

Nutbrown Review

Mapping the early education and childcare workforce – a background paper

November 2011

Contents

Who are the early education and childcare workforce?

Where do they work and what qualifications do they have?

How did they get there? – past and future pathways and progression routes

Introduction and sources

These slides are informed by our initial mapping of the early education and childcare workforce.

Except where otherwise stated, the data used are taken from the Childcare and Early Years Providers Survey 2010, published by the Department for Education in September 2011 (OSR17/2011).

Unless indicated otherwise, the data include all staff working in childcare and early education settings, but excluding after school and holiday clubs.

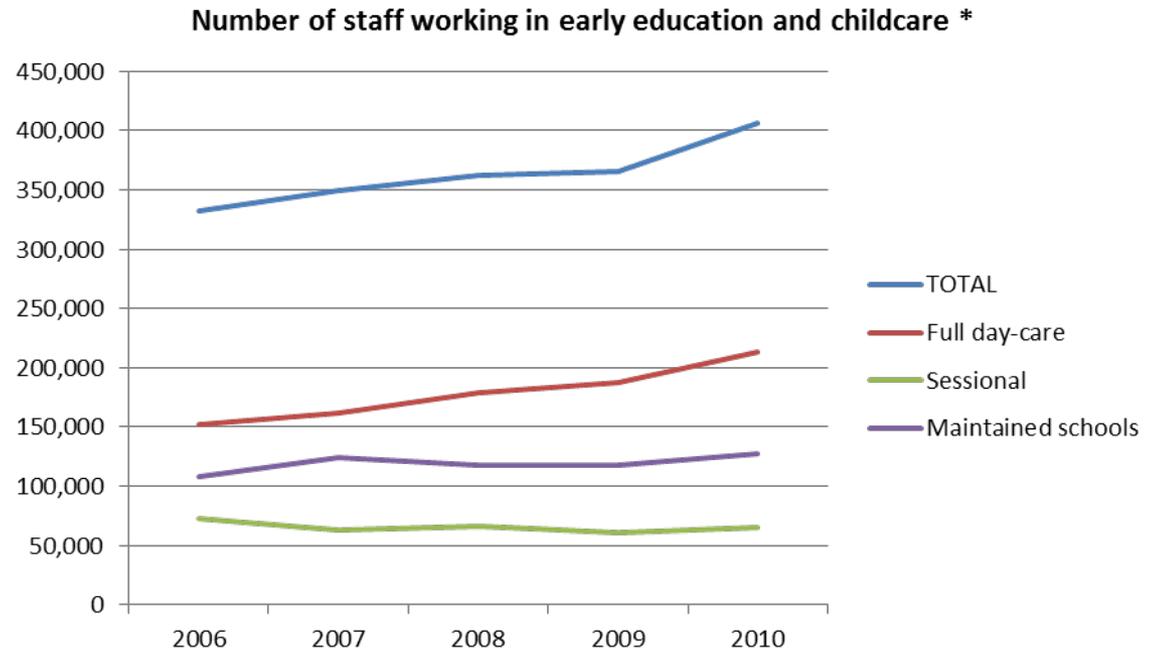
Changes to the way in which Ofsted classifies providers meant that the 2010 survey used a different sampling method to that which was used previously (though not in the case of childminders). The data should be viewed bearing this in mind.

**Who are the early education
and childcare workforce?**

The number of staff working in early education and childcare has risen by 24% since 2006

The total no. of staff working across early education and childcare settings rose by 24% from 2006 to 2010.

Most of this increase has come from full day care settings where numbers have risen from around 152,000 to more than 213,000.

