | n/a | n/a | **36%** | 33% | 32% | 34% | **36%** | 34% | 33% | 38% | **43%** |
| 40-49 | n/a | n/a | n/a | **25%** | 26% | 26% | 25% | **24%** | 16% | 16% | 17% | **17%** |
| 50+ | n/a | n/a | n/a | **19%** | 16% | 17% | 18% | **18%** | 9% | 10% | 12% | **12%** |

*Base: All paid staff in given type of setting 2007, 2008, 2010, 2013.*

## Table 6.11c Age profile (childminders)

|  | Childminders | | | |
|---|---|---|---|---|
|  | 2007 | 2008 | 2010 | **2013** |
| 16-19 | 0% | 0% | 0% | * |
| 20-24 | 1% | * | 1% | **1%** |
| 25-39 | 39% | 35% | 33% | **32%** |
| 40-49 | 36% | 41% | 38% | **37%** |
| 50+ | 24% | 24% | 28% | **30%** |

*Base: All childminders 2007, 2008, 2010, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**School-based provision**

Nursery school staff and staff working in primary schools with reception but no nursery classes had a slightly older age profile than staff working in primary schools with nursery and reception classes (see table 6.12).

59 per cent of paid staff in nursery schools were aged 40 or older, compared to 48 per cent in primary schools with nursery and reception classes and 55 per cent in primary schools with reception but no nursery classes.

| Table 6.12 Age profile of all paid staff (school-based providers) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Nursery schools | | | | Primary schools with nursery and reception classes | | | | Primary schools with reception but no nursery classes | | | |
| | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** |
| 16-19 | * | * | 1% | **1%** | 1% | * | 1% | **1%** | * | * | * | **1%** |
| 20-24 | 5% | 5% | 5% | **6%** | 6% | 7% | 6% | **8%** | 4% | 4% | 4% | **5%** |
| 25-39 | 32% | 33% | 37% | **34%** | 41% | 40% | 43% | **42%** | 37% | 37% | 37% | **37%** |
| 40-49 | 34% | 34% | 31% | **31%** | 28% | 30% | 30% | **30%** | 31% | 31% | 31% | **34%** |
| 50+ | 28% | 28% | 24% | **28%** | 20% | 21% | 18% | **18%** | 23% | 25% | 23% | **21%** |
| *Base: All paid staff in given type of setting 2007, 2008, 2010, 2013.* | | | | | | | | | | | | |

## 6.6   Gender of paid staff

Table 6.13 shows that the mean proportion of paid male staff working in childcare and early education settings remained at around the same level as in previous years.

As seen in previous years, out of school providers had a higher proportion of male staff than group-based and school-based settings. Nevertheless, even in out of school settings, the level of male staffing remained low, ranging between ten per cent of all paid staff for after school providers to six per cent in before school settings.

The proportion of male staff working across each different type of school-based and group-based provider was virtually the same, ranging between two and three per cent in all of these settings.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 6.13 Mean proportion of male staff in the paid workforce | | | |
|---|---|---|---|
| | Proportion of male staff | | |
| | 2008 | 2010 | **2013** |
| Full day care | 2% | 2% | **2%** |
| *Full day care in children's centres* | 2% | 2% | **3%** |
| Sessional | 1% | 1% | **2%** |
| Before school | n/a | n/a | **6%** |
| After school | 7% | 8% | **10%** |
| Holiday | 14% | 10% | **9%** |
| Childminders | 2% | 2% | **2%** |
| Nursery schools | 2% | 2% | **2%** |
| Primary schools with nursery and reception classes | 1% | 1% | **2%** |
| Primary schools with reception but no nursery classes | 1% | 1% | **2%** |
| *Base: All paid staff in given type of setting 2008, 2010, 2013* | | | |

## 6.7    Ethnicity of staff

The 2013 survey introduced new, more detailed questions about the ethnicity of the childcare and education workforce. As such, no comparisons are made with historical data on ethnicity.

Data from the Office for National Statistics publication 'Population Estimates by Ethnic Group Mid-2009' estimated that around 13 per cent of the working age population were from a Black and Minority Ethnic (BME) background.[73] As such, BME staff were somewhat under-represented in all types of group-based and out of school provider, with the exception of full day care settings in children's centres (see table 6.14).[74] This tallies with data collected in earlier waves of the survey using the previous, less detailed questions on ethnicity.

Amongst the group-based and out of school settings, full day care settings in children's centres had the highest proportion of staff from a BME background in 2013 (16 per cent). BME representation was also relatively high amongst childminders (12 per cent).

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[73] This proportion was based on persons aged 15-64. It should also be noted that there may have been further population shifts since the ONS estimates were published in 2009 and this figure may, in reality, have risen in the meantime.

[74] It should be noted that the survey figures may slightly under-estimate the proportion of BME staff, as there was a degree of non-response to the question. However, even if all non-responses related to BME staff, which is highly unlikely, BME representation would remain below population levels (see also the reference above)

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Table 6.15 shows that amongst school-based providers, nursery schools had the highest level of BME staffing in 2013 (17 per cent). It is worth noting that primary schools with reception classes only had a very low level of BME staffing (only four per cent of all paid staff). By way of context, the School Workforce in England dataset (November 2013) showed that around 6 per cent of all teachers in publicly funded schools were from a BME background – as such it appears that low BME representation applies to the broader education sector rather than being an issue specific to early education.[75]

As discussed in chapter 3, the two types of provider with the highest concentration of BME staff were the types of setting most likely to be found in the 30% most deprived areas (72 per cent of full day care providers in children's centres and 64 per cent of nursery schools were found in the most deprived areas). Conversely, primary schools with reception classes only, which had the highest proportion of staff from a white background (93 per cent), were the type of provider which was least likely to be found in the 30% most deprived areas (12 per cent). As such, it seems likely that at least some of the differences between different types of provider (as discussed in the preceding paragraphs) may be attributable to the ethnicity profile of the areas in which the settings are found.

It should also be noted that BME representation varied markedly from region to region and was strong in some areas (for example, 38 per cent of full day care staff in London were from a BME background).

| Table 6.14 Proportion of all paid staff coming from different ethnic backgrounds (group-based, out of school and childminders) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday | Childminders |
| White | 88% | 80% | 89% | 88% | 87% | 87% | 87% |
| Mixed | 1% | 1% | 1% | 1% | 1% | 2% | 2% |
| Asian or Asian British | 4% | 6% | 4% | 5% | 3% | 4% | 5% |
| Black or Black British | 3% | 7% | 3% | 2% | 3% | 4% | 4% |
| Chinese | * | 0% | * | * | * | * | * |
| Any other background | 1% | 2% | 1% | 1% | 1% | 1% | 1% |
| Don't know | 2% | 4% | 1% | 3% | 3% | 2% | 0% |
| Refused | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| **Any BME** | **10%** | **16%** | **9%** | **9%** | **9%** | **10%** | **12%** |
| Base: All paid staff in given type of setting 2013. | | | | | | | |

[75] https://www.gov.uk/government/publications/school-workforce-in-england-november-2013

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 6.15 Proportion of all paid staff coming from different ethnic backgrounds (school-based providers)**

|  | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
|---|---|---|---|
| White | 82% | 86% | 93% |
| Mixed | 1% | 1% | * |
| Asian or Asian British | 11% | 7% | 2% |
| Black or Black British | 4% | 2% | * |
| Chinese | 1% | * | * |
| Any other background | 1% | 1% | * |
| Don't know | 1% | 1% | 2% |
| Refused | * | 1% | 1% |
| **Any BME** | **17%** | **12%** | **4%** |

*Base: All paid staff in given type of setting 2013.*

## 6.8    Paid staff with a disability

The proportion of paid staff with a disability in 2013 remained consistent with levels seen in previous waves of the survey. This group made up between one and two per cent of the paid staff in each of the different types of provider (see table 6.15a in Appendix 2).

## 6.9    Contracted working hours

Throughout this section it should be borne in mind that the survey asks settings about the *contracted* hours that their staff work (which may, in some cases, be lower than the *actual* hours worked). The data also include part time staff, and should not therefore be viewed as representative of the typical working week for a full time employee in the childcare and early education sector.

**Group-based and out of school provision**

Tables 6.16a-b show that staff in full day care settings and holiday settings tended to be contracted for more hours per week than those in the other group-based and out of school settings.

Staff in full day care settings in children's centres tended to be contracted for the most hours (35 hours per week on average), while staff in full day care settings in general were

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contracted for 32 hours and those in holiday settings for 30 hours.[76] This may, to some extent, be a reflection of the nature of provision offered.

Between 2011 and 2013 there was a marked increase in the average number of contracted hours for staff working in sessional settings, rising from 22 hours to 26 hours per week. This continues the trend seen since 2008, when the average contract was for 19 hours per week. This may be connected to the shift towards private ownership discussed in section 3.4 and could also be indicative of a change towards more flexible sessional provision, with the possibility that some settings may be moving towards a model in which they offer multiple sessions per day.

There has also been an increase in contracted hours for staff in after school providers, rising from an average of 21 hours per week in 2011 to 24 hours in 2013, which continues the longer term trend.

| Table 6.16a Mean contracted hours per week (group-based providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
| | 2008 | 2009 | 2010 | 2011 | 2013 | 2008 | 2009 | 2010 | 2011 | 2013 | 2008 | 2009 | 2010 | 2011 | 2013 |
| All staff | 34 | 34 | 32 | 32 | 32 | 34 | 34 | 34 | 34 | 35 | 19 | 19 | 22 | 22 | 26 |
| Senior managers | 36 | 37 | 35 | 35 | 35 | 36 | 37 | 36 | 36 | 36 | 24 | 24 | 25 | 26 | 29 |
| Supervisory staff | 35 | 36 | 34 | 34 | 33 | 35 | 35 | 35 | 35 | 35 | 20 | 20 | 23 | 24 | 28 |
| Other paid childcare staff | 31 | 32 | 30 | 29 | 29 | 32 | 31 | 32 | 32 | 34 | 16 | 15 | 18 | 18 | 22 |
| *Base: All paid staff in given type of setting 2008, 2009, 2010, 2011, 2013.* | | | | | | | | | | | | | | | |

| Table 6.16b Mean contracted hours per week (out of school providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | | | After school | | | | | Holiday | | | | |
| | 2008 | 2009 | 2010 | 2011 | 2013 | 2008 | 2009 | 2010 | 2011 | 2013 | 2008 | 2009 | 2010 | 2011 | 2013 |
| All staff | n/a | n/a | n/a | n/a | 24 | 18 | 19 | 22 | 21 | 24 | 27 | 29 | 30 | 29 | 30 |
| Senior managers | n/a | n/a | n/a | n/a | 28 | 24 | 25 | 27 | 26 | 29 | 33 | 34 | 34 | 33 | 35 |
| Supervisory staff | n/a | n/a | n/a | n/a | 24 | 19 | 19 | 23 | 22 | 25 | 29 | 30 | 32 | 30 | 31 |
| Other paid childcare staff | n/a | n/a | n/a | n/a | 22 | 15 | 15 | 18 | 17 | 19 | 23 | 26 | 26 | 24 | 26 |
| *Base: All paid staff in given type of setting 2013 2008, 2009, 2010, 2011, 2013..* | | | | | | | | | | | | | | | |

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[76] See tables 6.22a-i in Appendix 2 for a more detailed breakdown of staff working hours by type of ownership, profit making status and area of deprivation.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**School-based provision**

The average number of contracted hours in school-based settings in 2013 was consistent with levels seen in 2011 (in spite of the inclusion of independent schools in the 2013 sample).

As was the case in previous years, the average contracted hours of all paid staff in nursery schools was slightly higher (31 hours per week) than in primary schools with reception but no nursery classes (26 hours per week). Staff in primary schools with nursery and reception classes also had comparatively high contracted hours (30 hours per week).

Across all three types of school-based provider, head teachers and early years coordinators tended to be contracted for the longest hours and other early years support staff had the shortest contracted working hours.

| Table 6.17 Mean contracted hours per week (school-based providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| All staff | 30 | 30 | 31 | 31 | **31** | 29 | 29 | 29 | 29 | **30** | 26 | 26 | 26 | 26 | **26** |
| Head teachers (nursery schools) / Early years co-ordinators (primary schools) | 35 | 37 | 35 | 34 | **33** | 32 | 32 | 31 | 31 | **32** | 32 | 32 | 31 | 31 | **31** |
| Early years teachers | 30 | 30 | 30 | 30 | **29** | 30 | 30 | 29 | 30 | **30** | 28 | 29 | 28 | 27 | **27** |
| Nursery nurses | 32 | 32 | 33 | 33 | **33** | 30 | 30 | 30 | 30 | **31** | 26 | 26 | 27 | 26 | **26** |
| Other early years support staff | 24 | 22 | 25 | 24 | **25** | 25 | 24 | 25 | 25 | **27** | 22 | 22 | 22 | 22 | **23** |
| *Base: All paid staff in given type of setting 2008, 2009, 2010, 2011, 2013.* | | | | | | | | | | | | | | | |

## 6.9.1   Time spent interacting with children

Staff qualified to at least level 6 were asked about the amount of time they spent interacting with children on a typical day.[77] Throughout this report, where qualification levels are discussed they always relate to qualifications specifically relevant to working with children or young people.

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[77] Level 6 qualifications are at a level equivalent to Bachelor's degrees with honours, graduate certificates or graduate diplomas. See section 7.1.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Group-based and out of school provision**

Level 6 qualified staff working in full day care and holiday care providers spent the most time interacting directly with children (both with an average of 6.0 hours a day), followed by staff in children's centres offering full day care (5.8 hours a day). This is perhaps to be expected, due to their longer hours of operation relative to sessional, after school and before school provision.[78]

As had been found in earlier waves of the survey, supervisory staff spent more time than senior managers interacting directly with children across all group-based and out of school care types, though there was nevertheless a significant amount of contact time between senior managers and children. Supervisory staff working within full day care and holiday care providers spent the most time interacting with children, both averaging 6.6 hours per day in 2013. Again this is likely to be influenced by the relatively long opening hours of these settings.

| Table 6.18 Mean hours per day spent interacting directly with children amongst staff qualified to level 6 or higher (group-based and out of school providers) | | | | | | |
|---|---|---|---|---|---|---|
| | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday |
| **All staff qualified to at least level 6** | **6.0** | ***5.8*** | **5.1** | **4.6** | **4.9** | **6.0** |
| Senior managers qualified to at least level 6 | 4.0 | *2.4* | 3.5 | 2.9 | 3.4 | 4.2 |
| Supervisory staff qualified to at least level 6 | 6.6 | *6.2* | 5.8 | 5.6 | 5.6 | 6.6 |
| Other paid childcare staff qualified to at least level 6 | 6.6‡ | † | † | † | † | † |
| *Base: All paid staff in given type of setting qualified to at least level 6 2013.* | | | | | | |

**School-based provision**

The average daily hours that school-based staff qualified to at least level 6 spent interacting directly with children in 2013 was broadly consistent with 2011.

As was seen in 2011, level 6 qualified staff in nursery schools tended to spend less time interacting directly with children (5.2 hours per day) than those in primary schools with nursery and reception classes (5.9 hours per day) and primary schools with reception but no nursery classes (5.8 hours per day). This was driven by the fact that early years coordinators in primary schools with nursery and reception classes (5.4 hours per day)

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[78] Equivalent data from the 2011 survey is shown in table 6.18a in Appendix 2.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

and primary schools with reception but no nursery classes (5.5 hours per day), spent much longer interacting directly with children than was the case for head teachers in nursery schools (2.0 hours per day).

| Table 6.19 Mean hours per day spent interacting directly with children amongst staff qualified to level 6 or higher (school-based providers) | | | |
|---|---|---|---|
| | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
| **All staff qualified to at least level 6** | **5.2** | **5.9** | **5.8** |
| Head teachers (nursery schools) / Early years co-ordinators (primary schools) qualified to at least level 6 | 2.0 | 5.4 | 5.5 |
| Early years teachers qualified to at least level 6 | 5.9 | 6.1 | 6.1 |
| Nursery nurses qualified to at least level 6 | † | 6.3 | † |
| Other early years support staff qualified to at least level 6 | † | 5.6‡ | † |
| *Base: All paid staff in given type of setting qualified to at least level 6 2013.* | | | |

## 6.10  Pay levels

**Group-based and out of school providers**

Between 2011 and 2013 the mean hourly pay of staff working in group-based providers increased more quickly than the UK average for all professions.[79] There was a seven per cent rise in the mean hourly pay rate of staff working in full day care providers and in children's centres offering full day care (to £8.40 and to £12.00 per hour respectively), whilst there was a 10 per cent rise for staff working in sessional care (£8.70 per hour).[80] It should be stressed that these increases refer to a two year period – annual increases over this period would be around half the percentages quoted above.

To put these findings into context, the national mean hourly wage for the UK workforce rose by three per cent between 2011 and 2013 (from £14.76 to £15.19).[81]

Whilst between 2010 and 2011 there was a similar year on year increase amongst staff working in children's centres offering full day care (4 per cent), the rate of increase was lower amongst sessional care staff in the same period (1 per cent) and there was in fact

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[79] Data specifically for England is not currently published, so UK figures have been used as proxy.

[80] If median figures are used in the place of means, the relevant increases between 2011 and 2013 are; full day care = +6%; sessional care = +5%; full day care in sessional settings = +3%.

[81] ONS Annual Survey of Hours and Earnings, 2013 Provisional Results (SOC 2000) - Hourly pay excluding overtime tables

http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-328216

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

a decrease amongst staff working in full day care (2 per cent). It is likely that the broader difficulties in the UK economy served to restrain wages in 2011 and the improvement in economic conditions since then may have played some role in wage increases between 2011 and 2013. However, as discussed above, it appears that pay rates in group-based providers have increased more rapidly than those of the broader UK workforce. One factor that may be contributing to this effect is the increasing level of qualification in the childcare and early education sector. As the sector becomes better qualified, it is natural that wage demands will increase accordingly (see chapter 7 for further discussion of trends in qualifications).

As seen in 2011, staff working in full day care settings in children's centres were paid more per hour than staff at other childcare providers, earning a mean of £12.00 per hour in 2013. It is likely that this is at least partly attributable to the relatively high level of qualifications held by staff in such settings (see section 7.2).

Senior managers in full day care settings in children's centres had the highest overall pay level, with a mean of £17.30 per hour – indeed, they were the only staff group in any type of provider which earned more than the national average wage of £15.19.

Other paid staff working in full day care settings had the lowest mean hourly income (£6.80).

| Table 6.20a Mean hourly pay (group-based providers) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | Full day care in children's centres | | | Sessional | | |
| | 2013 | % change from 2010 to 2013 | % change from 2011 to 2013 | 2013 | % change from 2010 to 2013 | % change from 2011 to 2013 | 2013 | % change from 2010 to 2013 | % change from 2011 to 2013 |
| All staff | £8.40 | +5% | +7% | £12.00 | +10% | +7% | £8.70 | +11% | +10% |
| Senior managers | £11.20 | +4% | +6% | £17.30 | +5% | +6% | £10.80 | +12% | +10% |
| Supervisory | £8.70 | +5% | +8% | £12.60 | +10% | +6% | £8.90 | +11% | +12% |
| Other paid staff | £6.80 | +5% | +4% | £8.60 | +1% | +2% | £7.30 | +9% | +7% |
| Base: All providers of given type 2010, 2011, 2013. | | | | | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 6.20b Mean hourly pay (out of school providers) [82] | | | |
|---|---|---|---|
| | Before school | After school | Holiday |
| All staff | £8.80 | £9.40 | £8.70 |
| Senior managers | £13.80 | £13.40 | £11.60 |
| Supervisory | £8.40 | £9.60 | £8.70 |
| Other paid staff | £7.00 | £7.40 | £7.70 |
| *Base: All providers of given type 2013.* | | | |

## School-based provision

In 2013, mean annual pay was generally higher in nursery schools than in primary-school based provisions (see table 6.21). This applied to all staff levels apart from support staff. The mean annual pay among all staff working in nursery schools was £23,200 in 2013, compared to £21,600 in primary schools with nursery and reception classes and £21,400 in primary schools with reception but no nursery classes.

It should be noted that the difference in earnings at the most senior level stems from differences in the person this category relates to in different settings. In nursery schools, the survey asks about the head teachers' income, while in the primary school groups the survey asks about the early years co-ordinator. Head teachers in nursery schools earned an average of £51,800. Early years/foundation stage co-ordinators in primary schools with nursery and reception classes earned £38,500, somewhat more than those working in primary schools with reception but no nursery classes (£35,100). This perhaps reflects the typical difference in scale of these settings.

Other paid support staff working in primary schools with both nursery and reception classes were paid more annually than those in other school-based settings, earning on average £12,100 (compared to £11,800 in nursery schools and £10,900 in primary schools with reception but no nursery classes). This was, however, driven by longer contracted hours in primary schools with both nursery and reception classes, and average hourly pay for support staff was actually lower than that found in the other school-based settings (see table 6.22).

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[82] Year on year comparisons are not possible for out of school providers and have therefore been excluded from this tabulation.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 6.21 Mean annual pay (school-based providers)

| | Nursery schools | | Primary schools with nursery and reception classes | | Primary schools with reception but no nursery classes | |
|---|---|---|---|---|---|---|
| | **2013** | % change from 2011 to 2013 | **2013** | % change from 2011 to 2013 | **2013** | % change from 2011 to 2013 |
| All staff | **£23,200** | n/a | **£21,600** | n/a | **£21,400** | n/a |
| Head teachers (nursery schools) / Early years co-ordinators (primary schools) | **£51,800** | n/a | **£38,500** | n/a | **£35,100** | n/a |
| Qualified early years teachers | **£33,400** | n/a | **£29,500** | n/a | **£28,900** | n/a |
| Nursery nurses | **£19,500** | n/a | **£16,500** | n/a | **£13,800** | n/a |
| Other paid early years support staff | **£11,800** | n/a | **£12,100** | n/a | **£10,900** | n/a |

*Base: All paid staff in given type of setting 2013.*

## Table 6.22 Mean hourly pay (school-based providers)

| | Nursery schools | | Primary schools with nursery and reception classes | | Primary schools with reception but no nursery classes | |
|---|---|---|---|---|---|---|
| | **2013** | % change from 2011 to 2013 | **2013** | % change from 2011 to 2013 | **2013** | % change from 2011 to 2013 |
| All staff | **£14.10** | n/a | **£13.80** | n/a | **£14.70** | n/a |
| Head teachers/ Early years co-ordinators | **£29.80** | n/a | **£23.50** | n/a | **£22.30** | n/a |
| Qualified early years teachers | **£22.50** | n/a | **£19.40** | n/a | **£20.50** | n/a |
| Nursery nurses | **£11.50** | n/a | **£10.20** | n/a | **£10.10** | n/a |
| Other paid early years support staff | **£9.20** | n/a | **£8.80** | n/a | **£9.00** | n/a |

*Base: All paid staff in given type of setting 2013.*

## 6.10.1 Variations in pay

### Graduate led settings

Graduate led settings (i.e. those settings in which the senior manager held a qualification relevant to working with children or young people at level 6 or higher) paid higher average wages than non-graduate led settings across all types of childcare provider (see table 6.23). The gap between average pay in graduate led and non-graduate led settings varied for the different childcare provider types. Full day care in children's centres showed the largest difference in hourly pay for staff across graduate and non-graduate led settings (£3.10) and full day care providers demonstrated the smallest difference (£0.50).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

A more detailed breakdown of pay levels by staff type, ownership, areas of deprivation and qualifications of the senior manager has been included for reference in Appendix 2 (see tables 6.26c-p).

| Table 6.23 Mean hourly pay by qualification of senior manager (group-based and out of school providers) | | |
|---|---|---|
| | Not graduate led | Graduate led |
| Full day care | £8.20 | £8.70 |
| *Full day care in children's centres* | *£9.70* | *£12.80* |
| Sessional | £8.10 | £9.80 |
| Before school | £8.30 | £9.40 |
| After school | £8.50 | £10.70 |
| Holiday | £8.30 | £9.30 |
| *Base: All providers of given type 2013.* | | |

**Pay and qualification**

As would be expected, pay levels generally increase with the level of qualification. However, it is difficult to make firm comparisons at a staff level due to low base sizes for some qualification levels, so this data is omitted from the report.

**Pay and region**

As shown in table 6.24, staff working in settings based in London generally earned more per hour than their counterparts working in other regions in 2013. This would be expected given that the cost of living is higher in London than in other parts of England and salaries tend to include London weighting to account for this.

Because base sizes at a regional level tend to be relatively small, year on year comparisons have to be treated with a degree of caution (and specific figures for year on year change are not therefore tabulated). However, it does appear that, looking across all types of group-based and out of school provision, pay increased most rapidly in London, the South East and the East of England regions between 2011 and 2013. As a directional indication of the scale of pay shifts in London, pay in full day care settings increased by around five per cent and in sessional settings by around 20 per cent.[83]

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[83] These figures are rounded and should be viewed as indicative only.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 6.24 Mean hourly pay by region[84] | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | East Midlands | East of England | London | North East | Yorkshire and Humber | North West | South East | South West | West Midlands |
| Full day care | £7.60 | £8.20 | £10.00 | £8.00 | £8.20 | £7.90 | £8.30 | £8.20 | £8.10 |
| Sessional | £7.70 | £8.10 | £10.40 | £9.10 | £8.50 | £7.90 | £8.50 | £8.90 | £8.30 |
| Before school | £8.40 | £8.70 | £9.90 | £8.90 | £8.50 | £8.50 | £8.80 | £9.40 | £8.00 |
| After school | £8.50 | £8.90 | £10.80 | £10.10 | £8.70 | £8.30 | £11.00 | £8.70 | £8.90 |
| Holiday | £7.10 | £9.90 | £11.80 | £7.70 | £7.70 | £8.50 | £8.30 | £8.00 | £8.10 |
| Primary school with nursery and reception classes | £15.00 | £12.80 | £15.20 | £13.80 | £12.90 | £14.00 | £12.10 | £12.10 | £13.80 |
| Primary schools with reception but no nursery classes | £16.40 | £14.00 | £17.30 | £15.50 ‡ | £14.40 | £15.00 | £14.20 | £14.10 | £14.60 |
| Base: All providers of given type 2013. | | | | | | | | | |

## 6.11  Other paid work

Providers were also asked how many of their paid staff did other paid work in addition to their job at that setting.

Reflecting the shorter (or seasonal) nature of the provision, employees in out of school settings were the most likely to have other paid employment, ranging from 19 per cent in holiday settings to 24 per cent in after school settings.

Multiple employment was also relatively common in sessional settings (14 per cent of all paid staff), but less so in full day care settings and school-based settings.

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[84] Base sizes were too small to allow regional analysis of full day care settings in children's centres or nursery schools.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 6.26 Proportion of paid staff who also work for other employers

|  | 2013 |
|---|---|
| Full day care | 8% |
| *Full day care in children's centres* | *3%* |
| Sessional | 14% |
| Before school | 23% |
| After school | 24% |
| Holiday | 19% |
| Nursery schools | 5% |
| Primary school with nursery and reception classes | 4% |
| Primary schools with reception but no nursery classes | 5% |
| *Base: All paid staff in providers of given type 2013.* | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

# 7  Qualifications

## Key findings from this chapter

- The proportion of staff holding *qualifications relevant to working with children and young people* continued to increase in 2013.

- The proportion of staff in sessional settings with at least a level 3 (A level or equivalent) qualification rose from 79 per cent in 2011 to 84 per cent in 2013. This represents significant progress since 2008, when only 61 per cent of sessional staff held such qualifications.

- There was also an increase in the proportion of staff with at least a level 3 (A level or equivalent) qualification in full day care settings (from 84 per cent in 2011 to 87 per cent in 2013).

- An increase in the proportion of childminders with at least a level 3 (A level or equivalent) qualification (from 59 per cent to 66 per cent between 2011 and 2013) was driven by an improvement in the 70 per cent least deprived areas.

- The proportion of senior managers in sessional settings with at least a level 6 (graduate level) qualification increased from 20 per cent in 2011 to 29 per cent in 2013.

- As the proportion of staff holding a relevant qualification has increased, so the proportion of staff working towards qualifications has declined. Nevertheless, 64 per cent of full day care staff who did not currently hold a qualification at level 3 (A level or equivalent) or higher were working towards one in 2013.

- The proportion of staff with Qualified Teacher Status was much lower in group-based and out of school settings (ranging from five to 11 per cent) than in school based settings (42 per cent in primary schools with reception but no nursery classes).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

This section looks at the qualifications that are held by paid staff. The survey only takes account of those qualifications which are relevant to working with young people and children.[85]

# 7.1    Definition of qualifications

Qualifications are grouped together according to the levels that they have been accredited with by Ofqual.[86]

Examples of the types of qualification that fall into each level are as follows:

- 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, Early Years Foundation Degree)

- Level 6 – Honours degree (e.g. BA Early Childhood Studies, Bachelor of Education (BEd), Early Years Professional Status)

- Level 7 – Masters degree, PGCE, National Professional Qualification for Integrated Centre Leadership (NPQICL)

- Level 8 – Doctorate

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[85] Overseas qualifications have been excluded from the analysis which maps specific qualifications to each level, but they have been included in some tables for informational purposes. The proportion of staff with overseas qualifications across the sector as a whole is very low (less than one per cent). Respondents were provided with a detailed list of qualifications which might count as 'relevant' for the purposes of the survey.

[86] For further information on how the different qualification levels are defined please see: http://ofqual.gov.uk/help-and-advice/comparing qualifications

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 7.2    Qualifications held by paid staff

### 7.2.1   Staff with relevant qualifications at level 3 or above

**Group-based provision**

The historic trend for staff in the childcare and early education sector to become more qualified continued across all group-based provider types in 2013 (see table 7.1a).

In full day care settings, 87 per cent of paid staff were qualified to at least level 3, an increase from 84 per cent in 2011 and from 75 per cent in 2008.

Paid staff in sessional settings were slightly less likely than those in full day care settings to hold a qualification at level 3 or above, but the rate of increase for sessional staff was relatively fast, rising from 79 per cent in 2011 to 84 per cent in 2013. This comparatively rapid rate of improvement for sessional settings has also been seen in previous waves of the survey and the 2013 figure marks a sizeable shift since 2008, when only 61 per cent of sessional staff held such qualifications.

Full day care settings in children's centres continued to have the highest incidence of staff holding qualifications at level 3 or above in 2013 (93 per cent).

Amongst group-based settings, out of school providers and childminders, paid staff were more likely to have their highest qualification *specifically* at level 3 than at any other level (see tables 7.1f-h in Appendix 2 for details of the exact level of qualifications held in different types of setting). This reflects historical government policy aimed at encouraging staff working in under eights day care to achieve level 3 qualifications.[87]

**Out of school provision**

As shown in table 7.1b, paid staff in out of school settings were less likely than staff in group-based settings to be qualified to level 3 or above (74 per cent in before school settings, 75 per cent in after school settings and 80 per cent in holiday settings).

**Childminders**

As shown in table 7.1c, around two in three childminders were qualified to at least level 3 (66 per cent). This signifies an increase from 59 per cent in 2011 and the rate of

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[87] The statutory framework for the Early Years Foundation Stage, which superseded the National Standards for Under 8s Day Care and Childminding in September 2008, stipulated that in registered settings other than childminding settings, all supervisors and managers must hold a full and relevant level 3 qualification and half of all other staff must hold a full and relevant level 2 qualification. The updated framework which came into force in September 2012 removed the requirement for supervisors to hold a full and relevant level 3 qualification. The requirement now reads '*In group settings, the manager must hold at least a full and relevant level 3 qualification and at least half of all other staff must hold at least a full and relevant level 2 qualification*'.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

improvement amongst childminders has been strong over recent years, rising from 44 per cent in 2008.

**School-based provision**

The proportion of paid staff holding at least a level 3 qualification in nursery schools (89 per cent) and in primary schools with nursery and reception classes (85 per cent) was similar to that in full day care settings (87 per cent) in 2013. However, staff in primary schools with reception but no nursery classes were the least likely of any type of setting, with the exception of childminders, to hold such qualifications (78 per cent).

## 7.2.2 Staff with relevant qualifications at level 6 or above

**Group-based provision**

As shown in table 7.1e, around six in ten full day care settings (59 per cent) had at least one member of paid staff who was qualified to level 6 or higher. The equivalent proportion was markedly higher in full day care settings in children's centres (87 per cent), but lower in sessional settings (48 per cent).

The proportion of paid staff with at least a level 6 qualification also continued to increase in 2013, though the overall proportions in group-based settings, with the exception of full day care settings in children's centres, remained low (see table 7.1a).

In full day care settings, the proportion of paid staff with at least a level 6 qualification rose from 11 per cent in 2011 to 13 per cent in 2013. In sessional settings, the proportion rose more quickly than was the case for full day care settings, from eight per cent in 2011 to 12 per cent in 2013.

Three in ten paid staff members (30 per cent) at full day care in children's centres were qualified to at least level 6. This was a significantly higher proportion than was found in the other group-based providers and marked an increase from 21 per cent in 2011.

**Out of school provision**

Around half of all out of school settings had at least one member of staff qualified to level 6 or above (see table 7.1e), ranging from 52 per cent of after school settings to 55 per cent of holiday settings.

The proportion of paid staff with at least a level 6 qualification working in out of school settings ranged from 13 per cent in holiday settings to 16 per cent in before school and after school settings (see table 7.1b).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Childminders**

Childminders were the least likely group to hold qualifications at level 6 or above, although the proportion increased from four per cent in 2011 to seven per cent in 2013 (see table 7.1c).

**School-based provision**

As shown in table 7.1e, virtually all school-based settings had at least one member of staff qualified to level 6 or above (98 per cent in both types of primary school setting and 100 per cent in nursery schools).

The proportion of paid staff with at least a level 6 qualification was substantially higher in school-based settings than in group-based or out of school settings. In primary schools with reception but no nursery classes 45 per cent of paid staff held at least a level 6 qualification in 2013 (see table 7.1d).

