

Childcare and Early Years Providers Survey 2009

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Government policy and may make reference to the Department for Children, Schools and Families (DCSF) which has now been replaced by the Department for Education (DFE).

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

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1. Summary

1.1 Introduction

The Department for Children, Schools and Families commissioned TNS-BMRB to conduct eight surveys to collect information about childcare and early years provision and its workforce. In this report the survey findings are drawn together to highlight similarities and differences across the sectors, as well as providing details of the whole childcare and early years workforce.

The findings from the 2009 survey have been compared with those from similar surveys conducted in 2008, 2007 and 2006 and where appropriate 2005, 2003 and 2001. The data have been weighted and grossed to provide national estimates.

1.2 Characteristics of provision

In 2009 there were 87,200 childcare providers and 15,700 early years providers in maintained schools. In total, there were 103,000 providers of childcare and early years education. Broken down this includes 14,100 full day care providers (including 1,000 providers who offered full day care in children's centres), 7,800 sessional providers, 7,900 after school and 6,400 holiday clubs, 51,000 childminders¹, 450 nursery schools, 6,700 primary schools with nursery and reception classes and 8,600 primary schools with reception but no nursery classes.

All types of childcare provider have increased in number since 2001 (or in the case of holiday clubs, since 2003), with the exception of sessional care and childminders (the number of sessional care providers has dropped by 44 per cent since 2001 and the number of childminders has decreased by 12 per cent since 2005). The fall in the number of sessional providers over the past few years could partly be due to increasing parental demand for childcare that covers longer hours. For instance the number of full day care providers has increased by 81 per cent since 2001. Also, in 2008 one in five full day care providers (18 per cent) said that they had changed from offering sessional care. Most of these (70 per cent) said that they did this because of parental demand for longer hours of childcare.

The largest increase in provider numbers between 2003 and 2009 was seen for holiday clubs (up 129 per cent).

Over the period 2008 to 2009, all types of childcare provider declined in number apart from full day care providers (including full day care in children's centres). After school clubs saw the largest percentage decrease (ten per cent); the first decrease for this provider type since 2003.

There has been very little change in the overall number of early years education providers in maintained schools from 2003 (16,000) to 2009 (15,700).

¹ This includes working childminders only, as a substantial proportion of those registered with Ofsted are currently inactive.

1.2.1 Deprivation

Full day care and out of school providers appeared to be distributed reasonably proportionately across all areas. Twenty six per cent of full day care providers were located in the 30 per cent most deprived areas, along with 31 per cent of after school clubs and 28 per cent of holiday clubs. In contrast, childminders and sessional providers were less likely to be located in the 30 per cent most deprived areas (18 per cent of childminders and 15 per cent of sessional providers were located in the 30 per cent most deprived areas). The Government's aim was initially to focus the development of children's centres in the most deprived areas so it is unsurprising that children's centres offering on-site full day care were disproportionately located there (72 per cent).

Nursery schools and primary schools with nursery and reception classes were disproportionately located in the 30 per cent most deprived areas (68 and 43 per cent respectively). By comparison, only eight per cent of primary schools with reception but no nursery classes were located in the 30 per cent most deprived areas.

1.2.2 Ownership of provision

In 2009, two-thirds (66 per cent) of full day care provision was privately run, while just one in five (22 per cent) settings were run by a voluntary organisation. The pattern of ownership was reversed for sessional care, with 67 per cent of settings run by a voluntary organisation and 28 per cent privately run. A similar pattern was found in 2008 and 2007.

Full day care provision in children's centres was much less likely than other types of provision to be owned by private or voluntary organisation (40 per cent). Half (50 per cent) of full day care providing children's centres were run by a local authority.

Out of school providers were most likely to be privately run (37 per cent of after school clubs and 38 per cent of holiday clubs – the same proportions as 2008). However, holiday clubs were more likely than after school clubs to be run by a local authority (14 per cent compared with six per cent), and were less likely than after school clubs to be maintained by a school or college (10 per cent compared with 24 per cent).

1.3 Places and children

In 2009 there were 2,442,100 childcare and early years places registered with Ofsted². The majority of which (1,671,500) were provided by full day care settings³, sessional providers, after school and holiday clubs and childminders⁴. The remainder of the places (770,600) were registered in early years education in maintained schools.

There has been a steady increase in the number of Ofsted registered places in full day care settings since 2003. There were 647,800 places in 2009, a 50 per cent increase since 2003. In comparison, there were 227,900 sessional care places in 2009, a 30 per cent decrease since 2003.

Following a 58 per cent increase in the number of registered places in after school clubs between 2003 and 2006, the number of places has decreased for the first time since the start

² As discussed in chapter 2, given the change to the Ofsted register in September 2008, it was necessary to use an August 2008 snapshot of the Ofsted database to produce an estimate of the number of settings in 2009. These figures should therefore be treated with caution.

³ Including registered places in full day care provided by children's centres.

⁴ Including places registered with active childminders only.

of the survey series with a fall of four per cent between 2008 and 2009 (to a total of 272,500 places).

Similarly there was a large increase in the number of registered places in holiday clubs between 2003 and 2009 (114 per cent increase) with the number of places levelling off since 2008. In 2009 there were 260,400 places.

There were 262,900 Ofsted registered childminder places in 2009, which represents a five per cent fall from 2008. This represents a slightly lower rate of decline than the decline in the number of childminders over the same period (down nine per cent).

Among early years providers in maintained schools, there were a total of 770,600 places, a nine per cent decrease from 843,100 places in 2003. There were 29,600 nursery school places, 468,300 places in primary schools with nursery and reception classes and 272,700 places in primary schools with reception but no nursery classes.

1.3.1 Number of children attending

The number of children attending all childcare settings has increased since 2003 with the exception of sessional providers. The number of children attending full day care providers increased by 35 per cent, by 40 per cent in holiday clubs and by 52 per cent in after school clubs.

However, between 2008 and 2009 there has been a decline in the number of children attending all types of early years and childcare providers with the exception of full day care (including children's centres providing full day care on site).

Among early years providers in maintained schools, the number of children attending nursery schools increased by 11 per cent between 2003 and 2009 and decreased by 13 per cent for primary schools with reception but no nursery classes. For primary schools with nursery and reception classes the data suggest a four per cent increase over the same period, however the question regarding number of children attending was asked slightly differently in 2003 and therefore the results are not strictly comparable.

1.3.2 Child vacancies

Among childcare providers the highest proportion of vacant places nationally were reported by childminders and holiday clubs (23 and 27 per cent respectively) while sessional settings and children's centres offering full day care reported the lowest (both 11 per cent).

Nationally, 16 per cent of places were unoccupied in full day care overall. After school clubs reported a fifth of vacant places nationally (21 per cent).

Among the early years settings in maintained schools, primary schools with reception but no nursery classes had the highest proportion of vacancies (10 per cent) while both nursery schools and primary schools with nursery and reception classes had eight per cent vacancies.

1.3.3 Free early education entitlement for 3 and 4 year olds

Childminders and full day care providers were the types of childcare provider most likely to offer access to the free early education sessions over more than 38 weeks (26 and 35 per cent of those offering the sessions respectively).

Among early years settings in maintained schools, nursery schools and primary schools with

nursery and reception classes were most likely to offer access to the sessions over more than 38 weeks (45 and 41 per cent respectively). Primary schools with no nursery classes were least likely (27 per cent).

1.4 Workforce composition

1.4.1 Number of staff

With the exception of sessional providers, there has been an increase in the number of paid and unpaid staff working in childcare settings since 2003. The number of staff working in full day care settings rose by 51 per cent. In after school clubs staff numbers increased by 80 per cent and in holiday clubs the number of staff rose by 127 per cent. Conversely, the number of staff in sessional settings fell by a third (33 per cent) over the same period.

Between 2008 and 2009, full day care providers overall saw an increase of five per cent in the total number of paid and unpaid staff, while there was a 14 per cent increase in the number of staff in children's centres offering on site full day care. In contrast there were decreases in the number of staff in sessional providers, after school clubs and holiday clubs (nine, three and seven per cent respectively). Sessional providers and after school clubs both saw declines in both paid and unpaid staff, while holiday clubs had an increase in the number of paid staff that was counteracted by a large (31 per cent) decrease in unpaid staff.

In 2009, the overall numbers of paid and unpaid staff in the different types of early years settings were at similar levels to 2003 (and 2008), apart from primary schools with reception but no nursery classes where there had been a decrease of 15 per cent in staff numbers between 2003 and 2009.

Over the same period, all types of early years provider saw an increase in the number of paid staff (up 23 per cent in nursery schools, 17 per cent in primary schools with nursery and reception classes and 10 per cent in primary schools with reception but no nursery classes) and a decrease in the number of unpaid staff (down 53, 38 and 48 per cent respectively).

1.4.2 Pay

Continuing the trend over the previous years, pay levels have generally increased for all types of staff across all types of childcare provider between 2008 and 2009, with the exception of on site full day care in children's centres.

Among childcare providers, staff in full day care in children's centres earned more per hour than in other providers, with staff earning an average of £10.40 per hour. Staff in out of school providers were the next highest paid, earning an average of £8.50 per hour in holiday clubs and £7.90 per hour in after school clubs. Staff in full day care and sessional providers earned the least per hour (£7.60 and £7.40 respectively).

Continuing the trend over the last few years, the average rates of pay for early years providers in maintained schools were generally highest in nursery schools and similar in each of the primary school settings. This pattern was evident for both annual and hourly pay for senior members of staff, qualified early years teachers and nursery nurses.

1.4.3 Time spent interacting with children

Staff qualified to at least level 6 in full day care (including on site full day care at children's centres) tended to spend more time interacting directly with children than staff at other types of childcare provider. This is likely to reflect the longer hours of care offered by these types of provider. Full day care staff spent on average 6.1 hours per day interacting with children

compared with 4.5 hours for sessional staff, 3.6 hours for after school club staff and 2.7 hours for holiday club staff.

Among early years providers in maintained schools, staff qualified to at least level 6 in nursery schools tended to spend less time interacting directly with children (4.7 hours per day) than staff qualified to at least level 6 at primary schools with or without nursery classes (5.6 and 5.5 hours per day respectively).

1.5 Qualifications

Seventy two per cent of the workforce was qualified to at least level 3 across all provider and paid staff types, and 13 per cent was qualified to at least level 6. These percentages have been increasing slowly for paid staff in childcare providers over the recent years.

There was however some variation by sector. In the childcare sector, staff were more likely to be qualified to level 3 than any other level (56 per cent of staff in childcare group providers and 41 per cent of childminders). Furthermore, over two-thirds (73 per cent) of staff in group based settings⁵ and 49 per cent of childminders held at *least* a level 3 qualification⁶. Higher proportions of staff in full day care and full day care in children's centres (82 and 88 per cent respectively) had achieved at least a level 3 qualification compared with staff working in other types of childcare provision, and only six per cent of full day care staff and four per cent of staff working in full day care in children's centres held no relevant qualifications. Childminders remained the least qualified group, with four in ten (41 per cent) holding level 3 qualifications and a third (31 per cent) holding no relevant qualification.

Overall, two-fifths (40 per cent) of paid staff working in early years provision in maintained schools held at least a level 6 qualification and four-fifths (79 per cent) held at least a level 3 qualification. Primary schools with reception but no nursery classes had the largest proportion of staff qualified to level 6 and were the only type of setting where the proportion of staff holding a level 6 qualification was greater than the proportion holding a level 3 qualification (32 compared with 24 per cent respectively).

The Government has set a target of ensuring that every full day care setting has at least one graduate, while those in the most deprived areas are to have at least two graduates. To support that aim, the Government has introduced Early Years Professional Status (EYPS) to help supply a suitable cohort of graduates⁷. Overall, 22 per cent of non-local authority run full day care providers had at least one graduate with EYPS, and four per cent had at least two.⁸ There was no difference between the 30 per cent most deprived areas and other areas.

⁵ For the purposes of the survey group based settings comprise full day care providers, sessional care providers, after school clubs, holiday clubs and children's centres.

⁶ Those qualified to 'at least level 3' are those qualified to level 3 and above.

⁷ Not all graduates leaders of practice will have EYPS.

⁸ It has become apparent that figures presented here showing the numbers of staff with Early Years Professional Status (EYPS) are significantly higher than administrative figures held by the Children's Workforce Development Council (CWDC) who are responsible for the training pathways for Early Years Professionals (EYPs). This is likely to be due to a number of factors including small base sizes of EYPs in the 2009 Childcare and Early Years Providers Survey sample causing wide confidence intervals and some possible over reporting by managers who include those working toward the status in their responses. It is also possible that due to the timing of the CWDC data collections, the figures which they hold may be slightly lower than the number of EYPs who had completed their pathway at the time that the Childcare and Early Years Providers Survey interviews took place. This leads to an even wider gap between the survey figures and the administrative data that CWDC hold. In addition to these factors, it is likely that the figures have also been skewed by the fact that EYPs often work within more than one setting and the figures from this survey may have been effected by double counting – where managers in more than one setting count the same EYP as being a member of their staff. Due to this discrepancy these figures should be used with caution. Use of these figures should be limited, and caveats should be included to highlight these concerns.

1.6 Profitability

As in 2008 and 2007 sessional and full day care providers were most likely to have made a profit or a surplus (28 and 34 per cent respectively), and the proportion of these types of provider making a profit or surplus remained at similar levels to those seen in 2008.

Of all the provider types questioned, full day care providers within children's centres were the least likely to be making a profit (10 per cent) and the most likely to be making a loss (34 per cent). After school and holiday clubs fared better with just under a quarter of each (23 per cent) reporting a profit in the last 12 months. These proportions are in line with 2008.

1.7 Overall summary

Between 2008 and 2009 all types of childcare provider decreased in number and saw a fall in the number of children attending with the exception of full day care providers (including children's centres offering on site full day care). As was the case in 2008, there was a continued shift away from sessional care and a fall in the number of childminders.

The number of early years providers in maintained schools overall has remained stable between 2008 and 2009 while the number of children attending has decreased and overall paid and unpaid staff levels have remained unchanged.

The proportions of childcare and early years staff employed at each level have generally remained similar to those reported in 2008, and compared with 2003 there has been a general increase in the proportion of supervisory staff employed in childcare providers. Conversely, there has been a reduction in the use of volunteers across the board since 2003.

For most childcare providers and early years providers in maintained schools the proportion of staff having attained at least a level 3 qualification has increased continually since 2003.

The Government's aim is to have one graduate with Early Years Professional Status (EYPS) in every full day care setting by 2015 and two per setting within deprived areas. The survey data suggest one-fifth (22 per cent) of non-local authority run full day care providers had at least one graduate with EYPS and four per cent of settings in the 30 per cent most deprived areas had at least two graduates with EYPS.⁹

⁹ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

2. Introduction

2.1 The Ten Year Strategy for childcare

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

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

Five years on, in 2009, the strategy was refreshed in the published, *Next Steps for Early Learning and Childcare* paper, which took stock of progress since 2004 and outlined the next steps in terms of improving early learning and childcare.

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

To support this, and to help improve the quality of childcare, there is to be a radical reform of the workforce. This will include improved qualifications and status of early years' and childcare workers and training opportunities for childminders and other home-based carers which enable more of them to achieve level 3 qualifications and the aim of all full day care settings being professionally led.

A Transformation Fund of £250m over the period April 2006 to April 2008 supported investment to raise the quality of the early years' workforce without undermining efforts to improve affordability. The Graduate Leader Fund (of £305m) continued this support from April 2008, so that every full day care (FDC) private, voluntary and independent (PVI) setting should have a graduate leading practice, and two graduates in FDC PVI settings in disadvantaged areas by 2015, to improve outcomes for children.

2.2 Objectives of the research

The DCSF needs robust information on the key characteristics of childcare provision in the early years and childcare sector, as well as information on its workforce and the costs of childcare that is available, to monitor what provision is available and to inform policy development in this area.

The DCSF commissioned surveys amongst childcare and early years providers in 1998, 2001, 2003, 2005, 2006, 2007 and 2008. The 2009 providers series consisted of separate

surveys for the following eight childcare and early years settings:

Childcare

- Full-day childcare
- Sessional childcare
- Out-of-school childcare (after school and holiday care)
- Children's centres
- Childminders

Other Early Years providers

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

This report presents an overview of the findings across all surveys. The analysis is largely divided between the childcare and early years groups as specified above¹⁰.

2.3 The survey

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

- Provider characteristics (ownership, charitable status, outdoor space, free early education sessions);
- Number of places and children attending (number of places, ages, vacancies);
- Staff characteristics (number of staff, pay, hours, time spent with children);
- Qualifications (qualifications held and working towards by paid staff, providers with graduate members of staff);
- Profitability

2.4 Survey design

This report is based on interviews conducted with senior managers¹¹ of childcare providers (or in small number of cases, an alternative senior member of staff), childminders, and head teachers/early years or foundation stage co-coordinators amongst the early years settings.

2.4.1 Questionnaire

Three different questionnaires were used; one for the childcare group (full day care, sessional, out of school and children's centres¹²), one for the early years group (nursery schools, primary schools with reception but no nursery classes and primary schools with nursery and reception classes) and a third for childminders.

¹⁰ For brevity the analysis in this report is largely divided between the childcare and early years groups as specified above, but we acknowledge that both sectors deliver both childcare and early years provision under the EYFS framework.

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

¹² Some questions were asked just of children's centres.

Copies of the questionnaires are included in the Technical Report and can be downloaded from the DCSF website (www.education.gov.uk/publications).

Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing) by Kantar Operations¹³ fully trained telephone interviewers in Ealing. Interviews were carried out between 30th June and 12th October 2009.

2.4.2 Sample

Unlike in previous years where a fresh sample was drawn, in 2009 a re-contact survey was conducted.

Samples of providers were drawn from childcare and early years providers who had participated in the 2007 and 2008 surveys¹⁴, and who had agreed to be re-contacted by BMRB. This was felt by DCSF to be the most practical way forward in the short term given the changes in the classification system used by Ofsted introduced in September 2008.

In 2009, all samples were stratified by the ten Government Office Regions (GOR)¹⁵ to ensure a representative sample was interviewed in each region. In previous years, childcare groups were stratified by Ofsted region which divided England into eight regions¹⁶, combining inner and outer London and combining the North East with Yorkshire and Humberside. For the results to be more comparable by region with previous years' data it was decided to continue to show regional childcare data by the original eight Ofsted regions.

For further detail, please see the Technical Report.

2.4.3 Weighting and grossing

Data are weighted by GOR to ensure the figures are representative of providers throughout England. The population profiles used for the weighting were taken from the Edubase database in February 2009 for early years providers; DCSF database of children's centres in March 2009; and a snapshot of the Ofsted database from August 2008 for childcare providers and childminders¹⁷.

As noted above, the 2009 survey was a re-contact survey and samples of providers were drawn from those who had participated in the 2007 and 2008 surveys and had agreed to be re-contacted in the future. To reduce the burden on providers, settings selected originally in the 2006 sample were excluded when drawing the sample for the 2007 survey and settings

¹³ Kantar Operations provide the operational resources and capabilities for all Kantar's UK companies (including TNS-BMRB).

¹⁴ In 2007 and 2008 the sample was originally drawn from the Ofsted database of registered providers, the DCSF's database of children's centres and Edubase, the DCSF database of educational establishments.

¹⁵ East; East Midlands; Inner London; Outer London; North East; Yorkshire & Humberside; North West; South East; South West; and West Midlands.

¹⁶ East; East Midlands; London; North East, Yorkshire & Humberside; North West; South East; South West; and West Midlands.

¹⁷ This was the most recent Ofsted data available which used the old provider type classifications (full day care, sessional and out of school). Ofsted data from September 2008 onwards does not identify these groups (only 'childcare on non-domestic premises') and would not therefore provide the population profile needed. The estimates of the total number of childcare providers and places in 2009 provided by this survey cannot be compared to the number of providers and places in 2009 on the Ofsted database. This is because the 'childcare on non-domestic premises' category on the Ofsted database includes additional provider types not covered by the survey (e.g. crèches) and excludes other provider types covered by the survey (e.g. out-of-school provision provided directly by schools themselves).

selected in the 2007 sample were excluded when drawing the sample for the 2008 survey. As a result, new providers in 2007 and 2008 had a slightly higher chance of being selected than existing providers. The data have been weighted to address this.

To reduce both the burden on providers and the overall length of interview settings employing more than a certain number of staff (more than three supervisors or three other paid childcare staff for childcare settings and two qualified teachers, two nursery nurses or two early years support staff for the early years groups) were asked to randomly select members of staff, rather than having to give details for the whole team. Respondents in the childcare groups were asked to randomly select three supervisory staff and three other childcare staff. They were also asked for information about the senior manager.

Respondents in early years settings in maintained schools were asked to randomly select two qualified early years teachers, two nursery nurses and two other paid early years support staff and were asked questions about the 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 of staff. The data were weighted at a provider level to the true number of staff that each provider employs¹⁸.

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.

2.5 Structure of the report

The report is structured as follows:

Chapter 1	Summary and conclusions
Chapter 2	Introduction
Chapter 3	Characteristics of provision
Chapter 4	Places and children
Chapter 5	Workforce composition
Chapter 6	Qualifications
Chapter 7	Profitability

2.6 Notes on reading the report

2.6.1 Notes on numbers

In the tables, either grossed up figures or percentages are provided (with the alternative provided in corresponding tables in Appendix 1 of the report for some of the tables). The grossed up figures are based on the total number of providers registered with Ofsted as of August 2008, the DCSF database of children's centres in March 2009 or recorded on Edubase in February 2009, excluding the proportion found by the survey to be no longer eligible for the survey (e.g. closed down, no longer in business). These grossed up figures are not exact and, like the percentages reported, are subject to confidence intervals.

¹⁸ In some cases staff weights have been capped in order to prevent reducing the sample efficiency by too large a margin. Full details are given in section 1.5.4 of the Technical Report.

Throughout the report, where the text comments on differences between subgroups of the sample, these differences have been tested for statistical significance and were found to be statistically significant at the 95 per cent confidence level or above, giving these findings a confidence interval of +/- five per cent. Tests were run on the effective sample sizes, factoring in design effects for each sample group (see the Technical Report).

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

Additionally, because of the complexity surrounding childcare services offered by children's centres, it was decided to focus on their on-site full day care provision. However, because the sample was originally drawn from DCSF database of children's centres and as providers of full day care are required to register with Ofsted and therefore appear on their database, children's centres have been treated as a sub-group of full day care providers in the report.

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

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.

2.6.2 Notes on tables

The last row of each table describes the base (who the table is based on). The unweighted base numbers are given in Appendix 2 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.

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

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 are weighted.

2.6.3 Notes on trends

Where appropriate, comparisons are made with previous waves of the survey, largely the 2008, 2007, 2006 and 2003 waves. These waves were used as comparison because data was available for all sample groups (except children's centres in 2003, as these providers were included for the first time in 2006). The 2005 survey did not include the other early years groups or children's centres. While out of school clubs were included in 2005, the sample was dealt with differently and therefore no comparisons can be made.

There needs to be some caution in comparing results for childcare settings from 2003 with those from 2005, 2006, 2007 and 2008 due to differences in sampling, as the sample for the childcare settings in 2003 came from a different source – the Childcarelink database held by Opportunity Links. This did not have full details of all providers in all parts of the country and additional work was done to obtain the necessary contact details in certain areas.

There also needs to be caution in comparing results for the settings from 2009 with those from previous waves of the survey due to differences in sampling. The sample for the settings in 2009 came from a different source – by re-contacting settings interviewed in 2007 and 2008 who agreed to be re-contacted (rather than a fresh sample approach as used previously). This means that any new providers, i.e. providers which have opened since the 2008 sample was drawn, were excluded from the survey. In turn this affected the ability to effectively 'gross up' the survey findings.

In previous years, we were able to gather estimates of 'eligibility' from the survey. More specifically, the survey gave us an estimate of how many providers on the original sampling frame were no longer providing that service. This enabled us to gross up the survey figures to provide likely population figures that we could compare to those from previous years. The re-contact survey gave us 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 does 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.

Care needs to be taken when comparing the results for full day care in children's centres with previous years. As noted earlier, the survey only covers on-site provision of full day care and

excludes off-site provision. 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.

Given that the survey only includes on-site full day care provision, it will have excluded any Phase 2 children's centres that are providing their 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.

When comparing data with previous years, in the majority of cases, the changes have been noted in terms of the percentage change from year to year.

In the 2003 report some analysis was carried out to look at providers in the 20 per cent most deprived wards. By 2005 there had been a change in the areas used to define levels of deprivation from wards to Super Output Areas. Therefore, this report looks at the 30 per cent most deprived areas (as did the 2008, 2007 and 2006 reports), which is roughly the equivalent to the 20 per cent most deprived wards.

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 and where possible, how these have changed since previous surveys.

3.1 Number of providers

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

	2009	2008	2007	2006	2005	2003	2001
	No.	No.	No.	No.	No.	No.	No.
Full day care	14,100	13,800	13,600	12,700	11,800	10,000	7,800
<i>Full day care in children's centres</i>	<i>1,000</i>	<i>1,000</i>	<i>950</i>	<i>800</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
Sessional	7,800	8,500	8,700	9,700	10,000	11,900	14,000
After school clubs	7,900	8,800	8,500	7,700	N/A	4,500	4,900
Holiday clubs	6,400	6,500	5,800	6,400	N/A	2,800	N/A
Childminders - working	51,000	56,100	59,800	57,900	57,700	N/A	N/A
<i>Childminders - registered</i>	<i>63,600</i>	<i>65,800</i>	<i>69,200</i>	<i>71,500</i>	<i>70,200</i>	<i>72,900</i>	<i>72,300</i>
Childcare total	87,200	93,800	96,400	94,400	N/A	N/A	N/A
Nursery schools	450	450	450	450	N/A	450	N/A
Primary schools with nursery and reception classes	6,700	6,700	6,800	6,500	N/A	6,300	N/A
Primary schools with reception but no nursery classes	8,600	8,700	8,900	9,200	N/A	9,200	N/A
Early years total	15,700	15,900	16,200	16,200	N/A	16,000	N/A
Total providers ¹⁹	103,000	109,700	112,600	110,600	N/A	N/A	N/A

Base: All childcare providers 2009, 2008, 2007, 2006, 2005, 2003, 2001. All early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

¹⁹ The total number of childcare providers includes full day care, sessional providers, after school providers, holiday clubs and working childminders. The early years total includes nursery schools, primary schools with nursery and reception classes, and primary schools with reception but no nursery classes. It was not possible to calculate comparable figures for all previous years as not all of the data are available.