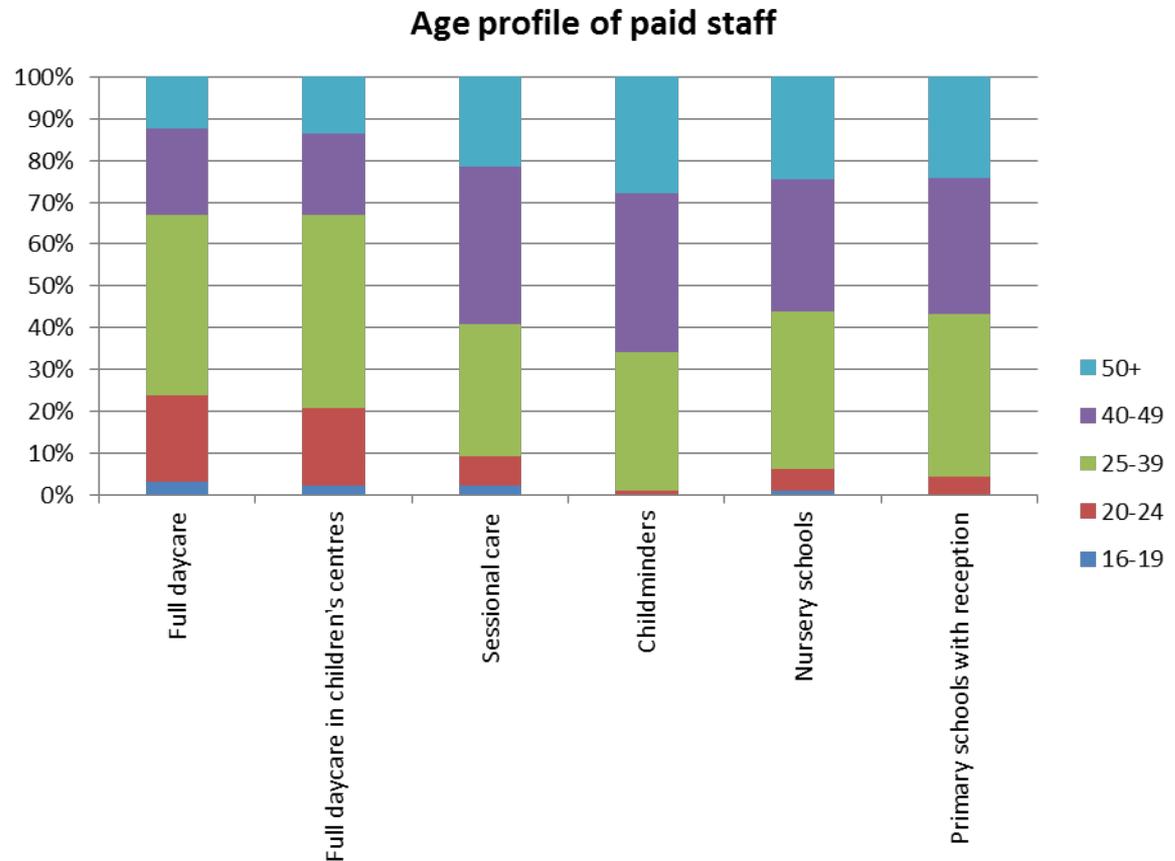


*Figures include early years providers in maintained settings (including nursery schools and reception classes), full daycare (including in children's centres), sessional care - holiday clubs and after school clubs which are predominantly for children who are beyond the foundation years are excluded.