Some staff in early years providers in maintained schools are required to hold higher qualifications upon appointment due to the requirement in the Early Years Foundation Stage statutory framework to have a member of staff with qualified teacher status in maintained nursery settings. This would seem to be a significant factor behind the disparity in high-level qualification levels between school-based and other types of providers.

## 7.2.3 Staff with no relevant qualifications

The proportion of paid staff who had no relevant qualification remained low for all types of setting and continued to trend downwards in 2013 (though the changes were generally small, reflecting the small proportion of staff falling into this category).

In full day care settings, the proportion of unqualified staff fell from six per cent in 2011 to four per cent in 2013, while in sessional settings there was a decrease from nine per cent to six per cent over the same period (see table 7.1a).

In out of school settings the proportion of paid staff with no qualifications ranged from six per cent in holiday settings to nine per cent in before school settings.

In school-based settings, only between three per cent (in nursery schools) and seven per cent (in primary schools with reception but no nursery classes) of paid staff held no qualifications.

The proportion of childminders with no relevant qualifications was higher than that found amongst staff in other types of setting (14 per cent). This does, however, constitute a large fall from the 34 per cent recorded in 2008.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 7.1a Highest level of relevant qualification for all paid staff (group-based providers)

| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | ***2013*** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | 8% | 6% | 6% | 6% | **4%** | *4%* | *4%* | *3%* | *2%* | ***1%*** | 14% | 12% | 9% | 9% | **6%** |
| *At least level 1* | 90% | 93% | 92% | 93% | **94%** | *93%* | *96%* | *94%* | *95%* | ***96%*** | 84% | 87% | 89% | 91% | **92%** |
| *At least level 2* | 89% | 92% | 92% | 92% | **93%** | *92%* | *96%* | *94%* | *95%* | ***95%*** | 82% | 86% | 88% | 90% | **92%** |
| *At least level 3* | 75% | 82% | 81% | 84% | **87%** | *83%* | *88%* | *87%* | *90%* | ***93%*** | 61% | 68% | 74% | 79% | **84%** |
| *At least level 5* | 7% | 11% | 13% | 17% | **20%** | *18%* | *20%* | *25%* | *31%* | ***37%*** | 6% | 7% | 10% | 12% | **18%** |
| *At least level 6* | 5% | 7% | 8% | 11% | **13%** | *14%* | *14%* | *19%* | *21%* | ***30%*** | 4% | 5% | 7% | 8% | **12%** |

*Base: All paid staff in given type of setting 2008, 2009, 2010, 2011, 2013.*

## Table 7.1b Highest level of relevant qualification for all paid staff (out of school providers)

| | Before school | | | | | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | n/a | n/a | n/a | n/a | **9%** | 17% | 16% | 11% | 11% | **8%** | 16% | 13% | 8% | 9% | **6%** |
| *At least level 1* | n/a | n/a | n/a | n/a | **85%** | 78% | 82% | 86% | 86% | **86%** | 78% | 83% | 87% | 89% | **90%** |
| *At least level 2* | n/a | n/a | n/a | n/a | **83%** | 76% | 80% | 85% | 84% | **85%** | 75% | 82% | 86% | 88% | **90%** |
| *At least level 3* | n/a | n/a | n/a | n/a | **74%** | 56% | 60% | 67% | 69% | **75%** | 56% | 63% | 72% | 75% | **80%** |
| *At least level 5* | n/a | n/a | n/a | n/a | **22%** | 8% | 9% | 12% | 12% | **22%** | 11% | 12% | 12% | 13% | **18%** |
| *At least level 6* | n/a | n/a | n/a | n/a | **16%** | 6% | 6% | 9% | 9% | **16%** | 8% | 8% | 8% | 8% | **13%** |

*Base: All paid staff in given type of setting 2008, 2009, 2010, 2011, 2013.*

## Table 7.1c Highest level of relevant qualification (childminders)

| | Childminders | | | | |
|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | 34% | 31% | 22% | 16% | **14%** |
| *At least level 1* | 60% | 63% | 68% | 77% | **78%** |
| *At least level 2* | 51% | 55% | 63% | 67% | **72%** |
| *At least level 3* | 44% | 49% | 54% | 59% | **66%** |
| *At least level 5* | 4% | 3% | 4% | 6% | **9%** |
| *At least level 6* | 3% | 3% | 3% | 4% | **7%** |

*Base: All childminders 2008, 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 7.1d Highest level of relevant qualification for all paid staff (school-based providers)

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | 6% | 4% | 4% | 3% | **3%** | 5% | 5% | 4% | 5% | **5%** | 10% | 6% | 6% | 9% | **7%** |
| *At least level 1* | 91% | 95% | 92% | 97% | **96%** | 90% | 91% | 90% | 93% | **92%** | 82% | 85% | 86% | 87% | **87%** |
| *At least level 2* | 89% | 94% | 91% | 95% | **95%** | 88% | 89% | 89% | 92% | **91%** | 80% | 83% | 85% | 86% | **86%** |
| *At least level 3* | 82% | 88% | 84% | 88% | **89%** | 80% | 81% | 82% | 85% | **85%** | 70% | 74% | 76% | 77% | **78%** |
| *At least level 5* | 36% | 40% | 38% | 39% | **42%** | 42% | 45% | 44% | 46% | **44%** | 47% | 48% | 50% | 53% | **50%** |
| *At least level 6* | 31% | 32% | 33% | 34% | **35%** | 38% | 40% | 40% | 41% | **40%** | 42% | 42% | 45% | 45% | **45%** |

*Base: All paid staff in given type of setting 2008, 2009, 2010, 2011, 2013.*

## Table 7.1e Proportion of settings that have at least one member of staff qualified to level 6 or above

| | **2013** |
|---|---|
| Full day care | 59% |
| *Full day care in children's centres* | *87%* |
| Sessional | 48% |
| Before school | 53% |
| After school | 52% |
| Holiday | 55% |
| Nursery schools | 100% |
| Primary schools with nursery and reception classes | 98% |
| Primary schools with reception but no nursery classes | 98% |

*Base: All settings of given type 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 7.3    Qualification levels by deprivation[88]

**Qualified to at least level 3**

As seen in table 7.2a, there was a relatively small difference in the proportion of paid staff holding a relevant qualification at level 3 or higher in areas of high and low deprivation in 2013. In broad terms, group-based and out of school settings (with the exception of full day care settings and before school settings) in the 30 per cent most deprived areas had a slightly higher proportion of staff qualified to level 3 or higher than was the case for their equivalents in the less deprived areas. The opposite tended to be true for school-based settings and childminders (where qualification levels tended to be slightly higher in the 70 per cent least deprived areas).

The increase in the overall proportion of paid sessional staff holding such a qualification, as discussed in the preceding section, was driven primarily by improvement in the least deprived areas. In 2013, 83 per cent of sessional staff in the least deprived areas held at least a level 3 qualification, compared to 77 per cent in 2011.

This effect was even more apparent for childminders. In 2011, 58 per cent held such a qualification in the least deprived areas, while in 2013 this proportion had risen to 66 per cent. This compares with an increase of only two percentage points in the most deprived areas.

**Qualified to at least level 6**

There was a similar pattern amongst paid staff qualified to at least level 6 amongst sessional settings, with much of the overall change being driven by improvement in the 70 per cent least deprived areas (which saw a rise from eight to 12 per cent of staff holding a level 6 qualification).

In contrast, changes in the proportion of paid staff qualified to level 6 in full day care settings were more apparent in the 30 per cent most deprived areas (rising from 10 per cent in 2011 to 14 per cent in 2013).

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[88] See also tables 7.2d-f in Appendix 2 which show the levels of qualification held by staff in different regions. Base sizes become relatively small when looking at individual regions - as such, care should be taken when comparing between regions as confidence intervals are likely to be large.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 7.2a Proportion of paid staff that hold at least a relevant level 3 qualification by deprivation

|  | 2011 | | 2013 | |
|---|---|---|---|---|
|  | 30% most deprived areas | 70% least deprived areas | **30% most deprived areas** | **70% least deprived areas** |
| Full day care | 85% | 84% | **87%** | **87%** |
| *Full day care in children's centres* | *91%* | *86%* | ***95%*** | ***90%*** |
| Sessional | 84% | 77% | **86%** | **83%** |
| Before school | n/a | n/a | **71%** | **75%** |
| After school | 74% | 67% | **78%** | **73%** |
| Holiday | 78% | 73% | **82%** | **79%** |
| Childminders | 62% | 58% | **64%** | **66%** |
| Nursery schools | 89% | 86% | **89%** | **90%** |
| Primary schools with nursery and reception classes | 86% | 84% | **85%** | **85%** |
| Primary schools with reception but no nursery classes | 77% | 77% | **75%** | **78%** |

*Base: All paid staff in given type of setting 2011, 2013. All childminders 2011, 2013.*

## Table 7.2b Proportion of paid staff that hold at least a relevant level 6 qualification by deprivation

|  | 2011 | | 2013 | |
|---|---|---|---|---|
|  | 30% most deprived areas | 70% least deprived areas | **30% most deprived areas** | **70% least deprived areas** |
| Full day care | 10% | 12% | **14%** | **13%** |
| *Full day care in children's centres* | *22%* | *19%* | ***31%*** | ***25%*** |
| Sessional | 11% | 8% | **12%** | **12%** |
| Before school | n/a | n/a | **15%** | **16%** |
| After school | 10% | 8% | **15%** | **17%** |
| Holiday | 8% | 9% | **14%** | **13%** |
| Childminders | 1% | 5% | **6%** | **7%** |
| Nursery schools | 35% | 32% | **35%** | **35%** |
| Primary schools with nursery and reception classes | 41% | 41% | **40%** | **39%** |
| Primary schools with reception but no nursery classes | 45% | 45% | **43%** | **45%** |

*Base: All paid staff in given type of setting 2011, 2013. All childminders 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 7.4　Qualifications by staff type

### 7.4.1　Senior managers

**Group-based provision**

As shown in table 7.6a, the proportion of group-based senior managers with at least a level 5 qualification increased substantially between 2011 and 2013. In full day care settings the proportion rose from 41 per cent to 49 per cent, while in sessional settings there was an increase from 27 per cent to 42 per cent. Full day care settings in children's centres also saw a relatively large increase, from 66 per cent in 2011 to 76 per cent in 2013.

There were also substantial increases in the proportion of senior managers with at least a level 6 qualification. This increase in the proportion of senior managers with high level qualifications follows the replacement of the Graduate Leader Fund with Quality Supplement payments available through the Early Years Single Funding Formula.

As would be expected bearing in mind the requirements of the statutory framework for the Early Years Foundation Stage, almost all senior managers in group-based settings had a qualification relevant to working with children at level 3 or higher (97 per cent for each type of provider).[89]

**Out of school provision**

The senior managers of out of school settings were less likely than those in group-based settings to hold at least a level 3 qualification, though levels were relatively high (ranging from 87 per cent in before school settings to 95 per cent in holiday settings – see table 7.6b).

However, the proportion of highly qualified senior managers (i.e. with qualifications at level 5 or above, or level 6 or above) was actually higher in out of school providers than in full day care and sessional settings. This may have been influenced by the relatively high proportion of school-run out of school provision, for which settings are likely to have classified the Head Teacher as being the senior manager. Before school settings, in particular, had a high proportion of well qualified managers, with 46 per cent holding a qualification at level 6 or above.

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[89] The statutory framework for the Early Years Foundation Stage, which superseded the National Standards for Under 8s Day Care and Childminding in September 2008, stipulated that in registered settings other than childminding settings, all supervisors and managers must hold a full and relevant level 3 qualification and half of all other staff must hold a full and relevant level 2 qualification. The updated framework which came into force in September 2012 removed the requirement for supervisors to hold a full and relevant level 3 qualification. The requirement now reads 'In group settings, the manager must hold at least a full and relevant level 3 qualification and at least half of all other staff must hold at least a full and relevant level 2 qualification'.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 7.6a Highest relevant qualification of senior manager (group-based providers) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | 1% | 1% | 1% | 1% | **2%** | 1% | * | 1% | 1% | **1%** | 14% | 2% | 1% | 1% | **2%** |
| At least level 1 | 97% | 98% | 98% | 99% | **97%** | 96% | 98% | 96% | 98% | **97%** | 96% | 97% | 98% | 98% | **97%** |
| At least level 2 | 97% | 98% | 98% | 99% | **97%** | 96% | 98% | 96% | 98% | **97%** | 96% | 97% | 98% | 98% | **97%** |
| At least level 3 | 97% | 98% | 98% | 99% | **97%** | 96% | 98% | 96% | 98% | **97%** | 95% | 96% | 97% | 98% | **97%** |
| At least level 5 | 25% | 32% | 36% | 41% | **49%** | 50% | 56% | 64% | 66% | **76%** | 16% | 19% | 24% | 27% | **42%** |
| At least level 6 | 17% | 21% | 25% | 28% | **33%** | 41% | 46% | 54% | 52% | **66%** | 12% | 12% | 17% | 20% | **29%** |
| Base: All senior managers in given type of provider 2008, 2009, 2010, 2011, 2013. | | | | | | | | | | | | | | | |

| Table 7.6b Highest relevant qualification of senior manager (out of school providers) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | | | After school | | | | | Holiday | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | n/a | n/a | n/a | n/a | **6%** | 2% | 3% | 2% | 3% | **3%** | 6% | 5% | 3% | 3% | **2%** |
| At least level 1 | n/a | n/a | n/a | n/a | **89%** | 94% | 95% | 96% | 94% | **91%** | 91% | 92% | 94% | 95% | **96%** |
| At least level 2 | n/a | n/a | n/a | n/a | **89%** | 94% | 95% | 96% | 94% | **91%** | 90% | 92% | 94% | 95% | **96%** |
| At least level 3 | n/a | n/a | n/a | n/a | **87%** | 93% | 94% | 95% | 94% | **91%** | 89% | 90% | 93% | 95% | **95%** |
| At least level 5 | n/a | n/a | n/a | n/a | **56%** | 22% | 25% | 33% | 33% | **48%** | 24% | 26% | 32% | 38% | **48%** |
| At least level 6 | n/a | n/a | n/a | n/a | **46%** | 16% | 19% | 23% | 24% | **39%** | 17% | 19% | 23% | 25% | **35%** |
| Base: All senior managers in given type of provider 2008, 2009, 2010, 2011, 2013. | | | | | | | | | | | | | | | |

## 7.4.2  Supervisors

As shown in table 7.7a, supervisory staff in full day care settings were almost universally qualified to at least level 3 (97 per cent, rising to 98 per cent in full day care settings based in children's centres). Other types of setting tended to have fewer staff qualified to at least level 3, with before school and after school settings having the lowest proportions (80 per cent and 84 per cent respectively), as shown in table 7.7b.

All types of group-based setting saw an increase in the proportion of supervisors holding at least level 5 qualifications in 2013. For full day care settings this proportion rose from 19 per cent in 2011 to 24 per cent in 2013, while sessional settings saw an increase from 13 to 19 per cent over the same period. There were increases of a similar scale in the proportion of supervisors holding at least level 6 qualifications between 2011 and 2013.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Supervisors in full day care settings in children's centres tended to be more highly qualified than their equivalents in other types of setting, with more than four in ten (43 per cent) holding at least a level 5 qualification and with one in three (34 per cent) holding at least a level 6 qualification.

| Table 7.7a Highest relevant qualification of supervisors (group-based providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | * | * | * | * | * | * | 2% | * | * | * | 2% | 2% | * | 1% | * |
| At least level 1 | 98% | 99% | 99% | 99% | **98%** | 96% | 100% | 99% | 98% | **98%** | 96% | 97% | 98% | 98% | **98%** |
| At least level 2 | 98% | 99% | 99% | 99% | **98%** | 96% | 100% | 99% | 98% | **98%** | 95% | 97% | 97% | 98% | **98%** |
| At least level 3 | 94% | 97% | 97% | 96% | **97%** | 94% | 98% | 98% | 97% | **98%** | 81% | 87% | 90% | 93% | **94%** |
| At least level 5 | 8% | 12% | 14% | 19% | **24%** | 19% | 22% | 30% | 37% | **43%** | 6% | 7% | 10% | 13% | **19%** |
| At least level 6 | 6% | 8% | 9% | 12% | **16%** | 16% | 15% | 23% | 24% | **34%** | 4% | 5% | 7% | 9% | **13%** |
| *Base: All senior managers in given type of provider 2008, 2009, 2010, 2011, 2013.* | | | | | | | | | | | | | | | |

| Table 7.7b Highest relevant qualification of supervisors (out of school providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | | | After school | | | | | Holiday | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | n/a | n/a | n/a | n/a | **5%** | 6% | 4% | 2% | 2% | **3%** | 4% | 2% | 1% | 1% | **1%** |
| At least level 1 | n/a | n/a | n/a | n/a | **90%** | 91% | 95% | 95% | 95% | **92%** | 90% | 96% | 95% | 96% | **97%** |
| At least level 2 | n/a | n/a | n/a | n/a | **89%** | 89% | 94% | 94% | 94% | **92%** | 89% | 96% | 95% | 96% | **97%** |
| At least level 3 | n/a | n/a | n/a | n/a | **80%** | 70% | 76% | 82% | 82% | **84%** | 75% | 81% | 89% | 89% | **93%** |
| At least level 5 | n/a | n/a | n/a | n/a | **20%** | 7% | 8% | 13% | 12% | **24%** | 14% | 15% | 15% | 14% | **21%** |
| At least level 6 | n/a | n/a | n/a | n/a | **13%** | 4 | 6% | 8% | 8% | **17%** | 10% | 10% | 10% | 9% | **15%** |
| *Base: All senior managers in given type of provider 2008, 2009, 2010, 2011, 2013.* | | | | | | | | | | | | | | | |

### 7.4.3 Other paid childcare staff

The proportion of other paid staff in group-based settings that held no relevant qualifications continued to decrease in 2013 (see table 7.8a). For full day care settings there was a decrease from 20 per cent in 2011 to 14 per cent in 2013, while in sessional settings the proportion fell from 26 per cent to 20 per cent over the same period.

At the same time, there were notable improvements in the proportion of other paid staff in group-based settings holding at least a level 3 qualification. In full day care settings there was a ten percentage point rise between 2011 and 2013 (from 53 per cent to 63 per

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

cent). The equivalent increase in sessional settings was larger still (rising from 40 per cent in 2011 to 54 per cent in 2013).

Qualification levels for other paid staff in out of school settings tended to be lower than those in group-based settings, but had been on an upward trend prior to the change in definition of after school and holiday settings in 2013.

| Table 7.8a Highest relevant qualification of other paid childcare staff (group-based settings) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | | | *Full day care in children's centres* | | | | | Sessional | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | ***2013***  | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | 21% | 20% | 18% | 20% | **14%** | *13%* | *15%* | *8%* | *8%* | ***4%*** | 34% | 32% | 27% | 26% | **20%** |
| *At least level 1* | 75% | 79% | 78% | 78% | **82%** | *84%* | *84%* | *85%* | *87%* | ***87%*** | 63% | 66% | 70% | 71% | **76%** |
| *At least level 2* | 74% | 77% | 77% | 77% | **81%** | *83%* | *83%* | *83%* | *86%* | ***86%*** | 59% | 62% | 67% | 70% | **75%** |
| *At least level 3* | 41% | 48% | 48% | 53% | **63%** | *53%* | *54%* | *63%* | *67%* | ***79%*** | 22% | 24% | 36% | 40% | **54%** |
| *At least level 5* | 1% | 3% | 4% | 3% | **4%** | *4%* | *4%* | *6%* | *6%* | ***8%*** | 2% | 1% | 2% | 2% | **5%** |
| *At least level 6* | 1% | 2% | 2% | 3% | **3%** | *2%* | *2%* | *5%* | *4%* | ***8%*** | 2% | 1% | 2% | 2% | **3%** |
| *Base: All senior managers in given type of provider 2008, 2009, 2010, 2011, 2013.* | | | | | | | | | | | | | | |

| Table 7.8b   Highest relevant qualification of other paid childcare staff (out of school settings) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | | | After school | | | | | Holiday | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | ***2013***  | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | n/a | n/a | n/a | n/a | **22%** | 39% | 42% | 29% | 30% | **22%** | 32% | 30% | 21% | 24% | **18%** |
| *At least level 1* | n/a | n/a | n/a | n/a | **72%** | 56% | 56% | 67% | 66% | **71%** | 61% | 65% | 72% | 74% | **76%** |
| *At least level 2* | n/a | n/a | n/a | n/a | **68%** | 52% | 52% | 65% | 64% | **68%** | 56% | 61% | 70% | 71% | **75%** |
| *At least level 3* | n/a | n/a | n/a | n/a | **49%** | 22% | 21% | 30% | 35% | **45%** | 26% | 31% | 41% | 42% | **51%** |
| *At least level 5* | n/a | n/a | n/a | n/a | **5%** | 2% | 2% | 4% | 3% | **5%** | 5% | 4% | 2% | 2% | **3%** |
| *At least level 6* | n/a | n/a | n/a | n/a | **3%** | 2% | 2% | 3% | 2% | **3%** | 4% | 3% | 2% | 2% | **2%** |
| *Base: All senior managers in given type of provider 2008, 2009, 2010, 2011, 2013.* | | | | | | | | | | | | | | |

## 7.5   Qualifications for school-based providers

Detailed breakdowns of qualifications in school-based providers can be found in Tables 7.9a-h in Appendix 2.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Nearly all early years or foundation stage co-ordinators/head teachers in school-based settings were qualified to at least level 6 (98 per cent in nursery schools, 97 per cent in primary schools with nursery and reception classes and 98 per cent in primary schools with reception classes but no nursery classes).

The large majority of early years teachers were also qualified at level 6 or above (ranging from 93 per cent in both types of primary school setting to 97 per cent in nursery schools).

Almost all nursery nurses in nursery schools held at least a level 3 qualification in 2013 (99 per cent). This proportion was a little lower in primary schools with reception and nursery classes (95 per cent), and substantially lower in primary schools with reception but no nursery classes (86 per cent).

Around half of all other paid early years support staff in school-based setting held at least a level 3 qualification (ranging from 45 per cent in nursery schools to 52 per cent in primary schools with nursery and reception classes).

## 7.6    Qualified Teacher Status[90]

**Group-based and out of school provision**

The proportion of paid staff with Qualified Teacher Status (QTS) continued its gentle upward trend in 2013 (see table 7.10).

In full day care settings the proportion of paid staff with QTS has risen from two per cent in 2008 to five per cent in 2013 (and in full day care settings in children's centres the equivalent change was from five per cent in 2008 to 11 per cent in 2013). There was also an increase in sessional settings, from 3 per cent in 2008 to 5 per cent in 2013.

After school settings had a relatively high incidence of staff with QTS in 2013 (11 per cent).

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[90] See tables 7.11b and 7.11c in Appendix 2 for details of QTS status by deprivation and region.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 7.10 Proportion of paid childcare staff with Qualified Teacher Status (group-based, out of school and childminders) | | | | | |
|---|---|---|---|---|---|
| | QTS (% of all staff) | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| Full day care | 2% | 3% | 3% | 3% | **5%** |
| *Full day care in children's centres* | 5% | 7% | 6% | 8% | **11%** |
| Sessional | 3% | 3% | 4% | 4% | **5%** |
| Before school | n/a | n/a | n/a | n/a | **7%** |
| After school | 3% | 4% | 5% | 4% | **11%** |
| Holiday | 5% | 5% | 4% | 4% | **5%** |
| Childminders | n/a | 2% | 2% | 2% | **3%** |
| *Base: All paid staff in given type of provider 2008, 2009, 2010, 2011, 2013.* | | | | | |

## School-based provision

Staff in school-based settings were much more likely to hold QTS than staff in group-based and out of school settings. This is likely to be at least partly attributable to the requirement in the Early Years Foundation Stage statutory framework to have a member of staff with qualified teacher status in maintained nursery settings.

QTS was most common amongst staff in primary schools with reception but no nursery classes, 42 per cent of whom held such a qualification. Around a third of paid staff in primary schools with nursery and reception classes had QTS (36 per cent), compared to around a quarter of staff in nursery schools (27 per cent).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 7.11a Proportion of paid early years staff with Qualified Teacher Status | QTS (% of all staff) | | | | |
|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| Nursery schools | 29% | 32% | 28% | 29% | **27%** |
| Primary schools with nursery and reception classes | 36% | 39% | 39% | 39% | **36%** |
| Primary schools with reception but no nursery classes | 41% | 41% | 43% | 44% | **42%** |
| *Base: All paid staff in given type of provider 2008, 2009, 2010, 2011, 2013.* | | | | | |

## 7.7   Qualifications being worked towards

**Group-based, out of school and childminding provision**

The proportion of group-based staff working towards any qualification relevant to working with children or young people continued to decrease in 2013. However, this is, to some extent, to be expected bearing in mind the increase in the proportion of staff already holding relevant qualifications (see section 7.2).

Full day care settings saw the largest decrease in the proportion of paid staff working towards a qualification, falling from 27 per cent in 2011 to 20 per cent in 2013 (see table 7.14a).

In spite of this general reduction, a significant proportion of the workforce was still working towards a relevant qualification in all types of provider, ranging from 15 per cent amongst childminders up to 23 per cent in holiday settings.

Childminders were more likely to be working towards a qualification if they were based in the 30 per cent most deprived areas (21 per cent, compared with 14 per cent in the 70 per cent least deprived areas).[91]

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[91] See tables 7.14e2-i in Appendix 2 for details of qualifications being worked towards by deprivation and region.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 7.14a Highest relevant qualification being worked towards by all paid childcare staff (group-based providers)

| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | * | * | * | * | * | * | * | * | * | **0%** | * | * | * | * | * |
| Level 2 | 3% | 3% | 2% | 2% | **2%** | 2% | 1% | 1% | 1% | ***%** | 3% | 3% | 2% | 1% | **1%** |
| Level 3 | 11% | 10% | 10% | 8% | **7%** | 8% | 6% | 6% | 4% | **4%** | 11% | 11% | 10% | 8% | **8%** |
| Level 4 | 7% | 9% | 5% | 3% | **2%** | 6% | 7% | 6% | 3% | **3%** | 3% | 4% | 2% | 2% | **2%** |
| Level 5 | 4% | 7% | 7% | 6% | **4%** | 6% | 8% | 8% | 5% | **4%** | 2% | 4% | 4% | 4% | **3%** |
| Level 6 or above | 5% | 7% | 8% | 7% | **5%** | 10% | 12% | 9% | 9% | **9%** | 3% | 3% | 4% | 4% | **4%** |
| Other | * | * | * | * | * | 1% | * | * | * | **1%** | * | * | 1% | * | **1%** |
| Don't know | 3% | 1% | 1% | 1% | **2%** | 5% | 2% | 4% | 3% | **5%** | 2% | * | 2% | 1% | **2%** |
| Not working towards a qualification | 66% | 64% | 68% | 72% | **77%** | 62% | 62% | 65% | 74% | **75%** | 74% | 72% | 76% | 79% | **80%** |
| *All working towards a qualification* | 31% | 35% | 31% | 27% | **20%** | 32% | 36% | 30% | 23% | **19%** | 24% | 27% | 22% | 20% | **18%** |

*Base: All paid staff in given type of setting 2008 (module B), 2009, 2010 (module B), 2011, 2013 (module B).*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 7.14b Highest relevant qualification being worked towards by all paid childcare staff (out of school providers)

| | Before school | | | | | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | n/a | n/a | n/a | n/a | * | * | * | * | * | * | * | * | * | * | * |
| Level 2 | n/a | n/a | n/a | n/a | 2% | 5% | 5% | 4% | 3% | **3%** | 4% | 4% | 3% | 2% | **2%** |
| Level 3 | n/a | n/a | n/a | n/a | 7% | 14% | 11% | 11% | 9% | **5%** | 12% | 11% | 11% | 8% | **8%** |
| Level 4 | n/a | n/a | n/a | n/a | 1% | 3% | 4% | 3% | 2% | **2%** | 3% | 4% | 4% | 4% | **2%** |
| Level 5 | n/a | n/a | n/a | n/a | 3% | 2% | 4% | 3% | 3% | **2%** | 3% | 3% | 6% | 5% | **4%** |
| Level 6 or above | n/a | n/a | n/a | n/a | 5% | 4% | 4% | 5% | 3% | **4%** | 6% | 7% | 7% | 6% | **6%** |
| Other | n/a | n/a | n/a | n/a | 1% | 1% | * | 1% | * | **1%** | 1% | * | 1% | * | **1%** |
| Don't know | n/a | n/a | n/a | n/a | 6% | 4% | 2% | 2% | 4% | **7%** | 4% | 4% | 5% | 3% | **5%** |
| Not working towards a qualification | n/a | n/a | n/a | n/a | 75% | 67% | 70% | 71% | 75% | **76%** | 66% | 66% | 64% | 72% | **71%** |
| *All working towards a qualification* | n/a | n/a | n/a | n/a | 18% | 28% | 28% | 25% | 21% | **16%** | 29% | 29% | 30% | 25% | **23%** |

*Base: All paid staff in given type of setting 2008 (module B), 2009, 2010 (module B), 2011, 2013 (module B).*

## Table 7.14c Highest relevant qualification being worked towards (childminders)

| | Childminders | | | | |
|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 1% | * | * | 1% | **1%** |
| Level 2 | 1% | 1% | 1% | 1% | **1%** |
| Level 3 | 14% | 12% | 10% | 8% | **8%** |
| Level 4 | 2% | 2% | 2% | 1% | **2%** |
| Level 5 | 2% | 3% | 3% | 2% | **2%** |
| Level 6 or above | 1% | 2% | 2% | 2% | **2%** |
| Other | N/A | 0% | 0% | 0% | **0%** |
| Don't know | 3% | 3% | 2% | 1% | **1%** |
| Not working towards a qualification | 75% | 76% | 80% | 84% | **84%** |
| *All working towards a qualification* | 22% | 21% | 18% | 15% | **15%** |

*Base: All childminders 2008, 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## School-based provision

Paid staff in school-based providers were less likely to be working towards a qualification than those in group-based and out of school settings. This may, to some extent, be a reflection of the relatively high level of qualifications already held by staff in school-based settings.

Overall, around one in ten school based staff were working towards a relevant qualification of some description (see table 7.14d).

| Table 7.14d Highest relevant qualification being worked towards by all paid early years staff (school-based providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 0% | 0% | 0% | 0% | **0%** | * | * | * | * | * | * | * | * | * | * |
| Level 2 | 2% | 1% | 1% | 1% | **1%** | 1% | 1% | 1% | * | * | 2% | 1% | 1% | * | * |
| Level 3 | 6% | 4% | 5% | 4% | **3%** | 3% | 4% | 3% | 3% | **3%** | 3% | 4% | 3% | 2% | **3%** |
| Level 4 | 1% | 2% | 3% | 1% | **1%** | 1% | 2% | 1% | 1% | **1%** | * | 1% | 1% | * | **1%** |
| Level 5 | 3% | 4% | 3% | 3% | **2%** | 2% | 2% | 2% | 2% | **2%** | 3% | 2% | 2% | 1% | **2%** |
| Level 6 or above | 6% | 4% | 6% | 7% | **6%** | 5% | 5% | 4% | 4% | **5%** | 4% | 5% | 4% | 4% | **3%** |
| Other | N/A | 0% | 0% | 0% | **0%** | N/A | 0% | 0% | 0% | **0%** | N/A | 0% | 0% | 0% | **0%** |
| Don't know | 2% | 1% | 2% | 1% | **1%** | 4% | 3% | 5% | 2% | **3%** | 4% | 7% | 6% | 4% | **4%** |
| Not working towards a qualification | 79% | 83% | 80% | 83% | **86%** | 84% | 83% | 84% | 88% | **85%** | 83% | 80% | 83% | 87% | **87%** |
| All working towards a qualification | 20% | 16% | 18% | 16% | **13%** | 12% | 14% | 11% | 10% | **12%** | 13% | 13% | 11% | 9% | **8%** |

*Base: All paid staff in given type of setting 2008, 2009, 2010, 2011, 2013.*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

### 7.7.1 Proportion of staff qualified to below level 3 currently working towards a qualification at level 3 or higher

In full day care settings, the majority of staff who were not already qualified to level 3 were in the process of working towards a qualification at level 3 or higher (64 per cent). This proportion was closely in line with that recorded in previous years.

Holiday settings also had a relatively high incidence of staff below level 3 working towards a qualification at level 3 or higher (55 per cent).

| Table 7.14e Proportion of paid staff qualified to below level 3 who were working towards a relevant qualification of level 3 or higher | | | |
|---|---|---|---|
| | 2010 | 2011 | **2013** |
| Full day care | 61 | 66 | **64** |
| *Full day care in children's centres* | † | † | **†** |
| Sessional | 45 | 43 | **44** |
| Before school | n/a | n/a | **33** |
| After school | 40 | 37 | **33** |
| Holiday | 53 | 42 | **55** |
| Nursery schools | 41 | 39 | **24** |
| Primary schools with nursery and reception classes | 28 | 24 | **32** |
| Primary schools with reception but no nursery classes | 26 | 18 | **23** |
| *Base: All paid staff in given type of setting qualified to below level 3 2010, 2011, 2013.* | | | |

## 7.8 Perceived importance of EYPS and level of interest in funding

Internal DfE data from the NCTL EYPS database shows that there were a total of 13,352 people with Early Years Professional Status (EYPS) in September 2013, with a further 588 undertaking training.

Three quarters of full day care providers (74 per cent) which were not run by a local authority reported that it was important that providers employed someone with EYPS (see table 7.15). Only seven per cent felt that this was not important at all.