	% change from 2008 to 2009	% change from 2007 to 2009	% change from 2006 to 2009	% change from 2005 to 2009	% change from 2003 to 2009
	%	%	%	%	%
Full day care	2%	4%	11%	19%	41%
<i>Full day care in children's centres</i>	0%	5%	25%	<i>n/a</i>	<i>n/a</i>
Sessional	-8%	-10%	-20%	-22%	-34%
After school clubs	-10%	-7%	3%	<i>n/a</i>	76%
Holiday clubs	-2%	10%	0%	<i>n/a</i>	129%
Childminders - working	-9%	-15%	-12%	-12%	<i>n/a</i>
<i>Childminders - registered</i>	-3%	-8%	-11%	-9%	-13%
Childcare total	-7%	-10%	-8%	<i>n/a</i>	<i>n/a</i>
Nursery schools	0%	0%	0%	<i>n/a</i>	0%
Primary schools with nursery and reception classes	0%	-1%	3%	<i>n/a</i>	6%
Primary schools with reception but no nursery classes	-1%	-3%	-7%	<i>n/a</i>	-7%
Early years total	-1%	-2%	-2%	<i>n/a</i>	-1%
Total providers[1]	-6%	-9%	-7%	<i>n/a</i>	<i>n/a</i>
<i>Base: All childcare providers 2009, 2008, 2007, 2006, 2005, 2003, 2001. All early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.</i>					

There were 103,000 childcare and early years providers in England in 2009; a decrease of six per cent from 2008, when there were 109,700 providers.

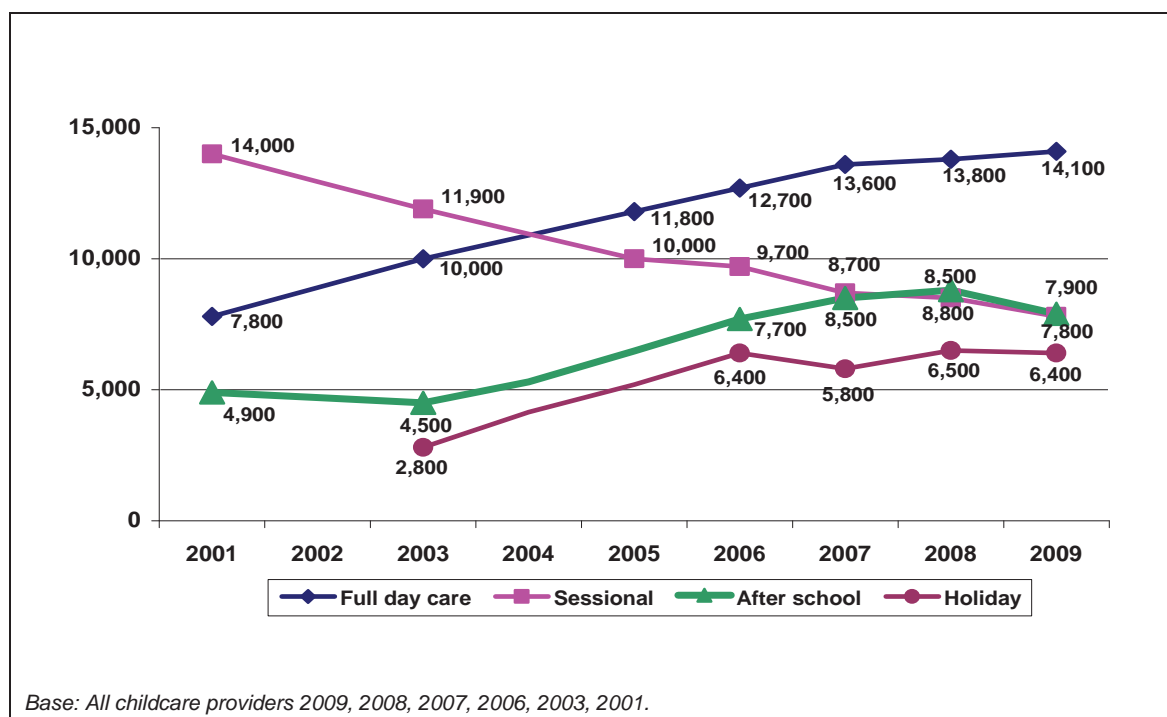
Since 2008 the number of childcare providers has fallen at a faster rate than early years providers, down seven per cent from 93,800 childcare providers in 2008 to 87,200 in 2009. In 2009 childcare providers were comprised as follows; 14,100 full day care providers, 1,000 of whom provided full day care on site in children's centres; 7,800 sessional providers; 7,900 after school clubs; 6,400 holidays clubs; and 51,000 working childminders.

The number of early years providers has remained relatively stable since 2008. In 2008 there were 15,900 providers compared to 15,700 in 2009. In 2009 early years providers consisted of the following; 450 nursery schools; 6,700 primary schools with nursery and reception classes; and 8,600 primary schools with reception but no nursery classes.

Childcare

Chart 3.1 shows the number of childcare providers by type since 2001.

Chart 3.1 Number of childcare providers



All types of childcare provider have increased in number since 2001 (or 2003 for holiday clubs) with the exception of sessional care providers, which have declined in number by 44 per cent since 2001.

Full day care providers have increased in number since 2001, although the number has levelled off since 2008, and in 2009 14,100 full day care providers. This constitutes an 81 per cent increase in full day care provision since 2001. The rate of decline in sessional providers had slowed considerably to two per cent between 2007 and 2008 but has since accelerated to eight per cent for the period 2008 to 2009.

The drop in the number of sessional providers over recent years could in part be due to increasing parental demand for childcare that covers longer hours. In 2008 one in five full day care providers (18 per cent) said that they had changed from offering sessional care. Most of these (70 per cent) said that they did this because of parental demand for longer hours of childcare²⁰.

Holiday clubs have seen the largest percentage rise of all provider types, increasing by 129 per cent from 2003 to 2009. The majority of this increase occurred between 2003 and 2006. Since 2006 the number of holiday providers has fluctuated slightly but remained fairly stable with a two per cent decrease between 2008 and 2009. The number of after school clubs in operation decreased by ten per cent between 2008 and 2009; the first decrease in this provider type since 2003.

²⁰ These questions were not asked in the 2009 survey.

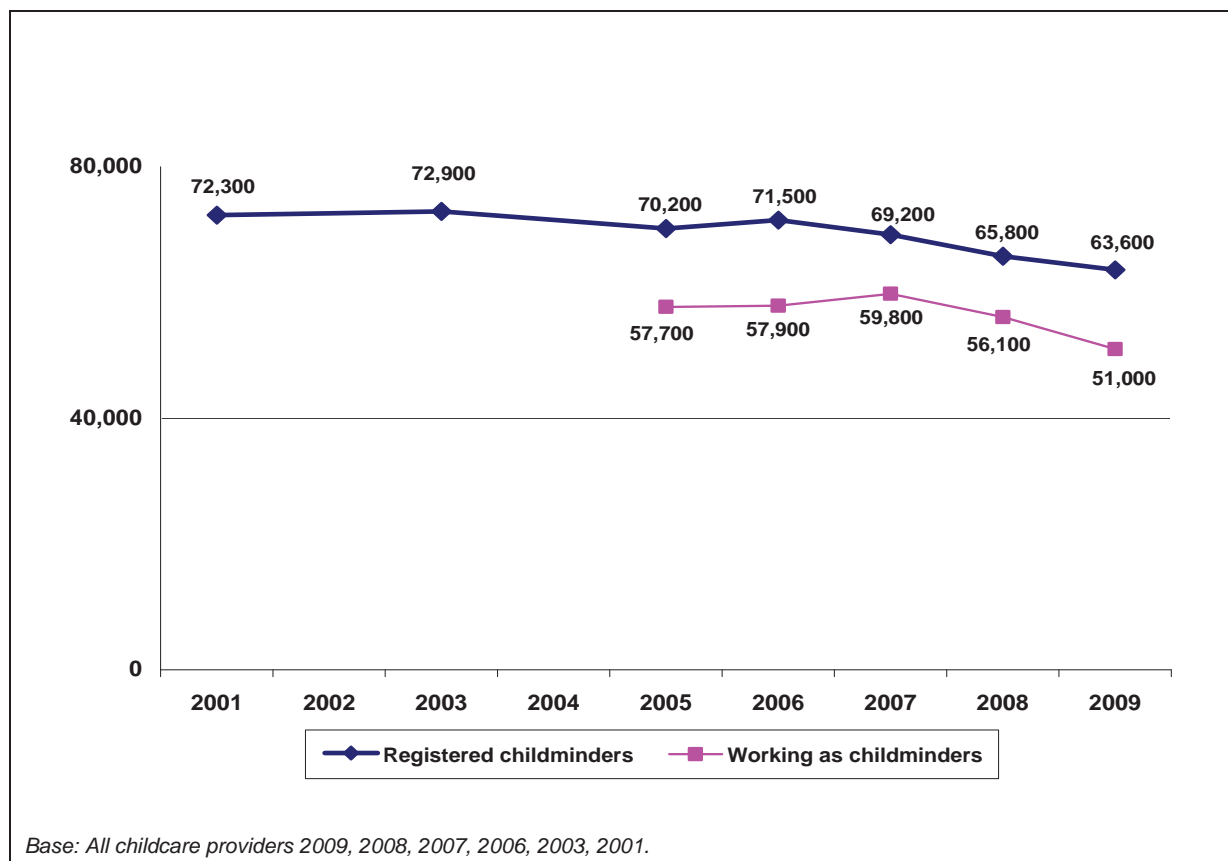
Childminders

Ofsted records indicated there were around 63,600 registered childminders in England at the start of 2009²¹. As in previous years a substantial minority of these providers (20 per cent) were not actively caring for children and were therefore ineligible to participate in the survey.

The total number of active childminders in 2009 was 51,000; this represents a nine per cent decrease since 2008 and a 15 per cent decrease since 2007.

Chart 3.2 shows the number of childminders (both registered and active) since 2001.

Chart 3.2 Number of childminders



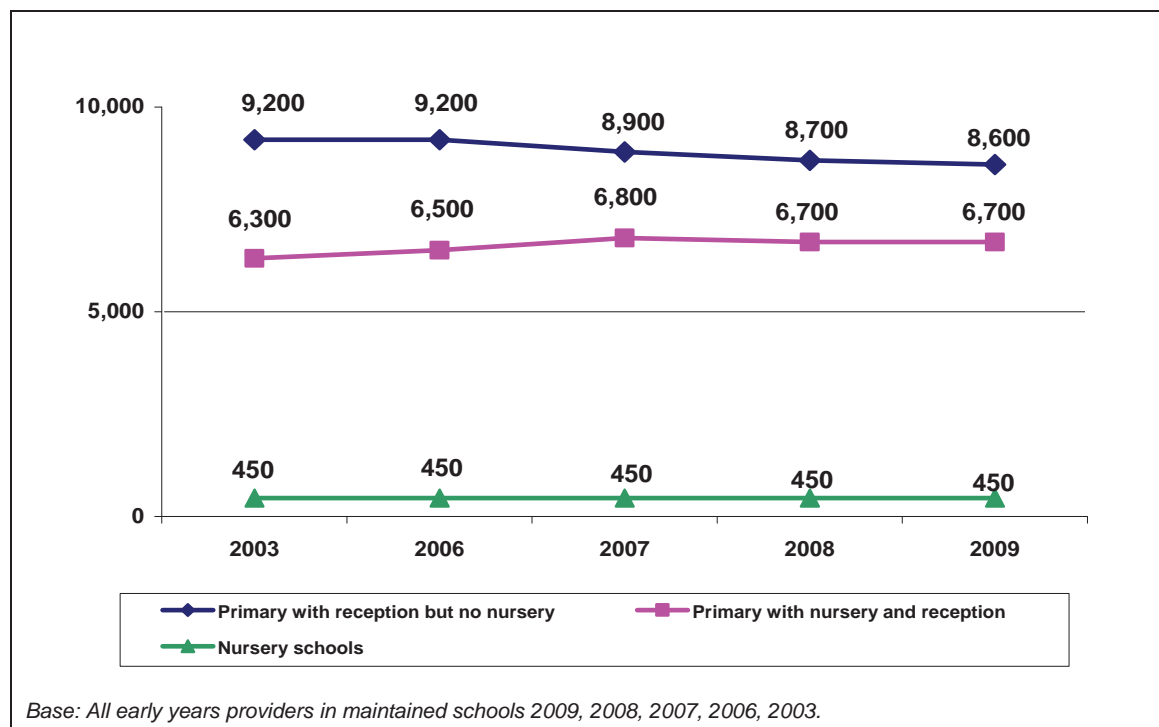
²¹ Based on a snapshot of the Ofsted Regulatory Support Application (RSA)

Early years provision in maintained schools

Chart 3.3 shows the number of early years providers in maintained schools by type since 2003.

Overall the number of early years providers has been stable between 2003 and 2009 (16,000 in 2003 compared with 15,700 in 2009). Within this the number of primary schools with reception but no nursery has fallen by seven per cent over the same period whereas primary schools with nursery and reception classes has increased by six per cent. The number of nursery schools remained stable since 2003

Chart 3.3 Number of early years providers in maintained schools



3.2 Providers in deprived areas

Table 3.3 shows the proportion of providers that operate in the 30 per cent most deprived areas in England. Table 3.3a in Appendix 1 shows the *number* of providers that operate in different areas.

Childcare

Overall 21 per cent of childcare providers (18,300 providers) were in the 30 per cent most deprived areas in England – roughly the same proportion as in 2006, 2007 and 2008.

As in previous years a disproportionate number of children’s centres offering on site full day care were located in the 30 per cent most deprived areas (72 per cent). This is unsurprising as children’s centres in the 30 per cent most deprived areas are required to provide full day care, while children’s centres outside the most deprived areas are under no obligation to provide full day care.

A shift appeared to be emerging between 2007 and 2008 when the proportion of children’s centres offering on site full day care that were located in the 30 per cent most deprived areas fell from 77 to 71 per cent. This shift stalled in 2009 with the proportion appearing to have stabilised at 72 per cent.

Sessional care was the least likely type of provision to be located in the 30 per cent most deprived areas (15 per cent). This figure is consistent with previous years when between 17 and 15 per cent of sessional care providers were located in the 30 per cent most deprived areas.

Childminders

Childminders were less likely than full day care or out of school providers to operate in the more deprived areas in England. The proportion of childminders in these areas has remained stable since 2006, with 18 per cent working in the 30 per cent most deprived areas in 2009, 20 per cent in 2008, 18 per cent in 2007 and 19 per cent in 2006.

Early years provision in maintained schools

Nearly one quarter (24 per cent) of early years providers were located in the 30 per cent most deprived areas in England. Of the different types of early years provider, nursery schools were most likely to be based in the 30 per cent most deprived areas (68 per cent), compared to 43 per cent of primary schools with nursery and reception and only eight per cent of primary schools with reception but no nursery class.

The proportion of primary schools with nursery and reception classes in the 30 per cent most deprived areas fell from 50 per cent in 2008 to 43 per cent in 2009.

	2009		2008		2007		2006	
	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
Childcare settings	21%	79%	22%	78%	22%	78%	21%	79%
Full day care	26%	74%	29%	71%	30%	70%	28%	72%
<i>Full day care in children's centres</i>	72%	28%	71%	29%	77%	22%	78%	21%
Sessional	15%	85%	17%	83%	17%	83%	15%	85%
After school clubs	31%	69%	30%	70%	29%	71%	29%	71%
Holiday clubs	28%	72%	28%	72%	31%	69%	34%	66%
Childminders	18%	82%	20%	80%	18%	82%	19%	81%
Early years settings	24%	76%	28%	72%	25%	75%	28%	72%
Nursery schools	68%	32%	62%	38%	65%	35%	57%	43%
Primary schools with nursery and reception classes	43%	57%	50%	50%	44%	56%	50%	50%
Primary schools with reception but no nursery classes	8%	92%	10%	90%	14%	86%	11%	89%
<i>Base: All childcare providers 2009, 2008, 2007, 2006. Early years provision in maintained schools 2009, 2008, 2007, 2006.</i>								

3.3 Providers by region

Table 3.4 shows the distribution of providers by Government Office Region (GOR). Tables 3.4a and 3.4 b in Appendix 1 show the *number* of providers by Government Office Region.

Childcare

There was considerable variation in the distribution of providers by region.

The North East, Yorkshire and Humberside's share of children's centres providing full day care was 26 per cent in 2009 with the second largest proportion being found in London (19 per cent).

As in 2007 and 2008, sessional and full day care providers were more likely to be operating in the South East than in other regions.

There was very little change in the distribution of out of school care providers between 2008 and 2009. After school clubs were most likely to be based in the North West whereas the South East remained host to the largest proportion of holiday clubs, albeit by a very slim margin (16 per cent in the South East compared to 15 per cent in London and 14 per cent in the North East, Yorkshire and Humberside).

The distribution of childminders remained almost entirely static compared to 2008. The South East and London continued to host the largest proportion at 19 and 17 per cent respectively whilst the East Midlands, South West, and West Midlands had the lowest proportion of childminders with nine per cent each. This distribution is very similar to that seen in 2008 and 2007. These results are not surprising given the re-contact nature of the 2009 survey.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
Total number of providers	14,100	1,000	7,800	7,900	6,400	51,000	450	6,700	8,600
East Midlands	8%	5%	10%	7%	7%	9%	8%	7%	11%
East	10%	10%	16%	9%	10%	12%	9%	9%	13%
London	14%	19%	11%	17%	15%	17%	19%	19%	4%
North East							8%	9%	3%
Yorkshire & Humberside	13%	26%	10%	13%	14%	14%	7%	14%	8%
North West	13%	13%	11%	22%	13%	11%	19%	17%	14%
South East	18%	9%	21%	14%	16%	19%	11%	7%	20%
South West	12%	8%	13%	7%	12%	9%	4%	4%	17%
West Midlands	12%	10%	8%	12%	12%	9%	14%	13%	9%

Base: All childcare providers 2009. All early years providers in maintained schools 2009.

Early years provision in maintained schools

The levels of early years provision in maintained schools continued to vary considerably across the regions but shifts in this distribution between 2008 and 2009 were negligible.

Nursery schools continued to be heavily concentrated in London and the North West with 19 per cent present in each region. The smallest proportion was in the South West where only four per cent of nursery schools were located.

There were also large variations in the regional distribution of primary schools. Primary schools with nursery and reception classes were heavily concentrated in London (19 per cent) and the North West (17 per cent) whereas primary schools with reception but no nursery classes were concentrated in the South East (20 per cent) and the South West (17 per cent).

3.4 Ownership of provision

This section looks at who manages the childcare provision – whether providers were privately run, or maintained by the local authority or a school or college. Early years provision in maintained schools is not covered in this section as they are all run by local authorities.

Tables 3.5a and 3.5b show the breakdown of providers by ownership²². Tables 3.5c and 3.5d in Appendix 1 show the *number* of providers by ownership.

In 2009, as in previous years, there were clear variations in ownership of childcare settings by childcare sector.

In 2009 two thirds (66 per cent) of full day care provision was privately run whilst just over a fifth (22 per cent) were run by voluntary organisations. This pattern is reversed when looking at sessional care providers with 28 per cent being privately owned versus 67 per cent owned by voluntary organisations. A similar pattern was seen in 2008 and 2007.

Onsite full day care provision in children's centres was less likely than other types of provision to be privately or voluntarily owned (40 per cent). This represents an increase compared with 2008 where the figure was 30 per cent, but is in line with the level of private and voluntary ownership in 2007 (39 per cent). A large proportion of the increase in private or voluntary ownership compared with 2008 came from a reduction in the proportion of local authority run children's centres offering full day care, from 58 per cent in 2008 to 50 per cent in 2009.

Many children's centres grew from earlier Sure Start 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 is intended that more centres should be developed from other sources such as privately run settings and settings run by voluntary organisations²³. 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. However, we are unable to establish this with the current data set.

²² It should be noted that respondents were able to give more than one response when answering, to allow for multiple ownership.

²³ Sure Start Children's Centres: Phase 3 Planning and Delivery, DCSF, <http://publications.everychildmatters.gov.uk/eOrderingDownload/DCSF-00665-2007.pdf>

In 2009 after school and holiday clubs were still most likely to be privately run compared with other types of ownership (37 per cent of after school clubs and 38 per cent of holiday clubs – the same as in 2008). Holiday clubs were more likely than after school clubs to be run by a local authority (14 per cent compared to 6 per cent) and less likely than after school clubs to be maintained by a school or college (10 per cent compared with 24 per cent). Again, the similarity of the findings compared to those in 2008 is hardly surprising given the re-contact nature of the 2009 survey.

	Full day care					Full day care in children's centres				Sessional				
	2009	2008	2007	2006	2005	2009	2008	2007	2006	2009	2008	2007	2006	2005
Total number of providers	14,100	13,800	13,600	12,700	11,800	1,000	1,000	950	700	7,800	8,500	8,700	9,700	10,000
Private or Voluntary	88%	87%	87%	89%	79%	40%	30%	39%	36%	95%	93%	93%	96%	87%
Private	66%	65%	66%	65%	59%	21%	12%	20%	19%	28%	29%	29%	27%	30%
Voluntary	22%	22%	21%	24%	20%	19%	18%	19%	17%	67%	64%	65%	68%	60%
Maintained	10%	11%	12%	10%	13%	57%	68%	58%	59%	4%	6%	7%	5%	9%
Local authority	4%	5%	6%	5%	9%	50%	58%	49%	50%	2%	4%	4%	4%	7%
School/college	6%	6%	7%	5%	4%	7%	10%	9%	†	2%	2%	3%	1%	2%
Other	2%	3%	2%	2%	7%	2%	3%	†	†	†	1%	1%	*	3%

Base: All childcare providers 2009, 2008, 2007, 2006, 2005.

	After school clubs				Holiday clubs			
	2009	2008	2007	2006	2009	2008	2007	2006
Total number of providers	7,900	8,800	8,500	7,700	6,400	6,500	5,800	6,400
Private or Voluntary	69%	67%	68%	77%	74%	72%	76%	72%
Private	37%	37%	43%	33%	38%	38%	44%	36%
Voluntary	32%	30%	26%	44%	36%	34%	32%	36%
Maintained	30%	31%	33%	22%	24%	24%	25%	25%
Local authority	6%	9%	8%	11%	14%	14%	13%	19%
School/college	24%	22%	25%	11%	10%	10%	12%	5%
Other	2%	3%	2%	1%	4%	4%	3%	4%

Base: All childcare providers 2009, 2008, 2007, 2006, 2005.

3.5 Charitable status

Providers were asked whether they were set up as a charity or non-profit making organisation.

As in previous years sessional care providers were most likely to be non-profit making organisations (80 per cent in 2009, 78 per cent in 2008 and 2007, and 79 per cent in 2006) whereas full day care providers were least likely to be non-profit organisations at 37 per cent. This compares to 58 per cent of holiday clubs and 59 per cent of after school clubs.

63 per cent of children's centres offering full day care were non-profit making, up from 49 per cent in 2007 and 2008.

3.6 Outdoor Space

All providers were asked if they had outdoor space for children to play on the premises²⁴. The proportions answering yes to this question were uniformly high across the provider types, ranging from 94 per cent of sessional care providers to 100 per cent of both primary school types and children's centres offering onsite full day care.

Full day care	98%
<i>Full day care in children's centres</i>	<i>100%</i>
Sessional	94%
After school clubs	97%
Holiday clubs	96%
Childminders	98%
Nursery schools	99%
Primary schools with nursery and reception classes	100%
Primary schools with reception but no nursery classes	100%
<i>Base: All childcare providers 2009. All childminders 2009. All early years providers 2009.</i>	

²⁴ This was a new question added to the survey in 2009.

3.7 Business expansion

	Proportion who have expanded in the last year	Proportion who plan to expand in the next year
Full day care	15%	13%
<i>Full day care in children's centres</i>	13%	12%
Sessional	10%	13%
After school clubs	12%	12%
Holiday clubs	13%	11%
Childminders	14%	13%
<i>Base (1st column): All childcare providers 2009. All childminders 2009.</i>		
<i>Base (2nd column): All childcare providers 2009 who have not expanded in the last 12 months. All childminders 2009 who have not expanded in the last 12 months.</i>		

Between 2008 and 2009 there was no change in the proportion of providers who had expanded in the 12 months prior to the survey. The only exception were after school clubs which were slightly less likely to have expanded in the 12 months prior to the 2009 survey compared with the 12 months prior to the 2008 survey (12 versus 16 per cent)

In 2009 full day care providers were the most likely to have expanded (15 per cent), followed by 14 per cent of childminders and 13 per cent of holiday clubs. As in previous years sessional providers were the least likely to have expanded with only 10 per cent saying that they had done so in the last 12 months.

Among those who had not expanded in the last year, the proportion of providers saying that they planned to expand in the next 12 months was similar across the different provider types with between 11 and 13 per cent saying that they thought they would do so. Holiday club providers and childminders were less likely to be planning to expand in 2009 compared with 2008 (11 versus 16 per cent and 13 versus 18 per cent respectively).

3.8 Types of service provided in children's centres

Following a rapid expansion in the number of children's centres between 2006 and 2008 (from 800 to 2,900) the number of children's centres operating in England in 2009 remained unchanged at 2,900.

As in previous years all children's centres were asked what types of childcare they provided on-site. The most common type of care was sessional day care for children under five, offered by 45 per cent of children's centres. This was down from 54 per cent in 2008. The proportion offering full day care for children under five remained stable at 35 per cent.

Relatively low proportions of children's centres offered before school care (18 per cent), holiday care (18 per cent) and after school care (15 per cent), and all have seen a decline since 2008. Weekend care was offered by just two per cent of children's centres.

Children's centres in the 30 per cent most deprived areas continued to be more likely than those elsewhere to offer on-site full day care (45 per cent compared with 22 per cent elsewhere) and sessional care (50 per cent compared with 39 per cent).

These findings are not surprising given that all phase one children's centres (established in 2004-6) were required to provide full day care, as were phase two children's centres

(established 2006-8) in the 30 per cent most deprived areas. Phase three children's centres (established in 2008-10) are under no obligation to provide any full day care. In contrast to phase one children's centres, which were advised to deliver their full day care on site, phase two children's centres were advised that they could provide their full day care in a separate location up to half a mile away where necessary. If on and off site full day care is included, 52 per cent of children's centres in the 2009 survey in the 30 per cent most deprived areas offered full day care compared with 28 per cent in the 70 per cent least deprived areas.

4. Places and children

This chapter compares the number of places and the number of children attending registered settings and looks at the ages of children attending, vacancies for children and the free early years entitlement for three and four year olds.

4.1 Number of places

Tables 4.1a and 4.1b show the number of Ofsted registered places amongst childcare and early years providers in maintained schools.

In 2009, there were 2,442,100 childcare and early years places registered with Ofsted²⁵. Of these, 1,671,500 were provided by full day care settings²⁶, sessional providers, after school and holiday clubs and childminders²⁷ and 770,600 places were registered in early years education in maintained schools.

Childcare

The number of Ofsted registered places in full day care settings increased steadily between 2003 and 2009. There were 647,800 places in 2009, a 50 per cent increase since 2003. During this period the number of full day care places increased at a higher rate than the increase in the number of registered full day care providers (41 per cent). This is likely to be due to the development of provision within children's centres with on average 50 places per setting compared with 46 places per setting in full day care settings as a whole in 2009.