The vast majority of practitioners are aged in their late 20s, 30s or 40s – very few are under 19

Full daycare settings, including Children's Centres, have the greatest proportion of staff under 24.

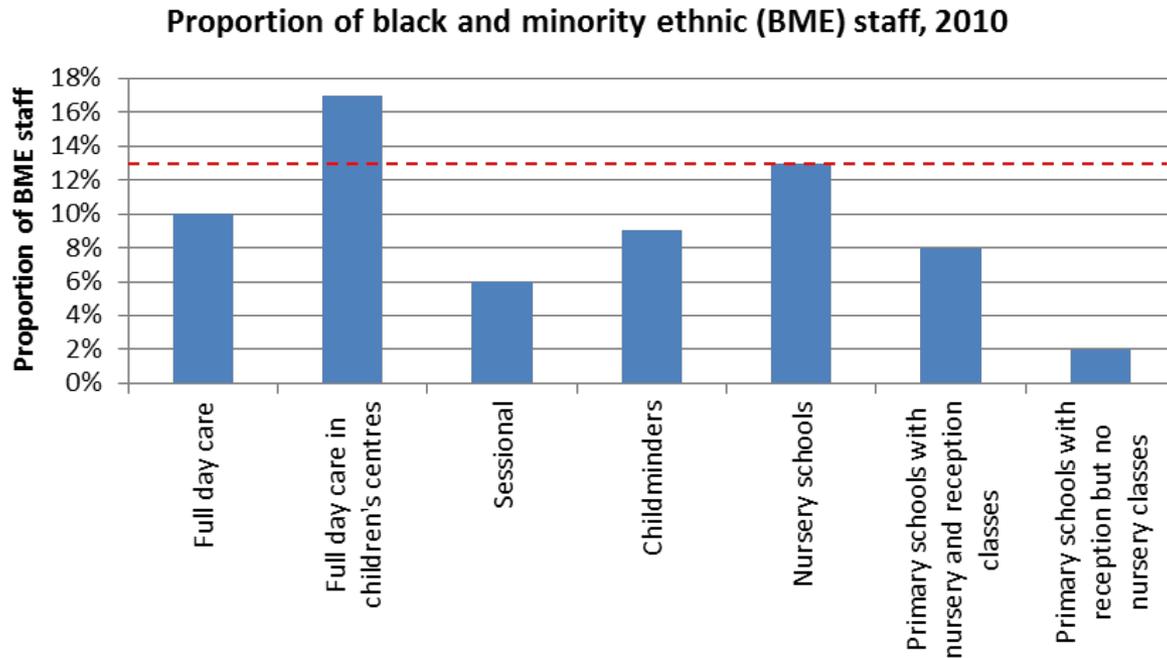
Childminders and those working in sessional care have oldest age profile with 3/5 of and 2/3 aged over 40 respectively.