The perceived importance of employing someone with EYPS was stronger in the 30 per cent most deprived areas (80 per cent) than it was in the rest of the country (72 per cent). There was also a noticeable difference in the perceived importance of EYPS when analysing by number of staff. Full day care settings with up to ten paid staff saw it as less

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

important to employ someone with EYPS than those settings with more than ten members of staff (71 per cent and 79 per cent respectively).[92]

| Table 7.15 Importance of employing someone with EYPS in full day care settings in non-LA owned provision | | | |
|---|---|---|---|
| | 30% most deprived areas | 70% least deprived areas | **Total** |
| Very important | 40% | 37% | **38%** |
| Fairly important | 41% | 35% | **36%** |
| Not very important | 12% | 20% | **18%** |
| Not important at all | 6% | 7% | **7%** |
| Don't know | 1% | * | * |
| Refused | * | * | * |
| Important | 80% | 72% | **74%** |
| Not important | 19% | 27% | **25%** |
| *Base: All full day care providers in non-Local Authority run settings 2013.* | | | |

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[92] These figures are not tabulated within the main report.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

# 8   Training

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## Key findings from this chapter

- The number of childminders receiving training in the past year increased from 75 per cent in 2010 to 81 per cent in 2013.

- Almost all nursery schools had a specific training budget for early years staff in 2013, but only around one-third of primary school settings had one.

- The majority of childminders and staff working in school-based providers felt that the amount of training received was about right in 2013.

- However, between 2008 and 2013 there was a significant increase in the proportion of childminders who felt that they had received too little training and the mean number of days of training received had fallen over that period.

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This chapter focuses on training provision. In particular it looks at the proportion of childminders and staff in school-based provision that have received training, whether providers have training budgets in place, and their views on current levels of training. Group-based and out of school childcare providers were not asked the majority of questions about training, but did answer a question relating to funding for training provided by Local Authorities.[93]

## 8.1   Training budgets

As shown in table 8.1, reflecting the fact that all of their staff are focused on early years provision, nearly all nursery schools (95 per cent) had a specific training budget for early years staff in 2013. 37 per cent of primary schools with nursery and reception classes and 35 per cent in primary schools with reception but no nursery classes had a specific training budget for early years staff.

In spite of the change to the school-based sample in this year's survey, the figures relating to training budgets remained broadly in line with those seen in previous years and there was no significant difference between independent and maintained settings in 2013.

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[93] Data on training is only collected in the full version of the survey. As such, there is no data from 2011 throughout this chapter.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 8.1 Whether provider has a specific training budget (school-based providers) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Nursery schools | | | | Primary schools with nursery and reception classes | | | | Primary schools with reception but no nursery classes | | | |
| | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** |
| Have a training budget | 97% | 97% | 94% | **95%** | 33% | 34% | 34% | **37%** | 38% | 28% | 31% | **35%** |
| *Base: All providers of given type 2007, 2008, 2010, 2013.* | | | | | | | | | | | | |

## 8.2 Training for childminders

There was an increase in the proportion of childminders saying that they had received training in the past year, rising from 75 per cent in 2010 to 81 per cent in 2013 (see table 8.2). This increase brings the 2013 figures back in line with those seen in 2008 (80 per cent), following a decrease in 2010.

However, the mean annual number of days of training received by childminders decreased from 9 days in 2008 to 7 days in 2013. This was due to an increase in the proportion of childminders receiving 1-5 days of training (52 per cent in 2013 versus 45 per cent in 2008), and a decrease in the proportion receiving training for 6 or more days (29 per cent in 2013 versus 35 per cent in 2008).

| Table 8.2 Amount of training in last 12 months (childminders) | | | | | |
|---|---|---|---|---|---|
| | 2006 | 2007 | 2008 | 2010 | **2013** |
| Have had some training | 64% | 68% | 80% | 75% | **81%** |
| Number of days: | | | | | |
| None | 30% | 28% | 16% | 20% | **17%** |
| 1-5 days | 38% | 40% | 45% | 41% | **52%** |
| 6-10 days | 13% | 12% | 18% | 17% | **15%** |
| 11-15 days | 5% | 6% | 6% | 6% | **5%** |
| 16 or more days | 8% | 10% | 11% | 11% | **9%** |
| Don't know | 6% | 4% | 4% | 5% | **3%** |
| Mean number of days | 6 days | 7 days | 9 days | 8 days | **7 days** |
| *Base: All childminders 2006, 2007, 2008, 2010, 2013.* | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 8.3    Views on current levels of training

In 2013, the majority of childminders and school-based providers thought that the level of training they received in the past year was *about right* (see table 8.3).

Nursery schools were the most satisfied, with 91 per cent of settings rating the amount of training their staff received as *about right*.

However, the proportion of childminders saying that they had received too little training in the past year increased from 13 per cent in 2008 to 20 per cent in 2013. This suggests that the decrease in the mean number of days of training between 2008 and 2013 (see previous section) may be having a negative impact on some childminders.

| Table 8.3 Respondent's views on amount of training received (childminders and school-based providers) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Childminders | | | Nursery schools | | | Primary schools with nursery and reception classes | | | Primary schools with reception but no nursery classes | | |
| | 2008 | 2010 | **2013** | 2008 | 2010 | **2013** | 2008 | 2010 | **2013** | 2008 | 2010 | **2013** |
| Too little | 13% | 13% | **20%** | 9% | 10% | **7%** | 10% | 10% | **15%** | 9% | 9% | **18%** |
| About right | 76% | 79% | **74%** | 89% | 88% | **91%** | 86% | 86% | **81%** | 86% | 88% | **79%** |
| Too much | 10% | 6% | **5%** | * | * | - | 1% | 1% | * | 1% | 1% | * |
| Don't know | 2% | 2% | **1%** | 2% | 2% | **2%** | 3% | 4% | **4%** | 4% | 2% | **3%** |

*Base: All childminders who had received training in last 12 months 2008, 2010, 2013. All school-based providers of given type 2008, 2010, 2013.*

## 8.4    Amount spent on training paid staff

As shown in table 8.4, nursery schools spent more per setting on training for paid staff than other school-based providers in 2013. Nursery schools spent an average of £4,600 on training in the past year, whilst primary schools with nursery and reception classes and primary schools with reception but no nursery classes spent an average of £3,100 and £2,100 respectively.

However, this is largely a reflection of the number of staff employed by each setting - there were more paid staff per setting in nursery schools (13 staff) than in primary schools with nursery and reception classes, and primary schools with reception classes only (9 and 5 staff respectively).  If the number of staff is taken into account, then the average spend per staff member is relatively similar across all types of school-based provider, ranging from around £350 to £425.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 8.4 Mean amount spent on training for paid staff in past year (school-based providers) | | | | | | |
|---|---|---|---|---|---|---|
| | Nursery schools | | Primary schools with nursery and reception classes | | Primary schools with reception but no nursery classes | |
| | 2010 | **2013** | 2010 | **2013** | 2010 | **2013** |
| Mean amount | £3,500 | **£4,600** | £2,900 | **£3,100** | £2,300 | **£2,100** |
| *Base: All providers of given type 2010, 2013.* | | | | | | |

# 8.5    Funding from Local Authorities

Providers were asked whether they had received any funding from their Local Authority to contribute towards the training of a staff member or to help them to gain higher qualifications.[94]

LA funding for training was most common amongst children's centres, full day care settings and sessional settings. Half (50 per cent) of all children's centres offering full day care received funding for training from their Local Authority in 2013, compared to 38 per cent of full day care settings and 36 per cent of sessional settings.

| Table 8.5 Proportion of providers receiving funding for training or raising qualifications from their Local Authority (group-based, out of school and childminders) | |
|---|---|
| | **2013** |
| Full day care | **38%** |
| Full day care in children's centres | **50%** |
| Sessional | **36%** |
| Before school | **19%** |
| After school | **20%** |
| Holiday | **32%** |
| *Base: All providers of given type 2013* | |

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[94] While local authorities are required to secure information, advice and training for childcare providers in their area, they are not required to fund it directly and may impose charges for the provision of integrated academic training if they consider it reasonable. While some LAs may not specifically provide funding for training directly to providers, they may provide free or subsidised access to courses that they run or commission themselves. As such, these results may understate the role played by LAs.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

# 9  Recruitment and retention

## Key findings from this chapter

- Out of school settings showed the highest rate of growth in the number of paid staff. During the year running up to the 2013 survey the mean number of paid staff employed by each holiday setting increased by 22 per cent. There were similar rises for before school settings (17 per cent) and after school settings (18 per cent).

- The number of paid staff working in group-based settings also increased during the year running up to the 2013 survey. Sessional settings saw a 10 per cent increase in the number of staff per setting, while staffing in full day care settings rose by an average of 14 per cent.

- Posts at lower levels were more likely to be vacant than more senior posts in group-based and out of school providers.

- The mean length of service in full day care settings continued to increase in 2013 - a typical paid staff member had been employed for 6 years and 7 months (compared to 5 years and 8 months in 2010).

This chapter discusses recruitment and retention within the childcare and early education sector. It focuses on employment growth rate, staff turnover and vacancies, problems with recruitment, and length of service. The questions in this chapter were not included in the shortened questionnaire which was used in 2011 – as such, all historical comparisons are made with the 2010 data point and with the preceding years.

## 9.1    Employment growth rate

The mean employment growth rate, shown in table 9.1, gives the number of additional paid staff recruited as a proportion of the number of paid staff employed at the start of the twelve-month period covered by the survey for each given setting.  If the number of staff that left was equal to the number of staff recruited then the employment growth rate would be zero for a given setting. If more staff had been recruited than had left, then the employment growth rate would be greater than zero. If a larger number of staff had left than were recruited, the employment growth rate would be negative.[95]

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[95] For a full explanation of how the employment growth rate is calculated please refer to the Technical Report.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Mean employment growth rates for group-based providers in 2013 remained on a par with those seen in 2010, but remained somewhat below the levels seen in 2007 and 2008.

Out of school providers had higher mean employment growth rates than group-based providers. While group-based growth rates ranged from 10 to 14 per cent for an average setting, staffing in out of school settings grew at between 17 and 22 per cent.

It is not possible to directly compare employment growth rates with changes in the number of registered places, as the questions relate to different time frames. However, it is clear that the number of registered places in both full day care and sessional settings increased between 2011 and 2013 (see section 4.1) and the growth rate in 2013 is likely to be at least partially attributable to this. However, it is also possible that changes in operating ratios or other factors may play some part in the shift (though the survey does not yet provide tracking data that allow any such effects to be identified).

The employment growth rate in nursery schools (nine per cent) was lower than that seen in primary schools with nursery and reception classes (17 per cent) and primary schools with reception but no nursery classes (18 per cent).

| Table 9.1 Mean employment growth rate (group-based, out of school and school-based providers) | | | | | |
|---|---|---|---|---|---|
| | 2006 | 2007 | 2008 | 2010 | **2013** |
| Full day care | 10% | 23% | 27% | 15% | **14%** |
| *Full day care in children's centres* | *25%* | *31%* | *33%* | *16%* | ***10%‡*** |
| Sessional | 9% | 16% | 14% | 9% | **10%** |
| Before school | n/a | n/a | n/a | n/a | **17%** |
| After school | 11% | 41% | 25% | 18% | **18%** |
| Holiday | 23% | 37% | 26% | 23% | **22%** |
| Nursery schools | 17% | 16% | 16% | 12% | **9%** |
| Primary schools with nursery and reception classes | 17% | 20% | 19% | 20% | **17%** |
| Primary schools with reception but no nursery classes | 17% | 16% | 15% | 13% | **18%** |
| *Base: All providers in group-based and out of school providers of given type (module B) 2006, 2007, 2008, 2010, 2013. All school-based providers of given type 2006, 2007, 2008, 2010, 2013.* | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 9.2    Staff turnover

Table 9.2 outlines the average annual turnover rate for all providers. The turnover rate shows the number of staff that have left in the past year as a proportion of the total number of staff that were employed a year ago. If no staff had left their employment, the turnover rate would be zero.[96]

Holiday settings had the highest turnover rates of all providers (18 per cent), perhaps reflecting the seasonal nature of their work. Turnover rates for all other types of group-based and out of school providers were very similar, ranging from 10 per cent in sessional settings to 13 per cent in after school settings.

As in previous years the lowest turnover rates were to be found amongst the three school-based settings, ranging from seven per cent in primary schools with nursery and reception classes to nine per cent in nursery schools.

By way of comparison, DfE figures from the School Workforce in England: November 2012 statistical release show that there was a staff turnover rate of 18 per cent amongst full-time qualified teachers and of 28 per cent amongst part-time qualified teachers in publicly funded schools between 2010 and 2011.[97]

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[96] For a full explanation of how the turnover rate is calculated please refer to the Technical Report.

[97] https://www.gov.uk/government/publications/school-workforce-in-england-november-2012

Turnover in this context is defined as all teachers in full-time service in the English publicly funded schools sector on 31 March 2010 who were not in full-time service in the same establishment on 31 March 2011.  Turnover therefore includes wastage, transfers to other establishments within the publicly funded schools sector and teachers leaving to part-time service.  Not all employers record all movements between schools within their area so rates are understated.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 9.2 Staff annual turnover rate (group-based, out of school and school-based providers)**

|  | 2006 | 2007 | 2008 | 2010 | **2013** |
|---|---|---|---|---|---|
| Full day care | 13% | 15% | 16% | 12% | **12%** |
| *Full day care in children's centres* | *11%* | *11%* | *13%* | *8%* | **12%‡** |
| Sessional | 10% | 11% | 11% | 11% | **10%** |
| Before school | n/a | n/a | n/a | n/a | **12%** |
| After school | 15% | 23% | 15% | 13% | **13%** |
| Holiday | 22% | 22% | 23% | 14% | **18%** |
| Nursery schools | 8% | 5% | 6% | 6% | **9%** |
| Primary schools with nursery and reception classes | 5% | 6% | 5% | 6% | **7%** |
| Primary schools with reception but no nursery classes | 6% | 5% | 5% | 5% | **8%** |

*Base: All paid staff in given type of group-based or out of school provider (module B) 2006, 2007, 2008, 2010, 2013. All paid staff in given type of school-based provider 2006, 2007, 2008, 2010, 2013.*

## 9.3   Staff vacancies

**Group-based and out of school providers**

The proportion of full day care settings actively looking to recruit staff increased from 18 per cent in 2010 to 24 per cent in 2013 (see table 9.3a). The proportion of sessional settings looking to recruit increased from 8 per cent in 2010 to 17 per cent in 2013.

There was also a large increase in the number of staff vacancies in full day care and sessional settings. In full day care settings there was an increase of 42 per cent, from 4,900 in 2010 to 7,000 in 2013. There was a particularly large increase in the number of vacancies for other paid staff, which rose from 2,200 to 3,600 over that period (a 59 per cent increase).

The number of vacancies in sessional settings almost doubled, rising from 900 in 2010 to 1,700 in 2013. As with full day care settings, this increase was primarily driven by a rise in the number of vacancies for other paid staff (from 450 to 900).

It is worth noting that the number of senior manager vacancies in sessional settings also rose sharply (from 60 to 150, which actually represents a larger proportional shift than that for other paid staff – an increase of 163 per cent).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

The proportion of holiday settings actively looking to recruit in 2013 was relatively high (23 per cent) compared to the other out of school providers (see table 9.3b).

| Table 9.3a Number of staff vacancies and proportion of providers that are actively trying to recruit (group-based providers) | | | | | | |
|---|---|---|---|---|---|---|
| | Full day care | | Full day care in children's centres | | Sessional | |
| | 2010 | **2013** | 2010 | **2013** | 2010 | **2013** |
| | No. | **No.** | No. | **No.** | No. | **No.** |
| Senior managers | 350 | **550** | # | **†** | 60 | **150** |
| Supervisory staff | 2,300 | **2,900** | 150 | **†** | 350 | **650** |
| Other paid staff | 2,200 | **3,600** | 200 | **†** | 450 | **900** |
| **Total** | **4,900** | **7,000** | **400** | **†** | **900** | **1,700** |
| *Base: All providers of given type that are actively trying to recruit (module B) 2013.* | | | | | | |
| Proportion actively trying to recruit | 18% | **24%** | 23% | **27%‡** | *8%* | **17%** |
| *Base: All providers of given type (module B) 2010, 2013.* | | | | | | |

| Table 9.3b Number of staff vacancies and proportion of providers that are actively trying to recruit (out of school providers) | | | | | | |
|---|---|---|---|---|---|---|
| | Before school | | After school | | Holiday | |
| | 2010 | **2013** | 2010 | **2013** | 2010 | **2013** |
| | No. | **No.** | No. | **No.** | No. | **No.** |
| Senior managers | n/a | **400** | 250 | **250** | 300 | **200** |
| Supervisory staff | n/a | **1,600** | 600 | **1,200** | 700 | **1,200** |
| Other paid staff | n/a | **1,400** | 750 | **1,800** | 1,200 | **2,000** |
| **Total** | **n/a** | **3,400** | **1,600** | **3,300** | **2,200** | **3,500** |
| *Base: All providers of given type that are actively trying to recruit (module B) 2013.* | | | | | | |
| Proportion actively trying to recruit | n/a | **16%** | 11% | **14%** | 17% | **23%** |
| *Base: All providers of given type (module B) 2010, 2013.* | | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

As shown in table 9.3c, the proportion of all staff posts that were currently vacant in 2013 was similar for all types of group-based and out of school providers, ranging from three per cent (in most types of provider) up to five per cent in holiday settings (possibly reflecting the more seasonal nature of their work and the timing of the survey).

Across the board, the highest proportion of vacancies was to be found at the 'other paid staff' level. In holiday settings nine per cent of all other paid staff posts were vacant at the time of the survey in 2013.

| Table 9.3c Proportion of staff posts at given level that are currently vacant (group-based and out of school providers) | | | | | | |
|---|---|---|---|---|---|---|
| | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday |
| Senior managers | 3% | 3% | 2% | 3% | 2% | 2% |
| Supervisory staff | 2% | 1% | 2% | 3% | 2% | 3% |
| Other paid staff | 6% | 7% | 5% | 7% | 7% | 9% |
| **Total** | **3%** | **3%** | **3%** | **4%** | **3%** | **5%** |
| *Base: All providers of given type (module B) 2013.* | | | | | | |

## School-based providers

As shown in table 9.4a, nursery schools were the most likely of the school-based providers to be actively recruiting (18 per cent). The proportion of school-based settings looking to recruit in 2013 was broadly similar to that seen in previous years, in spite of the change to the sample definition.

The proportion of all staff posts that were vacant in school-based settings in 2013 was slightly lower than for group-based and out of school providers, as shown in table 9.4b (between one and two per cent for all school-based settings).

Vacancies were more evenly spread across levels in school-based providers than was the case for group-based and out of school providers. In particular, the proportion of vacancies at the 'other paid early years support staff' level in school-based settings was low in comparison to the proportion of lower level vacancies in other types of provider (between one and three per cent in all types of school-based setting).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

**Table 9.4a Number of staff vacancies and proportion of providers actively recruiting (school-based providers)**

| | Nursery schools | | Primary schools with nursery and reception classes | | Primary schools with reception but no nursery classes | |
|---|---|---|---|---|---|---|
| | 2010 | **2013** | 2010 | **2013** | 2010 | **2013** |
| | No. | **No.** | No. | **No.** | No. | **No.** |
| Head teachers | † | † | # | # | # | 50‡ |
| Qualified early years teachers | † | † | 200 | 200‡ | 150 | 100‡ |
| Nursery nurses | † | † | 80 | 300‡ | # | # |
| Other paid early years support staff | † | † | 150 | 300‡ | 150 | 200‡ |
| Total | † | † | 500 | 800‡ | 350 | 400‡ |
| *Base: All providers of given type that are actively trying to recruit (module B) 2010, 2013.* | | | | | | |
| Proportion actively trying to recruit | 15% | 18% | 8% | 9% | 6% | 7% |
| *Base: All providers of given type (module B) 2008, 2010, 2013.* | | | | | | |

**Table 9.4b Proportion of staff posts at given level that are currently vacant (school-based providers)**

| | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
|---|---|---|---|
| Head teachers | * | * | 1% |
| Qualified early years teachers | 3% | 1% | 1% |
| Nursery nurses | 1% | 1% | 1% |
| Other paid early years support staff | 3% | 2% | 2% |
| Total | 2% | 1% | 1% |
| *Base: All providers of given type (module B) 2013.* | | | |

## 9.4 Problems with recruitment

School-based providers were asked to what extent they had experienced difficulty in recruiting paid staff over the twelve months prior to when the survey was conducted (see table 9.5).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Nursery schools were most likely to report that they had experienced either a fair amount or a great deal of difficulty (16 per cent), followed by primary schools with nursery and reception classes (11 per cent) and primary schools with reception but no nursery (six per cent).

| Table 9.5 Proportion and number of settings that had experienced difficulty recruiting (school-based providers) | | | | | | |
|---|---|---|---|---|---|---|
| | Nursery schools | | Primary schools with nursery and reception classes | | Primary schools with reception but no nursery classes | |
| | 2010 | **2013** | 2010 | **2013** | 2010 | **2013** |
| A great deal | 6% | **6%** | 3% | **4%** | 1% | **2%** |
| A fair amount | 8% | **10%** | 4% | **7%** | 3% | **4%** |
| Not very much | 11% | **12%** | 9% | **11%** | 5% | **6%** |
| Not at all | 55% | **49%** | 60% | **52%** | 55% | **50%** |
| Not applicable/haven't tried recruiting | 19% | **22%** | 23% | **24%** | 36% | **36%** |
| Don't know | 1% | **1%** | * | **2%** | * | **1%** |
| *Base: All providers of given type 2013.* | | | | | | |

## 9.5 Average length of service

While the mean length of service in sessional providers remained essentially stable, the length of service in full day care settings had increased since 2010.

In full day care settings in 2013, paid staff had typically spent an extra year at their current setting than was the case in 2010. The average length of service in full day care settings in 2013 was 6 years and 7 months (see table 9.6).

Staff at group-based providers had typically been in employment at their current setting for slightly less than a year longer than staff at out of school providers.[98]

It is worth noting that since the onset of the financial crisis of 2007/2008, there has been an increase in average job tenure in the wider economy (for those remaining in employment). Between 2007 and 2011, the average job tenure for men increased from 8.6 years to 9.1 years, while job tenure for women increased from 7.1 years to 7.9 years.[99] As such, it is likely that at some of the increase in mean length of service in the

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[98] See table 9.6d in Appendix 2 for further details of length of service.

[99] ONS: Length of job tenure with current employer 2001-2011, published 18th April 2012.
http://www.ons.gov.uk/ons/about-ons/what-we-do/publication-scheme/published-ad-hoc-data/all-ad-hoc-requests-pre-June-2012/length-of-job-tenure-with-current-employer-2001-2011.xls

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

childcare and early education sector can be attributed to broader societal factors (with employees potentially placing a greater value on stability in the face of economic uncertainty). However, the increase in length of service in full day care settings, in particular, has been at a rate which suggests that there are also factors specific to the childcare and early education sector at play. Regardless of the cause, the workforce in this sector has been gaining in experience in recent years.

| **Table 9.6 Mean length of service in current setting for paid staff (group-based and out of school providers)** | | | | |
|---|---|---|---|---|
| | 2007 | 2008 | 2010 | **2013** |
| Full day care | 4 years and 3 months | 4 years and 9 months | 5 years and 8 months | **6 years and 7 months** |
| *Full day care in children's centres* | *3 years and 6 months* | *4 years and 5 months* | 4 years and 10 months | ***6 years and 10 months*** |
| Sessional | 6 years and 2 months | 6 years and 3 months | 6 years and 10 months | **6 years and 11 months** |
| Before school | n/a | n/a | n/a | **5 years and 9 months** |
| After school | 3 years and 9 months | 4 years and 2 months | 5 years | **5 years and 9 months** |
| Holiday | 4 years | 4 years | 5 years and 3 months | **6 years** |
| *Base: All paid staff in given type of provider 2007, 2008, 2010, 2013.* | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

# 10 Income and expenditure

<div style="border: 1px solid; padding: 1em;">

## Key findings from this chapter

- Many providers had been limiting their fee increases and childminders were the least likely to have increased fees, with only 23 per cent having done so in the past year.

- Less than half of sessional settings (47 per cent) reported an increase in fees in the past 12 months and there was a similar situation amongst full day care settings (53 per cent).

- Only a third of out of school settings had increased fees in the past year (32 per cent of before school and after school settings). Less than half of holiday settings (46 per cent) reported an increase in fees in the last 12 months.

- The proportion of sessional settings operating at a loss increased from 14 per cent in 2011 to 21 per cent in 2013.

- The differential in fees for three and four year olds between areas of high and low deprivation was relatively small for full day care settings (20 pence per hour lower in the most deprived areas), but was larger for sessional settings (50 pence per hour lower in the most deprived areas).

- Childcare vouchers were more widely accepted in 2013 than they had been in 2010, with sessional providers seeing the largest rise in the proportion of settings accepting them (from 71 per cent to 79 per cent).

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## 10.1  Fees

### 10.1.1 Fee variance

While full day care settings were more likely than other types of provider to vary their fees from child to child, the proportion doing so fell from 48 per cent in 2010 to 41 per cent in 2013 (see table 10.1).[100] As such, viewed in tandem with the decline in the proportion of settings charging registration fees discussed in section 10.4, this is a sign that full day care settings are tending to simplify their fee structure.

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[100] The proportion in full day care settings in children's centres is higher than that in full day care settings in general (52 per cent and 41 per cent respectively). However, the base size for children's centres is low and this apparent difference should be treated with caution.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

In full day care settings, the age of the child was clearly the most frequent reason for fee variance, with 81 per cent of settings that varied their fees saying that age was a factor (see table 10.2). This is likely to be linked to the differing staff to child ratio requirements for children of different ages. Four in ten (40 per cent) full day care settings varied their fees according to the number of siblings enrolled.

Age was also the key factor for those sessional and holiday providers which varied their fees (67 per cent and 58 per cent respectively). However, in before school and after school settings, it was actually the number of siblings attending which settings mentioned most frequently as a reason for varying costs (52 per cent and 55 per cent respectively). Amongst those childminders that varied their fees, the number of siblings was, again, the most frequently mentioned reason (72 per cent).

| Table 10.1 Proportion of providers who vary their fees from child to child (group-based, out of school and childminders) | | | | | |
|---|---|---|---|---|---|
| | 2006 | 2007 | 2008 | 2010 | **2013** |
| Full day care | 53% | 47% | 53% | 48% | **41%** |
| *Full day care in children's centres* | *56%* | *60%* | *61%* | *48%* | **52%‡** |
| Sessional | 15% | 15% | 20% | 21% | **23%** |
| Before school | n/a | n/a | n/a | n/a | **29%** |
| After school | 37% | 34% | 39% | 34% | **25%** |
| Holiday | 40% | 38% | 39% | 38% | **37%** |
| Childminders | 38% | 36% | 37% | 34% | **32%** |
| *Base: All providers of given type (module B) 2007, 2008, 2010, 2013. All providers of given type (module A) 2006. All childminders 2006, 2007, 2008, 2010, 2013.* | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 10.2 Reasons for varying fees (group-based, out of school and childminders) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday | Childmind-ers |
| Age of the child | 81% | † | 67% | 34% | 39% | 58% | 28% |
| Number of siblings enrolled | 40% | † | 36% | 52% | 55% | 50% | 72% |
| Number of hours per week | 17% | † | 19% | 16% | 24% | 20% | 43% |
| Whether in receipt of a local authority grant | 27% | † | 31% | 20% | 23% | 26% | 15% |
| Time of day | 8% | † | 12% | 8% | 14% | 15% | 35% |
| What the fees covered | 28% | † | 30% | 23% | 30% | 21% | 36% |
| Parent's income | 4% | † | 9% | 17% | 9% | 9% | 14% |

*Base: All providers of given type that vary fees (module B) 2013. All childminders who vary their fees 2013*

## 10.1.2 Mean fees charged

Table 10.3 shows the mean hourly fees charged by each provider type according to the age of the child being cared for. It also includes a weighted average showing the mean fee charged for all of the children aged four and under that attend each given type of setting. These age-specific questions were introduced in the 2013 survey (though similar, non-comparable questions on fees had been asked in previous years of the survey). As indicated in the table, base sizes for some settings are low and caution should be exercised when using any such data.

**Group-based providers**

Across all types of provider, fees for children aged under two were higher than those for children aged two (which, in turn, were higher than fees for children aged 3-4). It is likely that these cost differentials are at least partly attributable to the child to staff ratio requirements for children of different ages (see section 6.4). However, the price differentials between children of different ages are actually smaller than may have been expected based on the differing ratio requirements and it appears that some cross-subsidisation may be taking place.

Fees in sessional settings were consistently 40 pence per hour cheaper than those in full day care settings, regardless of the specific age of the child.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

The overall mean fee for any children aged four or under was £4.00 per hour in full day care settings and £3.60 per hour in sessional settings.[101] Fees for two year olds were 30 pence per hour cheaper than fees for children aged under two in both full day care and sessional settings.

Group-based fees in the 30 per cent most deprived areas were typically lower than those in the 70 per cent least deprived areas, but the differences were more pronounced in sessional settings than in full day care settings. For example, there was only a 20 pence differential in full day care fees for three and four year olds in the most and least deprived areas (£3.80 and £4.00 respectively). For sessional settings there was a 50 pence differential between areas of high and low deprivation (£3.10 and £3.60 respectively). See tables 10.3a-f in Appendix 2 for further detail of fees by deprivation.

**Out of school providers**

There was little differentiation in the fees of before school and after school settings, with both charging an overall mean fee of £3.20 for the children aged four and under that they cared for.

Fees in holiday settings were higher than those in the other out of school providers. This applied to children in each of the specific age bands and the overall mean holiday fee for children aged four and under was £3.70 (50 pence more than the mean fee in before school and after school providers).

**Childminders**

Childminders' fees were collected at a more general level than those for group-based and holiday settings. Overall, the average hourly childminders' fee, for children of any age, was £4.10 per hour.

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[101] See also: Rutter, J. and Stocker, K. (2014) The Family and Childcare Trust's Childcare Costs Survey (2014). This survey quoted mean fees very similar to those outlined in the Childcare and Early Years Providers report; £4.40 per hour for nursery provision for under two year olds; £4.20 per hour for nursery provision for two year olds; and £3.20 per hour for after school clubs. http://www.familyandchildcaretrust.org/childcare-costs-surveys

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 10.3 Mean fees per hour for children of different ages | | | | |
|---|---|---|---|---|
| | Children aged under 2 | Children aged 2 | Children aged 3-4 | Overall mean fee for all children aged 4 and under that settings care for[102] |
| Full day care | £4.40 | £4.10 | £3.90 | £4.00 |
| *Full day care in children's centres* | *£4.00‡* | *£4.00‡* | *£3.90‡* | *£4.00* |
| Sessional | £4.00 | £3.70 | £3.50 | £3.60 |
| Before school | £4.10‡ | £3.80‡ | £2.80 | £3.20 |
| After school | † | £3.60‡ | £3.00 | £3.20 |
| Holiday | £4.40 | £4.10 | £3.30 | £3.70 |
| *Base: All providers of given type caring for children of the given age (module B) 2013.* | | | | |

## 10.2  Changes to fees over time

The proportion of settings that had increased their fees in the past 12 months was lower in 2013 than in 2010 (see table 10.4).

In 2013 around half of full day care settings reported that they had raised their prices in the past 12 months (53 per cent). This was a relative large decrease from the proportion in 2010 (69 per cent).

The difference was even more pronounced for sessional settings, fewer than half of which reported a rise in fees in 2013 (47 per cent, compared to 68 per cent in 2010).

Childminders were the least likely of all the providers to have increased their fees in the last year, with only 23 per cent reporting a rise in fees in 2013 (compared to 36 per cent in 2010).

As such, it appears that many providers have been holding their fees down, which is beneficial to parents during the ongoing period of economic challenges. While stable fees can be of benefit to parents, it is also worth noting that the proportion of loss making settings had increased over the period during which many providers had not been raising their fees (see section 10.9).

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[102] The figures in this column are a weighted average of the fees charged for children of each given age. For example, if a given type of setting cares for more 3-4 year olds than children aged 2 or less, then the fees they charge for 3-4 year olds will have a greater influence on the calculated mean. As such, settings that care for a higher proportion of children aged under 2 will tend to have a higher overall mean fee, as the cost of provision for young children is typically higher.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 10.4 Whether providers have increased their fees within given timeframes (group-based, out of school and childminders) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | | Full day care in children's centres | | | | Sessional | | | | Before school | | | | After school | | | | Holiday | | | | Childminders | | | |
| | 2007 | 2008 | 2010 | **2013** | *2007* | *2008* | *2010* | ***2013*** | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** | 2007 | 2008 | 2010 | **2013** |
| Increased fees in the last six months[103] | 33% | 34% | 40% | **31%** | *39%* | *44%* | *32%* | ***21%‡*** | 28% | 17% | 49% | **28%** | n/a | n/a | n/a | **19%** | 25% | 27% | 28% | **19%** | 27% | 33% | 31% | **26%** | 18% | 16% | 17% | **12%** |
| Increased fees in the last year | 72% | 76% | 69% | **53%** | *65%* | *66%* | *65%* | ***48%‡*** | 64% | 57% | 68% | **47%** | n/a | n/a | n/a | **32%** | 52% | 63% | 47% | **32%** | 61% | 59% | 54% | **46%** | 37% | 37% | 36% | **23%** |
| Increased fees in the last two years | 86% | 91% | 88% | **77%** | *72%* | *78%* | *84%* | ***75%‡*** | 84% | 80% | 84% | **73%** | n/a | n/a | n/a | **53%** | 73% | 81% | 72% | **53%** | 80% | 78% | 77% | **71%** | 57% | 63% | 60% | **44%** |

*Base: All providers of given type (module A) 2007, 2008, 2010, 2013; Childminders 2007, 2008, 2010, 2013.*

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[103] The 2013 and 2010 surveys were conducted throughout the autumn term, meaning that any providers who increase their fees on an annual basis at the start of the academic year would all have fallen into the 'Increased fees in the last six months' category in 2010.  They would not necessarily have done so in the 2008 survey, when interviewing began earlier in the year. As such, year on year comparisons for past six month increases will not yield directly comparable results.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 10.3 Income from fees

Table 10.5a shows median income from parent fees.[104] These figures must be treated with caution due to the significant proportion of settings which refused or were unable to provide fees data. These respondents have been excluded when averages have been calculated.[105] Any setting claiming not to charge fees was also excluded from the medians. The figures that are reported have been derived from a number of variables and therefore may be prone to distortion.[106] As such, they should only be used as an indicative guide.[107]

Full day care settings received the highest median annual income from fees in 2013 (£47,700).[108]

Income from fees in 2013 was generally very similar to that in 2010, though the sessional median had risen from £9,300 to £14,600. There was also an increase in the median fees income for childminders, from £9,700 in 2010 to £11,500 in 2013.

| Table 10.5a Median annual income from fees (group-based, out of school and childminders) | | |
|---|---|---|
| | 2010 | **2013** |
| Full day care | £50,000 | **£47,700** |
| *Full day care in children's centres* | *£150,800* | *£147,000‡* |
| Sessional | £9,300 | **£14,600** |
| Before school | n/a | **£7,800** |
| After school | £26,500 | **£24,000** |
| Holiday | £31,200 | **£35,000** |
| Childminders | £9,700 | **£11,500** |
| *Base: Providers of given type providing fee income data (excluding zero values and non-response) (module A) 2010, 2013; Childminders providing fee income data 2010, 2013.* | | |

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[104] See table 10.5b in Appendix 2 for mean income from fees. Medians have been used in the main report as fees income tends to vary widely from setting to setting and is prone to distortion by a relatively small number of very large providers.