There were 227,900 sessional care places in 2009, a 30 per cent decrease since 2003. There was a larger decrease in the number of sessional providers (34 per cent) during this period.

There has been a large increase in the number of registered places in after school clubs²⁸ since 2003 (65 per cent increase), however there has been a fall of four per cent between 2008 and 2009 to 272,500 places.

²⁵ As discussed in chapter 2, given the change to the Ofsted register in September 2008, it was necessary to use an August 2008 snapshot of the Ofsted database to produce an estimate of the number of settings in 2009. These figures should therefore be treated with caution.

²⁶ Including registered places in full day care provided by children's centres.

²⁷ Including places registered with active childminders only.

²⁸ During fieldwork, some out of school providers told us that they are now registered with the Independent Schools Directorate rather than Ofsted. Interviewers were told to tell providers that it would be helpful if they could tell us how many registered places they had even if they are registered with a different body as we wanted to obtain a picture of the whole childcare market.

	Number of registered places					
	2009	2008	2007	2006	2005	2003
Full day care	647,800	620,700	596,500	544,200	511,100	431,600
<i>Full day care in children's centres</i>	50,600	50,000	51,100	37,700	N/A	N/A
Sessional	227,900	243,500	248,100	278,300	265,400	325,300
After school clubs	272,500	282,700	259,900	260,100	N/A	165,100
Holiday clubs	260,400	262,600	230,300	263,900	N/A	121,700
Childminders	262,900	275,300	291,500	272,600	275,600	N/A
Total childcare	1,671,500	1,684,800	1,626,400	1,619,100	N/A	N/A
Nursery schools	29,600	30,600	28,400	28,100	N/A	26,900
Primary schools with nursery and reception classes	468,300	511,200	533,000	477,300	N/A	494,500
Primary schools with reception but no nursery classes	272,700	275,500	306,300	286,100	N/A	321,700
Total early years	770,600	817,400	867,600	791,500	N/A	843,100
Total overall	2,442,100	2,502,200	2,494,000	2,410,600	N/A	N/A

Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

	% change in numbers				
	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009	From 2005 to 2009	From 2003 to 2009
Full day care	+4%	+9%	+19%	+27%	+50%
<i>Full day care in children's centres</i>	+1%	-1%	+34%	N/A	N/A
Sessional	-6%	-8%	-18%	-14%	-30%
After school clubs	-4%	+5%	+5%	N/A	+65%
Holiday clubs	-1%	+13%	-1%	N/A	+114%
Childminders	-5%	-10%	-4%	-5%	N/A
Total childcare	-1%	3%	3%	N/A	N/A
Nursery schools	-3%	+4%	+5%	N/A	+10%
Primary schools with nursery and reception classes	-8%	-12%	-2%	N/A	-5%
Primary schools with reception but no nursery classes	-1%	-11%	-5%	N/A	-15%
Total early years	-6%	-11%	-3%	N/A	-9%
Total overall	-2%	-2%	+1%	N/A	N/A

Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

Similarly, there was a large increase in the number of registered places in holiday clubs between 2003 and 2009 (114 per cent increase) with the number of places has levelling off since 2008. In 2009 there were 260,400 places.

Full day care, full day care in children's centres and holiday clubs tend to have a greater capacity than sessional providers or after school clubs. These settings reported the highest average number of places (46 places in full day care, 50 in full day care in children's centres and 42 in holiday clubs) as well as comparatively high proportions of providers reporting more than 50 registered places. In contrast, sessional providers and after school clubs tended to be medium sized establishments with an average of 29 and 35 places respectively (table 4.2).

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Total
Ofsted registered places per setting						
1-9	*	1%	1%	2%	2%	1%
10-19	6%	3%	12%	12%	9%	9%
20-29	25%	15%	59%	34%	26%	34%
30-39	17%	19%	14%	22%	19%	18%
40-49	16%	14%	5%	15%	18%	14%
50 or more	35%	47%	7%	12%	24%	22%
Don't know	*	*	*	2	3%	1%
Mean number of places per setting						
2009	46	50	29	35	42	40
2008	45	51	29	33	41	38
2007	44	54	28	31	40	36
2006	43	55	29	35	43	37
2005	44	N/A	27	N/A	N/A	N/A
2003	44	N/A	27	37	45	35

Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003.

Childminders

In total there were 262,900 Ofsted registered places with childminders in 2009. It is not possible to make comparisons between the number of registered places with childminders in 2009 and those in 2003 due to differences in the way figures were grossed up. However, the total number of Ofsted registered places in 2009 fell by five per cent compared with 2008. This represents a slightly lower rate of decline in the number of **Ofsted registered places** with childminders, than the decline in the number of **active childminders** over the same period (down nine per cent).

Childminders are only able to register to look after up to a maximum six children under the age of eight. In 2009 each childminder was registered to provide an average of 5.2 places (table 4.3).

Ofsted registered places per childminder	
1-2	3%
3-4	25%
5-6	69%
7 or more	3% ²⁹
Don't know	*
Mean number of places per childminder	
2009	5.2
2008	4.9
2007	4.9
2006	5.0
2005	4.8
<i>Base: Childminders 2009, 2008, 2007, 2006, 2005.</i>	

Early years provision in maintained schools

Among early years providers in maintained schools, there were a total of 770,600 places, a nine per cent decrease from 843,100 places in 2003.

There were 29,600 nursery school places, 468,300 places in primary schools with nursery and reception classes and 272,700 places in primary schools with reception but no nursery classes.

While the number of nursery schools remained stable between 2003 and 2009, the number of places provided by nursery schools increased (by 10 per cent), although there was a fall of three per cent since 2008. The increase in the number of places between 2003 and 2009 is due to an increase in the average number of places (from 58 in 2003 to 69 in 2009), as shown in table 4.4.

Between 2003 and 2009, the number of primary schools with nursery and reception classes increased by six per cent and the number of places increased by five per cent). This reflects a fall in the average number of places per setting from 79 to 70 over the same period.

The number of places offered by primary schools with reception but no nursery classes fell by 15 per cent between 2003 and 2009 while the number of settings in operation decreased by seven per cent. This reflects a decrease in the average number of places from 35 to 32 over the same period.

²⁹ It appears that a small proportion of childminders included the places they have for children aged 8 and over in their response.

	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Total
Places per setting				
1-24	1%	6%	40%	25%
25-49	25%	21%	42%	33%
50-74	34%	35%	14%	23%
75-99	23%	19%	4%	11%
100-149	14%	15%	*	7%
150-199	1%	2%		1%
200 or more	-	1%		*
Don't know	1%	-	*	*
Mean number of places per setting				
2009	69	70	32	49
2008	71	76	32	52
2007	65	79	35	50
2006	66	75	32	49
2003	58	79	35	53

Base: Early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

4.2 Number of places in deprived areas

Table 4.5 shows the change in numbers of places in the 30 per cent most deprived areas between 2009 and 2006. Places in the 30 per cent most deprived areas fell by five per cent over this period, whereas the number of places across all areas remained relatively unchanged (up one per cent).

Childcare

There was an increase in the numbers of full day care places available in the 30 per cent most deprived areas between 2006 and 2009 (up 13 per cent). However, since 2008 there has been a decrease of three per cent.

The number of sessional places available in the 30 per cent most deprived areas fell by 17 per cent between 2008 and 2009.

The number of after school places available was unchanged between 2008 and 2009 although the number of places was up nine per cent compared to 2006. The number of holiday club places available in deprived areas fell by 22 per cent between 2006 and 2009, caused by the drop in the number of providers operating in these areas and the lower number of places reported per setting.

Table 4.5 Number of places in the 30% most deprived areas

	30% most deprived areas (2009)		30% most deprived areas (2008)		30% most deprived areas (2007)		30% most deprived areas (2006)	
	No.	%	No.	%	No.	%	No.	%
Full day care	180,700	28%	186,000	30%	183,100	31%	159,300	29%
<i>Full day care in children's centres</i>	34,700	69%	34,900	70%	38,200	75%	30,300	80%
Sessional	34,000	15%	41,000	17%	44,000	18%	37,200	13%
After school clubs	84,700	31%	84,800	30%	78,900	30%	78,000	30%
Holiday clubs	70,000	27%	75,400	29%	62,800	27%	89,700	34%
Childminders	44,100	17%	51,500	19%	49,500	17%	47,800	18%
Nursery schools	20,100	68%	19,500	64%	19,200	68%	15,300	54%
Primary schools with nursery and reception classes	222,000	47%	266,100	52%	253,100	47%	251,500	53%
Primary schools with reception but no nursery classes	24,600	9%	34,800	13%	44,900	15%	39,300	14%
Total	680,200	28%	759,200	30%	735,500	29%	718,100	30%

Base: Childcare providers 30% most deprived areas 2009, 2008, 2007, 2006. Early years provision in maintained schools, 30% most deprived areas 2009, 2008, 2007, 2006.

	% change in number of places		
	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009
Full day care	-3%	-1%	+13%
<i>Full day care in children's centres</i>	-1%	-9%	+15%
Sessional	-17%	-23%	-9%
After school clubs	0%	+7%	+9%
Holiday clubs	-7%	+11%	-22%
Childminders	-14%	-11%	-8%
Nursery schools	+3%	+5%	+31%
Primary schools with nursery and reception classes	-17%	-12%	-12%
Primary schools with reception but no nursery classes	-29%	-45%	-37%
TOTAL	-10%	-8%	-5%

Base: Childcare providers in 30 per cent most deprived areas 2009, 2008, 2007, 2006. Early years provision in maintained schools in 30 per cent most deprived areas 2009, 2008, 2007, 2006.

Childminders

The number of places in deprived areas offered by childminders decreased by eight per cent from 47,800 in 2006 to 44,100 in 2009, due to a fall in the number of childminders operating in these areas.

Early years provision in maintained schools

There was a large increase in the number of places in nursery schools in deprived areas between 2006 and 2009 (31 per cent), although the number has levelled off since 2008.

The number of places in primary schools with nursery classes in deprived areas decreased by 12 per cent between 2006 and 2009, due to a decrease in the number of settings in these areas.

Overall, there has been a fall of 37 per cent between 2006 and 2009 in the number of places for primary schools with reception but no nursery class in deprived areas; this includes a large fall between 2008 and 2009 (29 per cent). This reflects a fall in the number of settings in these areas over the same period.

4.3 Number of places by region

Tables 4.6a and 4.6b show the distribution of places by Government Office Region. A table showing the *number* of places by Government Office Region in 2008 is included in Appendix 1 (table 4.6c).

	Full Day Care				<i>Full day care in children's centres</i>				Sessional			
	2009	2008	2007	2006	2009	2008	2007	2006	2009	2008	2007	2006
East Midlands	8%	8%	9%	9%	5%	6%	6%	7%	12%	10%	10%	10%
East	10%	10%	9%	10%	9%	8%	6%	7%	15%	16%	17%	17%
London	16%	14%	14%	14%	20%	21%	18%	19%	11%	11%	11%	11%
North East, Yorkshire & Humberside	13%	13%	13%	14%	23%	23%	22%	22%	10%	10%	10%	11%
North West	14%	14%	15%	15%	13%	13%	18%	14%	11%	10%	9%	10%
South East	18%	18%	18%	18%	10%	10%	10%	13%	22%	21%	23%	21%
South West	9%	12%	10%	10%	10%	7%	8%	7%	12%	13%	12%	12%
West Midlands	12%	12%	12%	12%	10%	13%	12%	12%	7%	8%	8%	8%

Base: Childcare providers 2009, 2008, 2007, 2006.

	After school clubs				Holiday clubs				Childminders			
	2009	2008	2007	2006	2009	2008	2007	2006	2009	2008	2007	2006
East Midlands	7%	7%	7%	7%	7%	7%	6%	7%	9%	10%	9%	9%
East	8%	8%	7%	8%	10%	11%	10%	8%	12%	13%	12%	13%
London	17%	16%	14%	16%	15%	15%	15%	18%	14%	16%	14%	13%
North East, Yorkshire & Humberside	12%	13%	17%	13%	12%	14%	10%	11%	15%	15%	16%	16%
North West	24%	21%	23%	23%	12%	13%	15%	16%	12%	11%	12%	12%
South East	16%	14%	13%	13%	20%	17%	23%	17%	20%	18%	18%	19%
South West	6%	8%	7%	7%	12%	12%	10%	12%	10%	9%	9%	10%
West Midlands	11%	12%	12%	12%	12%	12%	11%	11%	9%	8%	9%	10%

Base: Childcare providers 2009, 2008, 2007, 2006.

	Nursery Schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2009	2008	2007	2006	2009	2008	2007	2006	2009	2008	2007	2006
East Midlands	6%	8%	8%	6%	6%	7%	8%	6%	10%	11%	10%	10%
East	12%	9%	11%	10%	9%	9%	9%	9%	12%	13%	13%	12%
London	16%	18%	22%	19%	23%	19%	23%	25%	6%	4%	5%	5%
North East, Yorkshire & Humberside	16%	16%	13%	16%	20%	23%	N/A	21%	10%	11%	10%	10%
North West	16%	18%	17%	17%	17%	17%	N/A ³⁰	16%	12%	14%	12%	13%
South East	10%	11%	11%	13%	7%	7%	8%	6%	23%	20%	25%	23%
South West	9%	4%	4%	5%	3%	4%	3%	3%	18%	17%	17%	16%
West Midlands	14%	15%	14%	13%	14%	13%	13%	14%	8%	9%	9%	9%

Base: Early years provision in maintained schools 2009, 2008, 2007, 2006

In 2009 the regional distribution of places was similar to that reported in previous years, with places broadly reflecting the distribution of settings, with more provision in regions of higher population density.

Childcare

The South East had the greatest proportion of full day care (18 per cent), sessional (22 per cent), holiday clubs (20 per cent) and childminding (20 per cent) places, while the North West alone accounted for a quarter of all after school places (24 per cent). The North East, Yorkshire and Humberside (23 per cent), followed by London (20 per cent), had the highest proportion of on site full day care places in children's centres.

Early years provision in maintained schools

London, the North West and the North East, Yorkshire and Humberside had the greatest proportion of places in nursery schools (16 per cent for each region). London also had the highest proportion of places in primary schools with nursery and reception classes (23 per cent), while the South East had the highest proportion of places in primary schools with reception but no nursery classes (23 per cent).

4.4 Childcare places by ownership

Tables 4.7a and 4.7b show the proportions of Ofsted registered places per setting, by ownership. Tables 4.7c, 4.7d & 4.7e in Appendix 1 show the *number* of places per setting.

The distribution of registered places across the different types of ownership corresponded largely to the patterns of ownership for settings and was largely similar to the distribution of places in 2006, 2007 and 2008.

³⁰ Data are not available for primary schools with nursery and reception classes in the North East and North West regions as an insufficient number of interviews were achieved in these areas. Data are also not available for primary schools with nursery and reception classes in Yorkshire & Humberside as this region was grouped with the North East and North West to ensure that national figures were representative. For further details please see the Technical Report.

Seven in ten full day care places (72 per cent) were available in privately run settings, with just 16 per cent of places offered in settings run by the voluntary sector and 10 per cent in maintained settings. Full day care places in children's centres were most likely to be available in maintained settings (60 per cent). This is a decrease from 2008 (69 per cent), but similar to 2006 and 2007 (58 and 61 per cent respectively). Around four in ten places (37 per cent) were offered through private or voluntary settings, an increase from 28 per cent in 2008. This increase is in line with the rise in proportion of full day care settings in children's centres which are privately owned between 2008 and 2009 (from 12 to 21 per cent).

Sessional places were most likely to be offered through voluntary sector settings (65 per cent), with 30 per cent of places available through privately run settings and just five per cent of places offered through the maintained sector.

The distribution of out of school places across different types of ownership was more mixed. Two-fifths of places were offered through the private sector (39 per cent of after school and 37 per cent of holiday club places) and three-tenths of after school places (29 per cent) and one third of holiday club places (33 per cent) were available through voluntary providers. The majority of the remainder were provided by the maintained sector (30 per cent of after school places and 25 per cent of holiday club places).

	Full day care					<i>Full day care in children's centres</i>				Sessional				
	2009	2008	2007	2006	2005	2009	2008	2007	2006	2009	2008	2007	2006	2005
Total number of places	647,800	620,700	596,500	544,200	511,100	50,600	50,000	51,100	37,700	227,900	243,500	248,100	278,300	265,400
Private or Voluntary	88%	86%	86%	88%	76%	37%	28%	35%	<i>†</i>	95%	93%	93%	96%	89%
Private	72%	70%	70%	70%	61%	19%	11%	16%	<i>†</i>	30%	29%	28%	30%	32%
Voluntary	16%	16%	16%	18%	16%	<i>†</i>	18%	18%	<i>†</i>	65%	64%	65%	66%	58%
Maintained	10%	10%	11%	10%	14%	60%	69%	61%	58%	5%	6%	6%	5%	8%
Local Authority	4%	5%	6%	6%	11%	52%	59%	53%	50%	<i>†</i>	3%	3%	3%	7%
School/college	5%	5%	6%	4%	4%	<i>†</i>	<i>†</i>	<i>†</i>	<i>†</i>	<i>†</i>	3%	3%	1%	2%
Other	2%	4%	3%	3%	8%	<i>†</i>	<i>†</i>	<i>†</i>	<i>†</i>	<i>†</i>	2%	1%	*	8%

Base: Childcare providers 2009, 2008, 2007, 2006, 2005.

	After school clubs				Holiday Clubs			
	2009	2008	2007	2006	2009	2008	2007	2006
Total number of places	272,500	282,700	259,900	260,100	260,400	262,600	230,300	263,900
Private or Voluntary	69%	68%	68%	77%	71%	70%	71%	69%
Private	39%	40%	44%	35%	37%	40%	42%	37%
Voluntary	29%	29%	24%	43%	33%	30%	29%	32%
Maintained	30%	30%	33%	22%	25%	26%	29%	27%
Local Authority	7%	10%	8%	12%	17%	16%	17%	21%
School/college	23%	20%	25%	10%	8%	10%	11%	5%
Other	3%	2%	2%	*	5%	5%	3%	5%

Base: Childcare providers 2009, 2008, 2007, 2006, 2005.

Tables 4.8a and 4.8b show the mean number of Ofsted registered places per setting, by ownership.

Full day care settings in children's centres offered the highest mean number of places per setting across most types of ownership. With school and college run settings for full day care settings in children's centres offering the highest mean number of places (59 places per setting).

Among full day care providers in general, private providers tended to be largest (with an average of 50 places), while for both after school clubs and holiday clubs local authority run settings offered the highest number of places on average (39 and 51 places respectively). There was little variation in the number of places offered by ownership type among sessional settings, ranging from an average of 27 places in school and college run settings provision to 32 places in local authority run settings. The exception to this was non-maintained and non-private/voluntary sessional settings, with an average of 53 places per setting.

	Full day care					Full day care in children's centres				Sessional				
	2009	2008	2007	2006	2005	2009	2008	2007	2006	2009	2008	2007	2006	2005
Private or Voluntary	46	45	44	43	41	46	48	50	58	29	29	28	29	27
Private	50	49	48	46	43	45	†	49	†	31	29	28	32	29
Voluntary	33	33	33	33	32	†	50	51	†	29	29	29	28	26
Maintained	46	43	39	43	45	53	52	56	54	30	28	26	29	26
Local Authority	47	43	40	45	46	53	52	58	55	†	26	27	28	26
School/college	45	43	38	41	42	†	†	†	†	†	31	26	34	23
Other	49	61	50	55	54	†	†	†	†	†	31	28	20	28

Base: Childcare providers 2009, 2008, 2007, 2006, 2005.

	After school clubs				Holiday Clubs			
	2009	2008	2007	2006	2009	2008	2007	2006
Private or Voluntary	35	33	31	35	40	40	38	41
Private	37	34	32	36	41	43	40	44
Voluntary	33	32	29	34	39	36	36	38
Maintained	36	32	30	35	45	44	46	46
Local Authority	39	37	30	38	51	46	53	47
School/college	35	30	31	32	37	42	40	45
Other	38	28	30	35	56	47	†	51

Base: Childcare providers 2009, 2008, 2007, 2006, 2005.

4.5 Number of children attending

The number of children attending refers to the number of children actually attending a setting in a typical week rather than the number of registered places. The number of children attending can be greater than the number of places, as part time children can share places. It may also be lower than the number of places if providers are unable to fill all of their places. Although care is taken to avoid double counting in individual providers, because children can attend more than one setting some double counting is unavoidable. We would therefore advise caution when using the totals in table 4.9 as we are unable to estimate the extent to which this has occurred.

Table 4.9 shows the number of children attending childcare and early years provision in maintained schools.

	Number of children					
	2009	2008	2007	2006	2005	2003
	No.	No.	No.	No.	No.	No.
Full day care	873,900	872,800	820,100	766,900	704,200	649,400
<i>Full day care in children's centres</i>	72,100	66,600	68,400	45,600	N/A	N/A
Sessional	326,200	361,500	356,800	389,700	390,000	469,900
After school clubs	412,600	426,400	414,300	404,800	N/A	271,900
Holiday clubs	328,200	347,600	297,700	352,500	N/A	233,800
Childminders	276,600	294,200	278,500	267,900	242,400	N/A
Nursery schools	39,800	40,500	38,300	36,100	N/A	35,800
Primary schools with nursery and reception classes	494,200	526,500	517,800	505,900	N/A	475,400
Primary schools with reception but no nursery classes	241,400	245,300	263,200	251,000	N/A	276,500
Total	2,992,900	3,114,800	2,986,700	2,974,800	N/A	N/A

Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

	% change				
	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009	From 2005 to 2009	From 2003 to 2009
	%	%	%	%	%
Full day care	0%	+7%	+14%	+24%	+35%
<i>Full day care in children's centres</i>	+8%	+5%	+58%	N/A	N/A
Sessional	-10%	-9%	-16%	-16%	-31%
After school clubs	-3%	0%	+2%	N/A	+52%
Holiday clubs	-6%	+10%	-7%	N/A	+40%
Childminders	-6%	-1%	+3%	+14%	N/A
Nursery schools	-2%	+4%	+10%	N/A	+11%
Primary schools with nursery and reception classes	-6%	-5%	-2%	N/A	+4%
Primary schools with reception but no nursery classes	-2%	-8%	-4%	N/A	-13%
Total	-4%	0%	+1%	N/A	N/A

Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

Table 4.10 shows the mean number of children attending childcare and early years provision in maintained schools.

	2009	2008	2007	2006	2005	2003
Full day care	62	64	61	61	60	66
<i>Full day care in children's centres</i>	73	69	73	67	N/A	N/A
Sessional	42	43	41	40	39	40
Holiday clubs	53	56	53	57	N/A	84
After school clubs	52	49	50	53	N/A	60
Childminders	5	5	5	5	4	4
Nursery schools	92	92	86	82	N/A	77
Primary schools with nursery and reception classes	74	79	77	78	N/A	76
Primary schools with reception but no nursery classes	28	28	30	27	N/A	30

Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

Childcare

Since 2008 there has been a decline in the number of children attending for all childcare provider types with the exception of full day care providers where the number was unchanged and on site full day care providers in children's centres which saw an increase of eight per cent.

The percentage increases in children attending full day care providers, after school clubs and holiday clubs between 2003 and 2009 (at 35, 52 and 40 per cent respectively) were lower than the increases in the number of places (50, 65 and 114 per cent respectively). This was due to a fall in the average number of children attending the settings falling. The average number of children attending full day care providers fell from 66 in 2003 to 62 in 2009, from 60 to 52 children amongst after school clubs and from 84 to 53 children amongst holiday clubs.

The reverse picture is true for full day care provision in children's centres with the number of children attending increasing at a faster rate than the number of places. Between 2006 and 2009 the number of children attending increased by 58 per cent while the number of places increased by 34 per cent. This is reflected in a fall in the average number of places per setting (from 55 to 50) and an increase in the average number of children attending per setting rose from 67 to 73 over the same period.

The number of children attending sessional provision declined at a similar rate to the number of places, with attendance down by 31 per cent and places down by 30 per cent between 2003 and 2009.

Childminders

In 2009 there were 276,600 children attending childminders. This represents a fall of six per cent since 2008 which is in line with the fall in the number of places (down five per cent) and is a slightly lower rate of decline in the number of childminders (down nine per cent) over the same period. The average number of children per childminder remained at five in 2009.

We are unable to make comparisons with the total number of children attending childminders in 2003 due to differences in the way the figures were grossed up, but there was a 14 per cent increase from 2005 when there were 242,400 children attending.

Early years provision in maintained schools

Since 2008 there has been a fall in the number of children attending early years provision in maintained schools. The number of children attending nursery schools stood at 39,800 in 2009. This represented an 11 per cent increase from 2003. This was due to an increase of 10 per cent in the number places and an increase in the average number of children attending nursery schools from 77 in 2003 to 92 in 2009.

In 2008 there were 494,200 children attending primary schools with nursery and reception classes, with an average of 74 per setting. This represents a fall of six per cent from 2003. The data suggest that there was a four per cent increase in children attending since 2003 however, the question regarding number of children attending was asked slightly differently in 2003 and therefore the results are not strictly comparable.

The number of children attending primary schools with reception but no nursery classes decreased by 13 per cent between 2003 and 2009 to 241,400 children, a similar rate of decrease as seen in the number of places (down 15 per cent over the same period). This is a higher rate of decline than the number of settings (a decrease of seven per cent between 2003 and 2009). It reflects a decrease both in the average number of places and children attending per setting (from 35 to 32 and 30 to 28 respectively over the same period).

4.5.1 Ratio of children to places

Table 4.11 shows the ratio of children attending to places for each setting.

	Number of attendees per place					
	2009	2008	2007	2006	2005	2003
Full day care	1.3	1.4	1.4	1.4	1.4	1.5
<i>Full day care in children's centres</i>	1.4	1.3	1.3	1.2	N/A	N/A
Sessional	1.4	1.5	1.4	1.4	1.5	1.4
After school clubs	1.5	1.5	1.6	1.6	N/A	1.6
Holiday clubs	1.3	1.3	1.3	1.4	N/A	1.9
Childminders	1.1	1.1	1.0	1.0	0.9	N/A
Nursery schools	1.3	1.3	1.3	1.3	N/A	1.3
Primary schools with nursery and reception classes	1.1	1.1	1.1	1.1	N/A	1.0
Primary schools with reception but no nursery classes	0.9	0.9	0.9	0.9	N/A	0.9

Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003. Early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

Childcare

There were more children attending than there were places for all types of provider. The ratio of children attending to places has remained fairly consistent since 2003 for full day care, sessional and after school club settings (at around 1.3, 1.4 and 1.5 children per place respectively). This is because the numbers of places available and number of children attending have grown (or declined in the case of sessional care) at similar rates.

For holiday clubs the ratio decreased to 1.3 from 1.9 in 2003, as the number of places available increased at a faster rate than the number of children attending (114 per cent

increase in the number of places available compared with 40 per cent increase in the number of children attending).