Only 1-2% of staff are male – this is consistent across all types of early years settings

		
Full day care	98%	2%
Sessional	99%	1%
Childminders	98%	2%
Nursery Schools	98%	2%
Primary schools with reception	99%	1%

Ethnicity

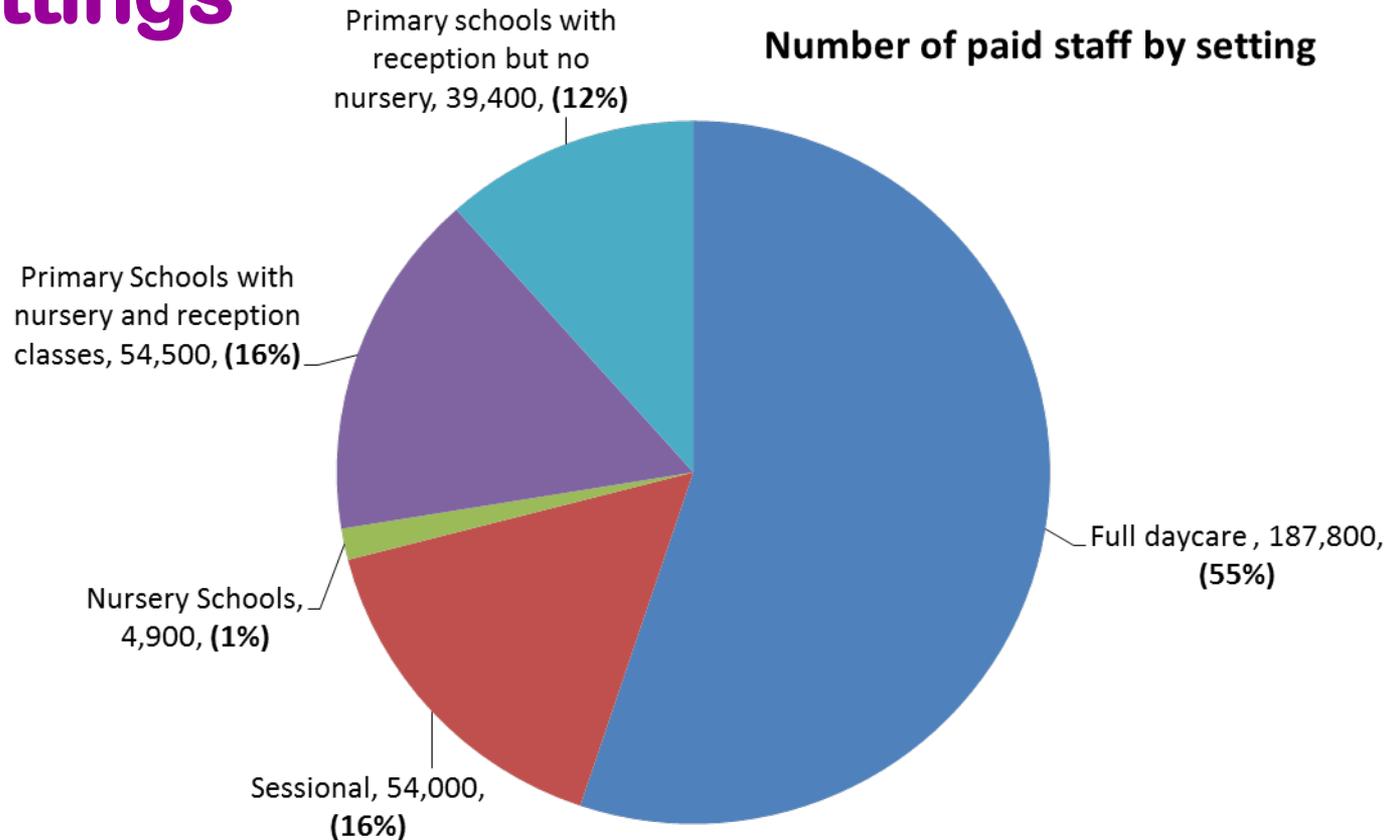


Data from the Office for National Statistics publication estimates that around 13% of the working age population are from a black or minority ethnic (BME) background.

As such, there is an under-representation of staff from a BME background in most of the provider types.

Where do they work and what qualifications do they have?

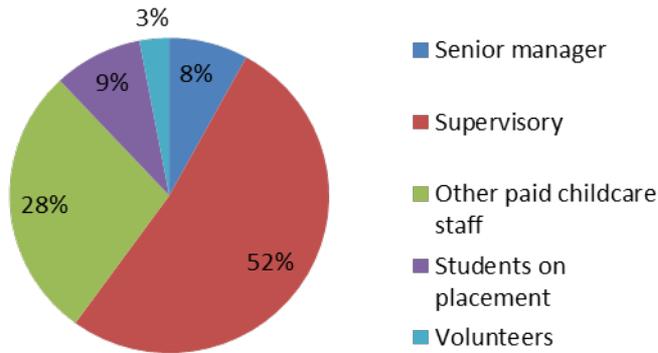
Distribution of paid staff across group settings



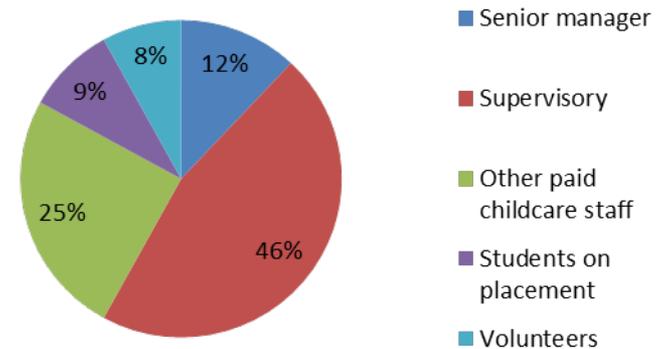
Note that these data do not include childminders.