[105] The following proportions of respondents did not provide fee data: 38 per cent of full day care providers; 35 per cent of full day care providers in children's centres; 30 per cent of sessional providers; 30 per cent of before school providers; 32 per cent of after school providers; 46 per cent of holiday providers; and 18 per cent of childminders.

[106] For information on the variables used please refer to the Technical Report.

[107] The Department for Education conducted a survey that focused specifically on the finances of childcare providers in 2012 and which provides more detailed and robust information on income.

Brind, R., Norden, N., Oseman, D. (2012), Childcare Provider Finances Survey, DFE Research Report DFE-RR213.

[108] The higher income for full day care settings in children's centres should be treated with a degree of caution due to the small base size.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 10.4 Deposits and registration fees

As shown in tables 10.6a-c, full day care providers remained the most likely to charge deposits and registration fees. However, the proportion of full day care settings charging a deposit had continued to reduce, and has fallen from 52 per cent in 2008 to 44 per cent in 2013.

The mean deposit in sessional settings increased from £47 in 2010 to £76 in 2013. However, it should be noted that the apparent increase in deposits for full day care settings (from £84 in 2010 to £96 in 2013) is not statistically significant.

Among those settings which did charge a deposit, between 14 per cent and 24 per cent of all types of provider were unwilling or unable to say how much the deposit was. As such, data on average deposits should be treated with a degree of caution.

Settings that were run on a for-profit basis were more likely to charge registration fees and/or deposits than settings that were run on a not-for-profit basis (see table 10.6d in Appendix 2).

| Table 10.6a Proportion of providers who charged a deposit or registration fees and the average deposits and registration fees charged (group-based providers) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | Full day care in children's centres | | | Sessional | | |
| | 2008 | 2010 | **2013** | 2008 | 2010 | *2013* | 2008 | 2010 | **2013** |
| Proportion of providers who charged a deposit | 52% | 48% | **44%** | 38% | 40% | *41%‡* | 21% | 25% | **25%** |
| Proportion of providers who charged a registration fee | 33% | 33% | **32%** | 14% | 11% | *17%‡* | 21% | 21% | **23%** |
| Mean deposit charged | £88 | £84 | **£96** | £87‡ | £112‡ | *†* | £42 | £47 | **£76** |
| Mean registration fee charged | £32 | £35 | **£38** | *†* | *†* | *†* | £14 | £22 | **£26** |
| *Bases: All providers of given type (module B) 2008, 2010, 2013; All providers of given type who charge a deposit (module B) 2008, 2010, 2013; All providers of given type who charge a registration fee (module B) 2008, 2010, 2013.* | | | | | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

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| Table 10.6b Proportion of providers who charged a deposit or registration fees and the average deposits and registration fees charged (out of school providers) | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | After school | | | Holiday | | |
| | 2008 | 2010 | **2013** | 2008 | 2010 | **2013** | 2008 | 2010 | **2013** |
| Proportion of providers who charged a deposit | n/a | n/a | **16%** | 18% | 18% | **14%** | 29% | 33% | **36%** |
| Proportion of providers who charged a registration fee | n/a | n/a | **15%** | 18% | 22% | **19%** | 21% | 23% | **24%** |
| Mean deposit charged | n/a | n/a | **£74** | £42 | £44 | **£60‡** | £37 | £54 | **£61** |
| Mean registration fee charged | n/a | n/a | **£26** | £13 | £17 | **£27‡** | £16 | £24 | **£33** |

*Bases: All providers of given type (module B) 2008, 2010, 2013; All providers of given type who charge a deposit (module B) 2008, 2010, 2013; All providers of given type who charge a registration fee (module B) 2008, 2010, 2013.*

| Table 10.6c Proportion of providers who charged a deposit or registration fees and the average deposits and registration fees charged (childminders) | | | |
|---|---|---|---|
| | Childminders | | |
| | 2008 | 2010 | **2013** |
| Proportion of providers who charged a deposit | 30% | 36% | **33%** |
| Proportion of providers who charged a registration fee | 1% | 1% | **2%** |
| Mean deposit charged | £90 | £98 | **£106** |
| Mean registration fee charged | † | † | † |

*Bases: All childminders 2008, 2010, 2013; All childminders who charge a deposit (module B) 2008, 2010, 2013; All childminders who charge a registration fee (module B) 2008, 2010, 2013.*

## 10.5 Acceptance of childcare vouchers

Between 2010 and 2013, there was an increase in the proportion of full day care settings, sessional settings and childminders accepting childcare vouchers (see table 10.7).

Sessional settings saw the largest increase in acceptance of childcare vouchers, rising from 71 per cent in 2010 to 79 per cent in 2013.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

Childminders experienced a similar change, with the proportion accepting vouchers rising from 77 per cent in 2010 to 84 per cent in 2013. The increase for full day care settings was less pronounced, reflecting the already high level of voucher acceptance (rising from 92 per cent to 95 per cent).

The change to the definition of after school and holiday settings means that the apparent changes for those providers should not be taken at face value.

| Table 10.7 Acceptance of childcare vouchers (group-based, out of school and childminders) | | |
|---|---|---|
| | 2010 | **2013** |
| Full day care | 92% | **95%** |
| *Full day care in children's centres* | *95%* | ***96%‡*** |
| Sessional | 71% | **79%** |
| Before school | n/a | **66%** |
| After school | 85% | **79%** |
| Holiday | 86% | **90%** |
| Childminders | 77% | **84%** |
| *Base: All providers of given type (module B) 2010, 2013; All childminders 2010, 2013.* | | |

## 10.6 Fees paid by vouchers or direct payments from employers

The proportion of children attending sessional settings that had their fees paid (in part or in full) through childcare vouchers or direct payments from their employer increased from five per cent in 2010 to 10 per cent in 2013. However, this remained a lower proportion than was to be found in any other type of group-based or out-of-school setting, with full day care settings having the highest proportion of such payments (21 per cent).

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 10.8 Proportion of all children attending that have their fees paid, in part or in full, through childcare vouchers or direct payments from their employer (group-based and out of school providers) | | |
|---|---|---|
| | 2010 | **2013** |
| Full day care | 20% | **21%** |
| *Full day care in children's centres* | *10%* | ***13%‡*** |
| Sessional | 5% | **10%** |
| Before school | n/a | **16%** |
| After school | 10% | **14%** |
| Holiday | 15% | **19%** |
| *Base: All providers of given type (module B) 2010, 2013; All childminders 2010, 2013.* | | |

## 10.7  Income from local authorities

Caution must be taken when interpreting the income data as a significant proportion of respondents refused or were unable to provide it (see table 10.9). Figures that were recorded have been derived from a number of variables and therefore may be prone to distortion.[109] Settings that received no LA funding were excluded from the median calculations. They should be used as an indicative guide only.[110]

LA funding was most commonly found in sessional settings, 65 per cent of which had received income from their local authority. However, as shown in table 10.10a, the amount of funding received was actually higher in those full day care settings that received income from LAs (£49,500) than in sessional settings which received LA funding (£41,200).

Group-based settings were markedly more likely to have received income from local authorities grants than were out of school settings. Before school and after school settings, in particular, tended not to receive such funding (with 17 per cent of before school settings and 13 per cent of after school settings receiving funding from local authorities).

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[109] For details of how income data were derived, please refer to the Technical Report.

[110] The Department for Education conducted a survey that focused specifically on the finances of childcare providers in 2012 and which provides more detailed and robust information on income.

Brind, R., Norden, N., Oseman, D. (2012), Childcare Provider Finances Survey, DFE Research Report DFE-RR213.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 10.9 Proportion of providers receiving income from local authorities grants (group-based, out of school and childminders)

| | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday | Child-minders |
|---|---|---|---|---|---|---|---|
| Received funding from LAs and central government | 57% | 53%‡ | 65% | 17% | 13% | 26% | 12% |
| Received no funding from LAs and central government | 10% | 7%‡ | 8% | 66% | 65% | 41% | 78% |
| Unable/unwilling to say how much money received from LAs[111] | 33% | 39%‡ | 27% | 17% | 22% | 33% | 10% |

*Base: All providers of given type (module A) 2013; All childminders 2013.*

## Table 10.10a Median annual income received from local authorities grants (group-based, out of school and childminders)[112]

| | 2013 |
|---|---|
| Full day care | **£49,500** |
| *Full day care in children's centres* | ***£130,000‡*** |
| Sessional | **£41,200** |
| Before school | **£33,800** |
| After school | **£38,000** |
| Holiday | **£30,000** |
| Childminders | **£4,200** |

*Base: All providers of given type providing government funding data (excluding zero values and non-response) (module A) 2013; All childminders providing government funding data (excluding zero values and non-response) 2013.*

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[111] Or did not provide enough information to derive an annual sum.

[112] The wording to this question was amended in 2013 (previously it referred to 'local authorities/central government funding' and there was a prompt to include Sure Start funding if respondents needed further clarification). As such, comparisons with earlier years of the survey cannot be made. See table 10.10b in Appendix 2 for details of the mean annual income from LAs.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 10.8 Income from other sources

Providers were also asked if they had any other sources of income (other than fees and income from local authorities) and, if so, what they were and how much they generated. Fundraising was the most widespread source of additional funding (see tables 10.10c-e in Appendix 2).

### 10.8.1 Total income

Caution must be taken with all income data as significant proportions of respondents refused or were unable to provide this information. The figures have been derived from a number of variables and therefore may be prone to distortion.[113] They should only be used as an indicative guide.[114]

Table 10.11a shows the median income that providers received, broken down by the income from each source. In contrast to the figures quoted earlier in this chapter, these average income figures have been calculated including those who received nothing from the source, in order to allow us to add the income components to calculate an overall income figure (see also table 10.12a).

Full day care settings had clearly the largest median total income (£86,300) and this was split evenly between income from fees (£44,300) and income from local authorities (£42,000).

Sessional settings also had a relatively high median total income (£49,400), but sessional settings were generally more reliant on LA funding (£36,400) than on income from fees (£13,000).

While some out of school settings received LA funding, the majority received none. The median income from LAs for before school, after school and holiday settings was therefore zero (see tables 10.11b and 10.12b in Appendix 2 for details of mean income from each source).

It should be borne in mind that income would be expected to rise over time due to inflation. ONS CPI data shows that annual inflation to December was 4.2 per cent in 2011, 2.7 per cent in 2012 and 2 per cent in 2013, giving a cumulative inflation of 9.2 per cent over that period. As such, it appears that income in full day care settings increased at a below inflationary rate, while income in sessional settings and for childminders increased at a rate somewhat above inflation.

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[113] For details of how income data were derived, please see section 5.1 of the Technical Report.
[114] The Department for Education conducted a survey that focused specifically on the finances of childcare providers in 2012 and which provides more detailed and robust information on income.
Brind, R., Norden, N., Oseman, D. (2012), Childcare Provider Finances Survey, DFE Research Report DFE-RR213.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## Table 10.11a Sources of income, including those who received nothing from the source – median income (group-based, out of school and childminders)[115]

|  | Full day care | *Full day care in children's centres* | Sessional | Before School | After school | Holiday | Childminders |
|---|---|---|---|---|---|---|---|
| Fees | £44,300 | *†* | £13,000 | £6,200 | £19,200 | £34,500 | £11,400 |
| Local Authority | £42,000 | *†* | £36,400 | £0 | £0 | £0 | £0 |
| Other sources | £0 | *†* | £0 | £0 | £0 | £0 | £0 |

*Base: All providers of given type providing total income data (module A) 2013; All childminders providing total income data 2013.*

## Table 10.12a Total median income from all sources (group-based, out of school and childminders)[116]

|  | 2010 | **2013** |
|---|---|---|
| Full day care | £81,900 | **£86,300** |
| *Full day care in children's centres* | *†* | *†* |
| Sessional | £39,000 | **£49,400** |
| Before school | n/a | **£6,200** |
| After school | £26,000 | **£19,200** |
| Holiday | £26,600 | **£34,500** |
| Childminders | £9,700 | **£11,400** |

*Base: All providers of given type providing total income data (module A) 2010, 2013; All childminders providing total income data 2010, 2013.*

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[115] See table 10.11b in Appendix 2 for a summary of mean income from each source.

[116] See table 10.12b in Appendix 2 for a summary of mean total income.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 10.9  Breaking even

Group-based providers and out of school providers were asked what proportion of their registered places they needed to fill in order to break even, while childminders were asked about the number of places they needed to fill in order to earn the minimum income they were prepared to accept. A high proportion of respondents were either unwilling or unable to give an answer and as such the data should be treated with caution.[117]

The mean proportion of places that needed to be filled in order to break even had decreased slightly for both full day care settings and sessional settings (see table 10.13). Full day settings reported that they needed to fill 67 per cent of places to break even in 2013 (compared to 70 per cent in 2010). This situation was replicated amongst sessional settings (70 per cent in 2010, falling to 67 per cent in 2013). It is possible that this may be related to the increase in the number of places offered by group-based settings since 2010 (see section 4.1), though other factors such as fees or staffing costs may also be at play in some settings.

Out of school settings could typically break even with lower occupancy rates than the group-based settings.

| Table 10.13 Mean proportion of places needing to be filled in order to break even (group-based, out of school and childminders) | | | | | |
|---|---|---|---|---|---|
| | 2006 | 2007 | 2008 | 2010 | **2013** |
| Full day care | 74% | 70% | 72% | 70% | **67%** |
| *Full day care in children's centres* | *78%* | *78%* | *76%* | *79%* | ***78%‡*** |
| Sessional | 76% | 73% | 73% | 70% | **67%** |
| Before school | n/a | n/a | n/a | n/a | **57%** |
| After school | 68% | 62% | 62% | 58% | **53%** |
| Holiday | 66% | 59% | 58% | 57% | **57%** |
| Childminders | 53% | 52% | 50% | 58% | **59%** |
| *Base: All providers of given type (module A) 2006, 2007, 2008, 2010, 2013; All childminders 2006, 2007, 2008, 2010, 2013.* | | | | | |

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[117] Non-response ranged between 31 per cent and 39 per cent amongst group-based and out of school settings, and was 17 per cent amongst childminders. See table 10.12c in Appendix 2 for further details of the proportion of places that settings needed to fill to break even.

The Department for Education conducted a survey that focused specifically on the finances of childcare providers in 2012 and which provides more detailed and robust information on financial matters.

Brind, R., Norden, N., Oseman, D. (2012), Childcare Provider Finances Survey, DFE Research Report DFE-RR213.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

## 10.10 Profitability

Tables 10.14a and 10.14b show the proportion of providers reporting whether they made a profit or surplus, covered their costs or operated at a loss.[118]

The proportion of sessional settings operating at a loss increased from 14 per cent in 2011 to 21 per cent in 2013.

Over the same period, there was a decrease in the proportion of full day care settings breaking even (from 36 per cent to 31 per cent), which signified both good and bad news for the full day care sector. The decrease in full day care settings that were covering their costs saw an accordant small rise in the proportion of full day care settings that were running at a profit but also saw a small increase in the proportion of settings that were running at a loss.

It should be noted that there were differences between the proportion of settings recorded as making a profit in the Childcare and Early Years Providers Survey and the proportion that was recorded in the Childcare Provider Finances Survey (which was a standalone survey conducted in 2012 with the aim of providing a more in-depth understanding of the finances of providers in the childcare sector).[119]

The Childcare Provider Finances Survey looked at group-based settings as a single combined entity and found that, at that time, 63 per cent of them had made a profit, 11 per cent broke even, 24 per cent had made a loss and two per cent recorded a 'don't know' response. Reflecting the specific, financial focus of the questionnaire, respondents to the Childcare Provider Finances Survey were asked a detailed series of questions about their income streams and costs prior to answering the question about profitability. As such, they were able to give a far clearer assessment of precisely whether their setting made a profit, broke even or made a loss.

The more general nature of the Childcare and Early Years Providers survey means that respondents often answered in a less specific manner when discussing their finances, as can be seen by the comparatively high level of respondents giving 'don't know' responses (between 9 per cent and 17 per cent, depending on provider type) and saying that their setting had covered costs (ranging between 30 per cent and 44 per cent).[120]

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[118] For-profit organisations were asked if they had made a profit and not-for-profit organisations were asked if they had made a surplus.

[119] Brind, R., Norden, N., Oseman, D. (2012), Childcare Provider Finances Survey, DFE Research Report DFE-RR213.

[120] It should also be noted that direct comparison between the two surveys is made difficult because of differences in the question wording used in each survey, as well as differences in the time at which the surveys were conducted. The wording of the question in the Childcare and Early Years Providers Survey was:
"In the most recent financial year, has [setting name] made a profit, just covered its costs or operated at a loss?"
The equivalent wording in the Childcare Provider Finances Survey was:

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

In absolute terms, the Childcare Provider Finances Survey should be seen as giving the more accurate record of the proportion of profit making and loss making settings. Nevertheless, the data on profitability recorded in the Childcare and Early Years Providers Survey still gives a valuable snapshot of whether providers' financial situation has strengthened or weakened over time.

## Table 10.14a Profitability (group-based providers)

| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | ***2013*** | 2008 | *2009* | *2010* | 2011 | **2013** |
| Made a profit or surplus | 34% | 34% | 33% | 35% | **37%** | *10%* | *10%* | *11%* | *15%* | ***8%‡*** | 32% | *28%* | *28%* | 30% | **25%** |
| Covering costs | 33% | 34% | 33% | 36% | **31%** | *34%* | *37%* | *35%* | *36%* | ***44%‡*** | 43% | *51%* | *46%* | 46% | **43%** |
| Operating at a loss | 16% | 13% | 19% | 12% | **15%** | *34%* | *34%* | *33%* | *31%* | ***33%‡*** | 16% | *15%* | *20%* | 14% | **21%** |
| Don't know | 18% | 18% | 14% | 16% | **15%** | *21%* | *19%* | *21%* | *18%* | ***14%‡*** | 9% | *6%* | *6%* | 10% | **9%** |

*Base: All providers of given type (module A) 2008, 2009, 2010, 2011, 2013*

## Table 10.14b Profitability (out of school providers)

| | Before school | | | | | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Made a profit or surplus | n/a | n/a | n/a | n/a | **21%** | 24% | 23% | 30% | 28% | **24%** | 25% | 23% | 29% | 27% | **32%** |
| Covering costs | n/a | n/a | n/a | n/a | **42%** | 39% | 44% | 40% | 35% | **40%** | 41% | 43% | 36% | 39% | **30%** |
| Operating at a loss | n/a | n/a | n/a | n/a | **22%** | 24% | 22% | 20% | 22% | **20%** | 26% | 23% | 23% | 18% | **19%** |
| Don't know | n/a | n/a | n/a | n/a | **13%** | 12% | 11% | 10% | 14% | **15%** | 8% | 11% | 12% | 15% | **17%** |

*Base: All providers of given type (module A) 2008, 2009, 2010, 2011, 2013*

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

While the differences were not statistically significant, there were directional signs that the fortunes of full day care settings operating in the 30 per cent most deprived areas had improved between 2011 and 2013 (see table 10.15a). Over that period, the proportion of settings making a profit rose from 24 per cent to 29 per cent, and the proportion of loss making settings fell by five percentage points (to 14 per cent).

Performance of full day care settings in the 70 per cent least deprived areas was less strong, with the proportion of loss making settings increasing from 10 per cent in 2011 to 16 per cent in 2013.[121]

Sessional settings in the least deprived areas had also fared less well in 2013, with the proportion of loss making settings rising from 13 per cent in 2011 to 21 per cent in 2013.

In spite of these changes, it should be noted that group-based settings in the 70 per cent least deprived areas remained more likely to be profit making than those in the most deprived areas in 2013. The same was true for out of school providers (see table 10.15b).

| Table 10.15a Provider profitability by deprivation (group-based providers) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | | Full day care in children's centres | | | | Sessional | | | |
| | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | |
| | 2011 | 2013 | 2011 | 2013 | 2011 | 2013 | 2011 | 2013 | 2011 | 2013 | 2011 | 2013 |
| Made a profit or surplus | 24% | 29% | 39% | 40% | 9% | 6%‡ | 27%‡ | † | 19% | 15% | 32% | 29% |
| Covering costs | 39% | 34% | 36% | 30% | 39% | 43%‡ | 30%‡ | † | 48% | 47% | 46% | 42% |
| Operating at a loss | 19% | 14% | 10% | 16% | 35% | 34%‡ | 21%‡ | † | 18% | 20% | 13% | 21% |
| Don't know | 18% | 20% | 15% | 14% | 16% | 15%‡ | 21%‡ | † | 15% | 16% | 9% | 7% |
| Base: All providers of given type in the most/least deprived areas (module A) 2011, 2013. | | | | | | | | | | | | |

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[121] This change was statistically significant, as are all others discussed throughout the remainder of the section.

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

| Table 10.15b Provider profitability by deprivation (out of school providers) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | | After school | | | | Holiday | | | |
| | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | |
| | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** |
| Made a profit or surplus | n/a | **13%** | n/a | **25%** | 20% | **17%** | 31% | **26%** | 18% | **27%** | 32% | **34%** |
| Covering costs | n/a | **41%** | n/a | **42%** | 32% | **40%** | 36% | **40%** | 43% | **33%** | 38% | **29%** |
| Operating at a loss | n/a | **29%** | n/a | **19%** | 32% | **26%** | 18% | **18%** | 23% | **22%** | 16% | **18%** |
| Don't know | n/a | **15%** | n/a | **12%** | 16% | **1%** | 14% | **1%** | 16% | **17%** | 14% | **17%** |
| *Base: All providers of given type in the most/least deprived areas (module A) 2011, 2013.* | | | | | | | | | | | | |

N.B. Data in shaded cells is not directly comparable with data in unshaded cells due to changes in the definitions of and sampling of some types of provider in 2013. A change in sampling method may also have impacted trends when comparing 2006-2009 with later years. See section 2.4 and Appendix 1 for details.

# Appendix 1

## 1.1    Survey design

This report is based on interviews conducted with senior managers of childcare providers (or in some cases, an alternative member of staff who was able to provide the necessary information), childminders, and head teachers/early years or foundation stage co-coordinators amongst the school-based settings.[122]

There were two phases to the research process.

### Phase 1 – Sample Building

A very short telephone interview was conducted with a large number of settings from the School Census and Ofsted databases, primarily to determine the type of provision they offered. This phase is referred to throughout the report as the 'sample building' phase.

### Phase 2 – Main Stage

Information from the sample building phase was used to create the sampling frame for the main stage of interviewing, designed in such a way as to ensure that the required number of main stage interviews with each specific type of provider would be achieved. Settings in the main stage sample were sent data sheets to complete prior to the interview, thereby ensuring that they had access to the relatively complex information collected during the main stage telephone interview.

## 1.2    Questionnaire

Three different questionnaires were used; a separate one for each of the following groups (though there was much shared content across the different versions):

- Version 1 for group-based and out of school providers (i.e. full day care, sessional, before school, after school, holiday care and children's centres)[123]

- Version 2 for school-based providers (i.e. nursery schools, primary schools with reception but no nursery classes and primary schools with nursery and reception classes)

- Version 3 for childminders

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[122] No specific definition was provided for 'Senior Manager'.  Settings decided themselves who best fitted this description.
[123] Some questions were asked only of children's centres.

Copies of the questionnaires are included in the Technical Report and can be downloaded from the www.gov.uk website:
**http://www.gov.uk/government/organisations/department-for-education/about/statistics**

Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing) by TNS's fully trained telephone interviewers.[124] The short interviews for the sample building phase were conducted from 2nd to 25th September 2013. The main survey interviews were carried out between 24th September and 20th December 2013.

# 1.3    Changes to the survey over time

This section outlines some of the key points to note regarding the sampling of the Childcare and Early Years Providers Survey. It highlights the most important changes that were made to the survey in each of the years that it has been conducted. Full details of the sampling approach can be found in the Technical Report.

## 1.3.1  Changes affecting the 2013 survey

### 1.3.1.1    Sampling changes in 2013

Independent schools were included in the 2013 sample of school-based providers selected from the School Census. In previous years such schools had been excluded from the survey sample, but in 2013 it was felt important to include this significant part of the school-based sector in the survey findings.

The inclusion of independent schools in the sample from the School Census may also have impacted on the data for out of school providers (i.e. before school, after school and holiday providers), which include school-based out of school provision. However, as discussed in section 1.3.1.2 below, these groups had been more fundamentally impacted by changes to the definition of what constitutes an after school or holiday provider in 2013, and no comparisons with previous years have been made throughout the report for that reason alone.

For group-based providers and childminders, there were no changes to the sampling method which would have significantly impacted on the comparability of data from 2013 with data from 2011 (but please note the later discussion of trends relating to earlier waves of the survey).

Before school settings were included in the survey for the first time in 2013.

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[124] Kantar Operations provide the operational resources and capabilities for all Kantar's UK companies (including TNS BMRB).

### 1.3.1.2 Changes to the definition of key groups in 2013

In the 2013 survey, the definitions of 'after school care' and 'holiday care' were revised to better reflect the provision of these types of care on the ground. The survey definitions had previously been based on the Ofsted definition of these care types. However, these definitions have now been removed from the Ofsted database and it was felt that alternative definitions may be more useful in determining the true extent of out of school provision.

The definitions used in the 2013 and 2011 surveys were as follows:

<u>After school</u>

2013: After school activities or childcare for school aged children in term time for at least one hour a day for at least four days a week and 30 weeks a year

2011: After school activities or childcare for school aged children in term time for more than two hours in any day and for more than five days a year

<u>Holiday</u>

2013: Holiday activities or childcare for school aged children during any school holidays for at least five hours in any day and five days a week, for at least one week per year

2011: Holiday activities or childcare for school aged children during any school holidays for more than two hours in any day and for more than five days a year

In addition to the basic definitions above, these settings also had to care for children aged under eight years old to be included in the survey. This applied in both 2011 and 2013.

### 1.3.1.3 Inclusion of early learning classes in the school-based providers data in 2013

In addition to the inclusion of independent schools to the school-based sample, there was also a change to the school-based providers questionnaire in 2013, which may have further impacted on trend data for this group.

Up to and including 2011, the frame of reference for primary schools with both nursery and reception classes throughout the questionnaire was 'nursery and reception provision'.

In 2013, this frame of reference was changed to 'nursery and reception provision and any early learning provision for two year olds or younger'.

Similarly, for nursery schools the frame of reference up to and including 2011 was 'children aged 3-4 years old'. In 2013 this was amended to encompass 'children aged under 5 years old'.

As such, it is possible that the answers given by these settings in 2013 included types of provision that would not have been included in their equivalent answers in previous years of the survey.

### 1.3.1.4   Changes to terminology in 2013

In the 2013 report there has been a slight change in the terminology used to describe different groups of childcare providers. This new terminology better reflects the language used within DfE and across the sector as a whole. The table below summarises the groupings that were used up to and including the 2011 report, and the terminology which is used in this report.

In some cases the group name remains the same, but the types of provision included in it have changed (e.g. group-based providers). In other cases new terminology is used to describe essentially the same thing as the old terminology (e.g. school-based providers versus early years providers).

| Terminology up to and including 2011 | Terminology in 2013 |
|---|---|
| **Childcare providers:**<br><br>Full day care (including full day care in children's centres) + sessional + after school + holiday + childminders | **Childcare providers:**<br><br>n/a – there is no longer a single over-arching term to describe care offered by settings which are not school-based providers |
| **Group-based providers**:<br><br>Full day care (including full day care in children's centres) + sessional + after school + holiday | **Group-based providers:**<br><br>Full day care (including full day care in children's centres) + sessional |
| **Out of school providers:**<br><br>After school + holiday | **Out of school providers:**<br><br>Before school + after school + holiday |
| **Early years providers:**<br><br>Nursery schools + primary schools with reception classes only + primary schools with nursery and reception classes | **School-based providers:**<br><br>Nursery schools + primary schools with reception classes only + primary schools with nursery and reception classes |

### 1.3.1.5    The impact of changes to the survey on trends in 2013

The changes outlined above mean that it is not possible to reliably compare data from 2013 with that from 2011 (and all earlier years) for the following groups:

- Before school

- Holiday

- Primary schools with nursery and reception classes

- Primary schools with reception but no nursery classes

- Nursery schools

The report continues to show data sourced from earlier waves of the survey for these groups, but this older data has been shaded to emphasise the fact that it should not be compared with data from 2013.

## 1.3.2    Changes affecting the 2011 survey

The 2011 survey replicated the sampling approach that was taken in 2010 and all key survey definitions also remained consistent. Trends between 2010 and 2011 are therefore directly comparable (although the 2011 survey employed a shorter version of the questionnaire, so not all questions were asked in both years).

## 1.3.3    Changes affecting the 2010 survey

### 1.3.3.1    Sampling changes in 2010

Changes to the way in which Ofsted classifies providers meant that the 2010 survey had to employ a different sampling method to that which had been used previously.

There were three key factors which affected the survey's samples in 2010; changes to Ofsted's classification of registered childcare providers; a change in the available sample source for school-run out of school providers; and a new sampling approach for the school-based group.

*(i) Changes to Ofsted's classification of registered childcare providers*

Previously, Ofsted had classified providers according to the type of care they provided - full day care, sessional care and out of school care (holiday providers or after school providers). It was therefore possible to draw the sample for each of these groups directly from the Ofsted database. It was also possible for population estimates to be made, based on the total number of each type of provider held in the Ofsted database together with the eligibility rates determined by the survey itself (i.e. whether a given provider was still offering the flagged type of care at the time of the interview). However, changes to

the classification system used in Ofsted's database meant that this information ceased to be available from September 2008 onwards.

In 2010, an additional 'sample building' stage was therefore added to the survey. During this stage, short interviews were conducted with providers in the Ofsted database, with a view to determining the types of care that they provided – essentially providing the information that had previously been flagged on the database. This process meant that sample for the main interview could then be drawn in a similar manner to that employed in previous years. It also meant that, as in previous years, it was possible to derive population estimates (by grossing up the proportion of sample building respondents offering each type of care to reflect the total number of providers in the database). Care was taken to ensure that the provider classifications used in the new sample building stage were as close as possible to those which had previously been used on the Ofsted database.

*(ii) A change in the available data source for school-run out of school providers*

Compounding the sampling issue, the Ofsted database also ceased to include the details of primary schools offering out of school care. As such, in 2010 it was necessary to source sample from the School Census database in addition to that drawn from the Ofsted database, in order to ensure that these settings weren't excluded from the out of school groups.

 *(iii) A new sampling approach for school-based providers*

There was also a change in sampling approach for the school-based groups (nursery schools, primary schools with both reception and nursery classes, and primary schools with reception classes but no nursery classes). Up until 2009, these groups were sampled from the Edubase database. However, it was decided by the then Department for Children, Schools and Families (DCSF) that the School Census offered a more robust sample source and this was therefore adopted for the 2010 survey.

### 1.3.3.2 The impact of changes to the survey on trends in 2010

The discussion below focuses on how the sampling changes impact on the survey's estimates of the number of providers, but it should be remembered that there may also be knock-on effects on the estimates of the number of staff and children attending (as well as any other variables influenced by the total number of providers).

It seems that the data for after school providers and holiday providers, in particular, may have been impacted by the change in sampling method in 2010, with a marked increase in the number of providers (and certain shifts in their profile) since 2009. One of the key changes in the out of school profile is that a higher proportion of such settings in 2010 also offered full day care than was the case in previous years. This shift may partly be a reflection of genuine trends in the sector, but the scale of the change would seem to indicate that the 2010 sample of out of school providers may have included settings that

were not within the scope of the sample in previous years. The fact that a relatively small proportion of out of school providers in the sample claimed to have opened in the past year also suggests that the sampling approach played a part in the increase in the estimated number of such providers.

However, as discussed in section 1.3.4 below, it should also be borne in mind that the 2009 data is likely to have underestimated the number of out of school providers at that time. Indeed, had the rate of increase in the number of out of school providers between 2007 and 2008 continued over the following two years, then the 2010 figures for the total number of providers would be very much in line with the earlier trend. In general it appears that long term trends recorded in the report are fundamentally genuine, but it should be borne in mind that the precise scale of changes over time and between years, particularly between 2009 and 2010, may have been affected by the need to adapt the sampling approach.

In so far as full day care providers are concerned, there was again a significant increase in the total number of settings recorded in 2010 compared to 2009. This difference would also seem to be at least partly attributable to changes in the sampling approach, with the 2009 data perhaps underestimating the total number of providers at that time and the 2010 data picking up more full day care providers than would have been the case using the former sampling approach. A relatively small proportion of full day care providers claimed to have opened in the past year, which again supports the idea that the sampling is at least partially responsible for the increase in the number of recorded settings.