Early years provision in maintained schools

In nursery schools and primary schools with nursery and reception classes there were more children attending than there were places (1.3 children per place in nursery schools and 1.1 children per place in primary schools with nursery and reception classes). The ratio was just 0.9 children per place for primary schools with reception but no nursery classes, as the number of children attending was actually lower than the number of places available (241,400 children compared with 272,700 places).

4.6 Child vacancies

Table 4.12 shows the number of vacancies for children amongst childcare and early years providers and table 4.13 shows the mean number of vacancies and the proportion of places vacant nationally.

	Number of vacancies					Percentage change			
	2009	2008	2007	2006	2005	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009	From 2005 to 2009
	No.	No.	No.	No.	No.	%	%	%	%
Full day care	100,500	82,300	107,300	81,000	88,400	+22%	-6%	+24%	+14%
<i>Full day care in children's centres</i>	5,700	5,100	8,800	6,600	N/A	+12%	-35%	-14%	N/A
Sessional	25,500	19,900	32,400	29,300	29,800	+28%	-21%	-13%	-14%
After school clubs	58,300	59,200	64,300	54,400	N/A	-2%	-9%	+7%	N/A
Holiday clubs	70,400	62,800	70,000	76,700	N/A	+12%	+1%	-8%	N/A
Childminders	59,400	65,900	85,900	67,000	80,700	-10%	-31%	-11%	-26%
Nursery schools	2,500	1,400	1,400	2,000	N/A	+79%	+79%	+25%	N/A
Primary schools with nursery and reception classes	39,000	44,000	56,400	45,800	N/A	-11%	-31%	-15%	N/A
Primary schools with reception but no nursery classes	26,600	30,900	42,900	42,900	N/A	-14%	-38%	-38%	N/A
Total	382,300	371,500	460,600	399,100	N/A	+3%	-17%	-4%	N/A

Base: Childcare providers 2009, 2008, 2007, 2006, 2005. Early years provision in maintained schools 2009, 2008, 2007, 2006.

	Mean number of vacancies					Proportion of places vacant nationally				
	2009	2008	2007	2006	2005	2009	2008	2007	2006	2005
	No.	No.	No.	No.	No.	%	%	%	%	%
Full day care	7	6	9	7	8	16%	13%	18%	15%	17%
<i>Full day care in children's centres</i>	6	6	11	12	N/A	11%	10%	17%	18%	N/A
Sessional	3	2	4	3	3	11%	8%	13%	11%	11%
After school clubs	8	7	8	8	N/A	21%	21%	25%	21%	N/A
Holiday clubs	12	11	13	13	N/A	27%	24%	30%	29%	N/A
Childminders	1	1	1	1	1	23%	24%	29%	24%	29%
Nursery schools	6	3	3	5	N/A	8%	5%	5%	7%	N/A
Primary schools with nursery and reception classes	6	7	9	7	N/A	8%	9%	11%	10%	N/A
Primary schools with reception but no nursery classes	3	4	5	5	N/A	10%	11%	14%	15%	N/A
Total	4	3	4	4	N/A	16%	15%	18%	14%	N/A

Base: Childcare providers 2009, 2008, 2007, 2006, 2005. Early years provision in maintained schools 2009, 2008, 2007, 2006.

Childcare

The total number of vacancies rose across all provider types between 2008 and 2009 except for after school clubs and childminders. Nationally, 16 per cent of full day care places were unoccupied in 2009 (100,500 places), an increase compared with the vacancy rate in 2008 (13 per cent). Correspondingly the average number of vacancies per setting increased from six in 2008 to seven in 2009.

Full day care settings in children's centres had a slightly lower proportion of vacancies than full day care overall. Nationally, 11 per cent of places (5,700 places) in full day care in children's centres were unoccupied (compared with 16 per cent in full day care overall). The average number of vacancies per full day care settings in children's centres was the same as 2008 (six places).

One in ten (11 per cent) of sessional places were vacant in 2009. The average number of vacancies in sessional providers increased from two in 2008 to three in 2009.

After school clubs reported around a fifth of vacant places nationally and holiday clubs had more than a quarter of places vacant (21 per cent and 27 per cent respectively). Holiday clubs had a higher average number of vacancies (12) than after school providers (eight).

Childminders reported a high proportion of vacant places nationally (23 per cent), although the total number of vacant places fell by 6,500 between 2008 and 2009 to 59,400. As the number of vacancies per childminder remained stable over the same period (at one), the fall in the overall number of vacancies reflects a fall in the number of childminders.

Early years provision in maintained schools

In 2008 there were approximately 2,500 vacancies in nursery schools (up 79 per cent compared with 2008). On average there were six vacancies per setting (an increase from three in 2008).

In primary schools with nursery and reception classes there were 39,000 vacant places (compared with 44,000 in 2008 and 56,400 in 2007), on average six per setting (down from seven in 2008 and nine in 2007).

For primary schools with reception but no nursery classes the number of vacancies decreased by fourteen per cent between 2008 and 2009 to 26,600 places, an average of three places per setting (down from four in 2008).

If we compare the proportion of vacancies nationally, we can see that primary schools with reception but no nursery classes had a slightly higher proportion of vacancies (10 per cent) than nursery schools and primary schools with nurseries and receptions (both eight per cent).

4.6.1 Number of places vacant by deprivation

Table 4.14a shows the change in the number of places vacant in the 30 per cent most deprived areas between 2006 and 2009.

	30% most deprived areas (2009)		30% most deprived areas (2008)		30% most deprived areas (2007)		30% most deprived areas (2006)	
	No.	%	No.	%	No.	%	No.	%
Full day care	25,900	26%	25,500	31%	35,700	33%	24,600	30%
<i>Full day care in children's centres</i>	4,400	77%	3,900	76%	6,900	78%	5,300	80%
Sessional	3,900	15%	4,000	20%	6,100	19%	5,100	17%
After school clubs	21,500	37%	19,700	33%	21,300	33%	13,000	24%
Holiday clubs	17,100	24%	18,800	30%	19,400	28%	16,800	22%
Childminders	11,600	20%	13,200	20%	15,700	18%	14,600	22%
Nursery schools	2,000	80%	900	64%	900	64%	800	40%
Primary schools with nursery and reception classes	17,000	44%	23,200	53%	27,600	49%	22,700	50%
Primary schools with reception but no nursery classes	2,600	10%	4,500	15%	7,800	18%	6,400	15%
Total	101,500	26%	109,800	30%	134,700	29%	104,000	26%

Base: Childcare providers 30% most deprived areas 2009, 2008, 2007, 2006. Early years provision in maintained schools, 30% most deprived areas 2009, 2008, 2007, 2006.

	% change in number of places		
	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009
Full day care	2%	-27%	5%
<i>Full day care in children's centres</i>	13%	-36%	-17%
Sessional	-3%	-36%	-24%
After school clubs	9%	1%	65%
Holiday clubs	-9%	-12%	1%
Childminders	-12%	-26%	-21%
Nursery schools	122%	122%	150%
Primary schools with nursery and reception classes	-27%	-38%	-25%
Primary schools with reception but no nursery classes	-42%	-67%	-59%
TOTAL	-7%	-25%	-2%

Base: Childcare providers 30% most deprived areas 2009, 2008, 2007, 2006. Early years provision in maintained schools 2009, 2008, 2007, 2006.

Nationally, more than a quarter of vacant places (26 per cent) were in the 30 per cent most deprived areas (101,500). This is in line with the proportion of registered places in the 30 per cent most deprived areas (28 per cent). This is a lower proportion than in 2007 and 2008 (30 and 29 per cent respectively). The total number of vacant places in the 30 per cent most deprived areas decreased by seven per cent between 2008 and 2009 (from 109,800 to 101,500).

Childcare

As with registered places, there was a strong variation in the proportion of vacant places between full day care providers (26 per cent) and full day care providers in children's centres (77 per cent) in the 30 per cent most deprived areas. The number of vacant places in full day care in children's centres increased by 13 per cent between 2008 and 2009.

There were a higher proportion of vacancies in the 30 per cent most deprived areas for after school clubs (37 per cent) than holiday clubs (24 per cent). This is in part due to the number of vacancies in the 30 per cent most deprived areas rising by nine per cent between 2008 and 2009 for after school clubs, and falling nine per cent for holiday clubs in the same period. The number of vacant places for childminders in the 30 per cent most deprived areas decreased by 12 per cent between 2008 and 2009 to 11,600. This is in large part due to the 14 per cent decline in number of available places overall in these areas.

Early years provision in maintained schools

In 2009, nursery schools were most likely to have vacancies in the 30 per cent most deprived areas. Eight in ten vacancies (80 per cent) were in the 30 per cent most deprived areas. In 2009 there were 2000 vacancies (up 122 per cent compared with 2008), which is a higher increase than the number of vacancies overall for this group over the same period (up 79 per cent).

The proportion of vacancies in primary schools with nursery and reception classes and primary schools with reception but no nursery classes in the 30 per cent most deprived areas was in line with the proportion of places in the 30 per cent most deprived areas for these provider types. The number of vacancies in these areas has decreased for both provider types since 2008 (27 per cent fewer vacancies for primary schools with nursery and reception classes, and 42 per cent fewer for primary schools with reception but no nursery classes).

4.6.2 Number of places vacant by region

Table 4.15 shows the distribution of vacant places by Government Office Region.

	Full Day Care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Nursery Schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
East Midlands	9%	5%	13%	7%	7%	7%	5%	10%	15%
East	12%	12%	16%	7%	14%	13%	15%	10%	18%
London	12%	14%	4%	16%	14%	18%	7%	13%	6%
North East, Yorkshire & Humberside	14%	24%	9%	12%	13%	14%	5%	27%	15%
North West	14%	18%	13%	26%	11%	12%	49%	12%	11%
South East	18%	4%	20%	16%	17%	19%	8%	8%	15%
South West	7%	8%	15%	7%	13%	8%	-	5%	14%
West Midlands	13%	14%	10%	10%	10%	9%	11%	16%	6%

Base: Childcare providers 2009. Early years provision in maintained schools 2009

Childcare

The South East had the greatest proportion of full day care (18 per cent), sessional (20 per cent), holiday club (17 per cent) and childminder (19 per cent) vacancies. The North East, Yorkshire and Humberside had the highest proportion of vacancies in full day care in children's centres (24 per cent) while the North West accounted for a quarter of all after school vacancies (26 per cent). These findings are very similar to those for the distribution of places.

Early years provision in maintained schools

The North East, Yorkshire and Humberside had the highest proportion of vacancies for primary schools with nursery and reception classes (27 per cent) and the East of England had the greatest proportion of vacancies for primary schools with reception class but no nursery classes (18 per cent).

4.6.3 Proportion of places vacant

Table 4.16 shows the proportion of places vacant for each provider type.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes	Total
Number of vacancies	100,500	5,700	25,500	58,300	70,400	2,500	39,000	26,600	387,900
None	22%	24%	46%	20%	17%	62%	40%	53%	39%
1-5	30%	29%	31%	31%	23%	8%	20%	25%	33%
6-10	24%	26%	14%	26%	19%	7%	15%	12%	23%
11-20	13%	9%	6%	13%	17%	10%	11%	6%	13%
21-30	3%	1%	1%	4%	8%	4%	4%	1%	4%
31 or more	2%	2%	*	2%	7%	6%	3%	1%	3%
Don't Know	5%	9%	1%	4%	8%	4%	7%	2%	5%

Base: Childcare providers 2009. Early years provision in maintained schools 2009.

Childcare

Sessional providers were most likely to report having no vacancies (46 per cent) which is a large increase from 2008 (57 per cent), while 31 per cent had one to five vacancies and 21 per cent had six or more which has increased from 2008 (13 per cent).

About a fifth (22 per cent) of full day care providers had no vacancies, 30 per cent had one to five which is a slight decrease from 2008 (34 per cent), 24 per cent had six to 10, 13 per cent had 11 to 20 and five per cent had 21 or more. There was a similar proportion of full day care settings in children's centres that reported having no vacancies (24 per cent compared with 22 per cent overall).

A slightly higher proportion of after school clubs reported no vacancies in 2009 than holiday clubs (20 per cent and 17 per cent respectively). A higher proportion of holiday clubs than after school clubs have 11 or more vacancies (32 per cent and 19 per cent respectively).

Just under half of (47 per cent) childminders reported having no vacant Ofsted registered places. As with 2008, in 2008 a fifth of childminders had one vacancy (17 per cent). Eighteen per cent of childminders had two vacancies, and a fifth had three or more vacancies (18 per cent).

Early years provision in maintained schools

Three-fifths (62 per cent) of nursery schools had no vacancies, one in ten had one to five (eight per cent), seven per cent had six to 10 and twenty per cent had more than 10.

Two fifths (40 per cent) of primary schools with nursery and reception classes had no vacancies on an average day, one third (35 per cent) of settings had between one and 10 vacancies, and 18 per cent had over 10, which is a large decrease from 2007 (41 per cent).

More than half (53 per cent) of primary schools with reception but no nursery classes had no vacancies, 25 per cent had one to five, 12 per cent had six to 10 and eight per cent had more than 10.

4.7 Proportion of places occupied

Table 4.17 shows the proportion of registered places occupied for each provider type.

	Full Day Care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Nursery Schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
None	*	1%	*	1%	2%	3%	-	-	-
1 to 25% occupied	*	-	1%	3%	3%	4%	1%	*	2%
26 to 50% occupied	4%	3%	4%	9%	15%	16%	3%	4%	4%
51 to 75% occupied	19%	10%	13%	25%	22%	19%	12%	10%	14%
76 to 99% occupied	49%	52%	33%	36%	30%	10%	18%	40%	24%
100% occupied	22%	24%	46%	20%	17%	47%	62%	40%	53%
Don't Know	5%	10%	2%	5%	10%	1%	4	7%	2%
Mean occupancy rate%	84%	87%	88%	80%	72%	77%	91%	89%	88%

Base: Childcare providers 2009. Early years provision in maintained schools 2009

Childcare

Sessional providers had the highest occupancy rate. On average, nine in ten (88 per cent) of registered places were occupied and under half of the settings (46 per cent) were fully occupied. Full day care providers had a slightly lower occupancy rate than sessional

providers, with 84 per cent of places occupied on average (87 per cent for full day care in children's centres).

The average occupancy rates at after school and holiday clubs were 80 and 72 per cent respectively, with around one in five settings fully occupied (20 and 17 per cent respectively).

Childminders had an average occupancy rate of 77 per cent, with 47 per cent reporting full occupancy.

Early years provision in maintained schools

Early years providers in maintained schools reported relatively high levels of occupancy compared to childcare providers. On average, nine in ten early years places were occupied (91 per cent nursery, 89 per cent of primary schools with nursery and reception classes and 88 per cent of primary schools with reception but no nursery classes).

4.8 Free early education entitlement for 3 and 4 year olds

The 'Next Steps for Early Learning and Childcare' strategy published in 2009 contained proposals to ensure that parents had the choice to stretch out the free early education sessions offered for 3 and 4 year olds over more than 38 weeks. Table 4.18 shows the number of weeks per year that three and four year olds were able to access free early education sessions.

	Full Day Care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Nursery Schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery classes
None	2%	7%	3%	56%	51%	10%	-	-	18%
Less than 16 weeks	*	-	*	*	4%	5%	1%	*	1%
16 to 38 weeks	70%	60%	81%	25%	24%	34%	51%	56%	46%
39 to 52 weeks	26%	31%	15%	12%	13%	35%	45%	41%	27%
Don't Know	2%	2%	1%	6%	7%	16%	3%	2%	8%
Mean	39	37	37	16	17	36	39	38	30

Base: Childcare providers with 3 and 4 year olds 2009. Childminders who offer the sessions 2009. Early years provision in maintained schools with 3 and 4 year olds 2009

Childcare

Childminders and full day care providers were most likely to offer the sessions over more than 38 weeks.

Not surprisingly, holiday clubs and after school clubs were the least likely to offer this facility (13 and 12 per cent respectively).

Early years provision in maintained schools

Nursery schools and primary schools with nursery classes were most likely to offer the free early education sessions over more than 38 weeks (45 and 41 per cent respectively).

4.9 Age of children

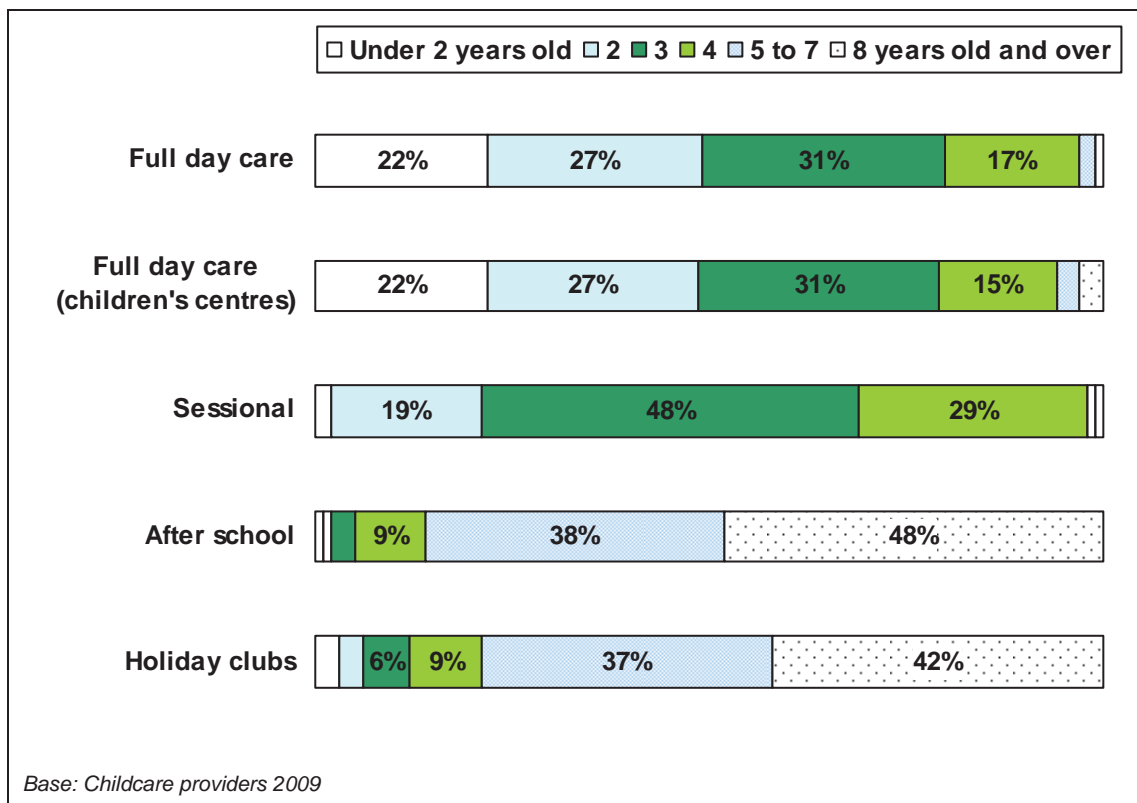
Childcare

Chart 4.1 shows the age breakdown of children attending childcare providers. Tables 4.20a and 4.20b in Appendix 1 show the number and proportion of places by age of child for each type of setting.

The majority of children attending full day care (97 per cent) and sessional day care (98 per cent) were aged under 5 years old, as expected. Those attending full day care were reasonably evenly spread between the under 2's (22 per cent), 2 year olds (27 per cent), 3 year olds (31 per cent) and 4 year olds (17 per cent). While sessional settings had only two per cent of children aged under 2, 19 per cent were aged 2, just under half (48 per cent) were 3 years old and 29 per cent were 4 years old.

Again, as expected, the majority of children attending after school clubs (86 per cent) and holiday clubs (79 per cent) were school aged, that is between 5 and 14 years of age. However, some providers said they catered for children under the age of 5. This is because some older 4 year olds may have already begun reception classes and may use the extended care. Additionally, some 3 year olds may be receiving additional care, over and above their part time nursery education place.

Chart 4.1 Age of children



4.10 Children with disabilities

In 2009, childcare providers were asked if they cared for any children with mental and/or physical disabilities. Table 4.19 shows the proportion of childcare providers who cared for at least one child with minor, moderate or severe disabilities.

Table 4.19 Proportion of childcare providers caring for children with disabilities

	Full Day Care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders
Minor disabilities	19%	34%	16%	21%	36%	4%
Moderate disabilities	20%	42%	16%	21%	34%	4%
Severe disabilities	10%	25%	8%	8%	20%	2%
Does not currently care for children with disabilities	61%	32%	67%	62%	42%	91%

Base: Childcare providers 2009

Childminders were the least likely to look after children with disabilities. Nine in ten (91 per cent) did not currently care for children with disabilities.

Full day care providers in children's centres and holiday club providers were the most likely to care for children with disabilities. They were most likely to be caring for children with minor or moderate disabilities, although 25 and 20 per cent respectively said they were currently caring for at least one child with a severe disability.

5. Workforce composition

This chapter looks at the number and type of paid and unpaid staff working within the childcare and early years sector. It looks at their average rates of pay, the amount of hours they work and how much of that time is spent interacting with children.

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

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

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

- The head teacher (nursery schools)/Early years or foundation stage co-ordinator (relevant primary schools - i.e. those with reception classes that cater for 5 year olds - with or without nursery classes).
- 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, they 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 unpaid volunteers and students on placements were used to help run the setting.

5.1 Number of staff

Childcare

Table 5.1a shows the number of paid and unpaid staff working within childcare settings, while table 5.1b shows the percentage change in the number of staff working in these settings.

Table 5.1a Number of staff working in childcare providers³¹						
	Number of paid and unpaid staff					
	2009	2008	2007	2006	2005	2003
	No.	No.	No.	No.	No.	No.
Full day care	187,600	178,500	161,800	152,400	148,200	124,200
<i>Full day care in children's centres</i>	15,800	13,900	13,700	10,000	N/A	N/A
Sessional	60,800	66,500	63,100	72,200	77,100	90,800
After school clubs	51,400	53,100	50,400	54,500	N/A	29,500
Holiday clubs	60,500	62,800	51,200	68,200	N/A	26,600
Total	360,300	360,900	326,500	347,300	N/A	271,100
	Number of paid staff					
	2009	2008	2007	2006	2005	2003
	No.	No.	No.	No.	No.	No.
Full day care	173,200	165,500	151,200	140,000	132,700	111,100
<i>Full day care in children's centres</i>	14,600	13,500	12,900	9,200	N/A	N/A
Sessional	50,100	54,800	52,700	57,000	59,800	69,600
After school clubs	46,800	48,600	46,100	48,500	N/A	25,500
Holiday clubs	52,600	50,800	45,400	55,500	N/A	21,900
Total	322,700	319,700	295,400	301,000	N/A	228,100
	Number of unpaid staff					
	2009	2008	2007	2006	2005	2003
	No.	No.	No.	No.	No.	No.
Full day care	16,100	15,800	15,000	15,400	15,500	11,000
<i>Full day care in children's centres</i>	1,500	1,400	1,400	1,100	N/A	N/A
Sessional	11,100	13,400	12,200	16,800	17,300	21,200
After school clubs	4,800	4,900	4,700	6,000	N/A	4,000
Holiday clubs	8,700	12,700	6,700	12,700	N/A	4,700
Total	40,700	46,800	38,600	50,900	N/A	40,900

Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003.

³¹ Some staff may work for more than one provider. It is possible that some double counting of staff took place, for example if one person was working at two full day care providers in the sample, they would have been counted once in each. We would advise caution when using the totals in table 5.1a for this reason.

	% change in number of paid and unpaid staff				
	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009	From 2005 to 2009	From 2003 to 2009
	%	%	%	%	%
Full day care	+5%	+16%	+23%	+27%	+51%
<i>Full day care in children's centres</i>	+14%	+15%	+58%	N/A	N/A
Sessional	-9%	-4%	-16%	-21%	-33%
After school clubs	-3%	+2%	-6%	N/A	+80%
Holiday clubs	-4%	+18%	-11%	N/A	+127%
Total	0%	+10%	+4%	N/A	+33%
	% change in number of paid staff				
	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009	From 2005 to 2009	From 2003 to 2009
	%	%	%	%	%
Full day care	+5%	+15%	+24%	+31%	+56%
<i>Full day care in children's centres</i>	+8%	+13%	+59%	N/A	N/A
Sessional	-9%	-5%	-12%	-16%	-28%
After school clubs	-4%	+2%	-4%	N/A	+84%
Holiday clubs	+4%	+16%	-5%	N/A	+140%
Total	+1%	+9%	+7%	N/A	+41%
	% change in number of unpaid staff				
	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009	From 2005 to 2009	From 2003 to 2009
	%	%	%	%	%
Full day care	+2%	+7%	+5%	+4%	+46%
<i>Full day care in children's centres</i>	+7%	+7%	+36%	N/A	N/A
Sessional	-17%	-9%	-34%	-36%	-48%
After school clubs	-2%	+2%	-20%	N/A	+20%
Holiday clubs	-31%	+30%	-31%	N/A	+85%
Total	-13%	+5%	-20%	N/A	0%

Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003.

Between 2008 and 2009, full day care providers overall saw an increase of five per cent in the total number of staff, while there was a 14 per cent increase in the number of staff in children's centres offering on site full day care. In contrast there were decreases in the number of staff in sessional providers, after school clubs and holiday clubs (nine per cent, three per cent and seven per cent respectively). Sessional providers and after school clubs both saw declines in both paid and unpaid staff, while holiday clubs had an increase in the number of paid staff that was counteracted by a large (31 per cent) decrease in unpaid staff.

³²Some staff may work for more than one provider. It is possible that some double counting of staff took place, for example if one person was working at two full day care providers in the sample, they would have been counted once in each. We would advise caution when using the totals in table 5.1b for this reason.

The number of staff in all providers has increased considerably since 2003 with the exception of sessional providers where staff numbers have decreased by one-third over this time period. The changes in the overall number of staff between 2008 and 2009 are broadly in line with the rate of change of registered places over the same time period for each type of provider. Children's centres providing on site full day care were an exception with a 14 per cent increase in the number of staff between 2008 and 2009 and only a one per cent increase in the number of places available (see chapter 4).

The changes in the overall number of staff between 2008 and 2009 in full day care providers, sessional providers and holiday clubs are also in line with changes in the numbers of these types of providers over the same period (in chapter 3 we reported a two per cent increase in the number of full day care settings, eight per cent decrease in the number of sessional providers and two per cent decrease in the number of holiday clubs). However there was a 10 per cent decline in the number of after school clubs, yet only a three per cent decline in the number of staff. Similarly for on site full day care settings run by children's centres there were no changes in the number of providers, but a 14 per cent increase in the number of staff.

Early years provision in maintained schools

The numbers of staff in nursery schools and primary schools with nursery and reception classes in 2009 were at similar levels to the numbers of staff in 2003. In 2009 there were 6,100 staff in nursery schools (compared to 5,800 in 2003) and 61,800 staff in primary schools with nursery and reception classes (compared to 62,800 in 2003). However, the number of staff in primary schools with reception but no nursery classes was 15 per cent lower than in 2003, in line with the fall in the number of places for this type of setting between 2003 and 2008 (down 15 per cent).