The balance of roles varies across group settings*

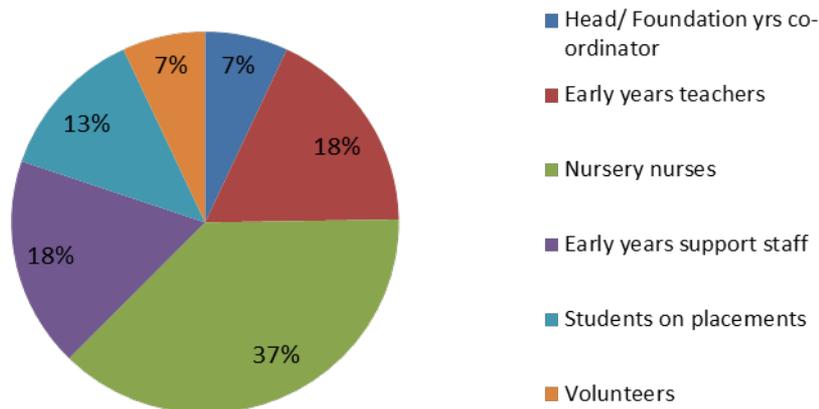
Types of staff - full day care



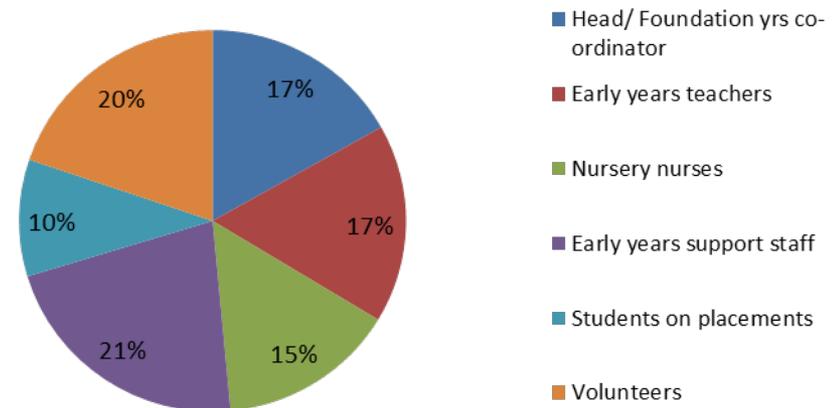
Types of staff - sessional care