Sessional providers were also affected in a similar manner, and the increase in the total number between 2009 and 2010 may not reflect the true trend within the sector. It is likely that the 2009 data exaggerated the decline in numbers from 2008, while the 2010 data may have estimated a higher total than that which would have been found using the previous sampling approach.

For childminders the year on year data were less affected by the changes to the sampling method. While the 2009 data may have provided a slightly low estimate of the total number of childminders, the sampling approach in 2010 was in line with that used in 2008 and previous years, meaning that the trends across those periods are reliable.

For school-based providers, the change in sample source from Edubase to the School Census in 2010 appears to have had a relatively limited impact on trends. Estimates for the total number of providers in each of the sub-groups (nursery schools, primary schools with nursery and reception classes, and primary schools with reception but no nursery classes) are relatively consistent with those seen in previous years.

### 1.3.4 Changes affecting the 2009 survey

#### 1.3.4.1 Sampling changes in 2009

The changes to the Ofsted classification system outlined in section 1.3.3.1 were implemented shortly before the 2009 survey. As such, there was not time to incorporate a sample building phase in the 2009 survey. It was therefore decided by DCSF that the most practical way forward, bearing in mind the limited timeframe available, was to conduct the 2009 survey as a recontact survey, in which the sample was drawn from providers who had participated in the 2007 and 2008 surveys.

#### 1.3.4.2 The impact of changes to the survey on trends in 2009

It is likely that the 2009 data underestimated the total number of providers, places and staff for all groups.

Because the 2009 survey involved interviewing only those settings that has participated in previous waves, any new providers (i.e. providers which had opened since the 2008 sample was drawn) were excluded from the 2009 survey.

This also affected the ability to effectively 'gross up' the survey findings. The re-contact survey in 2009 did give an estimate of how many of the providers in the re-contact sample were no longer in business or providing that service (i.e. ineligible). However, to apply these ineligibility rates to recent snapshots of the total number of providers from the Ofsted/DCSF/Edubase databases of providers did not provide an accurate estimate of the total number of providers in 2009, as the ineligibility rates did not take account of any new providers.

Furthermore, given the changes in the classification system used on the Ofsted database in September 2008, it was necessary to use an August 2008 snapshot of the database to calculate population estimates for childcare providers, rather than a more recent 2009 snapshot, which may also have impacted on estimates.

### 1.3.5 Changes affecting the 2006 survey

Children's centres were included in the survey for the first time in 2006.

### 1.3.6 Changes affecting the 2005 survey

School-based provision was excluded from the 2005 survey, prior to its reintroduction the following year.

Caution should be exercised when comparing results for group-based and out of school settings from 2005 with the results from 2003 and before. The 2003 sample 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 additional work was done to obtain the necessary contact details in certain areas.

In 2005 there was also a change in the areas used to define levels of deprivation, from wards to Super Output Areas. All reports from 2005 onwards look at the 30 per cent most deprived areas. These are approximately equivalent to the 20 per cent most deprived wards which were the focus of the 2003 report, but are not an exact match.

## 1.4    Weighting and grossing

Data are weighted by region to ensure the figures are representative of providers throughout England. The population profiles used for the weighting of the 2013 survey data were taken from the School Census database of April 2013 for school-based providers and for any out of school provision offered by primary schools; the DfE database of children's centres in March 2013; and a snapshot of the Ofsted database from March 2013 for group-based providers, out of school providers and childminders.

To reduce both the burden on providers and the overall length of interview, settings employing more than a certain number of staff were asked to randomly select members of staff at each level, rather than having to give details for the whole team. For group-based and out of school providers,  the questionnaire asked about a maximum of three supervisors and three other paid childcare staff, as well as the senior manager.

For school-based providers the questionnaire asked about a maximum of two qualified teachers, two nursery nurses and two early years support staff, as well as the head teacher 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. The data were weighted at a provider level to the true number of staff that each provider employs.[125]

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

Full details of the methodology and analysis are included in the Technical Report.

## 1.5    Notes on reading the report

### 1.5.1    Notes on numbers

In the tables, either grossed up figures or percentages are provided. Where the main report shows a table of percentages, the equivalent table showing grossed up figures may in some cases appear in Appendix 2 (or vice versa). The grossed up figures are

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[125] 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 the Technical Report.

based on the total number of providers registered with Ofsted in March 2013, recorded on the DfE database of children's centres in March 2013, or recorded on the School Census database in April 2013, excluding the proportion found by the survey to be no longer eligible for the survey (e.g. closed down, no longer in business).[126] These grossed up figures are not exact and, like the percentages reported, are subject to margins of error.

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. Tests were run on the effective sample sizes, factoring in design effects for each sample group (see the Technical Report). Occasionally comments may be made on shifts that were not statistically significant but which may nonetheless serve as an early indicator of future significant shifts. In such cases these changes are described as 'directional'.

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).

Additionally, because of the complexity surrounding childcare services offered by children's centres, it was decided to focus on their on-site full day care provision. However, because the sample was originally drawn from the DfE 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 the report.

Because a proportion of childminders registered with Ofsted are not currently working as childminders, analysis has usually been based on those that are currently engaged in childminding activity. In the few instances where figures based on the total number of childminders are shown (i.e. including those not currently working), they appear alongside the figures for the number of working childminders and are clearly labelled as 'registered childminders'.

Numbers of providers and staff have been rounded throughout the report. Figures have been rounded to nearest 100 if they are greater than 1000, to nearest 50 if the number is 100-999 and to the nearest 10 if the number is below 100.

In most cases where averages have been reported they have been given as the mean. Where the median value has been used this is referenced as such. The median value is the middle value of a group of numbers and is not affected by outliers. The mean is the sum of all numbers in a group divided by the number of items in the group.

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[126] In the 2011 dataset, the grossed up number of school-based providers was calculated based on the January 2010 School Census. As such, 39 months worth of updates to the Ofsted database occurred between the 2011 and 2013 surveys, which may have served to increase the magnitude of changes in the data for school-based providers over this timeframe.

## 1.5.2  Notes on tables

The last row of each table describes the base (i.e. which specific group of respondents answered the questions that the data in the table is based on). The unweighted base sizes are given in Appendix 3 of the report.

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

Furthermore, the percentages in the tables do not always add to 100 per cent due to rounding - where percentages cited in the report text differ from the sum of percentages in the tables, this 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.

**Symbols used in tables:**

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

\#        signifies a value that is less than 50.

†        signifies a cell where data has not been included due to a base of less than 50.

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

+/-0    signifies no change from previous years.

N/A    signifies we are unable to make a comparison with previous years as either the question was not asked or the data was not available.

Unless otherwise stated the figures referred to throughout the report are weighted.

# Appendix 2 – Additional tables

## Additional Tables - Chapter 3

| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| **Total number of providers** | **13,800** | **14,100** | **16,700** | **17,600** | **17,900** | *1,000* | *1,000* | *800* | *550* | *450* | 8,500 | 7,800 | 8,300 | 7,900 | 7,100 |
| **Private or Voluntary** | **12,000** | **12,400** | **14,900** | **16,100** | **16,200** | *300* | *400* | *250* | *200* | *150* | 7,900 | 7,400 | 7,900 | 7,400 | 6,400 |
| *Private* | *9,000* | *9,300* | *9,800* | *10,700* | ***11,000*** | *100* | *200* | *150* | *90* | ***80*** | *2,500* | *2,200* | *2,600* | *2,700* | ***2,700*** |
| *Voluntary* | *3,000* | *3,100* | *5,000* | *5,400* | ***5,400*** | *200* | *200* | *150* | *90* | ***80*** | *5,400* | *5,200* | *5,300* | *4,800* | ***3,700*** |
| **Maintained** | **1,500** | **1,400** | **1,800** | **1,400** | **1,600** | *700* | *550* | *550* | *400* | *300* | 500 | 350 | 550 | 500 | 700 |
| *Local Authority* | *700* | *600* | *1,000* | *850* | ***700*** | *600* | *500* | *450* | *300* | ***250*** | *300* | *200* | *350* | *350* | ***400*** |
| *School/college* | *800* | *800* | *800* | *600* | ***900*** | *100* | *70* | *90* | *90* | ***60*** | *200* | *200* | *200* | *150* | ***350*** |
| Other | 400 | 300 | 250 | 90 | **200** | # | # | # | # | **#** | 100 | # | 100 | # | **#** |

# Table 3.5c2 Distribution of childcare providers by ownership (group-based providers)

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

| Table 3.5d  Distribution of childcare providers by ownership (out of school providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | | | After school | | | | | Holiday | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| **Total number of providers** | n/a | n/a | n/a | n/a | 12,800 | 8,800 | 7,900 | 9,500 | 10,000 | 13,400 | 6,500 | 6,400 | 7,700 | 7,900 | 7,200 |
| **Private or Voluntary** | n/a | n/a | n/a | n/a | 5,700 | 5,900 | 5,400 | 6,300 | 6,700 | 7,600 | 4,700 | 4,700 | 5,800 | 5,900 | 6,000 |
| *Private* | n/a | n/a | n/a | n/a | 4,100 | 3,300 | 2,900 | 3,700 | 4,300 | 5,500 | 2,500 | 2,400 | 3,700 | 3,900 | 4,300 |
| *Voluntary* | n/a | n/a | n/a | n/a | 1,600 | 2,600 | 2,500 | 2,600 | 2,500 | 2,200 | 2,200 | 2,300 | 2,100 | 2,000 | 1,700 |
| **Maintained** | n/a | n/a | n/a | n/a | 7,000 | 2,700 | 2,400 | 3,300 | 3,200 | 5,900 | 1,600 | 1,500 | 2,000 | 1,900 | 1,200 |
| *Local Authority* | n/a | n/a | n/a | n/a | 400 | 800 | 500 | 700 | 500 | 600 | 900 | 900 | 750 | 450 | 300 |
| *School/college* | n/a | n/a | n/a | n/a | 6,600 | 2,000 | 1,900 | 2,600 | 2,700 | 5,400 | 600 | 600 | 1,200 | 1,500 | 850 |
| Other | n/a | n/a | n/a | n/a | 80 | 200 | 200 | 50 | 90 | 150 | 300 | 250 | 100 | 100 | 80 |
| *Base: All providers of given type 2008, 2009, 2010, 2011, 2013.* | | | | | | | | | | | | | | | |

## Table 3.9b Support services children's centres plan to offer in the next 12 months if they are not already offered

|  | 2013 |
|---|---|
| Family support outreach and/or home visiting services | † |
| Support for parents with disabled children | † |
| Support for lone parents | † |
| Employment advice links to Jobcentre Plus | † |
| Support for teenage parents | † |
| Literacy language or numeracy programmes for parents/carers with basic skills needs | † |
| Support for families with drug or alcohol related problems | ‡14% |
| Support for people with mental health problems | ‡18% |
| Support for particular minority ethnic groups | 14% |
| Support for families with a parent in prison or involved in criminal activity | 24% |
| Relationship support | 10% |
| Support for families of asylum seekers | 32% |
| Any other services | 39% |
| Base: All children's centres which do not currently offer a given service 2013. | |

# Additional Tables - Chapter 4

## Table 4.2b Number of registered places per setting in 2013 (group-based and out of school providers)

|  | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| 1-9 | 2% | 0% | 2% | 5% | 3% | 3% |
| 10-19 | 5% | 5% | 9% | 14% | 12% | 10% |
| 20-29 | 25% | 13% | 40% | 21% | 22% | 20% |
| 30-39 | 19% | 11% | 17% | 16% | 15% | 17% |
| 40-49 | 15% | 13% | 11% | 10% | 12% | 14% |
| 50 or more | 33% | 57% | 19% | 20% | 28% | 32% |
| Don't know | 1% | 1% | 2% | 14% | 7% | 4% |

*Base: All providers of given type 2013.*

## Table 4.2c Number of Ofsted registered places per childminder in 2013

| | |
|---|---|
| 1-2 | 3% |
| 3-4 | 23% |
| 5-6 | 64% |
| 7 or more | 4%[127] |
| Don't know | 6% |

*Base: Childminders 2013.*

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[127] It appears that a small proportion of childminders included the places they have for children aged 8 and over in their response. It may also be the case that some childminders had registered assistants, effectively boosting their capacity.

## Table 4.2d Places per setting in 2013 (school-based provision)

| | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
|---|---|---|---|
| 1-24 | 2% | 5% | 33% |
| 25-49 | 22% | 16% | 44% |
| 50-74 | 39% | 31% | 17% |
| 75-99 | 19% | 23% | 5% |
| 100-149 | 14% | 18% | 1% |
| 150-199 | 2% | 5% | 1% |
| 200 or more | 0% | 1% | 0% |
| Don't know | 1% | * | * |

*Base: All providers of given type 2013.*

## Table 4.7c Number of registered places by ownership (full day care providers)

| | Full day care | | | | | Full day care in children's centres | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | *2013* |
| **Total number of places** | **620,700** | **647,800** | **716,700** | **721,500** | **796,500** | *50,000* | *50,600* | *40,300* | *28,800* | *24,800* |
| **Private or Voluntary** | **535,600** | **567,500** | **626,400** | **657,700** | **721,300** | *14,200* | *18,900* | *13,000* | *9,300* | *8,400* |
| *Private* | *436,700* | *466,900* | *464,200* | *497,600* | ***533,900*** | *5,300* | *9,800* | *5,900* | *4,300* | *4,400* |
| *Voluntary* | *98,900* | *100,600* | *162,300* | *160,100* | ***194,400*** | *8,900* | *9,100* | *7,100* | *5,000* | *4,400* |
| **Maintained** | **62,900** | **63,400** | **83,800** | **60,200** | **67,400** | *34,600* | *30,300* | *27,800* | *19,700* | *16,100* |
| *Local Authority* | *29,800* | *28,200* | *46,200* | *34,100* | ***33,700*** | *29,600* | *26,400* | *23,300* | *15,700* | *12,800* |
| *School/college* | *33,100* | *35,200* | *37,500* | *26,100* | ***36,100*** | *5,000* | *3,900* | *4,500* | *4,000* | *3,500* |
| Other | 26,100 | 16,100 | 14,400 | 4,400 | **7,900** | *1,700* | *1,200* | *1,100* | *300* | *1,100* |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

## Table 4.7d Number of registered places by ownership (sessional providers)

| | Sessional | | | | |
| --- | --- | --- | --- | --- | --- |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| **Total number of places** | **243,500** | **227,900** | **251,000** | **251,000** | **249,900** |
| **Private or Voluntary** | **226,800** | **216,700** | **238,500** | **237,800** | **219,000** |
| *Private* | *71,400* | *67,900* | *91,200* | *93,700* | ***108,200*** |
| *Voluntary* | *155,400* | *148,800* | *147,300* | *144,100* | ***112,600*** |
| **Maintained** | **14,200** | **10,300** | **17,200** | **15,900** | **30,600** |
| *Local Authority* | *7,700* | *5,600* | *10,200* | *9,800* | ***16,200*** |
| *School/college* | *6,500* | *4,700* | *6,900* | *6,100* | ***14,800*** |
| Other | 3,800 | 2,000 | 2,600 | 400 | **950** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

## Table 4.7e Number of registered places by ownership (before school providers)

| | Before school | | | | |
| --- | --- | --- | --- | --- | --- |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| **Total number of places** | **n/a** | **n/a** | **n/a** | **n/a** | **469,200** |
| **Private or Voluntary** | **n/a** | **n/a** | **n/a** | **n/a** | **220,400** |
| *Private* | *n/a* | *n/a* | *n/a* | *n/a* | ***172,800*** |
| *Voluntary* | *n/a* | *n/a* | *n/a* | *n/a* | ***50,300*** |
| **Maintained** | **n/a** | **n/a** | **n/a** | **n/a** | **246,900** |
| *Local Authority* | *n/a* | *n/a* | *n/a* | *n/a* | ***17,200*** |
| *School/college* | *n/a* | *n/a* | *n/a* | *n/a* | ***230,600*** |
| Other | n/a | n/a | n/a | n/a | **2,300** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*

## Table 4.7f Number of registered places by ownership (after school and holiday providers)

| | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| **Total number of places** | **282,700** | **272,500** | **368,100** | **357,400** | **612,400** | **262,600** | **260,400** | **349,400** | **339,300** | **341,400** |
| **Private or Voluntary** | **193,600** | **187,300** | **239,400** | **235,600** | **319,300** | **183,500** | **184,100** | **254,000** | **252,900** | **275,600** |
| *Private* | *111,800* | *107,300* | *135,500* | *151,100* | ***200,400*** | *105,800* | *97,000* | *169,000* | *168,900* | ***203,700*** |
| *Voluntary* | *81,800* | *80,000* | *103,900* | *84,600* | ***121,700*** | *77,800* | *87,100* | *84,900* | *84,000* | ***72,800*** |
| **Maintained** | **84,500** | **81,400** | **130,900** | **119,800** | **311,300** | **67,700** | **63,800** | **98,800** | **83,100** | **64,100** |
| *Local Authority* | *27,900* | *18,700* | *25,900* | *15,400* | ***33,400*** | *42.000* | *43,000* | *45,200* | *19,500* | ***21,500*** |
| *School/college* | *56,500* | *62,700* | *105,000* | *104,400* | ***289,400*** | *25,700* | *20,800* | *53,600* | *63,600* | ***43,700*** |
| *Other* | *6,600* | *6,900* | *1,200* | *3,700* | ***5,400*** | *13,300* | *12,800* | *6,000* | *4,600* | ***4,200*** |

*Base: All providers of given type 2008, 2009, 2010, 2011, 2013.*


## Table 4.18a Number of attendees by age of child (group-based and out of school providers)

| | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| | No. | *No.* | No. | No. | No. | No. |
| Under 2 years old | 189,000 | *5,700* | 27,900 | 26,300 | 15,100 | 31,200 |
| 2 years old | 311,400 | *13,000* | 93,200 | 36,500 | 25,500 | 40,500 |
| 3 years old | 372,600 | *12,300* | 126,800 | 46,200 | 38,800 | 45,100 |
| 4 years old | 104,600 | *2,700* | 35,300 | 53,600 | 77,600 | 36,500 |
| 5 to 7 years old | 38,800 | *400* | 9,300 | 179,100 | 283,100 | 105,300 |
| 8 to 10 years old | 25,500 | *250* | 6,800 | 175,700 | 292,600 | 79,000 |
| 11 years or older | 4,800 | *100* | 1,300 | 21,000 | 41,600 | 23,900 |

*Base: All providers of given type 2013.*

**Table 4.18b Proportion of attendees by age of child (group-based and out of school providers)**

|  | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| Under 2 years old | 18% | 17% | 9% | 5% | 2% | 8% |
| 2 years old | 29% | 38% | 30% | 7% | 3% | 11% |
| 3 years old | 35% | 36% | 41% | 8% | 5% | 12% |
| 4 years old | 10% | 8% | 11% | 10% | 10% | 10% |
| 5 to 7 years old | 4% | 1% | 3% | 32% | 36% | 28% |
| 8 to 10 years old | 2% | 1% | 2% | 32% | 37% | 21% |
| 11 years or older | 0% | 0% | 0% | 4% | 5% | 6% |

*Base: All providers of given type 2013.*

**Table 4.18c Number of attendees by age of child (school-based providers)**

|  | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
|---|---|---|---|
|  | No. | No. | No. |
| Under 2 years old | 500 | 3,900 | 0 |
| 2 years old | 4,200 | 11,600 | 0 |
| 3 years old | 25,300 | 215,400 | 0 |
| 4 years old | 6,200 | 282,200 | 220,900 |
| 5 years old | 0 | 68,400 | 49,700 |

*Base: All providers of given type 2013.*

| Table 4.18d Proportion of attendees by age of child (school-based providers) | | | |
| --- | --- | --- | --- |
| | Nursery schools | Primary schools with nursery and reception classes | Primary schools with reception but no nursery classes |
| Under 2 years old | 1% | 1% | 0% |
| 2 years old | 11% | 2% | 0% |
| 3 years old | 66% | 36% | 0% |
| 4 years old | 16% | 47% | 77% |
| 5 years old | 0% | 11% | 17% |
| Don't know | 5% | 3% | 6% |
| Base: All providers of given type 2013. | | | |

# Additional Tables - Chapter 6

## Table 6.4a Number and proportion of paid staff by staff level (group-based and out of school providers)

|  | Full day care | | Full day care in children's centres | | Sessional | | Before school | | After school | | Holiday | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Total staff** | **234,200** | **100%** | **7,700** | **100%** | **67,500** | **100%** | **84,700** | **100%** | **107,000** | **100%** | **74,800** | **100%** |
| Senior manager | 17,900 | 8% | 450 | 6% | 7,100 | 11% | 13,100 | 15% | 13,700 | 13% | 7,300 | 10% |
| Supervisors | 130,800 | 56% | 4,600 | 60% | 35,600 | 53% | 46,400 | 55% | 57,800 | 54% | 39,100 | 52% |
| Other paid childcare staff | 60,200 | 26% | 1,600 | 21% | 15,800 | 23% | 18,800 | 22% | 25,800 | 24% | 21,300 | 29% |
| Students on placements | 19,500 | 8% | 800 | 10% | 5,500 | 8% | 4,400 | 5% | 4,500 | 4% | 4,500 | 6% |
| Volunteers | 5,800 | 2% | 200 | 2% | 3,500 | 5% | 2,100 | 2% | 5,300 | 5% | 2,600 | 3% |

*Base: All providers of given type 2013.*

## Table 6.4b Number and proportion of paid staff by staff level and ownership (full day care providers)

|  | Private | | Voluntary | | Local Authority | | School/college | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Total paid staff** | **142,400** | **100%** | **48,000** | **100%** | **8,500** | **100%** | **10,100** | **100%** | **2,700‡** | **100%‡** |
| Senior managers | 11,100 | 8% | 5,300 | 11% | 700‡ | 8% | 950‡ | 9% | † | 6%‡ |
| Supervisors | 88,800 | 62% | 28,600 | 60% | 6,200 | 73% | 7,100 | 71% | † | 61%‡ |
| Other paid staff | 42,500 | 30% | 14,100 | 29% | 1,600‡ | 19% | 2,000 | 20% | † | 33%‡ |

*Base: All paid staff in full day care providers 2013.*

## Table 6.4c Number and proportion of paid staff by staff level and ownership (full day care providers in children's centres)

|  | Private | | Voluntary | | Local Authority | | School/college | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Total paid staff** | **1,200** | **100%** | **1,200** | **100%** | **3,500** | **100%** | **900** | **100%** | **†** | **†** |
| Senior managers | † | 7% | † | 7% | 250‡ | 7% | † | 8% | † | † |
| Supervisors | 700‡ | 58% | 750‡ | 61% | 2,500 | 71% | 650‡ | 75% | † | † |
| Other paid staff | † | 35% | † | 32% | 750‡ | 22% | † | 17% | † | † |

*Base: All paid staff in full day care providers based in children's centres 2013.*

## Table 6.4d Number and proportion of paid staff by staff level and ownership (sessional providers)

|  | Private | | Voluntary | | Local Authority | | School/college | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Total paid staff** | **26,900** | **100%** | **25,000** | **100%** | **4,500** | **100%** | **2,800** | **100%** | **†** | **†** |
| Senior managers | 2,700 | 10% | 3,600 | 15% | 400‡ | 9% | † | 11% | † | † |
| Supervisors | 16,900 | 63% | 14,000 | 56% | 3,200 | 73% | 2,000 | 73% | † | † |
| Other paid staff | 7,300 | 27% | 7,400 | 29% | 800‡ | 18% | † | 16% | † | † |

*Base: All paid staff in sessional providers 2013.*

## Table 6.4e Number and proportion of paid staff by staff level and ownership (before school providers)

|  | Private | | Voluntary | | Local Authority | | School/ college | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Total paid staff** | **36,400** | **100%** | **11,600** | **100%** | **2,600** | **100%** | **28,200** | **100%** | **†** | **†** |
| Senior managers | 4,100 | 11% | 1,700 | 14% | † | 19% | 6,800 | 24% | † | † |
| Supervisors | 21,700 | 59% | 6,400 | 56% | 1,600‡ | 64% | 16,900 | 60% | † | † |
| Other paid staff | 10,600 | 29% | 3,500 | 30% | † | 17% | 4,600 | 16% | † | † |

*Base: All paid staff in before school providers 2013.*

## Table 6.4f Number and proportion of paid staff by staff level and ownership (after school providers)

|  | Private | | Voluntary | | Local Authority | | School/ college | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Total paid staff** | **42,300** | **100%** | **17,800** | **100%** | **3,400** | **100%** | **35,300** | **100%** | **†** | **†** |
| Senior managers | 5,500 | 13% | 2,200 | 12% | † | 20% | 5,600 | 16% | † | † |
| Supervisors | 24,200 | 57% | 10,100 | 57% | 2,000‡ | 57% | 22,800 | 65% | † | † |
| Other paid staff | 12,600 | 30% | 5,500 | 31% | † | 23% | 6,900 | 20% | † | † |

*Base: All paid staff in after school providers 2013.*

## Table 6.4g Number and proportion of paid staff by staff level and ownership (holiday providers)

|  | Private | | Voluntary | | Local Authority | | School/ college | | Other | |
|---|---|---|---|---|---|---|---|---|---|---|
|  | No. | % | No. | % | No. | % | No. | % | No. | % |
| **Total paid staff** | **41,600** | **100%** | **16,000** | **100%** | **3,400** | **100%** | **6,600** | **100%** | **950** | **100%‡** |
| Senior managers | 4,300 | 10% | 1,800 | 11% | † | 7% | 900‡ | 14% | † | 8%‡ |
| Supervisors | 24,600 | 59% | 8,700 | 55% | 1,800 | 53% | 3,800 | 57% | † | 60%‡ |
| Other paid staff | 12,700 | 31% | 5,500 | 34% | 1,400‡ | 39% | 1,900 | 29% | † | 32%‡ |

*Base: All paid staff in holiday providers 2013.*

## Table 6.7a Number and proportion of staff by staff level (school-based providers)

|  | Nursery schools | | Primary schools with nursery and reception classes | | Primary schools with reception but no nursery classes | |
|---|---|---|---|---|---|---|
|  | No. | % of all staff | No. | % of all staff | No. | % of all staff |
| Head teacher/Early years or foundation stage co-ordinator | 400 | 6% | 7,400 | 9% | 8,400 | 16% |
| Early years teachers | 1,100 | 16% | 17,700 | 22% | 8,400 | 16% |
| Nursery nurses | 3,000 | 44% | 24,000 | 30% | 9,100 | 18% |
| Early years support staff | 1,000 | 15% | 16,400 | 20% | 11,900 | 23% |
| Students on placements | 900 | 13% | 7,900 | 10% | 4,700 | 9% |
| Volunteers | 450 | 7% | 7,100 | 9% | 9,100 | 18% |

*Base: All paid staff in school-based providers 2013.*

## Table 6.15a Mean proportion of staff with a disability in paid workforce

|  | Proportion of staff with a disability 2007 | Proportion of staff with a disability 2008 | Proportion of staff with a disability 2010 | **Proportion of staff with a disability 2013** |
|---|---|---|---|---|
| Full day care | 1% | 1% | 1% | **1%** |
| *Full day care in children's centres* | 1% | 2% | 2% | **2%** |
| Sessional | 1% | 1% | 1% | **1%** |
| Before school | n/a | n/a | n/a | **1%** |
| After school | 2% | 2% | 1% | **1%** |
| Holiday | 2% | 2% | 2% | **2%** |
| Nursery schools | 2% | 2% | 2% | **1%** |
| Primary schools with nursery and reception classes | 1% | 1% | 1% | **1%** |
| Primary schools with reception but no nursery classes | 1% | 1% | 1% | **1%** |

*Base: All paid staff in given type of setting 2007, 2008, 2010, 2013.*

## Table 6.18a Mean hours spent interacting directly with children amongst staff qualified to level 6 or higher (group-based and out of school providers) – 2011 data

|  | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| **All staff qualified to at least level 6** | **6.3** | *5.6* | **5.1** | **n/a** | **4.6** | **5.7** |
| Senior managers qualified to at least level 6 | 4.4 | *2.0* | 3.5 | n/a | 3.1 | 3.9 |
| Supervisory staff qualified to at least level 6 | 6.8 | *6.2* | 6.0 | n/a | 5.7 | 6.6 |
| Other paid childcare staff qualified to at least level 6 | † | † | † | † | † | † |

*Base: All paid staff in given type of setting qualified to at least level 6 2011.*

| Table 6.22a Contracted hours (mean) worked by staff type (group-based providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | *2013* | 2008 | 2009 | 2010 | 2011 | **2013** |
| **All paid staff** | **34** | **34** | **32** | **32** | **32** | *34* | *34* | *34* | *34* | *35* | **19** | **19** | **22** | **22** | **26** |
| Senior managers | 36 | 37 | 35 | 35 | **35** | 36 | 37 | 36 | 36 | **36** | 24 | 24 | 25 | 26 | **29** |
| Supervisory staff | 35 | 36 | 34 | 34 | **33** | 35 | 35 | 35 | 35 | **35** | 20 | 20 | 23 | 24 | **28** |
| Other paid childcare staff | 31 | 32 | 30 | 29 | **29** | 32 | 32 | 32 | 32 | **34** | 16 | 15 | 18 | 18 | **22** |

*Base: All paid childcare staff in given type of provider 2008, 2009, 2010, 2011, 2013.*

| Table 6.22b Contracted hours (mean) worked by staff type (out of school providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | | | After school | | | | | Holiday | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| **All paid staff** | **n/a** | **n/a** | **n/a** | **n/a** | **24** | **18** | **19** | **22** | **21** | **24** | **27** | **29** | **30** | **29** | **30** |
| Senior managers | n/a | n/a | n/a | n/a | **28** | 24 | 25 | 27 | 26 | **29** | 33 | 34 | 34 | 33 | **35** |
| Supervisory staff | n/a | n/a | n/a | n/a | **24** | 19 | 19 | 23 | 22 | **25** | 29 | 30 | 32 | 30 | **31** |
| Other paid childcare staff | n/a | n/a | n/a | n/a | **22** | 15 | 15 | 18 | 17 | **19** | 23 | 26 | 26 | 24 | **26** |

*Base: All paid childcare staff in given type of provider 2008, 2009, 2010, 2011, 2013.*

| Table 6.22c Contracted hours (mean) worked by staff level; type of ownership and profit making status (full day care providers) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Private | Voluntary | Local authority | School/ college | Other | Not-for-profit | For profit |
| **All paid staff** | **34** | **26** | **31** | **32** | **32‡** | **28** | **35** |
| Senior managers | 37 | 31 | 34‡ | 34‡ | † | 32 | 37 |
| Supervisory staff | 35 | 28 | 32 | 32 | † | 29 | 35 |
| Other paid childcare staff | 32 | 22 | 25‡ | 28 | † | 24 | 33 |

*Base: All paid staff in full day care providers 2013.*

**Table 6.22d Contracted hours (mean) worked by staff level; type of ownership and profit making status (full day care providers in children's centres)**

| | Private | Voluntary | Local authority | School/ college | Other | Not-for-profit | For profit |
|---|---|---|---|---|---|---|---|
| **All paid staff** | **36** | **35** | **33** | **36** | **†** | **34** | **35** |
| Senior managers | † | † | 35‡ | † | † | 36‡ | 35‡ |
| Supervisory staff | 35‡ | 36‡ | 34 | 36‡ | † | 34 | 35 |
| Other paid childcare staff | † | † | 32‡ | † | † | 33 | 35 |

*Base: All paid staff in full day care providers in children's centres 2013.*

**Table 6.22e Contracted hours (mean) worked by staff level; type of ownership and profit making status (sessional providers)**

| | Private | Voluntary | Local authority | School/ college | Other | Not-for-profit | For profit |
|---|---|---|---|---|---|---|---|
| **All paid staff** | **30** | **22** | **29** | **30** | **†** | **23** | **30** |
| Senior managers | 32 | 26 | 32‡ | † | † | 27 | 32 |
| Supervisory staff | 31 | 23 | 31 | 30 | † | 24 | 31 |
| Other paid childcare staff | 27 | 17 | 21‡ | † | † | 18 | 27 |

*Base: All paid staff in sessional providers 2013.*

**Table 6.22f Contracted hours (mean) worked by staff level; type of ownership and profit making status (before school providers)**

| | Private | Voluntary | Local authority | School/ college | Other | Not-for-profit | For profit |
|---|---|---|---|---|---|---|---|
| **All paid staff** | **30** | **23** | **23** | **17** | **†** | **21** | **26** |
| Senior managers | 31 | 27 | † | 25 | † | 27 | 29 |
| Supervisory staff | 31 | 23 | 23‡ | 16 | † | 21 | 26 |
| Other paid childcare staff | 28 | 21 | † | 11 | † | 18 | 25 |