Over the same period, all three types of provider saw an increase in the number of paid staff (up 23 per cent in nursery schools, 17 per cent in primary schools with nursery and reception classes and 10 per cent in primary schools with reception but no nursery classes) and a decrease in the number of unpaid staff (down 53, 38 and 48 per cent respectively). Since 2008 there has been a 30 per cent decrease in the number of unpaid staff in nursery schools and a 19 per cent decrease in the number of unpaid staff in primary schools with reception but no nursery classes.

	Number of paid and unpaid staff					% change in number of staff			
	2009	2008	2007	2006	2003	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009	From 2003 to 2009
	No.	No.	No.	No.	No.	%	%	%	%
Nursery schools	6,100	6,000	5,900	5,500	5,800	+2%	+3%	+11%	+5%
Primary schools with nursery and reception classes	61,800	63,600	64,900	55,600	62,800	-3%	-5%	+11%	-2%
Primary schools with reception but no nursery classes	49,400	48,100	53,500	47,100	57,800	+3%	-8%	+5%	-15%
TOTAL	117,300	117,700	124,200	108,200	126,400	0%	-6%	+8%	-7%
	Number of paid staff					% change in number of staff			
	2009	2008	2007	2006	2003	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009	From 2003 to 2009
	No.	No.	No.	No.	No.	%	%	%	%
Nursery schools	5,300	5,300	5,000	4,600	4,300	0%	+6%	+15%	+23%
Primary schools with nursery and reception classes	51,400	52,400	52,300	43,000	43,900	-2%	-2%	+20%	+17%
Primary schools with reception but no nursery classes	37,600	37,700	38,600	31,200	34,300	0%	-3%	+21%	+10%
TOTAL	94,300	95,400	95,800	78,900	82,500	-1%	-2%	+20%	+14%
	Number of unpaid staff					% change in number of staff			
	2009	2008	2007	2006	2003	From 2008 to 2009	From 2007 to 2009	From 2006 to 2009	From 2003 to 2009
	No.	No.	No.	No.	No.	%	%	%	%
Nursery schools	700	1,000	1,000	1,200	1,500	-30%	-30%	-42%	-53%
Primary schools with nursery and reception classes	11,800	14,600	14,700	15,000	18,900	-19%	-20%	-21%	-38%
Primary schools with reception but no nursery classes	12,300	12,900	15,600	17,100	23,600	-5%	-21%	-28%	-48%
TOTAL	24,800	28,500	31,400	33,200	44,000	-13%	-21%	-25%	-44%

Base: Early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

³³ It is possible that some double counting of staff took place, for example if one person was working at two full day care providers in the sample, they would have been counted once in each. We would advise caution when adding the total staff numbers for different types of provider together for this reason.

5.2 Number of places per paid staff member

Childcare

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

Table 5.3 shows the number of Ofsted registered places per paid member of staff reported in the survey.

Table 5.3 Number of Ofsted registered places per paid member of staff						
	2009	2008	2007	2006	2005	2003
Full day care	3.7	3.8	4.0	3.9	3.9	3.9
<i>Full day care in children's centres</i>	3.5	3.7	4.0	4.1	N/A	N/A
Sessional	4.5	4.4	4.7	4.9	4.4	4.7
After school clubs	5.8	5.8	5.6	5.4	N/A	6.5
Holiday clubs	5.0	5.2	5.1	4.8	N/A	5.6
<i>Base: Childcare providers 2009, 2008, 2007, 2006, 2005, 2003.</i>						

The ratio of places to staff changed very little between 2008 and 2009. In both full day care and full day care in children's centres there were less than four places per member of staff (3.7 and 3.5 places per paid member of staff respectively). This is in keeping with the younger age profile of children cared for in these establishments and therefore the requirements set out by Ofsted.

Sessional providers tend to care for children of a more diverse age range and accordingly, their ratio of places to staff was slightly higher at 4.5 places per staff member.

Out of school providers tend to care for older children which explains their generally higher ratios of places to members of staff; 5.8 places per member of staff in after school clubs and 5.0 places per member of staff in holiday clubs.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
Private or Voluntary	3.8	3.4	4.5	5.6	4.9
<i>Private</i>	3.7	3.6	4.6	5.7	4.6
<i>Voluntary</i>	3.8	3.2	4.5	5.5	2.3
Maintained	3.7	3.5	†	6.4	4.9
<i>Local authority</i>	3.6	3.4	†	6.4	4.8
<i>School/college</i>	3.8	†	†	6.4	4.9
<i>Other</i>	†	†	†	†	†

Base: Childcare providers 2009.

Ratios of places to staff varied only slightly according to ownership of the establishment. Private and voluntary after school clubs had slightly fewer places per staff member than maintained after school clubs, but otherwise there were no real noteworthy differences between the sectors.

Early years provision in maintained schools

Minimum staffing ratios for the maintained sector are set out in the *Early Years Foundation Stage Statutory Framework*. Again, children under two years require a ratio of 1:3 and children aged two years require a ratio of 1:4. However, for children aged three and over attending early years provision in maintained schools there must be a ratio of 1:13.

The ratio of places to staff members among early years providers in maintained schools fell between 2003 and 2007. Since 2007 the ratios have stabilised for nursery schools and primary schools with reception but no nursery classes. For primary schools with nursery and reception classes there was an increase between 2007 and 2008 from 8.2 places per staff member to 9.8, but a fall to 9.1 in 2009 (table 5.5).

	2009	2008	2007	2006	2003
Nursery schools	5.6	5.7	5.7	6.1	6.2
Primary schools with nursery and reception classes	9.1	9.8	8.2	11.1	11.3
Primary schools with reception but no nursery classes	7.3	7.3	7.9	9.2	9.4

Base: Early years provision in maintained schools 2009, 2008, 2007, 2006, 2003.

Nursery schools reported the lowest ratios (5.6 places per member of staff), which is unsurprising given the younger age profile of children in these settings.

5.3 Staff type

Childcare

Tables 5.6a, 5.6b and 5.6c show the breakdown of childcare staff by staff type. Additionally, the numbers and proportions of staff by staff type, type of provider and type of ownership are included in Appendix 1 (tables 5.6d-5.6i).

Supervisors comprise the largest staff group in all types of provider. The majority of staff in full day care and full day care within children's centres were supervisors (56 and 64 per cent respectively), while just under half of sessional, after school and holiday club staff were supervisors. In these providers the senior managers accounted for at least 10 per cent of staff, whereas in full day care only seven per cent of staff were senior managers and six per cent within the children's centres offering full day care on site.

Between 2008 and 2009 the proportion of other paid childcare staff has decreased both in full day care settings generally, and in full day care offered on site at children's centres (from 34 to 29 per cent in full day care and 27 to 22 per cent in full day care offered on site at children's centres). However, there were no statistically significant differences between 2008 and 2009 in the proportions of the other staff types for these type of provider. The proportions of unpaid staff have remain unchanged at less than 10 per cent both in full day care providers in general and full day care offered on site at children's centres.

Within sessional providers the proportion of supervisory staff increased slightly between 2008 and 2009 from 40 to 44 per cent. Other paid childcare staff accounted for 27 per cent of sessional staff and unpaid staff accounted for a further 18 per cent.

The breakdown of staff in after school clubs has also changed very little since 2003. This type of provider had the highest concentration of senior managers (15 per cent). The proportion of other paid childcare staff made up just under a third (30 per cent) of the workforce, while nine per cent of staff were unpaid.

In holiday clubs the proportion of supervisors increased slightly from 38 per cent in 2008 to 43 per cent in 2009. Over the same period the proportion of unpaid staff has fallen from 20 to 14 per cent in holiday clubs.

	Full day care					<i>Full day care in children's centres</i>			
	2009	2008	2007	2006	2003	2009	2008	2007	2006
Senior manager	7%	8%	8%	9%	8%	6%	7%	7%	7%
Supervisory	56%	52%	54%	57%	50%	64%	64%	61%	58%
Other paid childcare staff	29%	34%	31%	28%	32%	22%	27%	25%	23%
Students on placement	5%	6%	6%	7%	9%	6%	7%	3%	8%
Volunteers	3%	2%	3%	3%	2%	3%	3%	3%	3%

Base: Childcare providers 2009, 2008, 2007, 2006, 2005.

	Sessional				
	2009	2008	2007	2006	2003
Senior manager	12%	12%	12%	11%	13%
Supervisory	44%	40%	41%	39%	31%
Other paid childcare staff	27%	31%	30%	28%	33%
Students on placement	7%	8%	7%	8%	7%
Volunteers	11%	12%	12%	16%	17%

Base: Childcare providers 2009, 2008, 2007, 2006, 2005.

	<i>After school clubs</i>					Holiday Clubs				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Senior manager	15%	16%	16%	13%	15%	10%	10%	11%	9%	10%
Supervisory	46%	43%	43%	44%	38%	43%	38%	42%	40%	32%
Other paid childcare staff	30%	33%	33%	32%	34%	34%	33%	36%	32%	40%
Students on placement	4%	4%	5%	4%	6%	5%	9%	6%	5%	6%
Volunteers	5%	5%	5%	7%	7%	9%	11%	7%	13%	11%

Base: Childcare providers 2009, 2008, 2007, 2006, 2005.

Early years provision in maintained schools

Table 5.7 shows the breakdown of early years staff in maintained schools by staff type. The *numbers* of staff at each level are shown in table 5.7a in Appendix 1 of the report.

The findings in 2009 are very similar to those in 2008. Nursery schools had a higher proportion of nursery nurses (40 per cent) than any other staff group. Early years teachers and early years support staff each comprised around a fifth of the nursery schools workforce (21 and 19 per cent respectively). Early years co-ordinators made up the smallest proportion of paid staff (seven per cent), although only one co-ordinator per setting would be expected. Twelve per cent of staff were unpaid, of which eight per cent were students and four per cent were volunteers.

A quarter of staff in primary schools with nursery and reception classes were nursery nurses (25 per cent) followed by a fifth (22 per cent) who were early years teachers and a fifth (20 per cent) who were other paid support staff. Ten per cent of staff were early years co-ordinators. In total, 19 per cent of all staff were unpaid, nine per cent were students on placements and 10 per cent were volunteers.

The largest paid staff group in primary schools with reception but no nursery classes was early years support staff, accounting for a fifth of all staff (23 per cent). Unpaid volunteers made up almost a fifth of all staff (18 per cent) as did early years co-ordinators (17 per cent). Early years teachers and nursery nurses made up the smallest group of paid staff (14 and 12 per cent respectively). Just seven per cent of staff were students on placements. However, including volunteers, a quarter (25 per cent) of staff were unpaid in total.

	Nursery schools					Primary schools with nursery and reception classes					Primary schools with reception but no nursery classes				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Head teacher/Early years or foundation stage co-ordinator	7%	7%	8%	7%	8%	10%	10%	11%	10%	10%	17%	17%	16%	16%	16%
Early years teachers	21%	20%	19%	18%	19%	22%	21%	20%	21%	20%	14%	17%	14%	16%	13%
Nursery nurses	40%	42%	40%	40%	34%	25%	25%	24%	25%	23%	12%	12%	11%	12%	8%
Early years support staff	19%	18%	18%	16%	13%	20%	21%	22%	17%	17%	23%	23%	20%	21%	22%
Students on placements	8%	10%	12%	13%	15%	9%	12%	12%	12%	14%	7%	8%	8%	10%	8%
Volunteers	4%	6%	6%	9%	11%	10%	11%	12%	14%	16%	18%	19%	21%	25%	32%

Base: Early years providers 2009, 2008, 2007, 2006, 2003.

5.4 Working hours

Tables 5.8 and 5.9 show the average working hours for different levels of staff at each type of provider. A more detailed breakdown, including by type of ownership, profit making status (for childcare providers) and area deprivation (for both childcare and early years providers) has been included in Appendix 1 (tables 5.8a-5.9b).

Childcare

Staff working in on site full day care in children's centres and full day care providers tended to work the longest hours (an average 34 hours per week), followed by staff working in holiday clubs (an average of 29 hours per week). This is unsurprising given that these providers offer longer hours of care than sessional and after school providers, where staff worked an average of 19 hours per week.

There were no marked differences in the number of hours worked between 2008 and 2009, with the exception of a slight increase in the number of hours worked by other paid staff in holiday clubs (from 23 to 26 hours a week).

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All staff	34	34	19	19	29
Senior managers	37	37	24	25	34
Supervisory staff	36	35	20	19	30
Other paid childcare staff	32	31	15	15	26

Base: All paid childcare staff 2009.

As shown in table 5.8, senior managers in all types of provider work the longest hours, followed by supervisory staff and then other paid childcare staff.

Early years provision in maintained schools

Between 2006 and 2008 there was a general decline in the number of hours worked for all staff across all types in all early years providers in maintained schools. However this seems to have stabilised, as there were no real changes between 2008 and 2009.

Overall, staff in nursery schools tended to work longer hours (an average of 30 hours per week) than those in primary schools with nursery and reception classes (29 hours per week) and primary schools with reception but no nursery classes (26 hours per week).

As with childcare settings, more senior staff tended to work longer hours than less senior staff across the three types of provider.

Table 5.9 Average (mean) hours worked per week

	Nursery schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2009	2008	2007	2006	2009	2008	2007	2006	2009	2008	2007	2006
All staff	30	30	31	32	29	29	29	31	26	26	27	2
Early years coordinators	37	35	41	44	32	32	34	37	32	32	33	3
Early years teachers	30	30	33	34	30	30	31	34	29	28	30	3
Nursery nurses	32	32	32	32	30	30	30	30	26	26	26	2
Other early years support staff	22	24	23	24	24	25	24	25	22	22	21	2

Base: All paid early years staff 2009, 2008, 2007, 2006.

5.4.1 Time spent interacting with children

A new question was asked for the first time in 2009, to establish the amount of time staff qualified to at least level 6 spent interacting with children on an average day. Tables 5.10a and 5.10b show the average number of hours for different levels of staff at each type of provider.

Childcare

Staff qualified to at least level 6 in full day care (including on site full day care at children's centres) tended to spend more time interacting directly with children than staff at other types of provider. This is likely to reflect the longer hours of care offered by these types of provider. As shown in table 5.10a, senior managers qualified to at least level 6 in all types of provider spent less time interacting directly with children than less senior staff qualified to the same level. Furthermore, senior managers in full day care offered on site at children's centres spent less time interacting directly with children than senior managers at other types of provider.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All staff qualified to at least level 6	6.1	5.0	4.5	3.6	2.7
Senior managers qualified to at least level 6	3.6	1.7	3.6	2.5	3.1
Supervisory staff qualified to at least level 6	6.8	5.9	4.9	4.8	6.0
Other paid childcare staff qualified to at least level 6	†	†	†	†	†

Base: All childcare staff qualified to at least level 6 2009.

Early years provision in maintained schools

In general, staff qualified to at least level 6 in nursery schools tended to spend less time interacting directly with children (4.7 hours per day) than staff qualified to at least level 6 at primary schools with nursery and reception classes and primary schools with reception but no nursery classes (5.6 and 5.5 hours per day respectively). In particular, early years coordinators qualified to at least level 6 in nursery schools spent just 1.8 hours on an average day interacting directly with children.

	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	4.7	5.6	5.5
Early years coordinators qualified to at least level 6	1.8	5.5	5.3
Early years teachers qualified to at least level 6	5.6	5.6	5.9
Nursery nurses qualified to at least level 6	†	†	†
Other early years support staff qualified to at least level 6	†	†	†

Base: All paid early years staff qualified to at least level 6 2009.

5.5 Pay levels

Childcare

Tables 5.11a and 5.11b show the average hourly wage by staff type for all childcare providers.

Staff in full day care offered on site at children's centres earned more per hour than staff at other provider types, earning an average of £10.40 per hour. Staff in out of school providers were the next highest paid, with staff across all staff types in holiday clubs earning an average £8.50 and those in after school clubs earning £7.90 on average. Staff in full day care and sessional providers earned the least per hour, (£7.60 and £7.40 respectively).

Pay levels have generally increased for all types of staff across all types of provider between 2008 and 2009 with the exception of on site full day care in children's centres.

Between 2008 and 2009, the mean average levels of pay in full day care providers rose four per cent. The fastest rate of increase was for senior managers (six per cent rise). There was a very slight (one per cent) drop in pay for all types of staff working in on site full day care at

children's centres. Staff in after school clubs saw a modest increase in pay of only about one per cent, while in holiday clubs, other paid staff saw a mean average rise in pay of nine per cent while senior managers' pay dropped by one per cent.

To put these findings into context, the national mean average hourly wage for UK employees rose three per cent between 2008 and 2009 (from £13.92 to £14.43)³⁴.

Table 5.11a Average (mean) hourly pay

	Full day care			Full day care in children's centres		Sessional		
	2009	% change from 2008 to 2009	% change from 2003 to 2009	2009	% change from 2008 to 2009	2009	% change from 2008 to 2009	% change from 2003 to 2009
All staff	£7.60	+4%	+38%	£10.40	+0%	£7.40	+3%	+37%
Senior managers	£10.60	+6%	+25%	£15.70	-1%	£9.00	+0%	+38%
Supervisory	£7.90	+4%	+44%	£10.80	-1%	£7.50	+1%	+34%
Other paid staff	£6.40	+3%	+28%	£7.90	-1%	£6.50	+2%	+35%

Base: All childcare providers 2009.

Table 5.11b Average (mean) hourly pay

	After school clubs			Holiday clubs		
	2009	% change from 2008 to 2009	% change from 2003 to 2009	2009	% change from 2008 to 2009	% change from 2003 to 2009
All staff	£7.90	+1%	+34%	£8.50	+4%	+37%
Senior managers	£10.60	+1%	+38%	£11.50	-1%	+32%
Supervisory	£8.00	+1%	+36%	£8.80	+2%	+33%
Other paid staff	£6.70	+2%	+26%	£7.50	+9%	+39%

Base: All childcare providers 2009.

³⁴ http://www.statistics.gov.uk/downloads/theme_labour/ASHE-2009/tab1_6a.xls

Early years provision in maintained schools

Table 5.12 and 5.13 show the average annual and hourly wage by staff type for all early years providers in maintained schools.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2009	% change from 2007 to 2009	2009	% change from 2007 to 2009	2009	% change from 2007 to 2009
All staff	£23,000	+3%	£21,500	+2%	£21,000	+4%
Head teachers/ Early years or foundation stage co-ordinators	£49,800	+5%	£37,100	+5%	£33,700	+3%
Qualified early years teachers	£32,400	+0%	£28,600	+0%	£28,200	+2%
Nursery nurses	£19,300	+5%	£16,700	+2%	£14,100	+5%
Other paid early years support staff	£10,500	-7%	£11,400	-3%	£10,600	+5%

Base: All paid early years staff 2009.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	2009	% change from 2008 to 2009	2009	% change from 2008 to 2009	2009	% change from 2008 to 2009
All staff	£14.10	+5%	£14.10	+6%	£14.10	+4%
Head teachers/ Early years or foundation stage co-ordinators	£27.80	+1%	£23.10	+6%	£20.30	+2%
Qualified early years teachers	£21.10	+1%	£18.70	+1%	£18.90	-2%
Nursery nurses	£11.50	+5%	£10.70	+4%	£10.40	+5%
Other paid early years support staff	£9.00	+5%	£9.20	+3%	£9.30	+8%

Base: All paid early years staff 2009.

In line with the trend over the previous years, the average rates of pay were generally highest in nursery schools and similar in each of the primary school settings. This pattern was evident for both annual and hourly pay for senior members of staff, qualified early years teachers and nursery nurses.

Nursery nurses earned an average £19,300 per annum in nursery schools compared with £14,100 in primary schools with reception but no nursery classes. This reflects the fact that nursery nurses working in primary schools with reception but no nursery classes work fewer hours (as discussed in section 5.4) than those working in other early years providers in maintained schools, as well as receiving lower hourly rates of pay.

Other paid early years support staff earned £11,400 per annum in primary schools with nursery and reception classes compared with £10,600 in primary schools with reception but no nursery classes and £10,500 in nursery schools. This is mainly a reflection of the longer working hours of this type of staff in primary schools with nursery and reception classes compared to those working in other early years providers in maintained schools.

Head teachers/early years or foundation stage co-ordinators earned the most in nursery schools (£49,800 per annum compared with £37,100 in primary schools with nursery and reception classes and £33,700 in primary schools with reception but no nursery classes). This reflects both longer working hours and higher hourly rates of pay for head teachers/early

years or foundation stage co-ordinators working in nursery schools compared with those working in primary schools.

5.5.1 Variations in pay

A more detailed breakdown of pay levels by staff type, ownership, profit making status (for childcare providers) and area deprivation (for both childcare and early years providers) has been included in Appendix 1 (tables 5.11c – 5.11h, 5.13a and 5.14a to 5.14e).

In 2009, across all types of childcare provider, staff in local authority run establishments earned more per hour than those working in privately owned, voluntary or school run providers.

Among sessional providers and on site full day care providers in children's centres, staff working for profit making organisations were paid slightly more than staff working for not-for-profit organisations. The difference was most pronounced at supervisory level within on site full day care at children's centres. Supervisors in not-for-profit organisations earned an average of £10.20 per hour compared with £12.10 per hour for supervisors working in profit making organisations.

Staff working in after school clubs, holiday clubs and full day care providers earned slightly less if they were employed by a profit making organisation, but the differences tended to be small.

Furthermore staff working for all types of childcare provider earned slightly more per hour if they worked in the 30 per cent most deprived areas, compared with those working in the 70 per cent least deprived areas. Supervisors in on site full day care at children's centres and in holiday clubs provided an exception to this finding, as their earnings were less in the more deprived areas.

Pay and qualification of senior manager

Table 5.14 shows the average hourly pay for staff working for graduate and non-graduate led settings. More detailed tables showing this data by staff type are included in Appendix 1 (table 5.14a – 5.14e).

	Not graduate led	Graduate led
Full day care	£7.30	£8.50
<i>Full day care in children's centres</i>	£9.00	£11.70
Sessional	£7.30	£8.10
After school club	£7.70	£9.00
Holiday club	£8.40	£9.00

Base: All childcare providers 2009.

Across all types of providers, staff working in graduate led settings could expect to earn a higher hourly wage than those working in settings where the manager was not qualified to at least level 6. However, the gap between average pay in graduate led and non-graduate led settings varied for different provider types. Staff working in on site full day care at children's centres showed the largest difference in hourly pay across staff types between graduate and non-graduate led settings (£2.70) and holiday clubs showed the smallest gap (£0.60).

Pay and qualification

Unsurprisingly, pay levels generally increased with level of qualification. It is difficult to make firm comparisons at staff level due to low base sizes. However, holiday clubs showed the least variation between the lowest and highest pay bands.

Pay and region

Table 5.15 Average (mean) pay per hour by region

	East Midlands	East of England	London	North East	Yorkshire and Humber	North West	South East	South West	West Midlands
Full day care	£7.40	£7.60	£9.30	£8.30	£6.70	£7.30	£7.50	£7.20	£7.10
<i>Full day care in children's centres</i>	£8.80	£8.70	£14.70	£8.60	£9.90	£9.30	£9.70	£9.70	£10.50
Sessional	£7.10	£7.20	£8.60	£6.50	£7.00	£7.10	£7.40	£7.20	£7.40
After school clubs	£7.00	£7.80	£9.90	£7.90	£7.40	£7.50	£7.70	£7.80	£7.40
Holiday clubs	£7.70	£7.90	£10.40	£9.00	£8.90	£9.70	£7.90	£7.70	£7.60
Nursery schools	£12.80‡	£13.10	£15.70	£14.90‡	£16.50‡	£14.90	£12.70	†	£12.40‡
Primary school with nursery and reception classes	£15.10	£13.00	£15.50	£14.90	£13.40	£13.50	£12.40	£13.70	£13.60
Primary schools with reception but no nursery classes	£14.10	£13.70	†	£14.00‡	£14.10	£16.00	£13.10	£14.00	£14.50

Base: All childcare providers 2009. All early years provision in maintained schools 2009.

Staff working for childcare providers in London generally earned more per hour than their counterparts working in other regions. This is not surprising 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. Just as in 2008, the greatest variation between London and the next highest paid region was found in on site full day care provision at children's centres, where staff in London earned £4.20 per hour more than staff in the next highest paid region (West Midlands). The least variation was found in holiday care providers, where the difference between London and the next highest paid region (North West) for all staff was only £0.70.

In primary schools with nursery and reception classes, the greatest difference between London and the next highest paid region (East Midlands) for all staff was only £0.40. The base for the London area in primary schools with reception but no nursery class was too small for comparison with the other settings.

6. Qualifications

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

The questionnaire was designed to pick up only qualifications that were relevant to working with young people and children³⁵.

6.1 Definition of qualifications

The qualifications are grouped together in the levels that they have been accredited with by the Qualifications and Curriculum Authority³⁶.

- 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)
- Level 7 – Masters degree, PGCE, National Professional Qualification for Integrated Centre Leadership (NPQICL)
- Level 8 – Doctorate

6.2 Qualifications held by all staff

6.2.1 Qualification level by sector

Table 6.1 shows the proportion of staff qualified from level 1 to 8 in each sector. Across all paid staff within all types of provider, nearly three in four of the workforce (72 per cent) were qualified to at least level 3 and one in eight (13 per cent) were qualified to at least level 6.

There was some variation by sector. Staff in early years providers in maintained schools held higher qualifications than childcare staff. This is to be expected, as many staff in early years providers in maintained schools are required to hold higher qualifications such as an NNEB³⁷

³⁵ Overseas qualifications have been excluded from the analysis, but they have been included in the tables for information.

³⁶ For further information on how the different qualification levels are defined please see <https://secure.cwdcouncil.org.uk/eypqd/qualification-search>

³⁷ National Nursery Examination Board.

diploma for nursery nurses or a PGCE³⁸ for qualified early years teachers upon appointment. Four in five staff in the early years sector were qualified to at least level 3³⁹ (79 per cent) and two in five (40 per cent) to at least level 6.

In the childcare sector, staff were more likely to be qualified to level 3 than any other level (56 per cent of staff in childcare providers and 41 per cent of childminders). Around three in four (73 per cent) of staff in childcare providers held at least a level 3 qualification, while 49 per cent of childminders held at least a level 3 qualification. These findings reflect government policy aimed at encouraging staff working in under eights day care to achieve level 3 qualifications as set out in the Early Years Foundation Stage Statutory Framework⁴⁰. However, around one in three childminders (31 per cent) did not have any relevant qualification. The requirements set out in the Early Years Foundation Stage state that childminders are not required to hold any qualifications, although they are expected to undertake an approved course prior to commencing childminding activities.

³⁸ Post-Graduate Certificate of Education.

³⁹ Those qualified to 'at least level 3' are those qualified to level 3 and above.