Types of staff - nursery schools

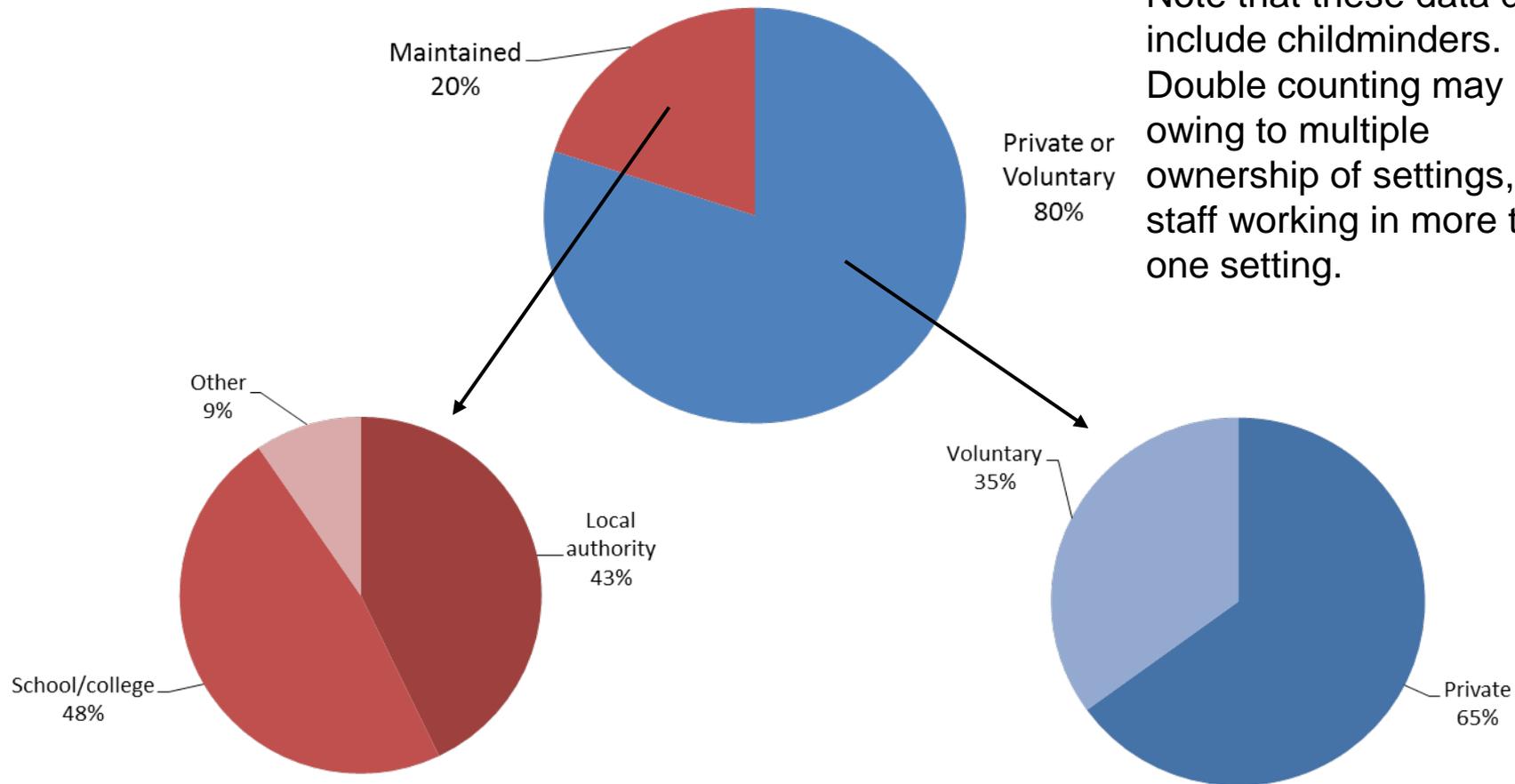


Types of staff - reception classes



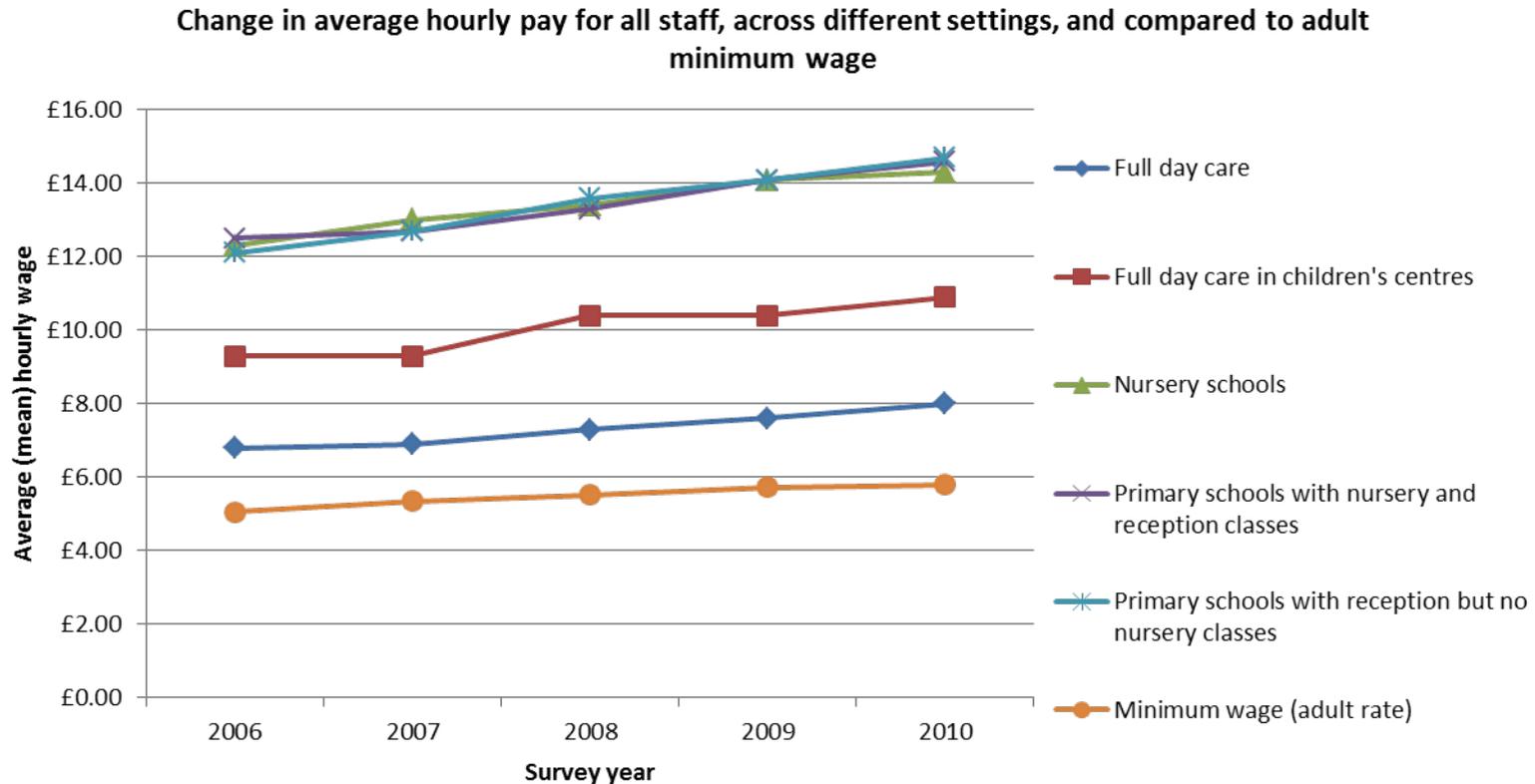
*These data do not include childminders.