*Base: All paid staff in before school providers 2013.*

| Table 6.22g Contracted hours (mean) worked in childcare providers by staff level; type of ownership and profit making status (after school providers) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Private | Voluntary | Local authority | School/ college | Other | Not-for-profit | For profit |
| **All paid staff** | **27** | **23** | **19** | **20** | **†** | **23** | **25** |
| Senior managers | 32 | 30 | † | 25 | † | 29 | 29 |
| Supervisory staff | 28 | 25 | 20‡ | 21 | † | 23 | 26 |
| Other paid childcare staff | 24 | 18 | † | 15 | † | 18 | 21 |
| *Base: All paid staff in after school providers 2013.* | | | | | | | |

| Table 6.22h Contracted hours (mean) worked in childcare providers by staff level; type of ownership and profit making status (holiday providers) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Private | Voluntary | Local authority | School/ college | Other | Not-for-profit | For profit |
| **All paid staff** | **32** | **24** | **29** | **27** | **31‡** | **26** | **32** |
| Senior managers | 38 | 32 | † | 32‡ | † | 33 | 37 |
| Supervisory staff | 33 | 26 | 32 | 27 | † | 28 | 33 |
| Other paid childcare staff | 29 | 18 | 25‡ | 24 | † | 21 | 29 |
| *Base: All paid staff in holiday providers 2013.* | | | | | | | |

| Table 6.22i Contracted hours (mean) worked by area deprivation | | |
|---|---|---|
| | 30% most deprived areas | 70% least deprived areas |
| Full day care | 33 | 32 |
| *Full day care in children's centres* | *35* | *34* |
| Sessional providers | 30 | 25 |
| Before school | 26 | 24 |
| After school | 25 | 23 |
| Holiday | 30 | 30 |
| Nursery schools | 31 | 30 |
| Primary schools with nursery and reception classes | 30 | 29 |
| Primary schools with reception but no nursery classes | 28 | 26 |
| *Base: All paid staff in given type of provider in the most/least deprived areas 2013.* | | |

| Table 6.26c Average hourly pay (mean) by staff type and type of ownership (full day care providers) | | | | | |
|---|---|---|---|---|---|
| | Private | Voluntary | Local authority | School/ college | Other |
| **All paid staff** | **£8.00** | **£8.30** | **£12.50** | **£10.50** | **£10.60‡** |
| Senior managers | £10.80 | £11.00 | £14.50‡ | £14.50‡ | † |
| Supervisors | £8.30 | £8.40 | £13.40 | £10.70 | † |
| Other paid staff | £6.70 | £7.00 | £8.00‡ | £7.90 | † |
| *Base: All paid staff in full day care providers 2013.* | | | | | |

| Table 6.26d Average hourly pay (mean) by staff type and type of ownership (full day care providers in children's centres) | | | | | |
|---|---|---|---|---|---|
| | Private | Voluntary | Local authority | School/ college | Other |
| **All paid staff** | **£9.30** | **£9.90** | **£13.70** | **£12.20** | **†** |
| Senior managers | † | † | £20.20‡ | † | † |
| Supervisors | £9.80‡ | £10.50‡ | £14.40 | £12.60‡ | † |
| Other paid staff | † | † | £9.70‡ | † | † |
| *Base: All paid staff in full day care providers in children's centres 2013.* | | | | | |

| Table 6.26e Average hourly pay (mean) by staff type and type of ownership (sessional providers) | | | | | |
|---|---|---|---|---|---|
| | Private | Voluntary | Local authority | School/ college | Other |
| **All paid staff** | **£8.10** | **£8.20** | **£14.00** | **£13.30** | **†** |
| Senior managers | £10.40 | £10.30 | £16.80‡ | † | † |
| Supervisors | £8.20 | £8.20 | £15.10 | £13.80 | † |
| Other paid staff | £6.90 | £7.20 | £9.90‡ | † | † |
| *Base: All paid staff in sessional providers 2013.* | | | | | |

**Table 6.26f Average hourly pay (mean) by staff type and type of ownership (before school providers)**

|  | Private | Voluntary | Local authority | School/ college | Other |
|---|---|---|---|---|---|
| **All paid staff** | **£7.90** | **£8.10** | **£9.00** | **£10.30** | **†** |
| Senior managers | £10.60 | £10.30 | † | £18.20 | † |
| Supervisors | £8.00 | £8.20 | £8.40‡ | £9.10 | † |
| Other paid staff | £6.60 | £7.00 | † | £7.90 | † |
| *Base: All paid staff in before school providers 2013.* | | | | | |

**Table 6.26g Average hourly pay (mean) by staff type and type of ownership (after school providers)**

|  | Private | Voluntary | Local authority | School/ college | Other |
|---|---|---|---|---|---|
| **All paid staff** | **£8.00** | **£8.60** | **£9.50** | **£12.00** | **†** |
| Senior managers | £11.20 | £12.40 | † | £18.00 | † |
| Supervisors | £8.00 | £8.60 | £9.60‡ | £12.20 | † |
| Other paid staff | £6.80 | £7.20 | † | £8.50 | † |
| *Base: All paid staff in after school providers 2013.* | | | | | |

**Table 6.26h Average hourly pay (mean) by staff type and type of ownership (holiday providers)**

|  | Private | Voluntary | Local authority | School/ college | Other |
|---|---|---|---|---|---|
| **All paid staff** | **£8.30** | **£8.60** | **£12.40** | **£9.80** | **£8.80‡** |
| Senior managers | £11.10 | £11.30 | † | £14.30‡ | † |
| Supervisors | £8.40 | £9.00 | £11.20 | £9.80 | † |
| Other paid staff | £7.30 | £7.10 | £13.40‡ | £8.30 | † |
| *Base: All paid staff in holiday providers 2013.* | | | | | |

## Table 6.26i Average hourly pay (mean) by staff type and area deprivation (group-based and out of school providers)

| | Full day care | | *Full day care in children's centres* | | Sessional | | Before school | | After school | | Holiday | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 30% most deprived areas | 70% least deprived areas |
| **All paid staff** | **£8.80** | **£8.20** | **£12.40** | **£11.30** | **£8.70** | **£8.70** | **£9.10** | **£8.60** | **£8.90** | **£9.60** | **£9.00** | **£8.50** |
| Senior managers | £11.50 | £11.10 | £17.50 | † | £11.50 | £10.60 | £14.10 | £13.70 | £13.00 | £13.50 | £11.40 | £11.80 |
| Supervisors | £9.40 | £8.50 | £12.90 | £12.00 | £8.80 | £8.90 | £8.70 | £8.30 | £8.70 | £10.00 | £8.60 | £8.80 |
| Other paid staff | £6.80 | £6.80 | £8.60 | £8.50‡ | £7.20 | £7.30 | £7.30 | £6.90 | £7.90 | £7.30 | £9.00 | £7.10 |

*Base: All paid staff in given type of setting in the most/least deprived areas 2013.*

## Table 6.26j Average hourly pay (mean) by profit making status and qualification of senior manager (full day care providers)

| | Profit making status | | Qualification of senior manager | |
|---|---|---|---|---|
| | Not-for-profit | For-Profit | Not graduate led | Graduate led |
| **All paid staff** | **£8.50** | **£8.30** | **£8.20** | **£8.70** |
| Senior managers | £11.30 | £11.10 | £10.60 | £12.40 |
| Supervisors | £8.70 | £8.70 | £8.50 | £9.10 |
| Other paid staff | £7.00 | £6.70 | £6.80 | £6.90 |

*Base: All paid staff in full day care providers 2013.*

**Table 6.26k Average hourly pay (mean) by profit making status and qualification of senior manager (full day care providers in children's centres)**

| | Profit making status | | Qualification of senior manager | |
|---|---|---|---|---|
| | Not-for-profit | For-Profit | Not graduate led | Graduate led |
| **All paid staff** | **£11.80** | **£12.20** | **£9.70** | **£12.80** |
| Senior managers | £16.60 | £17.90 | £13.30‡ | £19.20 |
| Supervisors | £12.50 | £12.70 | £10.00 | £13.40 |
| Other paid staff | £8.70 | £8.40 | £8.40‡ | £8.70 |
| *Base: All paid staff in full day care providers in children's centres 2013.* | | | | |

**Table 6.26l Average hourly pay (mean) by profit making status and qualification of senior manager (sessional providers)**

| | Profit making status | | Qualification of senior manager | |
|---|---|---|---|---|
| | Not-for-profit | For-Profit | Not graduate led | Graduate led |
| **All paid staff** | **£8.50** | **£8.80** | **£8.10** | **£9.80** |
| Senior managers | £10.50 | £11.50 | £10.10 | £12.60 |
| Supervisors | £8.60 | £9.20 | £8.20 | £10.20 |
| Other paid staff | £7.40 | £7.20 | £7.20 | £7.40 |
| *Base: All paid staff in sessional providers 2013.* | | | | |

**Table 6.26m Average hourly pay (mean) by profit making status and qualification of senior manager (before school providers)**

| | Profit making status | | Qualification of senior manager | |
|---|---|---|---|---|
| | Not-for-profit | For-Profit | Not graduate led | Graduate led |
| **All paid staff** | **£9.00** | **£8.60** | **£8.30** | **£9.40** |
| Senior managers | £13.90 | £13.60 | £10.90 | £18.50 |
| Supervisors | £8.50 | £8.40 | £8.30 | £8.60 |
| Other paid staff | £7.30 | £6.80 | £7.00 | £6.90 |
| *Base: All paid staff in before school providers 2013.* | | | | |

## Table 6.26n Average hourly pay (mean) by profit making status and qualification of senior manager (after school providers)

| | Profit making status | | Qualification of senior manager | |
|---|---|---|---|---|
| | Not-for-profit | For-Profit | Not graduate led | Graduate led |
| **All paid staff** | **£9.70** | **£9.10** | **£8.50** | **£10.70** |
| Senior managers | £13.90 | £12.90 | £11.00 | £18.40 |
| Supervisors | £10.10 | £9.20 | £8.70 | £10.80 |
| Other paid staff | £7.70 | £7.20 | £7.20 | £7.90 |

*Base: All paid staff in after school providers 2013.*

## Table 6.26o Average hourly pay (mean) by profit making status and qualification of senior manager (holiday providers)

| | Profit making status | | Qualification of senior manager | |
|---|---|---|---|---|
| | Not-for-profit | For-Profit | Not graduate led | Graduate led |
| **All paid staff** | **£9.10** | **£8.40** | **£8.30** | **£9.30** |
| Senior managers | £12.00 | £11.40 | £11.00 | £13.10 |
| Supervisors | £9.30 | £8.40 | £8.50 | £9.20 |
| Other paid staff | £7.90 | £7.50 | £7.40 | £8.20 |

*Base: All paid staff in holiday providers 2013.*

## Table 6.26p Average hourly pay (mean) by staff type and area deprivation (school-based providers)

| | Nursery schools | | Primary schools with nursery and reception classes | | Primary schools with reception but no nursery classes | |
|---|---|---|---|---|---|---|
| | 30% most deprived areas | 70% least deprived areas | 30% most deprived areas | 70% least deprived areas | 30% most deprived areas | 70% least deprived areas |
| **All paid staff** | **£14.40** | **£13.70** | **£14.00** | **£13.70** | **£14.20** | **£14.80** |
| Head teacher/Early years coordinator | £30.00 | £29.50‡ | £23.90 | £23.20 | £23.50‡ | £22.20 |
| Early years teachers | £22.40 | £22.50 | £19.10 | £19.60 | £18.40‡ | £20.90 |
| Nursery Nurses | £11.50 | £11.30 | £10.60 | £9.90 | £10.20 | £10.00 |
| Other paid childcare staff | £9.40 | £8.80‡ | £8.90 | £8.70 | £8.30‡ | £9.10 |

*Base: All paid staff in school-based providers in the most/least deprived areas 2013.*

# Additional Tables - Chapter 7

| Table 7.1f Highest relevant qualifications held by all paid staff (group-based providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 1% | 1% | * | * | * | * | * | * | * | * | 2% | 1% | 1% | 1% | * |
| Level 2 | 14% | 11% | 10% | 8% | **6%** | 9% | 8% | 7% | 5% | **2%** | 21% | 18% | 14% | 11% | **8%** |
| Level 3 | 62% | 61% | 58% | 57% | **56%** | 57% | 57% | 52% | 47% | **48%** | 51% | 55% | 57% | 59% | **58%** |
| Level 4 | 6% | 10% | 11% | 10% | **10%** | 8% | 12% | 11% | 12% | **8%** | 4% | 6% | 7% | 8% | **8%** |
| Level 5 | 2% | 4% | 5% | 6% | **7%** | 4% | 6% | 6% | 10% | **7%** | 1% | 2% | 3% | 3% | **5%** |
| Level 6 | 4% | 6% | 7% | 10% | **12%** | 11% | 11% | 15% | 17% | **20%** | 4% | 4% | 6% | 7% | **10%** |
| Level 7 | 1% | 1% | 1% | 1% | **2%** | 3% | 3% | 4% | 5% | **9%** | 1% | 1% | 1% | 1% | **2%** |
| Level 8 | * | * | * | * | * | * | * | * | * | * | 0% | * | * | * | * |
| Overseas | * | * | * | * | * | * | 0% | * | * | * | * | * | * | * | * |
| Other | * | * | * | * | * | 1% | * | * | * | * | 1% | * | * | * | **1%** |
| Don't know | 2% | 1% | 2% | 1% | **2%** | 3% | * | 3% | 2% | **3%** | 1% | 1% | 1% | 1% | **1%** |
| No qualification | 8% | 6% | 6% | 6% | **4%** | 4% | 4% | 3% | 2% | **1%** | 14% | 12% | 9% | 9% | **6%** |
| *Base: All paid staff in given type of setting 2008, 2009, 2010, 2011, 2013.* | | | | | | | | | | | | | | | |

| Table 7.1g Highest relevant qualifications held by all paid staff (out of school providers) | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Before school | | | | | After school | | | | | Holiday | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | **n/a** | n/a | n/a | **n/a** | **2%** | 2% | 2% | 1% | 1% | **1%** | 3% | 2% | 1% | 1% | **1%** |
| Level 2 | **n/a** | n/a | n/a | **n/a** | **10%** | 20% | 20% | 18% | 15% | **11%** | 19% | 19% | 14% | 13% | **10%** |
| Level 3 | **n/a** | n/a | n/a | **n/a** | **45%** | 45% | 47% | 47% | 50% | **47%** | 41% | 46% | 51% | 53% | **53%** |
| Level 4 | **n/a** | n/a | n/a | **n/a** | **7%** | 4% | 5% | 7% | 7% | **5%** | 4% | 5% | 9% | 9% | **8%** |
| Level 5 | **n/a** | n/a | n/a | **n/a** | **6%** | 2% | 2% | 4% | 4% | **6%** | 3% | 3% | 4% | 4% | **5%** |
| Level 6 | **n/a** | n/a | n/a | **n/a** | **12%** | 5% | 5% | 7% | 7% | **12%** | 7% | 7% | 7% | 7% | **11%** |
| Level 7 | **n/a** | n/a | n/a | **n/a** | **3%** | 1% | 1% | 1% | 1% | **4%** | 1% | 1% | 1% | 2% | **2%** |
| Level 8 | **n/a** | n/a | n/a | **n/a** | * | * | * | * | 0% | * | * | 0% | * | * | * |
| Overseas | **n/a** | n/a | n/a | **n/a** | * | * | * | * | * | * | * | * | * | * | * |
| Other | **n/a** | n/a | n/a | **n/a** | **1%** | 1% | * | * | * | **1%** | 2% | 1% | * | * | **1%** |
| Don't know | **n/a** | n/a | n/a | **n/a** | **5%** | 3% | 1% | 3% | 3% | **5%** | 4% | 3% | 4% | 2% | **3%** |
| No qualification | **n/a** | n/a | n/a | **n/a** | **9%** | 17% | 16% | 11% | 11% | **8%** | 16% | 13% | 8% | 9% | **6%** |

*Base: All paid staff in given type of setting 2008, 2009, 2010, 2011, 2013.*

| Table 7.1h Highest relevant qualifications held by all paid staff (childminders) | | | | | |
|---|---|---|---|---|---|
| | Childminders | | | | |
| | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 9% | 8% | 6% | 11% | **6%** |
| Level 2 | 7% | 6% | 8% | 8% | **6%** |
| Level 3 | 38% | 41% | 47% | 50% | **52%** |
| Level 4 | 3% | 4% | 3% | 4% | **4%** |
| Level 5 | 1% | 1% | 1% | 2% | **2%** |
| Level 6 | 2% | 2% | 2% | 2% | **5%** |
| Level 7 | 1% | 1% | 1% | 2% | **2%** |
| Level 8 | 0% | * | 0% | 0% | * |
| Overseas | N/A | 0% | * | * | * |
| Other | N/A | 3% | 3% | 3% | **4%** |
| Don't know | 3% | 3% | 5% | 4% | **3%** |
| No qualification | 34% | 31% | 22% | 16% | **14%** |

*Base: All childminders 2008, 2009, 2010, 2011, 2013.*

## Table 7.1i Highest relevant qualifications held by all paid staff (school-based providers)

|  | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 2% | 1% | 1% | 1% | **1%** | 2% | 1% | 1% | 1% | **1%** | 2% | 2% | 1% | 1% | **1%** |
| Level 2 | 7% | 7% | 8% | 8% | **6%** | 8% | 8% | 7% | 8% | **6%** | 10% | 10% | 9% | 9% | **9%** |
| Level 3 | 42% | 45% | 43% | 44% | **43%** | 36% | 35% | 35% | 36% | **37%** | 21% | 24% | 24% | 22% | **26%** |
| Level 4 | 5% | 3% | 3% | 4% | **5%** | 2% | 2% | 2% | 2% | **4%** | 3% | 2% | 2% | 2% | **2%** |
| Level 5 | 5% | 7% | 5% | 5% | **7%** | 4% | 5% | 4% | 5% | **5%** | 4% | 5% | 5% | 8% | **5%** |
| Level 6 | 22% | 22% | 21% | 20% | **21%** | 30% | 32% | 30% | 29% | **27%** | 33% | 32% | 34% | 30% | **28%** |
| Level 7 | 9% | 10% | 12% | 13% | **14%** | 8% | 8% | 10% | 12% | **13%** | 9% | 10% | 11% | 15% | **16%** |
| Level 8 | * | * | * | * | * | * | 1% | * | * | * | * | * | * | 0% | * |
| Overseas | N/A | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| Other | 1% | * | 2% | * | * | 1% | 1% | 1% | * | * | 1% | 1% | 1% | * | * |
| Don't know | 1% | * | 2% | 1% | * | 3% | 3% | 5% | 1% | **3%** | 5% | 8% | 7% | 3% | **5%** |
| No qualification | 6% | 4% | 4% | 3% | **3%** | 5% | 5% | 4% | 5% | **5%** | 10% | 6% | 6% | 9% | **7%** |

*Base: All paid staff in given type of setting 2008, 2009, 2010, 2011, 2013.*

## Table 7.2c Proportion of paid staff that hold any relevant qualification (levels 1 to 8) by deprivation

|  | 2011 | | **2013** | |
|---|---|---|---|---|
|  | 30% most deprived areas | 70% least deprived areas | **30% most deprived areas** | **70% least deprived areas** |
| Full day care | 94% | 92% | **93%** | **94%** |
| *Full day care in children's centres* | *96%* | *93%* | *96%* | *94%* |
| Sessional | 93% | 90% | **95%** | **91%** |
| Before school | n/a | n/a | **85%** | **85%** |
| After school | 89% | 84% | **89%** | **85%** |
| Holiday | 93% | 87% | **93%** | **89%** |
| Childminders | 80% | 77% | **81%** | **78%** |
| Nursery schools | 98% | 96% | **96%** | **96%** |
| Primary schools with nursery and reception classes | 95% | 92% | **92%** | **92%** |
| Primary schools with reception but no nursery classes | 90% | 86% | **85%** | **87%** |

*Base: All paid staff in given type of setting 2011, 2013. All childminders 2011, 2013.*

## Table 7.2d Proportion of paid staff that hold any relevant qualification (levels 1 to 8) by region

|  | East Midlands | East of England | London | North East | Yorkshire & Humberside | North West | South East | South West | West Midlands |
|---|---|---|---|---|---|---|---|---|---|
| Full day care | 94% | 93% | 94% | 94% | 96% | 95% | 90% | 94% | 96% |
| Full day care in children's centres | † | 100% ‡ | 94% | 99% ‡ | 95% | 100% | 93% ‡ | 92%‡ | 91% |
| Sessional | 94% | 92% | 91% | 98% | 91% | 91% | 91% | 93% | 96% |
| Before school | 86% | 79% | 79% | 87% | 86% | 91% | 81% | 86% | 89% |
| After school | 88% | 89% | 82% | 92% | 86% | 89% | 83% | 86% | 84% |
| Holiday | 90% | 90% | 87% | 98% | 92% | 92% | 86% | 89% | 94% |
| Childminders | 68%‡ | 77% | 77% |  | 81% | 82%‡ | 77% | 82%‡ | 82%‡ |
| Nursery schools | 97%‡ | 98% | 94% | 98% | 99%‡ | 97% | 92% | 100% ‡ | 96%‡ |
| Primary schools with nursery and reception classes | 95% | 90% | 90% | 96% | 93% | 96% | 89% | 88% | 94% |
| Primary schools with reception but no nursery classes | 93% | 83% | 84% | 97%‡ | 85% | 97% | 85% | 80% | 94% |

*Base: All paid staff in given type of setting 2013. All childminders 2013.*

## Table 7.2e Proportion of paid staff that hold at least a relevant level 3 qualification by region

|  | East Midlands | East of England | London | North East | Yorkshire & Humberside | North West | South East | South West | West Midlands |
|---|---|---|---|---|---|---|---|---|---|
| Full day care | 88% | 84% | 87% | 92% | 91% | 90% | 82% | 85% | 93% |
| Full day care in children's centres | † | 93%‡ | 93% | 99% ‡ | 93% | 97% | 92% ‡ | 89% ‡ | 89% |
| Sessional | 88% | 79% | 81% | 88% | 84% | 87% | 82% | 83% | 89% |
| Before school | 77% | 67% | 62% | 82% | 75% | 79% | 69% | 76% | 79% |
| After school | 77% | 76% | 66% | 88% | 79% | 77% | 70% | 76% | 74% |
| Holiday | 80% | 78% | 75% | 94% | 85% | 83% | 72% | 77% | 85% |
| Childminders | 55%‡ | 66% | 62% |  | 70% | 67%‡ | 67% | 71%‡ | 68%‡ |
| Nursery schools | 96%‡ | 89% | 88% | 92% | 93%‡ | 94% | 81% | 88%‡ | 88%‡ |
| Primary schools with nursery and reception classes | 89% | 81% | 81% | 90% | 84% | 87% | 85% | 83% | 89% |
| Primary schools with reception but no nursery classes | 86% | 69% | 74% | 89%‡ | 76% | 87% | 75% | 74% | 82% |

*Base: All paid staff in given type of setting 2013. All childminders 2013.*

## Table 7.2f Proportion of paid staff that hold at least a relevant level 6 qualification by region

| | East Midlands | East of England | London | North East | Yorkshire & Humberside | North West | South East | South West | West Midlands |
|---|---|---|---|---|---|---|---|---|---|
| Full day care | 11% | 13% | 15% | 20% | 17% | 14% | 10% | 14% | 12% |
| Full day care in children's centres | † | 21%‡ | 33% | 32% ‡ | 25% | 29% | 27% ‡ | 35% ‡ | 24% |
| Sessional | 8% | 9% | 13% | 17% | 9% | 15% | 12% | 17% | 14% |
| Before school | 14% | 15% | 11% | 22% | 16% | 17% | 16% | 20% | 14% |
| After school | 10% | 12% | 20% | 25% | 13% | 12% | 22% | 20% | 13% |
| Holiday | 9% | 13% | 19% | 14% | 15% | 15% | 11% | 16% | 10% |
| Childminders | 2%‡ | 9% | 9% | | 6% | 7%‡ | 8% | 5%‡ | 6%‡ |
| Nursery schools | 42%‡ | 36% | 32% | 32% | 29%‡ | 39% | 33% | 39%‡ | 34%‡ |
| Primary schools with nursery and reception classes | 39% | 37% | 40% | 43% | 37% | 41% | 36% | 39% | 42% |
| Primary schools with reception but no nursery classes | 48% | 42% | 45% | 48%‡ | 43% | 45% | 48% | 43% | 44% |

*Base: All paid staff in given type of setting 2013. All childminders 2013.*

## Table 7.3a Proportion of paid staff that hold at least a relevant level 3 qualification by ownership of provision

| | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| **All settings** | **87%** | ***93%*** | **84%** | **74%** | **75%** | **80%** |
| Private | 87% | 92% | 85% | 83% | 79% | 83% |
| Voluntary | 86% | 90% | 81% | 80% | 76% | 74% |
| Local authority | 88% | 95% | 87% | 70% | 65% | 65% |
| School/college | 88% | 90% | 90% | 58% | 70% | 76% |
| Other | 79%‡ | † | † | † | † | 89%‡ |

*Base: All paid staff in given type of setting which is under the given type of ownership 2013.*

## Table 7.3b Proportion of paid staff that hold at least a relevant level 6 qualification by ownership of provision

|  | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| **All settings** | **13%** | ***30%*** | **12%** | **16%** | **16%** | **13%** |
| Private | 13% | 26% | 12% | 15% | 13% | 13% |
| Voluntary | 13% | 16% | 10% | 11% | 10% | 12% |
| Local authority | 21% | 36% | 21% | 16% | 13% | 14% |
| School/college | 21% | 32% | 38% | 19% | 24% | 17% |
| Other | 10%‡ | † | † | † | † | 12%‡ |

*Base: All paid staff in given type of setting which is under the given type of ownership 2013.*


## Table 7.3c Proportion of paid staff that hold a relevant qualification (levels 1 to 8) by ownership of provision

|  | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| **All settings** | **94%** | ***96%*** | **92%** | **85%** | **86%** | **90%** |
| Private | 94% | 94% | 92% | 92% | 90% | 93% |
| Voluntary | 93% | 93% | 92% | 90% | 88% | 87% |
| Local authority | 92% | 96% | 94% | 86% | 80% | 76% |
| School/college | 95% | 93% | 97% | 75% | 81% | 88% |
| Other | 87%‡ | † | † | † | † | 97%‡ |

*Base: All paid staff in given type of setting which is under the given type of ownership 2013.*

## Table 7.6c Highest relevant qualification of senior manager (group-based providers)

| | Full day care | | | | | Full day care in children's centres | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | ***2013*** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 0% | 0% | * | 0% | * | *0%* | *0%* | *0%* | *0%* | ***0%*** | * | 0% | * | 0% | * |
| Level 2 | * | * | * | 0% | * | *0%* | *\** | *0%* | *0%* | ***1%*** | 1% | 1% | 1% | * | * |
| Level 3 | 52% | 42% | 38% | 37% | **31%** | *27%* | *21%* | *17%* | *14%* | ***13%*** | 64% | 62% | 56% | 51% | **41%** |
| Level 4 | 20% | 24% | 24% | 21% | **17%** | *19%* | *20%* | *15%* | *18%* | ***7%*** | 15% | 16% | 17% | 19% | **14%** |
| Level 5 | 8% | 11% | 11% | 13% | **16%** | *9%* | *10%* | *10%* | *13%* | ***11%*** | 4% | 7% | 7% | 7% | **13%** |
| Level 6 | 14% | 18% | 20% | 24% | **27%** | *21%* | *25%* | *27%* | *26%* | ***39%*** | 10% | 9% | 13% | 16% | **23%** |
| Level 7 | 3% | 3% | 4% | 4% | **6%** | *19%* | *19%* | *26%* | *26%* | ***24%*** | 2% | 3% | 3% | 4% | **6%** |
| Level 8 | * | * | * | * | * | *1%* | *2%* | *0%* | *0%* | ***3%*** | 0% | 0% | * | * | * |
| Overseas | * | * | * | * | * | *0%* | *0%* | *0%* | *0%* | ***0%*** | * | * | * | 0% | **0%** |
| Other | * | * | * | * | * | *2%* | *1%* | *0%* | *0%* | ***0%*** | 1% | * | * | * | **1%** |
| Don't know | 1% | * | * | * | **1%** | *1%* | *\** | *2%* | *1%* | ***2%*** | 1% | 1% | 1% | 1% | **1%** |
| No qualification | 1% | 1% | 1% | 1% | **2%** | *1%* | *\** | *1%* | *1%* | ***1%*** | 14% | 2% | 1% | 1% | **2%** |

*Base: All senior managers in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.6d Highest relevant qualification of senior manager (out of school providers)

| | Before school | | | | | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | n/a | n/a | n/a | n/a | * | 0% | * | * | 0% | **0%** | * | * | * | * | **0%** |
| Level 2 | n/a | n/a | n/a | n/a | **1%** | 1% | 1% | 1% | * | **1%** | 2% | 1% | 1% | * | **1%** |
| Level 3 | n/a | n/a | n/a | n/a | **24%** | 59% | 55% | 48% | 48% | **33%** | 52% | 49% | 41% | 39% | **31%** |
| Level 4 | n/a | n/a | n/a | n/a | **8%** | 12% | 14% | 15% | 12% | **9%** | 13% | 15% | 20% | 19% | **17%** |
| Level 5 | n/a | n/a | n/a | n/a | **10%** | 5% | 6% | 9% | 9% | **9%** | 7% | 7% | 10% | 12% | **13%** |
| Level 6 | n/a | n/a | n/a | n/a | **27%** | 13% | 12% | 16% | 17% | **26%** | 14% | 15% | 17% | 19% | **27%** |
| Level 7 | n/a | n/a | n/a | n/a | **18%** | 4% | 6% | 7% | 7% | **12%** | 3% | 3% | 5% | 7% | **7%** |
| Level 8 | n/a | n/a | n/a | n/a | **1%** | * | * | * | 0% | **1%** | 0% | 0% | 1% | * | **1%** |
| Overseas | n/a | n/a | n/a | n/a | **0%** | 0% | 0% | 0% | * | * | * | * | * | 0% | **0%** |
| Other | n/a | n/a | n/a | n/a | **2%** | 1% | 1% | 1% | * | **2%** | 1% | 1% | 1% | 1% | **1%** |
| Don't know | n/a | n/a | n/a | n/a | **3%** | 3% | 1% | 1% | 2% | **3%** | 1% | 1% | 2% | 1% | **2%** |
| No qualification | n/a | n/a | n/a | n/a | **6%** | 2% | 3% | 2% | 3% | **3%** | 6% | 5% | 3% | 3% | **2%** |

*Base: All senior managers in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.7c Highest relevant qualification of supervisors (group-based providers)

| | Full day care | | | | | *Full day care in children's centres* | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | * | * | * | * | * | 0% | 0% | 0% | * | **0%** | 1% | * | * | * | * |
| Level 2 | 4% | 2% | 2% | 2% | **1%** | 1% | 1% | 1% | 1% | * | 14% | 10% | 8% | 5% | **4%** |
| Level 3 | 78% | 73% | 70% | 65% | **61%** | 64% | 63% | 55% | 46% | **45%** | 71% | 73% | 71% | 71% | **66%** |
| Level 4 | 8% | 12% | 13% | 12% | **12%** | 10% | 14% | 13% | 14% | **10%** | 4% | 7% | 8% | 9% | **9%** |
| Level 5 | 2% | 4% | 5% | 7% | **8%** | 4% | 6% | 8% | 13% | **9%** | 2% | 2% | 3% | 4% | **6%** |
| Level 6 | 5% | 7% | 8% | 11% | **14%** | 13% | 13% | 19% | 20% | **24%** | 3% | 4% | 6% | 8% | **11%** |
| Level 7 | 1% | 1% | 1% | 2% | **2%** | 2% | 2% | 3% | 4% | **10%** | 1% | 1% | 1% | 1% | **2%** |
| Level 8 | * | * | * | 0% | * | 0% | 0% | * | 0% | * | 0% | * | 0% | 0% | * |
| Overseas | * | * | * | * | * | 0% | 0% | 0% | 0% | * | * | 0% | * | 0% | **0%** |
| Other | * | * | * | * | * | 1% | 0% | 0% | * | * | * | 0% | * | * | * |
| Don't know | 1% | * | 1% | 1% | **1%** | 3% | * | 1% | 1% | **1%** | 1% | 1% | 1% | 1% | **1%** |
| No qualification | * | * | * | * | * | * | 2% | * | * | * | 2% | 2% | * | 1% | * |

*Base: All supervisors in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.7d Highest relevant qualification of supervisors (out of school providers)

| | Before school | | | | | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | n/a | n/a | n/a | n/a | **1%** | 2% | 1% | * | 1% | **\*** | 1% | * | * | * | **\*** |
| Level 2 | n/a | n/a | n/a | n/a | **8%** | 19% | 18% | 13% | 12% | **7%** | 14% | 14% | 6% | 7% | **4%** |
| Level 3 | n/a | n/a | n/a | n/a | **52%** | 60% | 62% | 61% | 62% | **54%** | 57% | 60% | 63% | 65% | **62%** |
| Level 4 | n/a | n/a | n/a | n/a | **7%** | 3% | 6% | 8% | 9% | **6%** | 4% | 6% | 11% | 11% | **10%** |
| Level 5 | n/a | n/a | n/a | n/a | **7%** | 1% | 2% | 4% | 4% | **7%** | 4% | 5% | 5% | 5% | **6%** |
| Level 6 | n/a | n/a | n/a | n/a | **12%** | 5% | 5% | 8% | 8% | **14%** | 9% | 9% | 9% | 8% | **13%** |
| Level 7 | n/a | n/a | n/a | n/a | **1%** | * | 1% | 1% | * | **3%** | 1% | 1% | 1% | 1% | **2%** |
| Level 8 | n/a | n/a | n/a | n/a | **\*** | 0% | 0% | 0% | 0% | **\*** | * | 0% | * | 0% | **\*** |
| Overseas | n/a | n/a | n/a | n/a | **0%** | * | * | * | * | **\*** | * | * | 0% | * | **0%** |
| Other | n/a | n/a | n/a | n/a | **1%** | 1% | * | * | * | **1%** | 2% | 1% | 1% | 1% | **1%** |
| Don't know | n/a | n/a | n/a | n/a | **5%** | 3% | 1% | 3% | 3% | **4%** | 5% | 1% | 3% | 2% | **2%** |
| No qualification | n/a | n/a | n/a | n/a | **5%** | 6% | 4% | 2% | 2% | **3%** | 4% | 2% | 1% | 1% | **1%** |