⁴⁰ The statutory framework for the Early Years Foundation Stage, which superseded the National Standards for Under 8s Day Care and Childminding in September 2008, stipulates 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.

	Total paid childcare staff	Childminders	Total paid early years staff	Total
Level 1	1%	8%	1%	2%
Level 2	14%	6%	8%	12%
Level 3	56%	41%	31%	49%
Level 4	8%	4%	2%	6%
Level 5	3%	1%	5%	3%
Level 6	6%	2%	31%	10%
Level 7	1%	1%	9%	2%
Level 8	*	*	*	*
Overseas	*	0%	*	*
No qualification	10%	31%	6%	11%
Any qualification	89%	66%	90%	87%
Other	*	3%	1%	1%
Don't Know	1%	3%	4%	2%
<i>At least level 3</i>	73%	49%	79%	72%
<i>At least level 6</i>	7%	3%	40%	13%

Base: All paid childcare staff 2009. All childminders 2009. All early years staff 2009.

The proportion of paid staff holding at least a level 3 qualification has increased in recent years (see Table 6.2). Across all sectors, the proportion has increased from 64 per cent in 2007, to 66 per cent in 2008, and 72 per cent in 2009. This increase can also be seen in the childcare sector (rising from 65 per cent in 2007 to 73 per cent in 2009 amongst staff in childcare providers, and from 41 per cent to 49 per cent amongst childminders). The figures for staff in early years providers in maintained schools have remained similar (79 per cent in 2007, 77 per cent in 2008 and 79 per cent in 2009).

The proportion of staff qualified to at least level 6 has increased slightly since the 2008 survey (from 11 per cent to 13 per cent overall), and this figure has increased gradually since 2007 amongst staff in childcare providers (from five per cent to seven per cent).

Table 6.2 Qualifications of paid staff across all types of providers, 2007-2009

	Total paid childcare staff			Childminders			Total paid early years staff			Total		
	2009	2008	2007	2009	2008	2007	2009	2008	2007	2009	2008	2007
Level 1	1%	1%	2%	8%	9%	12%	1%	2%	2%	2%	2%	3%
Level 2	14%	17%	18%	6%	7%	8%	8%	9%	8%	12%	14%	15%
Level 3	56%	54%	54%	41%	38%	36%	31%	31%	31%	49%	48%	47%
Level 4	8%	5%	4%	4%	3%	1%	2%	2%	2%	6%	5%	4%
Level 5	3%	2%	2%	1%	1%	0%	5%	4%	3%	3%	2%	2%
Level 6	6%	5%	4%	2%	2%	2%	31%	30%	32%	10%	9%	9%
Level 7	1%	1%	1%	1%	1%	1%	9%	9%	8%	2%	2%	2%
Level 8	*	*	*	*	0%	0%	*	*	*	*	*	*
Overseas	*	*	*	0%	N/A	*	*	*	*	*	*	*
No qualification	10%	11%	13%	31%	34%	33%	6%	7%	9%	11%	13%	15%
Any qualification	89%	86%	85%	66%	63%	64%	90%	89%	88%	87%	84%	82%
Other	*	1%	1%	3%	N/A	3%	1%	1%	*	1%	1%	1%
Don't Know	1%	2%	2%	3%	3%	3%	4%	4%	3%	2%	3%	3%
At least level 3												
<i>At least level 3</i>	73%	68%	65%	49%	44%	41%	79%	77%	79%	72%	66%	64%
At least level 6												
<i>At least level 6</i>	7%	6%	5%	3%	3%	3%	40%	39%	42%	13%	11%	11%

Base: All paid childcare staff, All childminders, All early years staff, 2007, 2008, 2009.

6.2.2 Qualification level by type of provider

Tables 6.3a, 6.3b and 6.4 show the levels of highest qualification held by each type of provider (the proportions holding at least level 3 and level 6 qualifications are discussed in sections 6.2.3 and 6.2.4).

Firstly within childcare providers, a higher proportion of staff working in full day care held a level 3 qualification (61 per cent) than those staff working in other types of childcare providers. Staff working in full day care in children's centres were most likely to have a level 6 qualification (11 per cent).

Childminders were least likely to hold a level 3 qualification (41 per cent), and a relatively large proportion of childminders had no relevant qualifications (31 per cent). Out of school staff were also less likely to hold a level 3 qualification (47 per cent of staff in after school clubs and 46 per cent in holiday clubs), compared with those in full day care (61 per cent overall and 57 per cent of full day care staff in children's centres) and sessional care (55 per cent).

There have been increases in the proportion of staff with a level 3 qualification since the 2008 survey, following a fairly stable pattern between 2006 and 2008. Specifically, the proportion of staff working in sessional care with a level 3 qualification has increased since 2008 (from 51 to 55 per cent), as have the proportions of staff in after school clubs (from 45 to 47 per cent), holiday clubs (41 to 46 per cent) and childminders (38 to 41 per cent). Staff working in full day care were no more likely to hold a level 3 qualification than in recent years, but the proportion with a higher level qualification (levels 4 or above) has increased; this is true of full day care staff in children's centres and other full day care staff.

Table 6.3a Staff qualifications held by all paid staff - childcare providers⁴¹

	Full day care					Full day care in children's centres				Sessional				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2009	2008	2007	2006	2003
Level 1	1%	1%	1%	1%	1%	*	*	*	1%	1%	2%	2%	3%	2%
Level 2	11%	14%	16%	14%	19%	8%	9%	10%	11%	18%	21%	19%	19%	16%
Level 3	61%	62%	61%	64%	52%	57%	57%	61%	63%	55%	51%	51%	50%	39%
Level 4	10%	6%	5%	4%	4%	12%	8%	7%	4%	6%	4%	3%	2%	4%
Level 5	4%	2%	2%	1%	*	6%	4%	4%	3%	2%	1%	1%	1%	*
Level 6	6%	4%	3%	3%	N/A	11%	11%	7%	8%	4%	4%	3%	3%	N/A
Level 7	1%	1%	1%	*		3%	3%	2%	2%	1%	1%	1%	1%	
Level 8	*	*	*	*		*	*	*	*	0%	*	0%	*	
Overseas	*	*	*	*	N/A	0%	*	0%	*	*	*	*	*	N/A
Other	*	*	1%	1%	1%	*	1%	*	1%	*	1%	1%	1%	4%
Don't know	1%	2%	2%	2%	2%	*	3%	3%	3%	1%	1%	2%	2%	1%
No qualification	6%	8%	9%	10%	20%	4%	4%	4%	6%	12%	14%	16%	19%	34%

Base: All paid childcare staff 2009, 2008, 2007, 2006, 2003. All childminders 2009, 2008, 2007, 2006.

⁴¹ Due to a difference in the way data were reported in 2003, it has not been possible to provide comparable data for certain levels of qualification. There have been changes to the way that the levels are defined since the survey in 2003. Current levels 4, 5 and 6 (as defined above) were previously all part of level 4. Current levels 7 and 8 were previously part of level 5. Further information can be found in section 1.8 of the Technical Report. The same applies to following tables that include data on levels of qualification from 2003.

	After school clubs					Holiday clubs					Childminders				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006	
Level 1	2%	2%	3%	3%	2%	2%	3%	3%	4%	2%	8%	9%	12%	9%	
Level 2	20%	20%	21%	22%	18%	19%	19%	21%	19%	14%	6%	7%	8%	5%	
Level 3	47%	45%	43%	43%	32%	46%	41%	40%	41%	24%	41%	38%	36%	33%	
Level 4	5%	4%	3%	2%	4%	5%	4%	4%	3%	5%	4%	3%	1%	1%	
Level 5	2%	2%	2%	1%	*	3%	3%	2%	1%	1%	1%	1%	*	0%	
Level 6	5%	5%	4%	4%	N/A	7%	7%	7%	6%	N/A	2%	2%	2%	2%	
Level 7	1%	1%	1%	1%		1%	1%	2%	1%		1%	1%	1%	1%	1%
Level 8	*	*	*	*		0%	*	0%	*		*	*	0%	0%	0%
Overseas	*	*	*	*	N/A	*	*	*	*	N/A	0%	N/A	*	*	
Other	*	1%	1%	1%	2%	1%	2%	2%	2%	5%	3%	N/A	3%	5%	
Don't know	1%	3%	3%	3%	5%	3%	4%	3%	4%	9%	3%	3%	3%	4%	
No qualification	16%	17%	19%	21%	37%	13%	16%	16%	19%	40%	31%	34%	33%	33%	

Base: All paid childcare staff 2009, 2008, 2007, 2006, 2003. All childminders 2009, 2008, 2007, 2006.

As table 6.4 shows, within the early years maintained sector primary schools with reception classes had the largest proportion of staff qualified to level 6 (32 per cent of both primary schools with nursery and reception classes, and primary schools with reception but no nursery classes). Staff in nursery schools were less likely to have a level 6 qualification (22 per cent) and were more likely to have a level 3 qualification (45 per cent, compared with 35 per cent of staff in primary schools with nursery and reception classes, and 24 per cent of staff in primary schools with reception but no nursery classes). These figures were similar to those observed in previous years.

⁴² Due to a difference in the way data were reported in 2003, it has not been possible to provide comparable data for certain levels of qualification. There have been changes to the way that the levels are defined since the survey in 2003. Current levels 4, 5 and 6 (as defined above) were previously all part of level 4. Current levels 7 and 8 were previously part of level 5. Further information can be found in section 1.8 of the Technical Report. The same applies to following tables that include data on levels of qualification from 2003.

	Nursery schools					Primary schools with nursery and reception classes					Primary schools with reception but no nursery classes				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Level 1	1%	2%	1%	2%	*	1%	2%	2%	2%	*	2%	2%	2%	1%	*
Level 2	7%	7%	7%	6%	7%	8%	8%	8%	6%	5%	10%	10%	8%	7%	6%
Level 3	45%	42%	44%	45%	48%	35%	36%	35%	34%	36%	24%	21%	22%	21%	23%
Level 4	3%	5%	3%	2%	27%	2%	2%	2%	3%	35%	2%	3%	2%	2%	40%
Level 5	7%	5%	4%	3%	3%	5%	4%	3%	2%	1%	5%	4%	4%	3%	1%
Level 6	22%	22%	24%	23%	N/A	32%	30%	30%	29%	N/A	32%	33%	36%	35%	N/A
Level 7	10%	9%	8%	7%		8%	8%	7%	9%		10%	9%	9%	10%	
Level 8	*	*	*	*		1%	*	*	*		*	*	*	*	
Overseas	*	N/A	*	*	N/A	*	*	*	1%	N/A	*	*	*	0%	N/A
Other	*	1%	*	2%	0%	1%	1%	*	1%	0%	1%	1%	*	2%	0%
Don't know	*	1%	1%	1%	1%	3%	3%	3%	5%	5%	8%	5%	4%	7%	2%
No qualification	4%	6%	7%	9%	8%	5%	5%	8%	8%	12%	6%	10%	10%	11%	20%

Base: All paid early years staff 2009, 2008, 2007, 2006, 2003.

6.2.3 Level 3 or above

Tables 6.5a, 6.5b and 6.6 show the proportion of staff qualified to *at least* each level.

In the childcare sector, staff in full day care provided by children's centres were most likely to hold at least a level 3 qualification (88 per cent), falling to 82 per cent of all full day care staff, 68 per cent of staff in sessional care, 63 per cent in holiday clubs, 60 per cent in after school clubs, and 49 per cent of childminders.

Nursery schools had the same proportion of staff qualified to at least level 3 as full day care children's centres (88 per cent). This was higher than the proportion for primary schools with nursery and reception classes (81 per cent) and in turn higher than for primary schools with reception but no nursery classes (74 per cent).

6.2.4 Level 6 or above

Within childcare settings the highest proportion of staff holding at least a level 6 (graduate level) qualification were found in children's centres with full day care, with around one in seven (14 per cent) qualified to this level. In all other childcare settings (including childminders) fewer than 10 per cent of staff held a qualification of at least level 6. This ranged from eight per cent in holiday clubs to three per cent of childminders.

In contrast, around two in five staff in early years maintained primary schools held at least a level 6 qualification (42 per cent in primary schools with reception but no nursery classes, and 40 per cent in primary schools with nursery and reception classes), as did one in three (32 per cent) in nursery schools. This is unsurprising given that a substantial proportion of staff working in these settings will be qualified teachers and will therefore hold degrees.

	Full day care					Full day care in children's centres				Sessional				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2009	2008	2007	2006	2003
At least level 1	93%	90%	88%	87%	N/A	96%	93%	92%	91%	87%	84%	81%	78%	N/A
At least level 2	92%	89%	88%	86%	76%	96%	92%	92%	91%	86%	82%	79%	76%	60%
At least level 3	82%	75%	72%	72%	57%	88%	83%	82%	79%	68%	61%	60%	57%	44%
At least level 5	11%	7%	5%	4%	N/A	20%	18%	14%	13%	7%	6%	6%	4%	N/A
At least level 6	7%	5%	4%	3%		14%	14%	9%	10%	5%	4%	4%	4%	

Base: All paid childcare staff 2009, 2008, 2007, 2006, 2003. All childminders 2009, 2008, 2007, 2006.

	After school clubs					Holiday clubs					Childminders			
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006
At least level 1	82%	78%	77%	75%	N/A	83%	78%	78%	75%	N/A	63%	60%	61%	52%
At least level 2	80%	76%	75%	73%	54%	82%	75%	75%	72%	44%	55%	51%	49%	43%
At least level 3	60%	56%	53%	51%	37%	63%	56%	54%	53%	30%	49%	44%	41%	38%
At least level 5	9%	8%	7%	6%	N/A	12%	11%	10%	9%	N/A	3%	4%	3%	3%
At least level 6	6%	6%	5%	5%		8%	8%	9%	8%		3%	3%	3%	3%

Base: All paid childcare staff 2009, 2008, 2007, 2006, 2003. All childminders 2009, 2008, 2007, 2006.

	Nursery schools					Primary schools with nursery and reception classes					Primary schools with reception but no nursery classes				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
At least level 1	95%	91%	91%	87%	N/A	91%	90%	87%	85%	N/A	85%	82%	83%	80%	N/A
At least level 2	94%	89%	91%	86%	85%	89%	88%	85%	83%	77%	83%	80%	81%	78%	70%
At least level 3	88%	82%	83%	80%	78%	81%	80%	77%	77%	72%	74%	70%	73%	71%	64%
At least level 5	40%	36%	36%	33%	N/A	45%	42%	40%	40%	N/A	48%	47%	49%	48%	N/A
At least level 6	32%	31%	32%	30%		40%	38%	37%	38%		42%	42%	45%	45%	

Base: All paid early years staff 2009, 2008, 2007, 2006, 2003.

6.3 Trends in qualification levels

For all types of childcare providers, the proportion of staff qualified to at least level 3 has increased since 2008. This continues a longer-term rise since 2003.

The proportions of staff qualified to at least level 6 have remained broadly similar in the childcare sector, although there has been an increase amongst staff in full day care settings (from five per cent in 2008 to seven per cent in 2009). This indicates gradual progress in response to government policy aimed at creating opportunities for staff in full day care to achieve level 6 qualifications⁴³.

It is likely that this general pattern of increase is related to the introduction of the National Standards for Under Eights Day Care and Childminding in 2003⁴⁴, which formally set out minimum levels of qualification for different types of staff and stipulated that action plans should be prepared where organisations had not yet met these qualification requirements. In 2003, although a good proportion of staff in the childcare sector already held at least a level 3 qualification, since then there has been an increase in the number of staff meeting these requirements across all setting types. For example in 2003, 44 per cent of staff in sessional settings held at least a level 3 qualification and by 2009 this had risen to 68 per cent.

There has been an increase since 2008 in the proportion of paid staff qualified to at least level 3 in both nursery schools (rising from 82 to 88 per cent) and in primary schools with reception but no nursery classes (from 70 to 74 per cent). The proportion has remained similar in primary schools with nursery and reception classes. For all three types of schools, the figures show a long-term increase since 2003.

There has been no statistically significant change in the proportions of early years staff in maintained schools qualified to higher levels (at least level 5 or level 6) since the 2008 survey, and the longer-term pattern (since 2006) is also generally stable.

6.4 Qualification levels by deprivation

Table 6.7 shows the proportion of paid staff that held any childcare related qualification (levels 1 to 8), a qualification of at least level 3, and a qualification of at least level 6. This is analysed by deprivation area (the 30 per cent most deprived areas compared with the 70 per cent least deprived areas).

In all types of childcare settings (excluding childminders), staff were more likely to have a qualification of some kind (at any level) in the more deprived areas than in the less deprived areas. However, there was no statistically significant difference for childminders or staff at early years providers in maintained schools.

Staff in childcare settings were also more likely to have at least a level 3 qualification if they were based in the more deprived areas. Differences were statistically significant for full day care in children's centres, after school clubs and holiday clubs. Staff in nursery schools were also more likely to be qualified to at least level 3 in the more deprived areas.

There were no statistically significant differences by deprivation in the proportion of those qualified to at least level 6.

⁴³ The Government's aim is for all full day care providers to be graduate led by 2015.

⁴⁴ These standards were superseded by the Early Years Foundation Stage in September 2008.

Table 6.7 Proportion of paid staff that hold a qualification (levels 1 to 8) by deprivation		
	30% most deprived areas	70% least deprived areas
Early years providers		
Nursery schools	96%	94%
Primary schools with nursery and reception classes	92%	92%
Primary schools with reception but no nursery classes	92%	85%
Childcare		
Full day care	95%	92%
<i>Full day care in children's centres</i>	97%	93%
Sessional	91%	86%
After school clubs	89%	79%
Holiday clubs	91%	81%
Childminders	69%	65%
Proportion of paid staff that hold at least a level 3 qualification by deprivation		
	30% most deprived areas	70% least deprived areas
Early years providers		
Nursery schools	90%	83%
Primary schools with nursery and reception classes	81%	82%
Primary schools with reception but no nursery classes	78%	73%
Childcare		
Full day care	84%	81%
<i>Full day care in children's centres</i>	90%	84%
Sessional	69%	68%
After school clubs	65%	59%
Holiday clubs	70%	60%
Childminders	50%	48%
Proportion of paid staff that hold at least a level 6 qualification by deprivation		
	30% most deprived areas	70% least deprived areas
Early years providers		
Nursery schools	33%	31%
Primary schools with nursery and reception classes	39%	41%
Primary schools with reception but no nursery classes	38%	43%
Childcare		
Full day care	7%	7%
<i>Full day care in children's centres</i>	14%	14%
Sessional	5%	5%
After school clubs	6%	7%
Holiday clubs	7%	9%
Childminders	3%	3%
<i>Base: All paid childcare staff, All childminders, All early years staff, 2009.</i>		

6.5 Qualification levels by region

Regional analysis of the qualifications of paid staff is provided in table 6.8. The main patterns are as follows. Within early years providers in maintained schools, staff in the West Midlands were more likely to have any qualification (in primary schools) and to have at least a level 3 qualification (in primary schools with nursery and reception classes). Staff in the North West were also more likely to have any qualification (in primary schools) and to have at least a level 3 qualification (in nursery schools). By contrast, staff in the East of England were less likely to have a qualification at any level (in primary schools with reception but no nursery classes) and to be qualified to at least level 3 (in primary schools).

In childcare settings, staff in the North West were more likely to have any qualification (in full day care children's centres), to be qualified to at least level 3 (in sessional care and holiday clubs), and to be qualified to at least level 6 (in holiday clubs). Similarly, figures were higher in the North East in relation to having any qualification (all childcare settings excluding childminders) and being qualified to at least level 3 (full day care and out of school clubs). By contrast, staff in the South East were less likely to have a qualification at any level (in out of school care) and to be qualified to at least level 3 (full day care, sessional care and out of school care). In the East of England, staff were less likely to have any qualification (childminders and staff in after school clubs) and to be qualified to at least level 3 (holiday clubs).

Table 6.8 Proportion of paid staff that hold a 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
Early years providers									
Nursery schools	†	93%‡	95%	99%‡	97%‡	100%‡	95%‡	†	
Primary schools with nursery and reception classes	95%	89%	90%	93%	89%	98%	84%	88%	
Primary schools with reception but no nursery classes	84%	79%	92%‡	96%‡	87%	92%	84%	83%	
Childcare									
Full day care	92%	92%	93%	97%	94%	94%	90%	91%	
Full day care in children's centres	92%‡	94%	94%	100%	98%	99%	94%	93%	
Sessional	89%	87%	89%	94%‡	88%	87%	85%	86%	
After school clubs	89%	73%	83%	90%	83%	85%	73%	82%	
Holiday clubs	90%	79%	86%	96%	83%	87%	74%	83%	
Childminders	64%‡	54%‡	69%		68%	68%‡	65%	64%‡	73%

Proportion of paid staff that hold at least a level 3 qualification by region

	East Midlands	East of England	London	North East	Yorkshire & Humberside	North West	South East	South West	West Midlands
Early years providers									
Nursery schools	†	85%‡	87%	91%‡	88%‡	98%‡	83%‡	†	
Primary schools with nursery and reception classes	84%	73%	80%	87%	79%	87%	68%	81%	
Primary schools with reception but no nursery classes	71%	65%	75%‡	85%‡	70%	84%	70%	74%	
Childcare									
Full day care	80%	80%	81%	88%	85%	86%	76%	79%	
Full day care in children's centres	85%‡	85%	86%	94%	92%	90%	82%	82%	
Sessional	72%	65%	72%	80%‡	69%	75%	62%	64%	
After school clubs	62%	53%	51%	75%	64%	67%	51%	66%	
Holiday clubs	72%	55%	59%	78%	67%	74%	50%	66%	
Childminders	50%‡	43%‡	51%		52%	43%‡	48%	51%‡	53%

Proportion of paid staff that hold at least a level 6 qualification by region

	East Midlands	East of England	London	North East	Yorkshire & Humberside	North West	South East	South West	West Midlands
Early years providers									
Nursery schools	†	36%‡	32%	40%‡	42%‡	33%‡	31%‡	†	
Primary schools with nursery and reception classes	38%	37%	42%	45%	39%	40%	38%	43%	
Primary schools with reception but no nursery classes	41%	39%	38%‡	43%‡	46%	42%	42%	42%	
Childcare									
Full day care	6%	6%	9%	6%	7%	7%	7%	9%	
Full day care in children's centres	11%‡	7%	19%	15%	14%	12%	12%	19%	
Sessional	3%	4%	4%	0%‡	4%	8%	5%	5%	
After school clubs	6%	6%	5%	11%	6%	6%	6%	12%	
Holiday clubs	7%	10%	5%	8%	6%	13%	7%	12%	
Childminders	4%‡	1%‡	3%		3%	1%‡	3%	5%‡	4%

Base: All paid childcare staff, All childminders, All early years staff, 2009.

6.6 Qualification levels by ownership

Table 6.9 shows the proportion of all paid childcare staff that held any childcare related qualification (levels 1 to 8), a qualification of at least level 3, and a qualification of at least level 6, by ownership type. No analysis is provided for early years provision in maintained schools because they are all run by Local Authorities.

Overall, there were no clear patterns by type of ownership, although providers owned by a school or college often had higher proportions of staff qualified to different levels than other types of providers.

Table 6.9 Proportion of paid staff that hold a qualification (levels 1 to 8) by ownership of provision					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings	93%	96%	87%	82%	83%
Private	92%	95%	86%	82%	85%
Voluntary	92%	98%	87%	83%	84%
Local authority	95%	95%	90% [†]	87%	78%
School/college	98%	97% [†]	94% [†]	81%	87%
Other	97%	†	†	88%	85%
Proportion of paid staff that hold at least a level 3 qualification by ownership of provision					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings	82%	88%	68%	60%	63%
Private	82%	85%	66%	65%	68%
Voluntary	74%	92%	68%	57%	61%
Local authority	82%	89%	79% [†]	64%	54%
School/college	90%	78% [†]	87% [†]	57%	64%
Other	89%	†	†	73%	71%
Proportion of paid staff that hold at least a level 6 qualification by ownership of provision					
	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs
All settings	7%	14%	5%	6%	8%
Private	7%	7%	5%	6%	8%
Voluntary	6%	16%	5%	6%	7%
Local authority	11%	17%	10% [†]	6%	10%
School/college	12%	12% [†]	14% [†]	7%	14%
Other	10%	†	†	8%	11%

Base: All paid childcare staff 2009.

6.6.1 Ownership and paid staff holding any qualification

In general, the proportion of paid staff with any qualification did not differ greatly by type of ownership. The differences were that staff in providers owned by schools and colleges were more likely to have a qualification (in full day care and holiday clubs), while the proportions were lower in private and voluntary owned providers (for full day-care) and in local authority owned providers (for holiday clubs).

6.6.2 Ownership and paid staff holding at least a level 3 qualification

Privately owned providers had a higher proportion of paid staff qualified to at least level 3 (in out of school care), as did providers in 'other' types of ownership (full day care and out of school care). The proportions of staff qualified to at least level 3 were lower for voluntary owned providers (full day care and after school clubs), while there was no consistent pattern for local authority owned providers (higher for sessional care but lower for holiday clubs) or those owned by schools or colleges (higher for full day care and sessional care but lower after school clubs).

6.6.3 Ownership and paid staff holding at least a level 6 qualification

There were few differences by type of ownership in terms of the proportions of paid staff qualified to at least level 6. Staff working for providers owned by schools or colleges were most likely to have a qualification of at least level 6 (in full day care and holiday clubs), while the proportions were lower in privately owned providers (in full day care children's centres) and voluntary providers (in full day care).

6.7 Requisite qualifications for childcare staff

In the statutory framework for the Early Years Foundation Stage⁴⁵, which superseded the National Standards for Under Eights Day Care and Childminding in September 2008, the Government has set out the requirements for what qualifications those working within the childcare sector should hold.

The requirements are:

- Every supervisor and manager working within registered full day care, sessional and out-of-school settings should hold at least a full level 3 qualification appropriate to the post⁴⁶.
- At least half of all other staff should hold at least a full level 2 qualification appropriate to the post⁴⁷.

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

⁴⁵ The Statutory Framework for EYFS: welfare requirements:
<http://nationalstrategies.standards.dcsf.gov.uk/eyfs/site/requirements/welfare/suitable/2.htm>

⁴⁶ As defined by the Children's Workforce Development Council (CWDC).

⁴⁷ As defined by the Children's Workforce Development Council (CWDC).

Additionally, in 2004 the Government published *Choice for Parents, the Best Start for Children: A Ten Year Strategy for Childcare*, which made the case for a better qualified early years workforce. In 2006, this was followed up with the launch of the Transformation Fund with the Graduate Leader Fund⁴⁸ superseding this in 2008. The Graduate Leader Fund aims to transform the quality of childcare by providing financial support and incentives to ensure that, by 2015, every full day care setting has a graduate leading practice (including graduates with Early Year's Professional Status, but the Status is not essential, only that the graduate has a degree which is relevant to Early Years) with two graduates in settings in disadvantaged areas. Whether the objective of employing graduates with Early Year's Professional Status is being met is covered in section 6.13.