Distribution of paid staff by sector

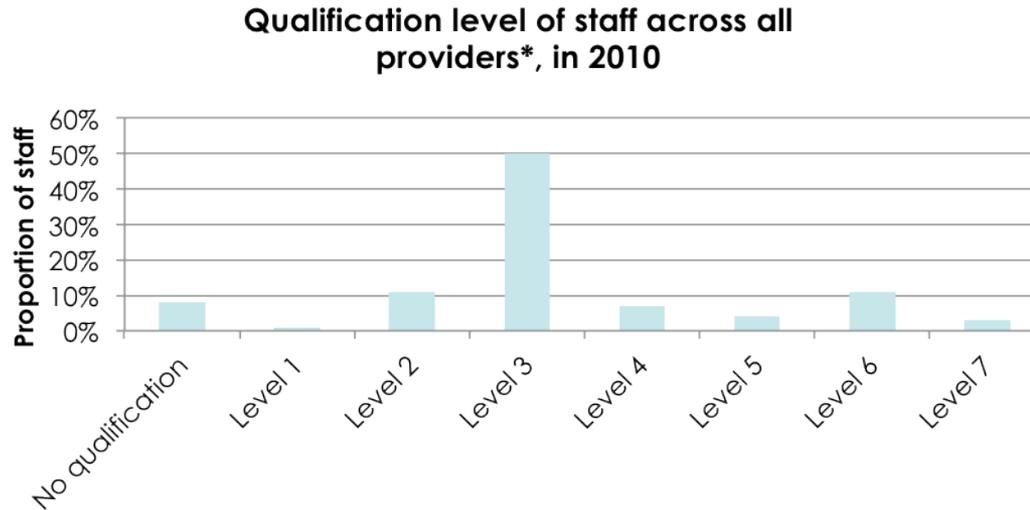


Note that these data do not include childminders. Double counting may occur owing to multiple ownership of settings, or staff working in more than one setting.

Hourly pay varies between group setting types, but has increased for all staff types over recent years



There is considerable variation in the qualifications paid staff hold



*Includes paid staff in childcare and early years settings, and also childminders

The majority of the workforce hold at least a level 3 qualification, and the proportion of the workforce qualified to this level has increased over time (see next slide).

Note that these data only consider qualifications held by paid staff. Unpaid volunteers may be more likely to be unqualified.

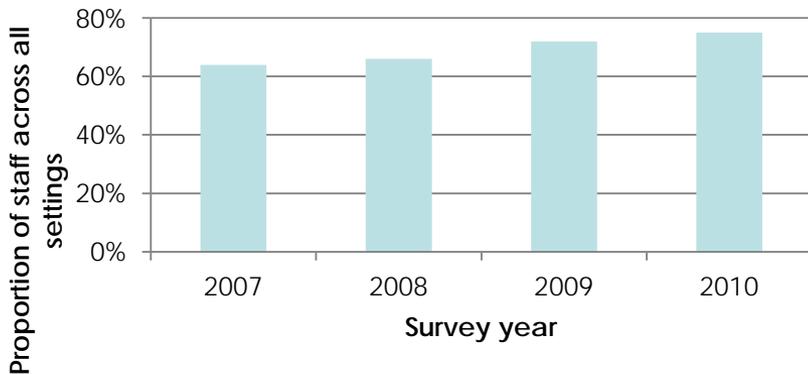
Though there has been improvement over time in the level of qualification of workers

Level 3 qualifications are equivalent to A-Level, Advanced GNVQ or Level 3 NVQ.

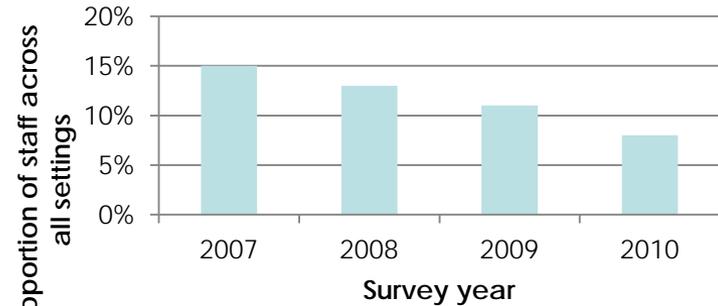
Level 6 qualifications are equivalent to an Honours Degree. To have Early Years Professional Status (EYPS) you need to be qualified to at least level 6.

The proportion of staff with qualifications at each of these levels is increasing, and the proportion of staff with no qualifications is decreasing.