*Base: All supervisors in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.8c Highest relevant qualification of other paid childcare staff (group-based settings)

| | Full day care | | | | | *Full day care in children's centres* | | | | | Sessional | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | *2008* | *2009* | *2010* | *2011* | ***2013*** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 1% | 2% | 1% | 1% | **1%** | *1%* | *1%* | *2%* | *1%* | ***1%*** | 4% | 4% | 3% | 2% | **1%** |
| Level 2 | 33% | 29% | 29% | 24% | **19%** | *30%* | *28%* | *20%* | *19%* | ***7%*** | 37% | 38% | 31% | 30% | **21%** |
| Level 3 | 39% | 44% | 42% | 47% | **55%** | *48%* | *49%* | *53%* | *58%* | ***66%*** | 19% | 21% | 33% | 37% | **48%** |
| Level 4 | 1% | 2% | 3% | 2% | **3%** | *1%* | *1%* | *4%* | *3%* | ***5%*** | 1% | 1% | 1% | 1% | **2%** |
| Level 5 | * | 1% | 2% | * | **1%** | *2%* | *2%* | *1%* | *2%* | ***1%*** | * | * | * | 1% | **1%** |
| Level 6 | 1% | 2% | 2% | 3% | **2%** | *2%* | *2%* | *5%* | *4%* | ***6%*** | 2% | 1% | 2% | 1% | **3%** |
| Level 7 | * | 0% | * | * | **\*** | *0%* | *0%* | *\** | *1%* | ***2%*** | * | * | * | 1% | **1%** |
| Level 8 | * | 0% | 0% | 0% | **0%** | *0%* | *0%* | *0%* | *0%* | ***0%*** | 0% | 0% | * | 0% | **\*** |
| Overseas | * | * | * | * | **\*** | *\** | *0%* | *\** | *0%* | ***0%*** | 0% | 0% | * | * | **\*** |
| Other | * | * | * | 0% | **1%** | *0%* | *0%* | *\** | *\** | ***1%*** | 1% | 1% | 1% | * | **1%** |
| Don't know | 3% | 1% | 3% | 1% | **3%** | *3%* | *1%* | *7%* | *5%* | ***9%*** | 2% | 2% | 2% | 2% | **2%** |
| No qualification | 21% | 20% | 18% | 20% | **14%** | *13%* | *15%* | *8%* | *8%* | ***4%*** | 34% | 32% | 27% | 26% | **20%** |

*Base: All other paid childcare staff in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.8d  Highest relevant qualification of other paid childcare staff (out of school settings)

| | Before school | | | | | After school | | | | | Holiday | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | n/a | n/a | n/a | n/a | **4%** | 4% | 4% | 3% | 2% | **3%** | 5% | 4% | 2% | 3% | **2%** |
| Level 2 | n/a | n/a | n/a | n/a | **19%** | 30% | 31% | 35% | 28% | **23%** | 30% | 30% | 29% | 28% | **24%** |
| Level 3 | n/a | n/a | n/a | n/a | **41%** | 19% | 19% | 25% | 32% | **38%** | 19% | 26% | 37% | 39% | **45%** |
| Level 4 | n/a | n/a | n/a | n/a | **3%** | * | * | 1% | 1% | **2%** | 1% | 1% | 2% | 1% | **3%** |
| Level 5 | n/a | n/a | n/a | n/a | **1%** | * | * | * | 1% | **2%** | 1% | 1% | * | 1% | **1%** |
| Level 6 | n/a | n/a | n/a | n/a | **3%** | 2% | 1% | 3% | 2% | **3%** | 4% | 3% | 1% | 1% | **2%** |
| Level 7 | n/a | n/a | n/a | n/a | * | * | * | * | * | * | * | * | * | * | * |
| Level 8 | n/a | n/a | n/a | n/a | **0%** | 0% | * | 0% | 0% | **0%** | * | 0% | 0% | 0% | **0%** |
| Overseas | n/a | n/a | n/a | n/a | * | * | * | * | * | **0%** | 0% | 0% | 0% | 0% | * |
| Other | n/a | n/a | n/a | n/a | * | 1% | * | 1% | 1% | **1%** | 2% | 1% | * | * | * |
| Don't know | n/a | n/a | n/a | n/a | **6%** | 4% | 2% | 2% | 3% | **7%** | 4% | 5% | 7% | 2% | **5%** |
| No qualification | n/a | n/a | n/a | n/a | **22%** | 39% | 42% | 29% | 30% | **22%** | 32% | 30% | 21% | 24% | **18%** |

*Base: All other paid childcare staff in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.9a Highest relevant qualification of early years co-ordinators/head teachers (school-based providers)

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | 0% | 0% | 0% | 0% | **0%** | 0% | * | 0% | 0% | **0%** | * | 0% | 0% | 0% | **0%** |
| At least level 1 | 96% | 100% | 99% | 99% | **100%** | 97% | 97% | 99% | 100% | **100%** | 95% | 98% | 99% | 100% | **99%** |
| At least level 2 | 96% | 100% | 99% | 99% | **100%** | 97% | 97% | 98% | 100% | **100%** | 95% | 98% | 99% | 100% | **99%** |
| At least level 3 | 96% | 100% | 99% | 99% | **100%** | 97% | 97% | 98% | 100% | **100%** | 95% | 98% | 99% | 100% | **99%** |
| At least level 5 | 95% | 97% | 99% | 99% | **99%** | 96% | 96% | 98% | 99% | **98%** | 94% | 96% | 98% | 99% | **99%** |
| At least level 6 | 94% | 95% | 98% | 99% | **98%** | 96% | 96% | 97% | 98% | **97%** | 93% | 96% | 97% | 98% | **98%** |

*Base: All early years co-ordinators/head teachers in given type of provider answering questions (i.e. excluding non-response) 2008, 2009, 2010, 2011, 2013.*

## Table 7.9b Highest relevant qualification of qualified early years teachers (school-based providers)

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | * | 0% | 0% | 0% | **0%** | * | * | 0% | * | **0%** | * | 0% | * | * | **0%** |
| At least level 1 | 97% | 99% | 93% | 99% | **99%** | 94% | 96% | 95% | 98% | **97%** | 90% | 92% | 94% | 98% | **96%** |
| At least level 2 | 97% | 99% | 93% | 99% | **99%** | 94% | 96% | 95% | 98% | **97%** | 90% | 92% | 94% | 98% | **96%** |
| At least level 3 | 97% | 99% | 93% | 99% | **99%** | 94% | 95% | 95% | 98% | **97%** | 89% | 92% | 94% | 98% | **96%** |
| At least level 5 | 94% | 97% | 92% | 99% | **98%** | 92% | 93% | 94% | 98% | **94%** | 86% | 90% | 93% | 97% | **94%** |
| At least level 6 | 92% | 97% | 90% | 98% | **97%** | 91% | 92% | 93% | 97% | **93%** | 84% | 89% | 90% | 96% | **93%** |

*Base: All early years teachers in given type of provider 2008, 2009, 2010, 2011, 2013.*


## Table 7.9c Highest relevant qualification of nursery nurses (school-based providers)

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | * | 0% | * | 0% | **0%** | 0% | * | * | * | **0%** | 4% | 1% | 1% | 2% | **1%** |
| At least level 1 | 98% | 100% | 97% | 100% | **100%** | 98% | 99% | 96% | 99% | **98%** | 93% | 95% | 94% | 95% | **94%** |
| At least level 2 | 98% | 100% | 97% | 100% | **100%** | 98% | 99% | 96% | 99% | **98%** | 92% | 94% | 93% | 93% | **93%** |
| At least level 3 | 98% | 100% | 97% | 99% | **99%** | 95% | 96% | 95% | 97% | **95%** | 86% | 89% | 87% | 86% | **86%** |
| At least level 5 | 11% | 17% | 20% | 19% | **26%** | 11% | 15% | 14% | 16% | **18%** | 18% | 18% | 19% | 26% | **19%** |
| At least level 6 | 4% | 3% | 11% | 10% | **14%** | 3% | 4% | 5% | 4% | **8%** | 7% | 3% | 5% | 5% | **7%** |

*Base: All nursery nurses in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.9d Highest relevant qualification of other paid early years support staff (school-based providers)

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| No qualification | 29% | 20% | 17% | 13% | **17%** | 18% | 21% | 16% | 18% | **18%** | 25% | 18% | 19% | 27% | **20%** |
| At least level 1 | 67% | 80% | 80% | 85% | **80%** | 76% | 75% | 78% | 79% | **77%** | 65% | 74% | 74% | 69% | **71%** |
| At least level 2 | 59% | 75% | 76% | 80% | **77%** | 70% | 69% | 73% | 75% | **73%** | 60% | 70% | 70% | 67% | **69%** |
| At least level 3 | 25% | 45% | 42% | 45% | **45%** | 42% | 43% | 49% | 45% | **52%** | 38% | 46% | 47% | 44% | **47%** |
| At least level 5 | 5% | 4% | 3% | 4% | **5%** | 7% | 5% | 5% | 7% | **9%** | 8% | 10% | 10% | 12% | **12%** |
| At least level 6 | 3% | 2% | 2% | 2% | **3%** | 4% | 3% | 3% | 4% | **5%** | 3% | 4% | 6% | 5% | **6%** |

*Base: All other paid support staff in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.9e Highest relevant qualification of early years co-ordinators/head teachers (school-based providers)

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 0% | 0% | 0% | 0% | **0%** | 0% | 0% | * | 0% | **0%** | 0% | 0% | 0% | 0% | **0%** |
| Level 2 | 0% | 0% | 0% | 0% | **0%** | 0% | 0% | * | * | **0%** | * | * | 0% | 0% | **0%** |
| Level 3 | 1% | 0% | 1% | 0% | **0%** | 1% | * | * | * | **2%** | * | 1% | 1% | * | * |
| Level 4 | 1% | 3% | 0% | 0% | **1%** | 1% | * | * | * | * | 1% | 1% | * | * | * |
| Level 5 | * | 2% | 1% | 1% | **1%** | 1% | 1% | 1% | 1% | **1%** | * | * | 1% | 1% | **1%** |
| Level 6 | 37% | 35% | 31% | 25% | **15%** | 69% | 68% | 62% | 63% | **56%** | 54% | 60% | 64% | 59% | **55%** |
| Level 7 | 53% | 55% | 63% | 70% | **80%** | 20% | 21% | 26% | 31% | **35%** | 18% | 22% | 21% | 31% | **36%** |
| Level 8 | 1% | 4% | 2% | 1% | **2%** | 1% | 1% | * | * | * | * | * | * | 0% | * |
| Overseas | 0% | 0% | 0% | 0% | **0%** | * | * | 0% | 0% | **0%** | * | 0% | 0% | 0% | **1%** |
| Other | 4% | 0% | 1% | 0% | **0%** | 2% | 2% | 1% | 0% | * | 3% | 2% | 1% | 0% | **0%** |
| Don't know/ not stated | 4% | 1% | 3% | 3% | **2%** | 10% | 7% | 9% | 5% | **6%** | 23% | 14% | 13% | 8% | **7%** |
| No qualification | 0% | 0% | 0% | 0% | **0%** | 0% | * | 0% | 0% | * | * | 0% | 0% | 0% | **0%** |

*Base: All early years co-ordinators/head teachers in given type of provider 2008, 2009, 2010, 2011, 2013.*

**Table 7.9f Highest relevant qualification of qualified early years teachers (school-based providers)**

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 0% | 0% | 0% | 0% | **0%** | 0% | 0% | * | 0% | **0%** | * | 0% | 0% | * | **0%** |
| Level 2 | * | 0% | 0% | 0% | **0%** | * | * | * | * | * | 1% | * | * | * | * |
| Level 3 | 1% | 1% | 1% | 0% | **0%** | 1% | 2% | * | * | **2%** | 1% | 1% | 1% | * | **2%** |
| Level 4 | 1% | 1% | * | 0% | **1%** | * | * | * | * | **1%** | 1% | 1% | * | 0% | * |
| Level 5 | 2% | 1% | 2% | 1% | **1%** | 1% | 1% | 1% | 1% | **1%** | 2% | 1% | 3% | 2% | **1%** |
| Level 6 | 70% | 75% | 59% | 64% | **61%** | 70% | 73% | 69% | 67% | **61%** | 67% | 69% | 67% | 64% | **57%** |
| Level 7 | 22% | 22% | 31% | 34% | **37%** | 21% | 17% | 24% | 29% | **32%** | 17% | 19% | 23% | 32% | **36%** |
| Level 8 | 0% | 0% | * | 0% | **0%** | * | 2% | 0% | 0% | **0%** | 0% | 1% | * | 0% | * |
| Overseas | 0% | 0% | * | 0% | **1%** | 0% | 1% | * | * | * | * | * | 0% | * | **1%** |
| Other | 2% | * | 2% | 0% | * | 1% | 2% | 1% | 0% | * | 3% | 2% | 1% | * | * |
| Don't know/ not stated | 1% | 1% | 4% | 1% | * | 5% | 2% | 4% | 1% | **2%** | 7% | 6% | 5% | 1% | **3%** |
| No qualification | * | 0% | 0% | 0% | **0%** | * | * | 0% | * | **0%** | * | 0% | * | 0% | **0%** |

*Base: All early years teachers in given type of provider 2008, 2009, 2010, 2011, 2013.*

**Table 7.9g Highest relevant qualification of nursery nurses (school-based providers)**

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 0% | 0% | 0% | 0% | **0%** | * | * | * | * | * | * | 1% | * | 2% | **1%** |
| Level 2 | * | 0% | * | 1% | **1%** | 2% | 3% | 1% | 1% | **3%** | 6% | 5% | 7% | 7% | **8%** |
| Level 3 | 79% | 79% | 72% | 72% | **65%** | 79% | 76% | 74% | 77% | **70%** | 62% | 66% | 63% | 55% | **62%** |
| Level 4 | 8% | 4% | 5% | 8% | **8%** | 4% | 5% | 6% | 4% | **7%** | 6% | 5% | 4% | 5% | **4%** |
| Level 5 | 7% | 14% | 9% | 9% | **12%** | 8% | 11% | 10% | 12% | **10%** | 11% | 15% | 14% | 21% | **12%** |
| Level 6 | 4% | 3% | 10% | 9% | **13%** | 3% | 4% | 4% | 4% | **7%** | 6% | 3% | 5% | 5% | **6%** |
| Level 7 | 0% | 0% | * | 1% | **1%** | * | 0% | * | * | * | 1% | 0% | * | 0% | **1%** |
| Level 8 | 0% | 0% | 0% | 0% | **0%** | 0% | * | 0% | 0% | **0%** | 0% | 0% | 0% | 0% | **0%** |
| Overseas | 0% | 0% | 0% | 0% | **0%** | * | 0% | * | 0% | **0%** | 0% | 0% | 0% | 0% | * |
| Other | * | 0% | 2% | 0% | **0%** | * | * | * | 0% | * | 1% | 0% | * | 0% | **0%** |
| Don't know/ not stated | 1% | 0% | * | 0% | **0%** | 2% | 1% | 3% | 1% | **1%** | 3% | 4% | 5% | 3% | **4%** |
| No qualification | * | 0% | * | 0% | **0%** | 0% | * | * | * | **0%** | 4% | 1% | 1% | 2% | **1%** |

*Base: All nursery nurses in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.9h Highest relevant qualification of other paid early years support staff (school-based providers)

| | Nursery schools | | | | | Primary schools with nursery and reception classes | | | | | Primary schools with reception but no nursery classes | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** | 2008 | 2009 | 2010 | 2011 | **2013** |
| Level 1 | 8% | 5% | 4% | 6% | **3%** | 6% | 5% | 5% | 4% | **3%** | 5% | 4% | 3% | 2% | **2%** |
| Level 2 | 34% | 30% | 35% | 35% | **32%** | 27% | 27% | 25% | 30% | **21%** | 23% | 25% | 23% | 23% | **22%** |
| Level 3 | 19% | 38% | 38% | 39% | **40%** | 34% | 36% | 42% | 37% | **40%** | 27% | 33% | 33% | 29% | **32%** |
| Level 4 | 1% | 3% | 1% | 2% | **1%** | 1% | 1% | 2% | 1% | **3%** | 3% | 2% | 4% | 3% | **3%** |
| Level 5 | 2% | 3% | 1% | 2% | **1%** | 3% | 2% | 2% | 2% | **3%** | 5% | 6% | 5% | 7% | **6%** |
| Level 6 | 3% | 2% | 2% | 2% | **3%** | 4% | 3% | 3% | 4% | **5%** | 3% | 3% | 5% | 4% | **6%** |
| Level 7 | 0% | 0% | 0% | 0% | **0%** | 0% | 0% | 0% | * | **1%** | * | 1% | * | 1% | **1%** |
| Level 8 | 0% | 0% | 0% | 0% | **0%** | 0% | 0% | 0% | 0% | **0%** | * | 0 | 0% | 0% | **0%** |
| Overseas | 0% | * | 1% | 1% | **1%** | 1% | * | 0% | 1% | ***** | * | 0 | * | 0% | ***** |
| Other | 2% | 0% | * | 0% | **0%** | 1% | 1% | 1% | * | **0%** | 1% | * | 1% | * | ***** |
| Don't know/ not stated | 3% | * | 1% | 1% | **2%** | 4% | 4% | 5% | 2% | **5%** | 9% | 7% | 7% | 3% | **9%** |
| No qualification | 29% | 20% | 17% | 13% | **17%** | 18% | 21% | 16% | 18% | **18%** | 25% | 18% | 19% | 27% | **20%** |

*Base: All other paid support staff in given type of provider 2008, 2009, 2010, 2011, 2013.*

## Table 7.11b Proportion of paid staff with Qualified Teacher Status, by deprivation

| | QTS (% of all staff) | | | |
|---|---|---|---|---|
| | 30% most deprived areas | | 70% least deprived areas | |
| | 2011 | **2013** | 2011 | **2013** |
| Full day care | 3% | **5%** | 4% | **5%** |
| *Full day care in children's centres* | 8% | **11%** | 9% | **11%** |
| Sessional | 3% | **4%** | 4% | **6%** |
| Before school | n/a | **6%** | n/a | **7%** |
| After school | 6% | **8%** | 4% | **11%** |
| Holiday | 3% | **4%** | 4% | **6%** |
| Childminders | 0% | **3%** | 3% | **4%** |
| Nursery schools | 29% | **28%** | 28% | **27%** |
| Primary schools with nursery and reception classes | 39% | **37%** | 39% | **35%** |
| Primary schools with reception but no nursery classes | 43% | **40%** | 44% | **43%** |

*Base: All paid staff in given type of provider in the most/least deprived areas 2011, 2013; All paid staff in given type of provider in the most/least deprived areas with at least a level 5 qualification 2011, 2013.*

| Table 7.11c Proportion of paid staff with Qualified Teacher Status, by region | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | East Midlands | East of England | London | North East | Yorkshire & Humberside | North West | South East | South West | West Midlands |
| Full day care | 4% | 4% | 7% | 3% | 6% | 4% | 4% | 5% | 4% |
| *Full day care in children's centres* | † | 9%‡ | 18% | 5%‡ | 8% | 3% | 15%‡ | 13%‡ | 8% |
| Sessional | 2% | 3% | 6% | 6% | 3% | 6% | 7% | 8% | 4% |
| Before school | 7% | 6% | 6% | 8%‡ | 7% | 8% | 7% | 11% | 5% |
| After school | 5% | 8% | 13% | 15% | 9% | 7% | 17% | 12% | 6% |
| Holiday | 3% | 5% | 11% | 4% | 5% | 5% | 6% | 5% | 3% |
| Nursery schools | 33%‡ | 27% | 25% | 26% | 26%‡ | 30% | 28% | 31%‡ | 25% |
| Primary schools with nursery and reception classes | 38% | 34% | 36% | 38% | 34% | 39% | 32% | 30% | 40% |
| Primary schools with reception but no nursery classes | 44% | 40% | 38% | 45% | 41% | 41% | 47% | 41% | 42% |
| *Base: All paid staff in given type of setting 2013.* | | | | | | | | | |

**Table 7.14e2 Highest relevant qualification being worked towards by all paid childcare staff, by deprivation (group-based providers)**

| | Full day care | | | | Full day care in children's centres | | | | Sessional | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | |
| | 2011 | **2013** | 2011 | **2013** | *2011* | *2013* | *2011* | *2013* | 2011 | **2013** | 2011 | **2013** |
| Level 1 | * | **0%** | * | * | * | *0%* | *0%* | *0%* | * | * | * | * |
| Level 2 | 2% | **2%** | 3% | **2%** | *1%* | * | *1%* | *1%* | 1% | **2%** | 1% | **1%** |
| Level 3 | 8% | **7%** | 9% | **7%** | *4%* | *3%* | *4%* | *4%* | 7% | **9%** | 9% | **7%** |
| Level 4 | 3% | **2%** | 3% | **2%** | *3%* | *4%* | *2%* | * | 2% | **3%** | 2% | **1%** |
| Level 5 | 6% | **3%** | 6% | **4%** | *5%* | *4%* | *6%* | *5%* | 3% | **3%** | 4% | **3%** |
| Level 6 or above | 8% | **6%** | 6% | **5%** | *9%* | *7%* | *9%* | *11%* | 6% | **5%** | 4% | **4%** |
| Other | * | * | * | * | * | *1%* | *0%* | *0%* | 0% | **1%** | * | **1%** |
| Don't know | 2% | **2%** | 1% | **2%** | *2%* | *4%* | *5%* | *7%* | 2% | **3%** | 1% | **2%** |
| Not working towards a qualification | 71% | **77%** | 72% | **78%** | *75%* | *76%* | *72%* | *72%* | 78% | **75%** | 79% | **81%** |
| All working towards a qualification | 27% | **20%** | 27% | **20%** | *23%* | *18%* | *22%* | *21%* | 21% | **21%** | 19% | **17%** |

*Base: All paid staff in given type of setting in most/least deprived areas 2011, 2013 (module B).*

**Table 7.14f Highest relevant qualification being worked towards by all paid childcare staff, by deprivation (out of school providers)**

| | Before school | | | | After school | | | | Holiday | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | |
| | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** |
| Level 1 | n/a | **0%** | n/a | * | * | **1%** | * | * | * | **0%** | * | * |
| Level 2 | n/a | **2%** | n/a | **2%** | 4% | **3%** | 2% | **3%** | 2% | **2%** | 2% | **3%** |
| Level 3 | n/a | **8%** | n/a | **6%** | 8% | **5%** | 9% | **5%** | 8% | **8%** | 8% | **8%** |
| Level 4 | n/a | **1%** | n/a | **1%** | 4% | **3%** | 2% | **2%** | 5% | **4%** | 4% | **2%** |
| Level 5 | n/a | **4%** | n/a | **3%** | 4% | **3%** | 3% | **2%** | 6% | **4%** | 4% | **4%** |
| Level 6 or above | n/a | **7%** | n/a | **4%** | 4% | **4%** | 3% | **4%** | 5% | **6%** | 6% | **6%** |
| Other | n/a | * | n/a | **1%** | * | **1%** | * | * | * | **1%** | * | **1%** |
| Don't know | n/a | **7%** | n/a | **5%** | 4% | **5%** | 4% | **7%** | 4% | **3%** | 2% | **6%** |
| Not working towards a qualification | n/a | **70%** | n/a | **77%** | 72% | **76%** | 76% | **77%** | 69% | **72%** | 73% | **70%** |
| All working towards a qualification | n/a | **23%** | n/a | **17%** | 23% | **18%** | 20% | **16%** | 26% | **23%** | 24% | **22%** |

*Base: All paid staff in given type of setting in most/least deprived areas 2011, 2013 (module B).*

**Table 7.14g Highest relevant qualification being worked towards by all paid childcare staff, by deprivation (childminders)**

| | Childminders | | | |
|---|---|---|---|---|
| | 30% most deprived areas | | 70% least deprived areas | |
| | 2011 | **2013** | 2011 | **2013** |
| Level 1 | 1% | **1%** | 1% | **1%** |
| Level 2 | 0% | **3%** | 1% | **1%** |
| Level 3 | 13% | **11%** | 7% | **8%** |
| Level 4 | 1% | **3%** | 1% | **1%** |
| Level 5 | 1% | **2%** | 2% | **2%** |
| Level 6 or above | 2% | **3%** | 3% | **1%** |
| Other | 0% | **0%** | 0% | **0%** |
| Don't know | 1% | **1%** | 1% | **1%** |
| Not working towards a qualification | 80% | **77%** | 85% | **85%** |
| All working towards a qualification | 19% | **21%** | 14% | **14%** |
| *Base: All childminders in most/least deprived areas 2011, 2013.* | | | | |

**Table 7.14h Highest relevant qualification being worked towards by all paid early years staff, by deprivation (school-based providers)**

| | Nursery schools | | | | Primary schools with nursery and reception classes | | | | Primary schools with reception but no nursery classes | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | | 30% most deprived areas | | 70% least deprived areas | |
| | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** | 2011 | **2013** |
| Level 1 | 0% | **0%** | 0% | **0%** | 0% | * | * | * | * | **0%** | * | * |
| Level 2 | 1% | **1%** | 1% | **1%** | * | **1%** | * | * | * | **1%** | * | * |
| Level 3 | 4% | **3%** | 5% | **3%** | 3% | **3%** | 2% | **3%** | 3% | **2%** | 2% | **3%** |
| Level 4 | 1% | **1%** | 1% | **1%** | * | **1%** | 1% | **1%** | * | * | * | **1%** |
| Level 5 | 4% | **1%** | 2% | **3%** | 1% | **2%** | 2% | **3%** | 3% | **1%** | 1% | **2%** |
| Level 6 or above | 8% | **6%** | 5% | **6%** | 4% | **4%** | 4% | **5%** | 3% | **4%** | 4% | **3%** |
| Other | 0% | **0%** | 0% | **0%** | 0% | **0%** | 0% | **0%** | 0% | **0%** | 0% | **0%** |
| Don't know | 1% | **1%** | 1% | * | 1% | **3%** | 3% | **3%** | 4% | **4%** | 5% | **4%** |
| Not working towards a qualification | 82% | **87%** | 85% | **85%** | 89% | **86%** | 88% | **84%** | 86% | **87%** | 87% | **87%** |
| All working towards a qualification | 17% | **12%** | 14% | **14%** | 10% | **11%** | 10% | **12%** | 10% | **9%** | 9% | **8%** |

*Base: All paid staff in given type of setting in most/least deprived areas 2011, 2013 (module B).*

| Table 7.14i Proportion of staff working towards any relevant qualification, by region | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | East Midlands | East of England | London | North East | Yorkshire & Humberside | North West | South East | South West | West Midlands |
| Full day care | 23% | 21% | 20% | 10% | 21% | 20% | 21% | 20% | 18% |
| *Full day care in children's centres* | † | † | 26% | † | 14%‡ | 17% | † | † | † |
| Sessional | 12% | 15% | 18% | 28% | 16% | 22% | 19% | 18% | 16% |
| Before school | 19% | 18% | 24% | 11%‡ | 19% | 16% | 17% | 21% | 17% |
| After school | 15% | 12% | 19% | 13% | 19% | 17% | 16% | 16% | 17% |
| Holiday | 22% | 24% | 22% | 17% | 25% | 24% | 23% | 23% | 22% |
| Childminders | 14% | 19% | 15% | | 12% | 15% | 17% | 18% | 10% |
| Nursery schools | 4%‡ | 25% | 11% | 14% | 2%‡ | 13% | 16% | 26%‡ | 9% |
| Primary schools with nursery and reception classes | 7% | 15% | 11% | 11% | 12% | 13% | 14% | 10% | 8% |
| Primary schools with reception but no nursery classes | 8% | 6% | 15% | 8% | 9% | 9% | 8% | 8% | 9% |

*Base: All paid childcare staff in given type of setting 2013; All childminders 2013.*

| Table 7.16 Interest in applying for money that would help train up an existing staff member to EYPS, or recruit someone with this qualification | | |
|---|---|---|
| | 2010 | **2013** |
| Very interested | 46% | **55%** |
| Fairly interested | 34% | **31%** |
| Not very interested | 11% | **8%** |
| Not interested at all | 8% | **6%** |
| Don't know | 1% | * |
| Refused | 0% | * |
| Important | 80% | **85%** |
| Not important | 19% | **14%** |

*Base: All full day care providers who have received no funding for staff training from LA 2010, 2013.*

# Additional Tables - Chapter 9

## Table 9.6a Proportion of providers that have recruited and number of staff recruited, by staff type (group-based providers)

| | Full day care | | Full day care in children's centres | | Sessional | |
|---|---|---|---|---|---|---|
| | % | No. | % | No. | % | No. |
| Senior managers | 7% | 1,200 | 10% | # | 8% | 550 |
| Supervisors | 47% | 18,300 | 53% | 750‡ | 39% | 5,100 |
| Other paid support staff | 42% | 18,500 | 24% | † | 26% | 3,500 |

*Base: All providers of given type (module B) 2013.*

## Table 9.6b Proportion of providers that have recruited and number of staff recruited, by staff type (out of school providers)

| | Before school | | After school | | Holiday | |
|---|---|---|---|---|---|---|
| | % | No. | % | No. | % | No. |
| Senior managers | 9% | 1,100 | 8% | 1,000 | 8% | 550 |
| Supervisors | 36% | 9,200 | 44% | 12,500 | 44% | 7,500 |
| Other paid support staff | 19% | 6,500 | 29% | 9,200 | 40% | 8,200 |

*Base: All providers of given type (module B) 2013.*

## Table 9.6c Proportion of providers that have recruited and number of staff recruited, by staff type (school-based providers)

| | Nursery schools | | Primary schools with nursery and reception classes | | Primary schools with reception but no nursery classes | |
|---|---|---|---|---|---|---|
| | % | No. | % | No. | % | No. |
| Qualified early years teachers | 47% | 250 | 45% | 5,200 | 26% | 2,800 |
| Qualified nursery nurses | 44% | 300 | 26% | 3,200 | 13% | 1,500 |
| Other paid early years support staff | 28% | 200 | 29% | 3,800 | 22% | 2,700 |

*Base: All providers of given type 2013.*

## Table 9.6d Length of service in current setting (group-based and out of school providers)

| | Less than a year | Between 1 and 5 years | Between 5 and 10 years | Between 10 and 15 years | More than 15 years |
|---|---|---|---|---|---|
| Full day care | 12% | 36% | 30% | 11% | 9% |
| *Full day care in children's centres* | *9%* | *34%* | *34%* | *10%* | *9%* |
| Sessional | 12% | 35% | 27% | 12% | 12% |
| Before school | 15% | 41% | 26% | 9% | 6% |
| After school | 15% | 42% | 25% | 8% | 6% |
| Holiday | 14% | 42% | 26% | 9% | 7% |

*Base: All paid staff in given type of provider 2013.*

## Table 9.6e Total number of staff departures and average number of departures per setting, in the last 12 months (group-based, out of school and school-based providers)

| | Total number of staff departures | Average number of staff departures per setting |
|---|---|---|
| Full day care | 21,600 | 1 |
| *Full day care in children's centres* | *650‡* | *1‡* |
| Sessional | 5,100 | 1 |
| Before school | 7,900 | 1 |
| After school | 10,500 | 1 |
| Holiday | 8,600 | 1 |
| Nursery schools | 450 | 1 |
| Primary schools with nursery and reception classes | 4,600 | 1 |
| Primary schools with reception but no nursery classes | 2,500 | * |

*Base: All paid staff in given type of group-based or out of school provider (module B) 2013. All paid staff in given type of school-based provider 2013.*

# Additional Tables - Chapter 10[128]

| Table 10.3a Mean hourly fees for under two year olds by level of deprivation (group-based providers) | | | |
|---|---|---|---|
| | Full day care | *Full day care in children's centres* | Sessional |
| Overall mean hourly fee | £4.40 | *£4.00‡* | £4.00 |
| 30% most deprived areas | £4.20 | † | £3.70 |
| 70% least deprived areas | £4.50 | † | £4.30 |
| *Base: All providers of the given type caring for children of the given age (module B) 2013; All providers of the given type caring for children of the given age in the most/least deprived areas (module B) 2013.* | | | |

| Table 10.3b Mean hourly fees for under two year olds by level of deprivation (out of school providers) | | | |
|---|---|---|---|
| | Before school | After school | Holiday |
| Overall mean hourly fee | £4.10‡ | † | £4.40 |
| 30% most deprived areas | £3.30‡ | † | † |
| 70% least deprived areas | £4.50‡ | † | £4.40 |
| *Base: All providers of the given type caring for children of the given age (module B) 2013; All providers of the given type caring for children of the given age in the most/least deprived areas (module B) 2013.* | | | |

| Table 10.3c Mean hourly fees for two year olds by level of deprivation (group-based providers) | | | |
|---|---|---|---|
| | Full day care | *Full day care in children's centres* | Sessional |
| Overall mean hourly fee | £4.10 | ***£4.00‡*** | £3.70 |
| 30% most deprived areas | £4.00 | † | £3.40 |
| 70% least deprived areas | £4.10 | † | £3.80 |
| *Base: All providers of the given type caring for children of the given age (module B) 2013; All providers of the given type caring for children of the given age in the most/least deprived areas (module B) 2013.* | | | |

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[128] The Department for Education conducted a survey that focused specifically on the finances of childcare providers in 2012 and which provides more detailed and robust information on income.

Brind, R., Norden, N., Oseman, D. (2012), Childcare Provider Finances Survey, DFE Research Report DFE-RR213.