The survey can be used to gauge how well childcare settings are meeting these requirements. However, the Statutory Framework for the Early Years Foundation Stage applies on a setting to setting basis, and the survey figures are aggregated across all settings; so there may be individual settings that do not meet the requirements.

Table 6.10 shows qualifications by staff type across all group childcare settings.

	Senior managers	Supervisors	Other paid childcare staff
Level 1	*	*	3%
Level 2	1%	7%	31%
Level 3	51%	70%	33%
Level 4	18%	10%	1%
Level 5	8%	4%	1%
Level 6	14%	7%	2%
Level 7	4%	1%	*
Level 8	*	*	0%
Overseas	*	*	*
No qualification	2%	1%	27%
Any qualification	97%	98%	71%
Other	1%	*	*
Don't Know	1%	1%	2%
<i>At least level 3</i>	<i>96%</i>	<i>90%</i>	<i>37%</i>
<i>At least level 6</i>	<i>18%</i>	<i>8%</i>	<i>2%</i>
<i>Base: All paid childcare staff 2009.</i>			

Across all childcare settings, nearly all senior managers and supervisors held a qualification at some level (97 per cent of senior managers and 98 per cent of supervisors), and similar proportions held at least a level 3 qualification (96 per cent of senior managers and 90 per

⁴⁸ Graduate Leader Fund – additional information on purpose and implementation, <http://www.everychildmatters.gov.uk/files/GLF%20guidelines%2010%20March%20final.doc>

cent of supervisors). Around one in six senior managers were qualified to at least level 6 (18 per cent), compared with eight per cent of supervisors.

Other paid childcare staff tended to be less qualified, with 71 per cent holding any relevant qualification, just over one in three (37 per cent) being qualified to at least level 3, and just two per cent being qualified to at least level 6.

Table 6.11 shows the proportion of supervisors with at least a level 3 qualification by type of provider and type of ownership.

	Private	Voluntary	Local Authority	School/college	Other
Full day care	97%	96%	94%	100%	100%
Full day care in children's centres	96%	98%	99%	†	†
Sessional	85%	87%	†	†	†
After school	83%	73%	68%	70%	89%‡
Holiday clubs	86%	82%	74%	73%	87%‡

Base: All supervisors in childcare providers 2009.

Nearly all supervisors in full day care provision were qualified to at least level 3, and this did not vary by type of ownership. There were also no differences for sessional care.

In after school and holiday clubs, supervisors in privately owned settings were more likely to be qualified to at least level 3 (83 and 86 per cent respectively), while in the same settings supervisors were less likely to be qualified to this level where the setting was run by schools or colleges (70 per cent in after school clubs and 73 per cent in holiday clubs), or in settings run by the local authority (68 and 74 per cent respectively). The proportion was also lower amongst supervisors in after school clubs in the voluntary sector (73 per cent).

Table 6.12 shows the proportion of other paid childcare staff that held at least a level 2 qualification.

	Private	Voluntary	Local Authority	School/college	Other
Full day care	76%	75%	92%‡	92%‡	†
Full day care in children's centres	78%‡	93%‡	79%	†	†
Sessional	63%	62%	†	†	†
After school	53%	55%	†	42%	†
Holiday clubs	63%	61%	55%	61%	†

Base: All other paid childcare staff 2009.

In full day care providers, around nine in ten other paid childcare staff held at least a level 2 qualification in local authority and school/college run settings (92 per cent in each case), higher than in private and voluntary run settings (76 and 75 per cent respectively). However,

the proportion was higher in full day care children's centres in the voluntary sector (93 per cent) than in other types of ownership.

Other paid childcare staff were less likely to be qualified to at least level 2 in after school clubs that were run by a school or college (42 per cent, compared with 53 per cent of privately owned and 55 per cent of voluntary settings).

6.7.1 Senior managers

Tables 6.13a and 6.13b show the level of qualification of senior managers in childcare providers.

Across all types of provider except full day care in children's centres, the most commonly held highest qualification was level 3, although the proportions varied by type of provider, from 42 per cent of those working in full day care to 62 per cent of those working in sessional provision.

Nearly all senior managers in the various types of setting held a highest qualification of at least level 3, although this was slightly lower in holiday clubs (90 per cent). Senior managers in full day care in children's centres were more likely than senior managers working for other types of provider to be qualified to at least level 5 (56 per cent) or at least level 6 (46 per cent). The proportion qualified to at least level 6 was lowest in sessional care settings (12 per cent).

There has been a significant increase in the proportion of senior managers in full day care settings qualified to at least level 5 – from 25 per cent in 2008 to 32 per cent in 2009. This continues a steady increase since 2003 in full day care settings at all qualification levels. Similarly, although there have not been significant increases since 2008 for other types of childcare setting, there have been gradual increases since 2003 at various qualification levels.

	Full day care					Full day care in children's centres				Sessional				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2009	2008	2007	2006	2003
Level 1	0%	0%	*	*	1%	0%	0%	*	0%	0%	*	*	1%	2%
Level 2	*	*	*	1%	6%	*	0%	*	*	1%	1%	1%	2%	8%
Level 3	42%	52%	58%	65%	66%	21%	27%	34%	39%	62%	64%	69%	73%	67%
Level 4	24%	20%	17%	16%	20%	20%	19%	20%	17%	16%	15%	11%	8%	10%
Level 5	11%	8%	5%	4%		10%	9%	9%	5%	7%	4%	4%	2%	
Level 6	18%	14%	12%	9%	2%	25%	21%	16%	22%	9%	10%	8%	6%	N/A
Level 7	3%	3%	4%	3%	N/A	19%	19%	14%	12%	3%	2%	3%	2%	
Level 8	*	*	*	*		2%	1%	1%	0%	0%	0%	*	0%	
Overseas	*	*	*	*	N/A	0%	0%	0%	*	*	*	*	*	N/A
Other	*	*	1%	1%	2%	1%	2%	2%	2%	*	1%	1%	1%	4%
Don't know	*	1%	1%	1%	0%	*	1%	2%	2%	1%	1%	1%	1%	0%
No qualification	1%	1%	2%	2%	6%	*	1%	1%	1%	2%	14%	3%	3%	9%
At least level 1	98%	97%	96%	97%	N/A	98%	96%	95%	94%	97%	96%	95%	95%	N/A
At least level 2	98%	97%	96%	96%	92%	98%	96%	95%	94%	97%	96%	95%	94%	85%
At least level 3	98%	97%	96%	96%	85%	98%	96%	95%	94%	96%	95%	94%	93%	77%
At least level 5	32%	25%	21%	15%	N/A	56%	50%	40%	38%	19%	16%	15%	11%	N/A
At least level 6	21%	17%	16%	11%		46%	41%	31%	33%	12%	12%	11%	9%	

Base: All senior managers in childcare providers 2009, 2008, 2007, 2006, 2003.

	After school clubs					Holiday clubs				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Level 1	*	0%	*	1%	2%	*	*	1%	*	1%
Level 2	1%	1%	2%	3%	12%	1%	2%	2%	3%	12%
Level 3	55%	59%	62%	65%	52%	49%	52%	51%	55%	40%
Level 4	14%	12%	8%	9%	12%	15%	13%	13%	9%	13%
Level 5	6%	5%	5%	3%		7%	7%	5%	3%	2%
Level 6	12%	13%	12%	9%	N/A	15%	14%	15%	11%	N/A
Level 7	6%	4%	4%	3%		3%	3%	4%	4%	
Level 8	*	*	*	*		0%	0%	0%	*	
Overseas	0%	0%	0%	0%	N/A	*	*	0%	0%	N/A
Other	1%	1%	1%	2%	4%	1%	1%	2%	2%	9%
Don't know	15	3%	2%	2%	0%	1%	1%	1%	2%	0%
No qualification	3%	2%	3%	4%	18%	5%	6%	7%	9%	22%
At least level 1	95%	94%	94%	93%	N/A	92%	91%	90%	86%	N/A
At least level 2	95%	94%	94%	92%	76%	92%	90%	89%	86%	66%
At least level 3	94%	93%	92%	90%	64%	90%	89%	87%	83%	55%
At least level 5	25%	22%	21%	15%	N/A	26%	24%	23%	18%	N/A
At least level 6	19%	16%	16%	13%		19%	17%	18%	16%	

Base: All senior managers in childcare providers 2009, 2008, 2007, 2006, 2003.

6.7.2 Supervisors

Tables 6.14a and 6.14b show the level of qualification of supervisors in childcare providers.

As was the case for senior managers, the most commonly held qualification for supervisors was a level 3 qualification, ranging from 60 per cent (holiday clubs) to 73 per cent (full day care settings and sessional care). In full day care settings (including full day care in children's centres), 97 per cent of supervisors held at least a level 3 qualification. This suggests that the majority of supervisors in this type of setting meet the requirements set out in the Statutory Framework for the Early Years Foundation Stage⁴⁹, which stipulate that supervisors should hold full and relevant level 3 qualifications. This proportion has been increasing steadily in the last two years (from 91 per cent in 2007, to 94 per cent in 2008, to 97 per cent in 2009). The proportion of supervisors in full day care settings who were qualified to at least level 5 also increased (from five per cent in 2007 to 12 per cent in 2009), and a similar increase is evident for those qualified to at least level 6 (from three per cent in 2007 to eight per cent in 2009).

Supervisors in full day care children's centres were more likely than supervisors in other types of setting to be qualified to at least level 5 (22 per cent) or at least level 6 (15 per cent), and these figures have also increased in recent years: the proportion qualified to at least level 5 has increased from 13 per cent in 2007 to 22 per cent in 2009, while the equivalent increase in those qualified to at least level 6 has been from eight per cent to 15 per cent.

In sessional settings, 87 per cent of supervisors held at least a level 3 qualification, while in after schools clubs and holiday clubs the proportions were lower (76 and 81 per cent

⁴⁹ Which superseded the National Standards for Under Eights Day Care and Childminding in September 2008.

respectively). The Statutory Framework for the Early Years Foundation Stage stipulates that all supervisory staff in these types of settings should be qualified to level 3, so not all settings are meeting this requirement. Prior to September 2008 when the Early Years Foundation Stage came into force, the National Standards stipulated that only half of all supervisory staff in these types of settings should be qualified to level 3, so these proportions are well above the National Standard requirements. They have also increased in the last year, continuing a longer-term increase since 2003.

Supervisors in sessional care and after school clubs were less likely to be qualified to at least level 6 than supervisors in other childcare settings (five per cent in sessional care and six per cent in after school clubs).

Table 6.14a Qualifications of supervisors														
	Full day care					Full day care in children's centres				Sessional				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2009	2008	2007	2006	2003
Level 1	*	*	*	*	*	0%	0%	*	*	*	1%	1%	1%	1%
Level 2	2%	4%	6%	7%	19%	1%	1%	3%	2%	10%	14%	15%	18%	17%
Level 3	73%	78%	80%	82%	69%	63%	64%	74%	77%	73%	71%	70%	69%	57%
Level 4	12%	8%	6%	4%	4%	14%	10%	8%	4%	7%	4%	3%	2%	5%
Level 5	4%	2%	2%	1%		6%	4%	5%	3%	2%	2%	1%	1%	
Level 6	7%	5%	3%	3%	N/A	13%	13%	6%	9%	4%	3%	4%	3%	N/A
Level 7	1%	1%	*	*		2%	2%	2%	1%	1%	1%	1%	1%	
Level 8	*	*	*	*		0%	0%	0%	0%	*	0%	0%	*	
Overseas	*	*	*	*	N/A	0%	0%	0%	0%	0%	*	*	*	N/A
Other	*	*	*	1%	*	0%	1%	*	1%	0%	*	1%	1%	3%
Don't know	*	1%	2%	1%	1%	*	3%	2%	2%	1%	1%	2%	2%	1%
No qualification	*	*	1%	1%	6%	2%	*	1%	0%	2%	2%	4%	3%	15%
At least level 1	99%	98%	97%	97%	N/A	100%	96%	98%	98%	97%	96%	94%	94%	N/A
At least level 2	99%	98%	97%	97%	92%	100%	96%	98%	98%	97%	95%	93%	93%	79%
At least level 3	97%	94%	91%	91%	73%	98%	94%	94%	95%	87%	81%	78%	75%	62%
At least level 5	12%	8%	5%	4%	N/A	22%	19%	13%	14%	7%	6%	6%	4%	N/A
At least level 6	8%	6%	3%	3%		15%	16%	8%	11%	5%	4%	4%	4%	

Base: All senior managers in childcare providers 2009, 2008, 2007, 2006, 2003.

	After school clubs					Holiday clubs				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Level 1	1%	2%	1%	1%	1%	*	1%	1%	2%	3%
Level 2	18%	19%	22%	24%	22%	14%	14%	15%	19%	17%
Level 3	62%	60%	58%	57%	43%	60%	57%	58%	56%	40%
Level 4	6%	3%	3%	2%	4%	6%	4%	5%	3%	7%
Level 5	2%	1%	2%	1%		5%	4%	2%	1%	1%
Level 6	5%	5%	3%	4%	N/A	9%	9%	9%	7%	N/A
Level 7	1%	*	1%	1%		1%	1%	2%	1%	4%
Level 8	0%	0%	*	*		0%	*	0%	0%	*
Overseas	*	*	*	*	N/A	*	*	*	*	N/A
Other	*	1%	1%	1%	2%	1%	2%	2%	1%	7%
Don't know	1%	3%	2%	3%	7%	1%	5%	2%	4%	7%
No qualification	4%	6%	6%	6%	20%	2%	4%	3%	5%	18%
At least level 1	95%	91%	91%	91%	N/A	96%	90%	92%	89%	N/A
At least level 2	94%	89%	90%	89%	69%	96%	89%	91%	87%	65%
At least level 3	76%	70%	68%	65%	47%	81%	75%	76%	69%	49%
At least level 5	8%	7%	7%	6%	N/A	15%	14%	13%	10%	N/A
At least level 6	6%	5%	4%	5%		10%	10%	11%	8%	N/A

Base: All supervisors in childcare providers 2009, 2008, 2007, 2006, 2003.

6.7.3 Other paid childcare staff

Tables 6.15a and 6.15b show the level of qualification of other paid staff working for childcare providers.

As with senior managers and supervisors, a higher proportion of other paid childcare staff working in full day care provision, including those in children's centres, held level 3 qualifications than those working in sessional or out of school settings. Furthermore, in full day care and full day care within children's centres the most commonly held qualification was level 3 for other paid childcare staff, while for sessional and out of school clubs it was level 2. In addition, a relatively high proportion of other paid childcare staff in sessional settings and out of school clubs had no relevant qualifications (32 per cent in sessional settings, 42 per cent in after school clubs and 30 per cent in holiday clubs).

Around half of other childcare staff in full day care settings were qualified to at least level 3 (48 per cent), and the figure was higher in full day care children's centres (54 per cent). The equivalent proportions were lower in holiday clubs (31 per cent), sessional care (24 per cent) and after school clubs (21 per cent).

In all childcare settings, there has been a gradual increase in the proportions qualified to at least levels 1, 2 and 3 since 2006. In addition, there has been an increase since 2008 in the proportion of other paid childcare staff in full day care settings qualified to at least level 3 (from 41 to 48 per cent), and in the proportion in holiday clubs qualified to at least level 2 (from 56 to 61 per cent) and to at least level 3 (26 to 31 per cent).

	Full day care					Full day care in children's centres				Sessional				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2009	2008	2007	2006	2003
Level 1	2%	1%	2%	3%	1%	1%	1%	1%	2%	4%	4%	5%	6%	2%
Level 2	29%	33%	37%	33%	23%	28%	30%	31%	35%	38%	37%	31%	28%	19%
Level 3	44%	39%	30%	25%	23%	49%	48%	42%	33%	21%	19%	18%	15%	11%
Level 4	2%	1%	1%	1%	2%	1%	1%	2%	1%	1%	1%	1%	*	1%
Level 5	1%	*	*	*		2%	2%	1%	1%	*	*	1%	*	
Level 6	2%	1%	1%	1%	N/A	2%	2%	2%	2%	1%	2%	1%	1%	N/A
Level 7	0%	*	*	*		0%	0%	0%	0%	*	*	*	*	
Level 8	0%	*	*	0%		0%	0%	0%	0%	0%	0%	0%	0%	
Overseas	*	*	*	*	N/A	0%	*	0%	*	0%	0%	*	*	N/A
Other	*	*	*	1%	1%	0%	0%	*	*	1%	1%	1%	1%	4%
Don't know	1%	3%	2%	3%	5%	1%	3%	6%	4%	2%	2%	5%	2%	
No qualification	20%	21%	26%	33%	47%	15%	13%	15%	21%	32%	34%	38%	46%	62%
At least level 1	79%	75%	71%	63%	N/A	84%	84%	79%	74%	66%	63%	57%	50%	N/A
At least level 2	77%	74%	69%	60%	47%	83%	83%	78%	72%	62%	59%	52%	44%	32%
At least level 3	48%	41%	32%	27%	24%	54%	53%	47%	37%	24%	22%	21%	16%	13%
At least level 5	3%	1%	2%	1%	N/A	4%	4%	3%	3%	1%	2%	2%	1%	N/A
At least level 6	2%	1%	1%	1%	N/A	2%	2%	2%	2%	1%	2%	1%	1%	N/A

Base: All other paid childcare staff in childcare providers 2009, 2008, 2007, 2006, 2003.

	After school clubs					Holiday clubs				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Level 1	4%	4%	6%	6%	2%	4%	5%	7%	7%	3%
Level 2	31%	30%	29%	27%	15%	30%	30%	32%	25%	13%
Level 3	19%	19%	14%	13%	12%	26%	19%	16%	16%	7%
Level 4	*	*	*	*	1%	1%	1%	1%	1%	1%
Level 5	*	*	*	*		1%	1%	*	*	*
Level 6	1%	2%	1%	1%	N/A	3%	4%	3%	3%	N/A
Level 7	*	*	*	*		*	*	*	1%	
Level 8	*	0%	0%	0%		0%	*	0%	0%	
Overseas	*	*	0%	*	N/A	0%	0%	*	0%	N/A
Other	*	1%	1%	1%	1%	1%	2%	1%	2%	2%
Don't know	2%	4%	3%	4%	4%	5%	4%	5%	5%	13%
No qualification	42%	39%	44%	48%	64%	30%	32%	34%	41%	61%
At least level 1	56%	56%	51%	47%	N/A	65%	61%	59%	53%	N/A
At least level 2	52%	52%	45%	41%	28%	61%	56%	52%	46%	22%
At least level 3	21%	22%	16%	14%	13%	31%	26%	20%	21%	8%
At least level 5	2%	2%	2%	1%	N/A	4%	5%	3%	5%	N/A
At least level 6	2%	2%	1%	1%	N/A	3%	4%	3%	4%	N/A

Base: All other paid childcare staff in childcare providers 2009, 2008, 2007, 2006, 2003.

6.8 Qualifications for early years staff

Table 6.16 shows the level of qualification for each staff type working in early years providers in maintained schools.

All (100 per cent) of the early years coordinators, early years teachers and nursery nurses held a relevant qualification, compared with around four in five (79 per cent) other paid early years support staff.

The vast majority of early years coordinators, early years teachers and nursery nurses were qualified to at least level 3 (between 96 and 98 per cent), while nearly half (47 per cent) of other paid early years support staff were qualified to at least level 3. More than nine in ten early years co-ordinators and teachers were qualified to least level 6 (96 and 94 per cent respectively). In comparison only four per cent of nursery nurses and other paid early years support staff were qualified to at least level 6.

Table 6.16 Qualifications of paid staff by staff type in early years provision in maintained schools				
	Early years co-ordinators	Early years teachers	Nursery nurses	Other paid early years support staff
Level 1	0%	0%	*	6%
Level 2	*	*	3%	26%
Level 3	*	2%	74%	35%
Level 4	1%	*	5%	2%
Level 5	1%	1%	12%	4%
Level 6	62%	72%	4%	3%
Level 7	23%	18%	0%	*
Level 8	1%	1%	*	0%
Overseas	*	*	0%	*
No qualification	*	*	*	20%
Other	2%	2%	*	*
Don't know	10%	3%	2%	5%
<i>Base: All paid staff in early years providers 2009.</i>				
Any qualification	100%	100%	100%	79%
At least level 3	98%	97%	96%	47%
At least level 6	96%	94%	4%	4%
<i>Base: All paid staff in early years providers answering question 2009.</i>				

6.8.1 Early years or foundation stage co-ordinators

Table 6.17 shows the level of qualification of early year coordinators.

Nearly all early years or foundation stage co-ordinators were qualified to at least level 6 (95 per cent in nursery schools and 96 per cent in primary schools), as was the case in previous years. In addition, over half of early years co-ordinators in nursery schools had a level 7 qualification (55 per cent), a similar proportion to 2008 after a large increase between 2007 and 2008. Early years co-ordinators were less likely to have a level 7 qualification in primary schools with nursery and reception classes (21 per cent) and in primary schools with reception but no nursery classes (22 per cent), and these proportions have remained consistent over time.

Table 6.17 Qualifications of early years coordinators/head teachers															
	Nursery schools					Primary schools with nursery and reception classes					Primary schools with reception but no nursery classes				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Level 1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Level 2	0%	0%	0%	1%	1%	0%	0%	0%	*	1%	*	*	*	*	4%
Level 3	0%	1%	1%	1%	18%	*	1%	1%	1%	16%	1%	*	*	*	14%
Level 4	3%	1%	1%	1%	60%	*	1%	*	2%	77%	1%	1%	1%	1%	75%
Level 5	2%	*	2%	2%		1%	1%	1%	2%		*	*	1%	2%	
Level 6	35%	37%	61%	58%		68%	69%	67%	65%		60%	54%	66%	71%	
Level 7	55%	53%	34%	29%	16%	21%	20%	19%	26%	3%	22%	18%	19%	20%	3%
Level 8	4%	1%	1%	2%		1%	1%	*	*		*	*	*	*	
Overseas	0%	0%	0%	0%	0%	*	*	*	1%	0%	0%	*	*	0%	0%
Other	0%	4%	0%	5%	0%	2%	2%	0%	2%	0%	2%	3%	0%	3%	0%
Don't know	1%	3%	0%	2%	0%	7%	3%	2%	2%	1%	14%	3%	1%	2%	1%
No qualification	0%	0%	0%	0%	0%	*	0%	0%	0%	*	0%	*	0%	*	*
<i>Base: All early years coordinators/head teachers in early years providers in maintained schools 2009, 2008, 2007, 2006, 2003.</i>															
At least level 1	100%	96%	100%	93%	100%	97%	97%	98%	96%	N/A	98%	95%	99%	95%	N/A
At least level 2	100%	96%	100%	93%	95%	97%	97%	98%	96%	97%	98%	95%	98%	95%	96%
At least level 3	100%	96%	100%	92%	94%	97%	97%	98%	95%	96%	98%	95%	98%	94%	92%
At least level 5	97%	95%	98%	91%	N/A	96%	96%	97%	93%	N/A	96%	94%	97%	93%	N/A
At least level 6	95%	94%	96%	88%	N/A	96%	96%	95%	91%	N/A	96%	93%	96%	91%	N/A
<i>Base: All early years coordinators/head teachers in early years providers in maintained schools answering question 2009, 2008, 2007, 2006, 2003.</i>															

6.8.2 Qualified early years teachers

Table 6.18 shows the level of qualification of early years teachers.

As with early years co-ordinators, the majority of teachers were qualified to high levels, and generally the proportion holding at least level 3 qualifications and the proportion holding at least level 6 qualifications were similar to that of the early years co-ordinators. The proportion qualified to at least level 3 ranged from 92 per cent (for primary schools with reception but no nursery classes) to 99 per cent (for nursery schools), while the proportion qualified to at least level 6 ranged from 89 per cent (for primary schools with reception but no nursery classes) to 97 per cent (for nursery schools). The small variations between the figures in the three types of schools are mainly due to different proportions of 'don't know' answers.

Around one in five early years teachers had a level 7 qualification (22 per cent in nursery schools, 19 per cent in primary schools with reception but no nursery classes, and 17 per cent in primary schools with nursery and reception classes).

There have been no significant changes in these results in recent years.

	Nursery schools					Primary schools with nursery and reception classes					Primary schools with reception but no nursery classes					
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	
Level 1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	*	0%	
Level 2	0%	*	0%	*	2%	*	*	0%	*	1%	*	1%	0%	*	3%	
Level 3	1%	1%	*	1%	16%	2%	1%	1%	2%	11%	1%	1%	1%	1%	8%	
Level 4	1%	1%	1%	1%	74%	*	*	1%	2%	78%	1%	1%	1%	1%	84%	
Level 5	1%	2%	5%	2%		1%	1%	1%	1%		1%	1%	2%	1%		2%
Level 6	75%	70%	72%	71%		73%	70%	75%	66%		69%	67%	73%	68%		
Level 7	22%	22%	21%	19%	4%	17%	21%	18%	19%	1%	19%	17%	17%	18%	1%	
Level 8	0%	0%	0%	0%		2%	*	*	*		1%	0%	0%	0%		
Overseas	0%	0%	*	1%	0%	1%	0%	1%	2%	0%	*	*	*	0%	0%	
Other	*	2%	0%	4%	0%	2%	1%	*	2%	*	2%	3%	1%	2%	0%	
Don't know	1%	1%	1%	2%	2%	2%	5%	3%	6%	6%	6%	7%	5%	7%	1%	
No qualification	0%	*	0%	0%	*	*	*	*	*	0%	0%	*	*	*	1%	
At least level 1	99%	97%	99%	94%	95%	96%	94%	96%	90%	91%	92%	90%	94%	91%	N/A	
At least level 2	99%	97%	99%	94%	95%	96%	94%	96%	90%	91%	92%	90%	94%	91%	97%	
At least level 3	99%	97%	99%	93%	93%	95%	94%	96%	90%	91%	92%	89%	94%	90%	93%	
At least level 5	97%	94%	98%	92%	N/A	93%	92%	94%	87%	N/A	90%	86%	91%	88%	N/A	
At least level 6	97%	92%	93%	90%		92%	91%	93%	86%		89%	84%	90%	86%		

Base: All qualified early years teachers in early years providers in maintained schools 2009, 2008, 2007, 2006, 2003.

6.8.3 Early years nursery nurses

Table 6.19 shows the level of qualification of nursery nurses.

Level 3 qualifications were the most commonly held qualification for nursery nurses, with four in five (79 per cent) nurses holding a level 3 qualification in nursery schools, three in four (76 per cent) in primary schools with nursery and reception classes, and two in three (66 per cent) in primary schools with reception but no nursery classes. Across all types of early years setting very high proportions of nursery nurses were qualified to at least level 3, although this was slightly lower in primary schools with reception but no nursery classes (89 per cent).