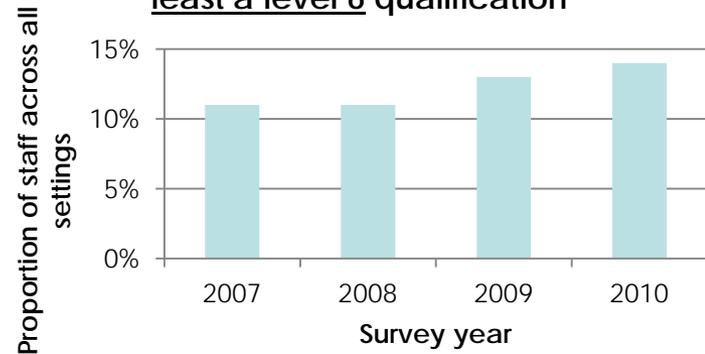
Proportion of staff in all settings with at least a level 3 qualification



Proportion of staff in all settings with no qualification



Proportion of staff in all settings with at least a level 6 qualification



As before, we do not know how many of these qualifications are those considered “full and relevant”, and unpaid staff are not included.

Early Years Professional Status (EYPS)

The Early Years Professional Status (EYPS) is the graduate level professional accreditation programme for leading practitioners in the early years sector.

According to data held by CWDC (Nov 2011):

- There are currently 1,579 candidates on EYPS pathways.
- 14,838 people have enrolled on EYPS courses since 2006, and 8,521 have already been certified.

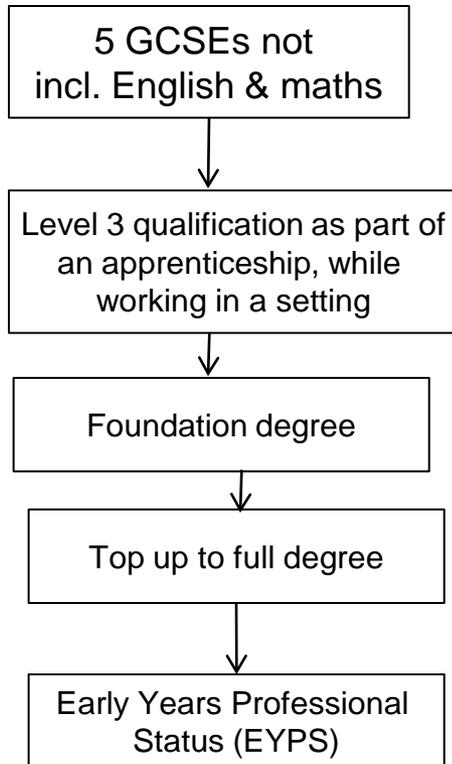
According to the provider survey data, the proportion of paid childcare staff with Early Years Professional Status, in 2010:

	% of all staff who have EYP status	% of graduate staff with EYP status
Full day care	4%	43%
Full day care in children's centres	7%	36%
Sessional	2%	32%

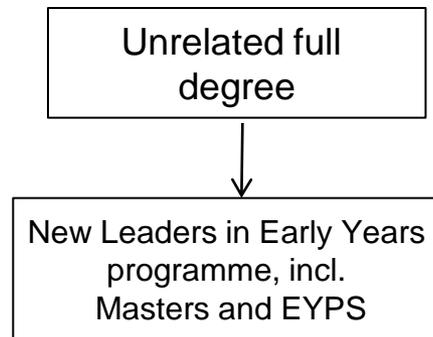
**How did they get there? –
pathways and progression
routes**

Some examples of routes into and through the workforce

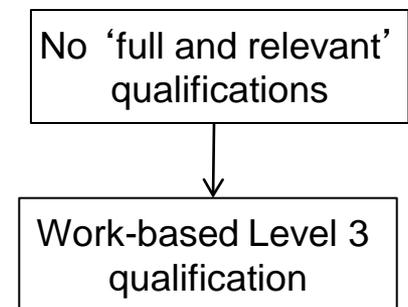
School leaver



Graduate



Career changer



Summary

The early education and childcare workforce are spread across a variety of different settings and job roles.

In recent years, the proportion of staff with qualifications at level 3 and level 6 has increased, and the proportion of staff with no qualifications has decreased.

There is a wide, diverse range of qualifications to support various routes into and through the workforce.

Qualifications must meet the needs of learners at all levels and stages of their career in order to attract and retain a sufficiently diverse workforce, capable of understanding and responding appropriately to the needs of the children and families they will be working with.

At the same time, the range of qualifications must be sufficiently coherent and streamlined to enable employers (and prospective entrants to the workforce) to understand them easily, supporting professionalism and motivation in the workforce.