**Table 10.3d Mean hourly fees for two year olds by level of deprivation (out of school providers)**

|  | Before school | After school | Holiday |
|---|---|---|---|
| Overall mean hourly fee | £3.80‡ | £3.60‡ | £4.10 |
| 30% most deprived areas | £3.60‡ | † | £4.10‡ |
| 70% least deprived areas | £3.90‡ | † | £4.10 |

*Base: All providers of the given type caring for children of the given age (module B) 2013; All providers of the given type caring for children of the given age in the most/least deprived areas (module B) 2013.*

**Table 10.3e Mean hourly fees for three to four year olds by level of deprivation (group-based providers)**

|  | Full day care | *Full day care in children's centres* | Sessional |
|---|---|---|---|
| Overall mean hourly fee | £3.90 | *£3.90‡* | £3.50 |
| 30% most deprived areas | £3.80 | † | £3.10 |
| 70% least deprived areas | £4.00 | † | £3.60 |

*Base: All providers of the given type caring for children of the given age (module B) 2013; All providers of the given type caring for children of the given age in the most/least deprived areas (module B) 2013.*

**Table 10.3f Mean hourly fees for three to four year olds by level of deprivation (out of school providers)**

|  | Before school | After school | Holiday |
|---|---|---|---|
| Overall mean hourly fee | £2.80 | £3.00 | £3.30 |
| 30% most deprived areas | £2.10 | £2.60‡ | £3.10 |
| 70% least deprived areas | £3.00 | £3.10 | £3.40 |

*Base: All providers of the given type caring for children of the given age (module B) 2013; All providers of the given type caring for children of the given age in the most/least deprived areas (module B) 2013.*

## Table 10.5b Mean annual income from fees (group-based, out of school and childminders)

|  | 2006 | 2007 | 2008 | 2010 | **2013** |
|---|---|---|---|---|---|
| Full day care | £133,500 | £151,800 | £167,000 | £127,400 | **£119,300** |
| *Full day care in children's centres* | *£123,600* | *£138,100* | *£137,400* | *£172,800* | ***£154,800‡*** |
| Sessional | £14,900 | £13,800 | £14,400 | £25,300 | **£71,100** |
| Before school | n/a | n/a | n/a | n/a | **£38,900** |
| After school | £33,800 | £31,500 | £40,300 | £50,200 | **£45,800** |
| Holiday | £42,200 | £47,000 | £45,700 | £82,700 | **£82,900** |
| Childminders | £8,400 | £8,700 | £9,800 | £11,100 | **£13,300** |

*Base: Providers of given type providing fee income data (excluding zero values and non-response) (module A) 2006, 2007, 2008, 2010, 2013; Childminders providing fee income data 2006, 2007, 2008, 2010, 2013.*

## Table 10.6d Proportion of providers who charged a deposit, registration fees and average deposits and registration fees charged by profit/not-for-profit status (group-based and out of school providers)

|  | Full day care | | Full day care in children's centres | | Sessional | | Before school | | After school | | Holiday | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | For-Profit | Not-For-Profit | For-Profit | Not-For-Profit | For-Profit | Not-For-Profit | For-Profit | Not-For-Profit | For-Profit | Not-For-Profit | For-Profit | Not-For-Profit |
| Proportion of providers who charged a deposit | 55% | 30% | *ŧ* | *ŧ* | *35%* | *20%* | 19% | 10% | 19% | 8% | 43% | 25% |
| Proportion of providers who charged a registration fee | 40% | 20% | *ŧ* | *ŧ* | *32%* | *18%* | 14% | 17% | 22% | 16% | 25% | 21% |
| Mean deposit charged | £102 | £81 | *ŧ* | *ŧ* | *£81* | *£66* | £78 | £58 | £62‡ | † | £63 | † |
| Mean registration fee charged | £41 | £28 | *ŧ* | *ŧ* | *£27* | *£26* | £30 | £21 | £27‡ | † | £38‡ | † |

*Bases: All providers of given type that are run on a for-profit/not –for-profit basis (module B) 2013; All providers of given type that charge a deposit (module B) 2013; All providers of given type that charge a registration fee (module B) 2013.*

**Table 10.10b Mean annual income received from local authorities grants (group-based, out of school and childminders)**

|  | 2013 |
|---|---|
| Full day care | £82,600 |
| *Full day care in children's centres* | *£198,700‡* |
| Sessional | £60,800 |
| Before school | £94,800 |
| After school | £112,700 |
| Holiday | £47,800 |
| Childminders | £6,100 |

*Base: All providers of given type providing government funding data (excluding zero values and non-response) (module A) 2013; All childminders providing government funding data 2013.*

**Table 10.10c Most frequently mentioned other sources of income (group-based, out of school and childminders)**

|  | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday | Child-minders |
|---|---|---|---|---|---|---|---|
| No other sources of income | 56% | *64%‡* | 46% | 74% | 74% | 74% | 89% |
| Fundraising | 30% | *22%‡* | 45% | 11% | 11% | 12% | 0% |
| Don't know/refused | 7% | *3%‡* | 3% | 4% | 4% | 7% | 3% |

*Base: All providers of given type (module A) 2013; All childminders 2013.*

## Table 10.10d Median annual income received from other sources (group-based, out of school and childminders)[129]

|  | 2006 | 2007 | 2008 | 2010 | 2013 |
|---|---|---|---|---|---|
| Full day care | £1,000 | £1,400 | £2,000 | £1,800 | £1,500 |
| *Full day care in children's centres* | *£11,000* | *£2,400* | *£2,500* | *£3,000* | *£700‡* |
| Sessional | £1,000 | £1,400 | £1,500 | £1,500 | £1,500 |
| Before school | n/a | n/a | n/a | n/a | £1,100 |
| After school | £600 | £1,000 | £500 | £1,800 | £2,000 |
| Holiday | £3,000 | £2,000 | £2,400 | £1,800 | £2,000 |

*Base: All providers of given type providing income from other sources data (excluding zero values and non-response) (module A) 2006, 2007, 2008, 2010, 2013; All childminders providing income from other sources data (excluding zero values and non-response) 2006, 2007, 2008, 2010, 2013.*

## Table 10.10e Mean annual income received from other sources[130] (group-based, out of school and childminders)

|  | 2006 | 2007 | 2008 | 2010 | 2013 |
|---|---|---|---|---|---|
| Full day care | £4,300 | £5,200 | £5,300 | £4,600 | £6,100 |
| *Full day care in children's centres* | *£21,900* | *£7,500* | *£12,600* | *£13,600* | *£19,100‡* |
| Sessional | £2,400 | £3,200 | £3,100 | £4,200 | £4,900 |
| Before school | n/a | n/a | n/a | n/a | £7,800 |
| After school | £8,700 | £4,800 | £6,400 | £8,000 | £16,300 |
| Holiday | £12,100 | £8,700 | £11,600 | £9,800 | £13,300 |

*Base: All providers of given type providing income from other sources data (module A) 2006, 2007, 2008, 2010, 2013; All childminders providing income from other sources data 2006, 2007, 2008, 2010, 2013.*

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[129] It should be noted that some respondents perceived Sure Start funding as an 'other' source of funding rather than as funding from local authorities and central government. As such, the figures in this table are likely to overstate the value of funding received from other sources up to and including the 2010 wave – particularly for those settings providing full day care in children's centres.

[130] It should be noted that there is a degree of overclaim in these figures as some respondents perceive Sure Start funding as an 'other' source of income, rather than as a source stemming from local authorities and central government.

**Table 10.11b Sources of income, including those who received nothing from the source – mean income (group-based, out of school and childminders)**

|  | Full day care | *Full day care in children's centres* | Sessional | Before School | After school | Holiday | Childminders |
|---|---|---|---|---|---|---|---|
| Fees | £117,100 | *£154,800‡* | £65,500 | £35,900 | £40,000 | £79,400 | £13,300 |
| Local Authority | £70,900 | *£174,400‡* | £54,000 | £19,100 | £18,700 | £18,800 | £850 |
| Other sources | £1,900 | *£4,100‡* | £2,100 | £1,000 | £1,800 | £2,600 | £350 |

*Base: All providers of given type providing total income data (module A) 2013; All childminders providing total income data 2013.*

**Table 10.12b Total mean income from all sources, including those who received nothing from the source (group-based, out of school and childminders)**

|  | 2006 | 2007 | 2008 | 2010 | **2013** |
|---|---|---|---|---|---|
| Full day care | £167,100 | £188,100 | £202,400 | £176,200 | **£189,800** |
| *Full day care in children's centres* | *£267,600* | *£257,600* | *£299,000* | *£346,700* | ***£333,300‡*** |
| Sessional | £45,700 | £42,700 | £47,500 | £70,100 | **£121,600** |
| Before school | n/a | n/a | n/a | n/a | **£56,000** |
| After school | £39,600 | £40,800 | £45,300 | £61,700 | **£60,400** |
| Holiday | £53,200 | £72,700 | £63,400 | £111,600 | **£100,700** |
| Childminders | n/a | £9,000 | £10,100 | £11,400 | **£14,500** |

*Base: All providers of given type providing total income data (module A) 2006, 2007, 2008, 2010, 2013; All childminders providing total income data 2006, 2007, 2008, 2010, 2013.*

| Table 10.12c Proportion of places that had to be filled in order to break even (group-based, out of school and childminders) | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday | Childmind-ers[131] |
| 1-25% | 3% | *3%‡* | 3% | 11% | 8% | 8% | 6% |
| 26-50% | 12% | *3%‡* | 14% | 18% | 22% | 21% | 22% |
| 51-75% | 24% | *19%‡* | 23% | 15% | 15% | 19% | 14% |
| 76-100% | 27% | *37%‡* | 28% | 17% | 15% | 16% | 30% |
| Proportion of providers who could not give an answer | 33% | *36%‡* | 31% | 39% | 35% | 35% | 17% |

*Base: All providers of given type (module A) 2013; All childminders 2013.*

| Table 10.15c Total median annual expenditure (group-based and out of school providers)[132] | | | | | | |
|---|---|---|---|---|---|---|
| | Full day care | *Full day care in children's centres* | Sessional | Before school | After school | Holiday |
| Total annual median expenditure[133] | £71,900 | *£250,000‡* | £49,200 | £6,000 | £15,000 | £60,000 |

Bases: All providers of given type providing total expenditure information (module A) 2013.

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[131] For childminders, the question asked about the number of their available places that they need to fill in order to earn the minimum income they are prepared to accept. As such, a proportion of the respondents (11 per cent) said 'none' – an indication that, for a small minority of childminders, the need to bring money in from childminding isn't deemed essential.
[132] This is the amount spent on premises costs, wages and any other expense such as food, play equipment, other consumables.
[133] Excluding answers of zero, 'don't know' and refusals.

## Table 10.15d Total mean annual expenditure (group-based and out of school providers)[134]

| | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| Total annual mean expenditure[135] | £146,800 | £509,800‡ | £103,600 | £49,600 | £50,300 | £123,200 |
| Bases: All providers of given type providing total expenditure information (module A) 2013. | | | | | | |

## Table 10.15e Total median annual expenditure on the use of premises (group-based and out of school providers)[136]

| | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| Median expenditure on the use of the premises | £8,100 | £12,000‡ | £5,100 | £5,700 | £5,400 | £9,000 |
| Bases: All providers of given type providing premises cost information, who paid something towards the costs of their premises (module A) 2013. | | | | | | |

## Table 10.15f Total mean annual expenditure on the use of premises (group-based and out of school providers)[137]

| | Full day care | Full day care in children's centres | Sessional | Before school | After school | Holiday |
|---|---|---|---|---|---|---|
| Mean expenditure on the use of the premises | £15,900 | £20,200‡ | £11,200 | £14,100 | £11,300 | £13,400 |
| Bases: All providers of given type providing premises cost information, who paid something towards the costs of their premises (module A) 2013 | | | | | | |

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[134] This is the amount spent on premises costs, wages and any other expense such as food, play equipment, other consumables.
[135] Excluding answers of zero, 'don't know' and refusals.
[136] This is the amount spent on premises costs, wages and any other expense such as food, play equipment, other consumables.
[137] This is the amount spent on premises costs, wages and any other expense such as food, play equipment, other consumables.

# Appendix 3 – Unweighted base sizes

**All providers of a given type 2013:** Full day care (1,788); Full day care in children's centres (153); Sessional (1,262); Before school (1,033); After school (936); Holiday (1,010); Childminders (902); Nursery schools (186); Primary schools with nursery and reception classes (848); Primary schools with reception but no nursery classes (758).

**All providers of a given type 2011:** Full day care (946); Full day care in children's centres (279); Sessional (875); After school (873); Holiday (808); Childminders (855); Nursery schools (202); Primary schools with nursery and reception classes (788); Primary schools with reception but no nursery classes (729).

**All providers of a given type 2010:** Full day care (1802); Full day care in children's centres (337); Sessional (1314); After school (1034); Holiday (1091); Childminders (900); Nursery schools (196); Primary schools with nursery and reception classes (795); Primary schools with reception but no nursery classes (711).

**All providers of a given type 2009:** Full day care (880); Full day care in children's centres (250); Sessional (860); After school (847); Holiday (733), Childminders (849); Nursery schools (100); Primary schools with nursery and reception classes (516); Primary schools with reception but no nursery classes (480).

**All providers of a given type 2008:** Full day care (2,006); Full day care in children's centres (388); Sessional (1,138); After school (1,229); Holiday (728); Childminders (850); Nursery schools (179); Primary schools with nursery and reception classes (561); Primary schools with reception but no nursery classes (579).

**All providers of a given type 2007:** Full day care (2,000); Full day care in children's centres (509); Sessional (1,139); After school (1,183); Holiday (732); Childminders (845); Nursery schools (201); Primary schools with nursery and reception classes (755); Primary schools with reception but no nursery classes (640).

**All providers of a given type 2006:** Full day care (3,322); Sessional (1,172); After school (969); Holiday (756); Childminders (723); Nursery schools (188); Primary schools with nursery and reception classes (535); Primary schools with reception but no nursery classes (513).

**All providers of a given type 2005:** Full day care (1,171); Sessional (1,007); Childminders (1,132).

**All providers of a given type 2003:** Full day care (850); Sessional (850); After school (850); Holiday (850); Childminders (850); Nursery schools (200); Primary schools with nursery and reception classes (850); Primary schools with reception but no nursery classes (850).

**All providers of a given type 2001:** Full day care (850); Sessional (868); After school (850).

**All providers of a given type (module A) 2013:** Full day care (836); Full day care in children's centres (65); Sessional (602); Before school (490); After school (439); Holiday (449).

**All providers of a given type (module A) 2010:** Full day care (807); Full day care in children's centres (164); Sessional (607); After school (461); Holiday (496).

**All providers of a given type (module A) 2008:** Full day care (907); Full day care in children's centres (181); Sessional (360); After school (581); Holiday (338).

**All providers of a given type (module A) 2007:** Full day care (930); Full day care in children's centres (187); Sessional (517); After school (555); Holiday (386).

**All providers of a given type (module A) 2006:** Full day care (1,620); Full day care in children's centres (119); Sessional (561); After school (458); Holiday (363).

**All providers of a given type (module B) 2013:** Full day care (952); Full day care in children's centres (70); Sessional (660); Before school (543); After school (497); Holiday (561).

**All providers of a given type (module B) 2010:** Full day care (995); Full day care in children's centres (173); Sessional (707); After school (573); Holiday (595).

**All providers of a given type (module B) 2008:** Full day care (1,098); Full day care in children's centres (199); Sessional (492); After school (648); Holiday (390).

**All providers of a given type (module B) 2007:** Full day care (1,070); Full day care in children's centres (208); Sessional (622); After school (628); Holiday (346).

**All providers of a given type (module B) 2006:** Full day care (1,702); Full day care in children's centres (533); Sessional (611); After school (511); Holiday (393).

**All providers of a given type (module B) 2005:** Full day care (615); Sessional (513).

**All children's centres 2013:** (1,511).

**All children's centres 2011:** (1,959).

**All children's centres 2010:** (1,738).

**All children's centres 2009:** (711).

**All children's centres 2008:** (1,123).

**All children's centres 2007:** (509).

**All providers of a given type 30% most deprived areas 2013:** Full day care (442); Full day care in children's centres (109); Sessional (309); Before school (279); After school (232); Holiday (291); Childminders (153); Nursery schools (119); Primary schools with nursery and reception classes (334); Primary schools with reception but no nursery classes (94).

**All providers of a given type 30% most deprived areas 2011:** Full day care (232); Full day care in children's centres (194) Sessional (165); After school (221); Holiday (231); Nursery schools (119); Primary schools with nursery and reception classes (341); Primary schools with reception but no nursery classes (92).

**All providers of a given type 30% most deprived areas 2010:** Full day care (443); Full day care in children's centres (245) Sessional (224); After school (272); Holiday (334); Nursery schools (112); Primary schools with nursery and reception classes (321); Primary schools with reception but no nursery classes (77).

**All providers of a given type 30% most deprived areas 2009:** Full day care (221); Full day care in children's centres (250) Sessional (122); After school (244); Holiday (199); Nursery schools (64); Primary schools with nursery and reception classes (206); Primary schools with reception but no nursery classes (43).

**All providers of a given type 30% most deprived areas 2008:** Full day care (557); Full day care in children's centres (423) Sessional (193); After school (344); Holiday (198); Nursery schools (108); Primary schools with nursery and reception classes (270); Primary schools with reception but no nursery classes (59).

**All providers of a given type 30% most deprived areas 2007:** Full day care (568); Full day care in children's centres (372) Sessional (183); After school (334); Holiday (219); Nursery schools (126); Primary schools with nursery and reception classes (304); Primary schools with reception but no nursery classes (88).

**All providers of a given type 30% most deprived areas 2006:** Full day care (896); Full day care in children's centres (164); Sessional (1,172); After school (273); Holiday (251), Nursery schools (107); Primary schools with nursery and reception classes (262); Primary schools with reception but no nursery classes (513).

**All providers of given type caring for children aged under 2 years old 2013:** Full day care (954); Full day care in children's centres (118); Sessional (257); Before school (128); After school (65); Holiday (304); Nursery schools (17); Primary schools with nursery and reception classes (24).

**All providers of given type caring for children aged 2 years old 2013:** Full day care (1670); Full day care in children's centres (147); Sessional (1,136); Before school (195); After school (116); Holiday (422); Childminders (519); Nursery schools (73); Primary schools with nursery and reception classes (103).

**All providers of a given type caring for children aged 3 and 4 year olds 2013:** Full day care (1,749); Full day care in children's centres (146); Sessional (1,227); Childminders (596); Nursery schools (176); Primary schools with nursery and reception classes (813); Primary schools with reception but no nursery classes (724).

**All providers of a given type caring for children aged 3 and 4 year olds 2011:** Full day care (929); Full day care in children's centres (270); Sessional (849); After school (706); Childminders (171); Nursery schools (196); Primary schools with nursery and reception classes (764); Primary schools with reception but no nursery classes (710).

**All providers of a given type caring for children aged 3 and 4 year olds 2010:** Full day care (1762); Full day care in children's centres (314); Sessional (856); After school (791); Holiday (797); Childminders (164).

**All providers of a given type caring for children aged 3 and 4 year olds 2009:** Full day care (856); Full day care in children's centres (236); Sessional (850); After school (611); Holiday (453); Childminders (101); Nursery schools (95); Primary schools with nursery and reception classes (485); Primary schools with reception but no nursery classes (432).

**All providers of given type that deliver funded early education for 2 year olds 2013:** Full day care (1,321); Full day care in children's centres (146); Sessional (865); Childminders (65).

**All providers of given type that deliver funded early education for 3-4 year olds 2013:** Full day care (1,707); Full day care in children's centres (133); Sessional (1,142); Childminders (122).

**All providers of given type that do not currently deliver the funded provision for 2 year olds 2013:** Full day care (464); Full day care in children's centres (7); Sessional (396); Childminders (830).

**All providers of given type that plan to offer the funded provision for 2 year olds in the future 2013:** Full day care (217); Full day care in children's centres (6); Sessional (166); Childminders (396).

**All paid staff in given type of provider 2013:** Full day care (9,428); Full day care in children's centres (803); Sessional (6,046); Before school (4,113); After school (4,081); Holiday (5,127); Childminders (902); Nursery schools (1,076); Primary schools with nursery and reception classes (4,552); Primary schools with reception but no nursery classes (2,756).

**All paid staff in given type of provider 2011:** Full day care (5,026); Full day care in children's centres (1,493); Sessional (4,182); After school (3,988); Holiday (4,105); Childminders (855); Nursery schools (1,172); Primary schools with nursery and reception classes (4,253); Primary schools with reception but no nursery classes (2,579).

**All paid staff in given type of provider 2010:** Full day care (9,815); Full day care in children's centres (1,867); Sessional (6,288); After school (4,649); Holiday (5,609).; Childminders (900); Nursery schools (1,169); Primary schools with nursery and reception classes (4,224); Primary schools with reception but no nursery classes (2,550).

**All paid staff in given type of provider 2009:** Full day care (4,934); Full day care in children's centres (1,394); Sessional (4,160); After school (3,797); Holiday (3,739); Childminders (849); Nursery schools (608); Primary schools with nursery and reception classes (2.771); Primary schools with reception but no nursery classes (1,651).

**All paid staff in given type of provider 2008:** Full day care (11,376); Full day care in children's centres (2,191); Sessional (5,568); After school (5,344); Holiday (3,572); Childminders (850); Nursery schools (1,071); Primary schools with nursery and reception classes (2.923); Primary schools with reception but no nursery classes (1,930).

**All paid staff in given type of provider 2007:** Full day care (11,693); Full day care in children's centres (2,382); Sessional (5,590); After school (5,123); Holiday (3,667); Childminders (845); Nursery schools (1,181); Primary schools with nursery and reception classes (4,025); Primary schools with reception but no nursery classes (2,148).

**All paid staff in given type of provider (module B) 2013:** Full day care (4.986); Full day care in children's centres (368); Sessional (3,114); Before school (2,149); After school (2,194); Holiday (2,837).

**All paid staff in given type of provider (module B) 2010:** Full day care (5,447); Full day care in children's centres (937); Sessional (3,405); After school (2,602); Holiday (3,042).

**All paid staff in given type of provider (module B) 2008:** Full day care (6,156); Full day care in children's centres (1,113); Sessional (2,439); After school (2,782); Holiday (1,899).

**All paid staff in given type of provider (module B) 2007:** Full day care (6,267); Full day care in children's centres (1,223); Sessional (3,097); After school (2,697); Holiday (1,705).

**All paid staff in given type of provider (module B) 2006:** Full day care (9,794); Full day care in children's centres (553); Sessional (2,974); After school (4,489); Holiday (2,005).

**All senior managers in given type of provider 2013:** Full day care (1,768); Full day care in children's centres (153); Sessional (1,232); Before school (954); After school (881); Holiday (996).

**All senior managers in given type of provider 2011:** Full day care (928); Full day care in children's centres (278); Sessional (851); After school (833); Holiday (799).

**All senior managers in given type of provider 2010:** Full day care (1,765); Full day care in children's centres (332); Sessional (1,241); After school (1,004); Holiday (1,065).

**All senior managers in given type of provider 2009:** Full day care (871); Full day care in children's centres (247); Sessional (817); After school (810); Holiday (708).

**All senior managers in given type of provider 2008:** Full day care (1,958); Full day care in children's centres (380); Sessional (1,066); After school (1,136); Holiday (706).

**All senior managers in given type of provider 2007:** Full day care (1,955); Full day care in children's centres (392); Sessional (1,027); After school (1,106); Holiday (697).

**All senior managers in given type of provider 2006:** Full day care (3,209); Full day care in children's centres (209); Sessional (1,032); After school (908); Holiday (725).

**All supervisors in given type of provider 2013:** Full day care (4,842); Full day care in children's centres (435); Sessional (3,157); Before school (2,177); After school (2,162); Holiday (2,562).

**All supervisors in given type of provider 2011:** Full day care (2,494); Full day care in children's centres (792); Sessional (2,122); After school (1,934); Holiday (2,029).

**All supervisors in given type of provider 2010:** Full day care (4,876); Full day care in children's centres (928); Sessional (3,132); After school (2,253); Holiday (2,692).

**All supervisors in given type of provider 2009:** Full day care (2,422); Full day care in children's centres (722); Sessional (2,031); After school (1,813); Holiday (1,752).

**All supervisors in given type of provider 2008:** Full day care (5,403); Full day care in children's centres (1,109); Sessional (2,574); After school (2,414); Holiday (1,600).

**All supervisors in given type of provider 2007:** Full day care (5,350); Full day care in children's centres (8,466); Sessional (2,483); After school (2,338); Holiday (1,661).

**All supervisors in given type of provider 2006:** Full day care (9,073); Full day care in children's centres (609); Sessional (2586); After school (2,060); Holiday (1,756).

**All other paid childcare staff in given type of provider 2013:** Full day care (2,818); Full day care in children's centres (215); Sessional (1,657); Before school (982); After school (1,038); Holiday (1,569).

**All other paid childcare staff in given type of provider 2011:** Full day care (1,604); Full day care in children's centres (423); Sessional (1,209); After school (1,221); Holiday (1,277).

**All other paid childcare staff in given type of provider 2010:** Full day care (3,174); Full day care in children's centres (607); Sessional (1,915); After school (1,422); Holiday (1,852).

**All other paid childcare staff in given type of provider 2009:** Full day care (1,641); Full day care in children's centres (425); Sessional (1,312); After school (1,174); Holiday (1,279).

**All other paid childcare staff in given type of provider 2008:** Full day care (4,015); Full day care in children's centres (702); Sessional (1,928); After school (1,794); Holiday (1,266).

**All other paid childcare staff in given type of provider 2007:** Full day care (3,893); Full day care in children's centres (731); Sessional (1,884); After school (1,679); Holiday (1,309).

**All other paid childcare staff in given type of provider 2006:** Full day care (6,168); Full day care in children's centres (391); Sessional (1,935); After school (1,510); Holiday (1,295).

**All early years coordinators/head teachers in given type of provider 2013:** Nursery schools (183); Primary schools with nursery and reception classes (827); Primary schools with reception but no nursery classes (728).

**All early years coordinators/head teachers in given type of provider 2011:** Nursery schools (202); Primary schools with nursery and reception classes (768); Primary schools with reception but no nursery classes (701).

**All early years coordinators/head teachers in given type of provider 2010:** Nursery schools (195); Primary schools with nursery and reception classes (777); Primary schools with reception but no nursery classes (691).

**All early years coordinators/head teachers in given type of provider 2009:** Nursery schools (100); Primary schools with nursery and reception classes (497); Primary schools with reception but no nursery classes (458).

**All early years coordinators/head teachers in given type of provider 2008:** Nursery schools (179); Primary schools with nursery and reception classes (545); Primary schools with reception but no nursery classes (550).

**All early years coordinators/head teachers in given type of provider 2007:** Nursery schools (201); Primary schools with nursery and reception classes (748); Primary schools with reception but no nursery classes (622).

**All early years coordinators/head teachers in given type of provider 2006:** Nursery schools (186); Primary schools with nursery and reception classes (497); Primary schools with reception but no nursery classes (431).

**All early years teachers in given type of provider 2013:** Nursery schools (321); Primary schools with nursery and reception classes (1,348); Primary schools with reception but no nursery classes (645).

**All early years teachers in given type of provider 2011:** Nursery schools (346); Primary schools with nursery and reception classes (1,247); Primary schools with reception but no nursery classes (573).

**All early years teachers in given type of provider 2010:** Nursery schools (345); Primary schools with nursery and reception classes (1,252); Primary schools with reception but no nursery classes (629).

**All early years teachers in given type of provider 2009:** Nursery schools (182); Primary schools with nursery and reception classes (817); Primary schools with reception but no nursery classes (373).

**All early years teachers in given type of provider 2008:** Nursery schools (317); Primary schools with nursery and reception classes (837); Primary schools with reception but no nursery classes (517).

**All early years teachers in given type of provider 2007:** Nursery schools (342); Primary schools with nursery and reception classes (1,124); Primary schools with reception but no nursery classes (500).

**All early years teachers in given type of provider 2006:** Nursery schools (322); Primary schools with nursery and reception classes (773); Primary schools with reception but no nursery classes (398).

**All nursery nurses in given type of provider 2013:** Nursery schools (367); Primary schools with nursery and reception classes (1,394); Primary schools with reception but no nursery classes (630).

**All nursery nurses in given type of provider 2011:** Nursery schools (399); Primary schools with nursery and reception classes (1,312); Primary schools with reception but no nursery classes (572).

**All nursery nurses in given type of provider 2010:** Nursery schools (386); Primary schools with nursery and reception classes (1,220); Primary schools with reception but no nursery classes (494).

**All nursery nurses in given type of provider 2009:** Nursery schools (195); Primary schools with nursery and reception classes (804); Primary schools with reception but no nursery classes (297).

**All nursery nurses in given type of provider 2008:** Nursery schools (352); Primary schools with nursery and reception classes (899); Primary schools with reception but no nursery classes (346).

**All nursery nurses in given type of provider 2007:** Nursery schools (397); Primary schools with nursery and reception classes (1,173); Primary schools with reception but no nursery classes (385).

**All nursery nurses in given type of provider 2006:** Nursery schools (373); Primary schools with nursery and reception classes (844); Primary schools with reception but no nursery classes (299).

**All other paid support staff in given type of provider 2013:** Nursery schools (205); Primary schools with nursery and reception classes (983); Primary schools with reception but no nursery classes (753).

**All other paid support staff in given type of provider 2011:** Nursery schools (225); Primary schools with nursery and reception classes (926); Primary schools with reception but no nursery classes (733).

**All other paid support staff in given type of provider 2010:** Nursery schools (243); Primary schools with nursery and reception classes (995); Primary schools with reception but no nursery classes (736).

**All other paid support staff in given type of provider 2009:** Nursery schools (131); Primary schools with nursery and reception classes (653); Primary schools with reception but no nursery classes (523).

**All other paid support staff in given type of provider 2008:** Nursery schools (224); Primary schools with nursery and reception classes (684); Primary schools with reception but no nursery classes (629).

**All other paid support staff in given type of provider 2007:** Nursery schools (241); Primary schools with nursery and reception classes (980); Primary schools with reception but no nursery classes (641).

**All other paid support staff in given type of provider 2006:** Nursery schools (226); Primary schools with nursery and reception classes (574); Primary schools with reception but no nursery classes (465).

**All childminders who have not expanded in the last 12 months 2013:** (809).

**All childminders who have not expanded in the last 12 months 2011:** (737).

**All childminders who have not expanded in the last 12 months 2010:** (753).

**All childminders who have not expanded in the last 12 months 2009:** (730).

# Appendix 4 – Glossary

**Attendees**: as some children may attend a setting on a part-time basis, it is possible that the number of attendees may exceed the number of registered places (as two part-time children attending on different days or at different times would effectively occupy a single registered place). The survey focuses on the total number of children attending in a typical term time week.

**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*". [138] For the purposes of the survey, it was specified that any children with Special Educational Needs (SEN) should be counted as having a disability.

**Index of Multiple Deprivation (IMD)**: measures deprivation at the "*small area level*" and is used to define the 30 per cent most deprived and 70 per cent least deprived areas referred to throughout the report. 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). More deprived areas will experience a higher number of these characteristics of deprivation.

**Ownership**: the term ownership refers to the type of organisation responsible for owning or managing a setting. For the purposes of the report, five different ownership groupings have been used.  These are Private (owner/manager, part of a group or chain and employer run settings); Voluntary (voluntary or community group, church, charity or committee run settings); Local Authority; School/College; and Other (hospitals and other answers that could not be included in any of the existing categories). In a small proportion of cases, a single setting under joint ownership may appear in more than one of these categories.

**Registered places**: Ofsted records data on the maximum number of places offered by each setting on the Early Years Register and, where applicable, on the compulsory part of the Childcare Register. This information is checked whenever inspectors conduct registration, inspection or other types of visit to a given setting. Providers must be able to demonstrate to inspectors that they understand the maximum number of places they may offer and the factors that influence this number (e.g. child to staff ratios) and operate within those limits. Providers may elect to record a lower number of places with Ofsted than they would technically be entitled to offer if, for example, they have chosen always to operate below the permitted child to staff ratios.

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[138] http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069

**Registered provision**: at the time of the 2013 survey, any person who was rewarded for looking after children aged under eight, who were not relatives, for more than two hours a day was obliged to register with Ofsted.[139] There were, however, some specific exemptions to these requirements, as detailed in the footnoted document below (e.g. for foster parents).

**Settings (types of)**: the survey focuses on a number of different types of childcare setting:

- **Full day providers**: defined as settings that provide on-site day care for children under five for a continuous period of four hours or more in any day, in premises which are not domestic premises.

- **Sessional providers**: defined as settings where children under five attend for no more than five sessions a week, each session being less than a continuous period of four hours in any day. Where two or more sessions are offered in any one day, there is a break between sessions with no children in the care of the provider.

- **Before school providers**: defined as settings providing on-site before school activities or childcare for school-aged children under the age of eight in term time.

- **After school providers**: defined as settings providing after school activities or childcare to school aged children aged under eight, for at least one hour a day for at least four days a week and 30 weeks a year.

- **Holiday providers**: defined as settings providing holiday activities or childcare during any school holidays to school aged children aged under eight, for at least five hours in any day and five days a week, for at least one week per year.

- **Children's centres**: defined as settings providing a variety of advice and support for parents and carers. Their services are available from pregnancy through to the time when a child goes into reception class at primary school. For the purposes of this survey, analysis has primarily focused on any full day care provision offered by these establishments on site.

- **Childminders**: defined as individuals registered with Ofsted 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 two hours in any day.

- **Nursery schools**: these "*provide education for children under the age of five and over the age of two.*" Maintained nursery schools generally accept children in term time. From 2013 onwards the sample includes independent as well as maintained settings.

- **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

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[139] http://www.ofsted.gov.uk/resources/factsheet-childcare-registration-not-required

classes operate throughout the school year. From 2013 onwards the sample includes independent as well as maintained settings.

- **Primary schools with reception and nursery classes**: some primary schools offer both nursery and reception classes, and again, these operate throughout the school year. From 2013 onwards the sample includes independent as well as maintained settings and settings were asked to include any early learning provision they offer for children aged 2 years old or younger.

**Settings (groupings)**:

- **Group based providers:** settings offering full day care and/or sessional care, including full day care settings in children's centres.

- **Out of school providers:** settings offering before school, after school and/or holiday care.

- **School-based providers:** nursery schools, primary schools with nursery and reception classes, and primary schools with reception classes but no nursery classes.

**Staff (seniority)**: the survey focuses on a number of different types of staff:

- **Senior manager**: the person with overall responsibility for managing the provision in a setting.

- **Qualified early years teachers**: hold qualified teacher status (QTS).

- **Supervisory staff**: are defined as those who are qualified to supervise a group of children on their own. They do not necessarily supervise other members of staff.

- **Nursery nurses**: meet the same criteria as supervisory staff, but are based in maintained settings (and do not hold QTS).

- **Other paid childcare staff / Other paid early years support staff**: are defined as other members of paid staff who are <u>not</u> qualified to supervise a group of children on their own but who are involved in running the childcare / early years sessions. These may include classroom assistants or other support staff.

- **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 six months of beginning working as a childminder. They are also obliged to keep up to date first aid certificates.

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