The proportion of nursery nurses with a level 5 qualification has been increasing since 2003, with around one in six now qualified to at least level 5: 17 per cent in nursery schools, 15 per cent in primary schools with nursery and reception classes, and 18 per cent in primary schools with receptions but no nursery classes. Very few nursery nurses in early years settings were qualified to level 6 (three or four per cent in the different types of school).

	Nursery schools					Primary schools with nursery and reception classes					Primary schools with reception but no nursery classes				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Level 1	0%	0%	0%	0%	*	*	*	0%	*	*	1%	*	*	*	0%
Level 2	0%	*	*	1%	8%	3%	2%	1%	3%	7%	5%	6%	7%	9%	8%
Level 3	79%	79%	81%	87%	86%	76%	79%	85%	83%	85%	66%	62%	68%	67%	82%
Level 4	4%	8%	6%	3%	2%	5%	4%	5%	4%	2%	5%	6%	5%	4%	2%
Level 5	14%	7%	6%	5%		11%	8%	5%	3%		15%	11%	11%	7%	
Level 6	3%	4%	5%	2%		4%	3%	2%	3%		3%	6%	4%	3%	
Level 7	0%	0%	0%	0%	0%	0%	*	*	*	0%	0%	1%	*	*	0%
Level 8	0%	0%	0%	0%		*	0%	0%	0%		0%	0%	0%	0%	
Overseas	0%	0%	1%	0%	N/A	0%	*	*	*	N/A	0%	0%	0%	0%	N/A
Other	0%	*	*	1%	N/A	*	*	0%	*	N/A	0%	1%	0%	2%	N/A
Don't know	0%	1%	0%	0%	*	1%	2%	1%	3%	3%	4%	3%	2%	3%	1%
No qualification	0%	*	0%	*	*	*	0%	*	*	1%	1%	4%	2%	3%	2%
At least level 1	100%	98%	99%	98%	96%	99%	98%	98%	96%	94%	95%	93%	97%	91%	N/A
At least level 2	100%	98%	99%	98%	96%	99%	98%	98%	96%	94%	94%	92%	96%	91%	92%
At least level 3	100%	98%	99%	97%	88%	96%	95%	97%	93%	87%	89%	86%	89%	81%	84%
At least level 5	17%	11%	11%	7%	N/A	15%	11%	7%	6%	N/A	18%	18%	16%	11%	N/A
At least level 6	3%	4%	5%	2%		4%	3%	2%	3%		3%	3%	7%	5%	

Base: All nursery nurses in early years providers in maintained schools 2009, 2008, 2007, 2006, 2003.

6.8.4 Other paid early years support staff

Table 6.20 shows the level of qualification of paid early years support staff.

Other paid staff were most likely to hold a level 2 or level 3 qualification, although around one in five did not hold a relevant qualification (20 per cent in nursery schools, 21 per cent in primary schools with nursery and reception classes, and 18 per cent in primary schools with reception but no nursery classes).

Around seven in ten were qualified to at least level 2 (between 69 and 75 per cent in the three types of school) and just under half were qualified to at least level 3 (between 43 and 46 per cent). There were no significant differences between the three types of school in these figures. Very few other paid staff held qualifications above level 3, although other paid staff were more likely to be qualified to at least level 5 in primary schools with reception but no nursery classes (10 per cent) compared with staff in the other types of school.

The proportions qualified to at least level 3 have increased since 2008 in two of the school types: in nursery schools (from 25 to 45 per cent) and in primary schools with reception but no nursery classes (from 38 to 46 per cent). There has not been a significant change in the last year in primary schools with nursery and reception classes, although – as with all of the school types – there has been a steady increase since 2003 in the proportions holding level 2 and level 3 qualifications.

	Nursery schools					Primary schools with nursery and reception classes					Primary schools with reception but no nursery classes				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Level 1	5%	8%	4%	8%	*	5%	6%	7%	7%	1%	4%	5%	5%	4%	*
Level 2	30%	34%	33%	24%	14%	27%	27%	28%	22%	10%	25%	23%	20%	17%	9%
Level 3	38%	19%	22%	16%	13%	36%	34%	26%	23%	12%	33%	27%	28%	23%	16%
Level 4	3%	1%	1%	1%	7%	1%	1%	1%	2%	3%	2%	3%	2%	3%	3%
Level 5	3%	2%	0%	1%		2%	3%	2%	1%		6%	5%	4%	3%	
Level 6	2%	3%	2%	1%		3%	4%	2%	1%		3%	3%	3%	3%	
Level 7	0%	0%	0%	0%	0%	0%	0%	*	*	0%	1%	*	*	*	0%
Level 8	0%	0%	0%	0%		0%	0%	*	0%		0	*	0%	0%	
Overseas	*	0%	0%	1%	0%	*	1%	*	1%	0%	0	*	*	0%	0%
Other	0%	2%	*	1%	0%	1%	1%	*	2%	0%	*	1%	1%	2%	0%
Don't know	*	3%	2%	2%	4%	4%	4%	6%	10%	9%	7%	9%	5%	14%	4%
No qualification	20%	29%	35%	46%	46%	21%	18%	28%	32%	48%	18%	25%	30%	31%	51%
At least level 1	80%	67%	63%	51%	N/A	75%	76%	66%	56%	N/A	74%	65%	64%	53%	N/A
At least level 2	75%	59%	59%	43%	34%	69%	70%	59%	49%	26%	70%	60%	58%	49%	28%
At least level 3	45%	25%	26%	18%	20%	43%	42%	31%	28%	16%	46%	38%	38%	32%	19%
At least level 5	4%	5%	2%	1%	N/A	5%	7%	4%	3%	N/A	10%	8%	8%	6%	N/A
At least level 6	2%	3%	2%	1%		3%	4%	2%	2%		4%	3%	4%	3%	

Base: All other early years support staff in early years providers in maintained schools 2009, 2008, 2007, 2006, 2003.

6.9 Qualified Teacher Status

Paid staff who held a qualification of at least level 5 were asked whether they had Qualified Teacher Status (QTS).

6.9.1 Childcare settings

Overall, very low proportions of paid staff in childcare settings held QTS (see table 6.21), ranging from seven per cent (full day care in children's centres) to two per cent (childminders).

Taken as a proportion of paid staff who held a qualification of at least level 5, around half (49 per cent) of staff working in sessional providers held QTS, while just over two in five staff in holiday clubs (43 per cent) and after school clubs (42 per cent) held QTS. These proportions were significantly higher than the proportion of full day care staff qualified to at least level 5 who held QTS (33 per cent).

Amongst paid staff in all types of settings, the proportions with QTS (both overall and as a proportion of those qualified to at least level 5) have remained similar to those observed in 2008.

	QTS (% of all staff)		QTS (% of staff with at least a level 5 qualification)	
	2009	2008	2009	2008
Full day care	3%	2%	33%	36%
Full day care in children's centres	7%	5%	34%	32%
Sessional	3%	3%	49%	54%
After school	4%	3%	42%	45%
Holiday clubs	5%	5%	43%	49%
Childminders	2%	n/a	†	n/a

Base: All paid childcare staff 2009, 2008; All paid childcare staff with at least a level 5 qualification 2009, 2008.

6.9.2 Early years provision in maintained schools

Much higher proportions of paid staff in early years settings held QTS. Of all paid staff, around one in three (32 per cent) in nursery schools and around two in five in primary schools (39 per cent in primary schools with nursery and reception classes, and 41 per cent in primary schools with reception classes only) held QTS.

Of paid staff with at least a level 5 qualification, between 80 per cent (nursery schools) and 87 per cent (both types of primary schools) held QTS.

These figures were very similar to those obtained in the 2008 survey. Table 6.22 provides the details.

	QTS (% of all staff)		QTS (% of staff with at least a level 5 qualification)	
	2009	2008	2009	2008
	Nursery schools	32%	29%	80%
Primary schools with nursery and reception classes	39%	36%	87%	85%
Primary schools with reception but no nursery classes	41%	41%	87%	87%

Base: All paid early years staff 2009, 2008; All paid early years staff with at least a level 5 qualification 2009, 2008.

6.9.3 QTS by deprivation

Table 6.23 analyses QTS in relation to the deprivation index, comparing the 30 per cent most deprived areas with the other 70 per cent least deprived areas. The figures were very similar between the two types of area, with no significant differences for any of the early years or childcare settings.

	QTS (% of all staff)		QTS (% of staff with at least a level 5 qualification)	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
Early years providers				
Nursery schools	33%	30%	78%	84%
Primary schools with nursery and reception classes	37%	40%	86%	88%
Primary schools with reception but no nursery classes	38%	42%	92% [†]	87%
Childcare				
Full day care	4%	3%	29%	34%
Full day care in children's centres	6%	8%	31%	43% [†]
Sessional	2%	4%	†	54%
After school clubs	3%	4%	35% [†]	45%
Holiday clubs	4%	5%	41%	43%
Childminders	1%	2%	†	†

Base: All paid childcare staff 2009; All paid childcare staff with at least a level 5 qualification 2009. All paid early years staff 2009; All paid early years staff with at least a level 5 qualification 2009.

6.9.4 QTS by region

Table 6.24 analyses QTS by region. Figures are again shown based firstly on all paid staff, and then based only on those with at least a level 5 qualification.

As a proportion of all paid staff, the only difference for early years settings was that staff in primary schools with reception but no nursery classes were more likely to hold QTS in the West Midlands (52 per cent). In childcare settings, staff in London were more likely to hold QTS (in full day care, including full day care in children's centres), as were staff in the East Midlands (full day care), the North West (holiday clubs) and the South West (after school and holiday clubs). In full day care settings, the proportion of all paid staff with QTS was lower in the East of England and the West Midlands.

Regional base sizes are generally very small when analysing QTS as a proportion of paid staff qualified to at least level 5, but figures are shown in 6.24 where base sizes allow.

Table 6.24 Proportion of paid early years staff with Qualified Teacher Status (% of all paid staff), by region

	East Midlands	East of England	London	North East	Yorkshire & Humberside	North West	South East	South West	West Midlands
Early years providers									
Nursery schools	†	34%‡	32%	38%‡	40%‡	33%‡	30%‡	†	†
Primary schools with nursery and reception classes	38%	36%	38%	44%	38%	40%	36%	41%	40%
Primary schools with reception but no nursery classes	42%	39%	36%‡	42%‡	44%	41%	40%	41%	52%
Childcare									
Full day care	5%	1%	5%	2%	4%	3%	4%	5%	1%
Full day care in children's centres	9%‡	1%	13%	5%	3%	5%	6%	4%	11%
Sessional	2%	2%	3%	1%‡	4%	4%	5%	3%	3%
After school clubs	3%	4%	3%	7%	4%	2%	4%	9%	3%
Holiday clubs	3%	6%	2%	2%	3%	9%	5%	9%	4%
Childminders	1%‡	0%‡	2%		2%	0%‡	3%	4%‡	3%‡
Proportion of paid early years staff with Qualified Teacher Status (% of paid staff with at least a level 5 qualification), by region									
	East Midlands	East of England	London	North East	Yorkshire & Humberside	North West	South East	South West	West Midlands
Early years providers									
Nursery schools	†	†	†	†	†	92%‡	†	†	†
Primary schools with nursery and reception classes	89%	87%	88%	81%‡	90%	84%	91%	88%‡	87%
Primary schools with reception but no nursery classes	89%	89%‡	†	†	85%	85%‡	88%	90%	83%‡
Childcare									
Full day care	49%‡	†	42%‡	†	29%‡	26%‡	37%	39%‡	14%‡
Full day care in children's centres	†	†	†	†	18%‡	†	†	†	†
Sessional	†	†	†	†	†	†	70%‡	†	†
After school clubs	†	†	†	†	†	27%‡	51%‡	†	†
Holiday clubs	†	†	†	†	†	54%‡	45%‡	52%‡	38%‡
Childminders	†	†	†		†	†	†	†	†
<i>Base: All paid childcare staff 2009; All paid childcare staff with at least a level 5 qualification 2009. All paid early years staff 2009; All paid early years staff with at least a level 5 qualification 2009.</i>									

6.10 Early Years Professional Status

Paid staff in childcare settings and childminders who held a qualification of at least level 6 were asked whether they had Early Years Professional Status (EYPS). Findings are shown in Table 6.25.⁵⁰

⁵⁰ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

Overall, no more than five per cent of all paid staff in childcare settings held EYPS⁵¹, with the proportion ranging from five per cent (for full day care in children's centres) to one per cent (amongst childminders).

The proportion of paid staff qualified to at least level 6 who held EYPS ranged from 30 per cent (after school and holiday clubs) to 41 per cent (full day care).⁵²

	EYP Status (% of all staff)	EYP Status (% of staff with at least a level 6 qualification)
Full day care	3%	41%
Full day care in children's centres	5%	37%
Sessional	2%	36%
After school	2%	30%
Holiday clubs	3%	30%
Childminders	1%	†

Base: All paid childcare staff 2009; All paid childcare staff with at least a level 6 qualification 2009.

6.10.1 EYP Status by deprivation

Table 6.26 shows the findings for EYPS analysed by deprivation⁵³. There were no statistically significant differences in any of the types of setting, whether analysed by all paid staff or just those qualified to at least level 6.

	EYPS (% of all staff)		EYPS (% of staff with at least a level 6 qualification)	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
Full day care	3%	3%	40%‡	42%
Full day care in children's centres	5%	6%	36%	39%‡
Sessional	3%	2%	†	33%
After school clubs	2%	2%	32%	29%
Holiday clubs	2%	3%	24%	32%
Childminders	0%	1%	†	†

Base: All paid childcare staff 2009; All paid childcare staff with at least a level 6 qualification 2009.

6.10.2 EYP Status by region

Regional analysis of EYPS is provided in Table 6.27.⁵⁴

⁵¹ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

⁵² Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

⁵³ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

⁵⁴ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

In full day care settings, the proportion of all paid staff with EYPS was higher in the South West (five per cent) and the North West (four per cent) than in the East Midlands and the East of England (both one per cent). Similarly, in full day care in children's centres, the proportion of all paid staff with EYPS was higher in the South West (10 per cent) than in the East of England (one per cent). In after school clubs the proportion of all paid staff with EYPS was highest in the North East (eight per cent).⁵⁵

Regional base sizes are generally very small when analysing EYPS as a proportion of staff qualified to at least level 6, but figures are shown in 6.27 where base sizes allow.⁵⁶

Table 6.27 Proportion of staff with Early Years Professional Status (% of all staff), by region									
	East Midlands	East of England	London	North East	Yorkshire & Humberside	North West	South East	South West	West Midlands
Full day care	1%	1%	3%	3%	3%	4%	3%	5%	3%
Full day care in children's centres	3%	1%	8%	6%	5%	6%	3%	10%	3%
Sessional	1%	2%	2%	0%‡	3%	3%	1%	2%	3%
After school clubs	3%	1%	2%	8%	1%	1%	2%	2%	2%
Holiday clubs	2%	3%	1%	2%	3%	3%	1%	5%	2%
Childminders	1%‡	0%‡	1%		1%	0%‡	1%	0%‡	1%‡
Proportion of staff with Early Years Professional Status (% of staff with at least a 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	†	†	32%‡	†	†	57%‡	35%‡	54%‡	†
Full day care in children's centres	†	†	†	†	†	†	†	†	†
Sessional	†	†	†	†	†	†	28%‡	†	†
After school clubs	†	†	†	†	†	22‡	†	†	†
Holiday clubs	†	†	†	†	†	†	15‡	47‡	†
Childminders	†	†	†		†	†	†	†	†

Base: All paid childcare staff 2009; All paid childcare staff with at least a level 6 qualification 2009.

6.11 Staff with QTS and EYP Status

The proportion of all paid staff with both QTS and EYPS was no more than two per cent in any of the childcare settings, and was less than one per cent amongst childminders (see Table 6.28). As a proportion of those qualified to at least level 6, around one in six staff (between 16 per cent and 18 per cent) had both QTS and EYPS, and this was consistent across the various settings.⁵⁷

Table 6.28 Proportion of childcare staff with Qualified Teacher Status and Early Years Professional Status

⁵⁵ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

⁵⁶ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

⁵⁷ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

	QTS and EYP Status (% of all staff)	QTS and EYP Status (% of staff with at least a level 6 qualification)
Full day care	1%	18%
Full day care in children's centres	2%	16%
Sessional	1%	17%
After school	1%	17%
Holiday clubs	2%	18%
Childminders	*	†
<i>Base: All paid childcare staff 2009; All paid childcare staff with at least a level 6 qualification 2009.</i>		

Table 6.29 shows the proportion of all paid staff with both QTS and EYPS, analysed by deprivation. There were no statistically significant differences for any of the various types of childcare setting.⁵⁸

Table 6.29 Proportion of childcare staff with Qualified Teacher Status and Early Years Professional Status, by deprivation		
	30% most deprived areas	70% least deprived areas
Full day care	1%	1%
Full day care in children's centres	3%	1%
Sessional	1%	1%
After school clubs	1%	1%
Holiday clubs	1%	2%
Childminders	0%	1%
<i>Base: All paid childcare staff 2009</i>		

Table 6.30 shows regional analysis of the proportion of all paid staff with both QTS and EYPS. In full day care children's centres, the proportion was higher in London (five per cent) than a number of other regions, while in after school clubs, the proportion with both QTS and EYPS was higher in the North East (seven per cent) than elsewhere. In holiday clubs, the South West had a higher proportion with both QTS and EYPS than in other regions (four per cent).⁵⁹

Table 6.30 Proportion of childcare staff with Qualified Teacher Status and Early Years Professional Status, by region									
	East Midlands	East of England	London	North East	Yorkshire & Humberside	North West	South East	South West	West Midlands
Full day care	1%	*	1%	2%	2%	2%	1%	3%	*
Full day care in children's centres	0%‡	0%	5%	1%	1%	2%	2%	3%	2%
Sessional	1%	1%	1%	0%‡	0%	1%	1%	1%	1%
After school clubs	1%	*	1%	7%	1%	1%	1%	2%	1%
Holiday clubs	1%	3%	*	1%	2%	1%	1%	4%	1%
Childminders	1%‡	0%‡	0%		1%	0%‡	1%	0%‡	0%‡

⁵⁸ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

⁵⁹ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

Base: All paid childcare staff 2009

6.12 Qualifications being worked towards

Tables 6.31, 6.32a and 6.32b show the qualifications being worked towards by all paid staff across each type of provider.

In general, paid staff working for early years providers in maintained schools were less likely to be working towards a qualification than those in childcare settings. This may reflect the fact that early years staff tended to be qualified already to a high level (as discussed earlier in this chapter). Around one in six paid staff in nursery schools were working towards a qualification (16 per cent), similar to the proportions in primary schools with nursery and reception classes (14 per cent) and primary schools with reception but no nursery classes (13 per cent). The qualifications were most likely to be either at level 3 or at least level 6.

Paid staff in full day care settings were more likely than those in other childcare settings to be working towards a qualification (35 per cent for all full day care and 36 per cent for full day care in children's centres). Just over one in four paid staff were working towards a qualification in sessional care (27 per cent), after school clubs (28 per cent) and holiday clubs (29 per cent), while the proportion of childminders was lower (21 per cent). The qualification was most likely to be at level 3, except in full day care where staff were also working towards higher qualifications; one in eight staff in full day care children's centres (12 per cent) were working towards a qualification of at least level 6.

These findings were similar to those observed in 2008, except that there have been increases in the proportion of staff working towards a qualification in full day care (from 31 to 35 per cent) and sessional care (from 24 to 27 per cent).

	Nursery schools					Primary schools with nursery and reception classes					Primary schools with reception but no nursery classes				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Level 1	0%	0%	*	*	0%	*	*	*	*	*	*	*	*	*	*
Level 2	1%	2%	2%	2%	2%	1%	1%	1%	2%	2%	1%	2%	1%	1%	
Level 3	4%	6%	4%	5%	5%	4%	3%	4%	3%	4%	4%	3%	3%	2%	
Level 4	2%	1%	3%	3%	7%	2%	1%	2%	1%	3%	1%	*	1%	1%	
Level 5	4%	3%	5%	5%	2%	2%	2%	3%	2%	1%	2%	3%	3%	2%	
Level 6 or above	4%	6%	7%	7%	0%	5%	5%	3%	4%	0%	5%	4%	4%	3%	
Other	0%	N/A	0%	N/A	0%	0%	N/A	0%	N/A	0%	0%	N/A	0%	N/A	
Don't know	1%	2%	1%	2%	3%	3%	4%	2%	3%	5%	7%	4%	3%	4%	
Not working towards a qualification	83%	79%	77%	76%	77%	83%	84%	82%	83%	81%	80%	83%	82%	84%	
All working towards a qualification	16%	20%	22%	22%	18%	14%	12%	14%	13%	10%	13%	13%	12%	12%	

Base: All paid early years staff 2009, 2008, 2007, 2006, 2003.

	Full day care					Full day care in children's centres				Sessional				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2009	2008	2007	2006	2003
Level 1	*	*	*	*	*	*	*	*	*	*	*	*	*	1%
Level 2	3%	3%	4%	4%	6%	1%	2%	2%	3%	3%	3%	5%	5%	8%
Level 3	10%	11%	14%	12%	18%	6%	8%	9%	8%	11%	11%	13%	12%	17%
Level 4	9%	7%	7%	4%	4%	7%	6%	8%	5%	4%	3%	3%	3%	2%
Level 5	7%	4%	4%	2%	*	8%	6%	8%	4%	4%	2%	3%	1%	*
Level 6 or above	7%	5%	3%	2%	0%	12%	10%	9%	6%	3%	3%	2%	1%	0%
Other	*	*	1%	1%	0%	*	1%	1%	3%	*	*	1%	1%	1%
Don't know	1%	3%	2%	2%	4%	2%	5%	3%	3%	*	2%	3%	2%	1%
Not working towards a qualification	64%	66%	65%	73%	68%	62%	62%	60%	67%	72%	74%	70%	75%	71%
<i>All working towards a qualification</i>	35%	31%	31%	24%	28%	36%	32%	36%	27%	27%	24%	27%	22%	29%

Base: All paid childcare staff 2009, All paid childcare staff (module B) 2008, 2007, 2006. All paid childcare staff 2003. All childminders 2009, 2008, 2007, 2006.

	After school clubs					Holiday clubs					Childminders			
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003	2009	2008	2007	2006
Level 1	*	*	*	*	1%	*	*	*	*	1%	*	1%	1%	*
Level 2	5%	5%	6%	6%	10%	4%	4%	6%	7%	6%	1%	1%	2%	1%
Level 3	11%	14%	14%	14%	19%	11%	12%	13%	13%	12%	12%	14%	16%	13%
Level 4	4%	3%	5%	3%	3%	4%	3%	5%	5%	3%	2%	2%	1%	2%
Level 5	4%	2%	3%	1%	*	3%	3%	3%	1%	1%	3%	2%	1%	1%
Level 6 or above	4%	4%	3%	3%	0%	7%	6%	7%	7%	0%	2%	1%	*	1%
Other	*	1%	1%	1%	1%	*	1%	1%	2%	0%	0%	N/A	0%	0%
Don't know	2%	4%	3%	4%	5%	4%	4%	5%	6%	11%	3%	3%	2%	3%
Not working towards a qualification	70%	67%	65%	68%	61%	66%	66%	59%	59%	65%	76%	75%	78%	79%
<i>All working towards a qualification</i>	28%	28%	31%	27%	34%	29%	29%	34%	33%	23%	21%	22%	21%	17%

Base: All paid childcare staff 2009, All paid childcare staff (module B) 2008, 2007, 2006. All paid childcare staff 2003. All childminders 2009, 2008, 2007, 2006.

6.12.1 Qualification worked towards by deprivation

Tables 6.33, 6.34a and 6.34b show the proportion of staff working towards qualifications, analysed by deprivation.

For early years providers in maintained schools, findings were mostly similar between the 30 per cent most deprived and the 70 per cent least deprived areas. The one exception was that in nursery schools, staff based in the 70 per cent least deprived areas were more likely than those in other areas to be working towards a level 3 qualification (eight per cent compared with three per cent).

In sessional care, staff in the 30 per cent most deprived areas were more likely than those in other areas to be working towards a qualification (34 per cent compared with 25 per cent), the difference mainly being at level 4 (eight per cent compared with three per cent). Staff working in after school clubs were also more likely to be working towards a qualification in the 30 per cent most deprived areas (32 per cent compared with 26 per cent in other areas), in particular at levels 3 and 4.

Childminders too were more likely to be working towards a qualification if they were based in the 30 per cent most deprived areas than in other areas (29 per cent compared with 19 per cent), this difference mainly being at level 3 (18 per cent compared with 11 per cent).

	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
Level 1	0%	0%	*	*	0%	*
Level 2	2%	*	1%	1%	*	1%
Level 3	3%	8%	5%	3%	7%	4%
Level 4	2%	2%	1%	2%	2%	1%
Level 5	4%	5%	2%	2%	2%	2%
Level 6 or above	4%	5%	5%	5%	5%	5%
Other	0%	0%	0%	0%	0%	0%
Don't know	*	2%	4%	2%	3%	7%
Not working towards a qualification	86%	78%	82%	84%	80%	81%
All working towards a qualification	14%	20%	14%	14%	17%	13%
<i>Base: All paid early years staff 2009.</i>						

Table 6.34a Qualifications being worked towards by all paid childcare staff, by deprivation

	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
Level 1	0%	*	*	0%	*	
Level 2	3%	3%	1%	2%	4%	
Level 3	9%	10%	7%	6%	12%	1
Level 4	7%	9%	7%	8%	8%	
Level 5	7%	7%	9%	7%	5%	
Level 6 or above	8%	6%	14%	10%	4%	
Other	*	*	*	0%	1%	
Don't know	1%	1%	2%	2%	0%	
Not working towards a qualification	65%	64%	61%	65%	63%	7
All working towards a qualification	34%	35%	37%	33%	34%	2

Base: All paid childcare staff 2009.

Table 6.34b Qualifications being worked towards by all paid childcare staff, by deprivation

	After school clubs		Holiday clubs		Childminders	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived area
Level 1	*	*	*	*	1%	
Level 2	4%	5%	3%	4%	1%	
Level 3	14%	10%	9%	12%	18%	1
Level 4	6%	3%	7%	3%	3%	
Level 5	4%	4%	3%	4%	4%	
Level 6 or above	5%	4%	7%	7%	3%	
Other	*	*	*	*	0%	
Don't know	3%	1%	3%	5%	4%	
Not working towards a qualification	65%	73%	68%	66%	67%	7
All working towards a qualification	32%	26%	28%	29%	29%	1

Base: All paid childcare staff 2009.

6.12.2 Working towards a qualification by region

Regional analysis of the proportion of staff working towards a qualification is shown in Table 6.35.

In primary schools with nursery and reception classes, the proportion working towards a qualification was highest in the East of England (20 per cent), while in primary schools with reception but no nursery classes the proportion was higher than in some other regions in the North East, North West and South East (each 17 per cent).

In full day care settings, the proportion working towards a qualification was highest in the East Midlands (42 per cent) and London (41 per cent), while in full day care in children's centres, it was in the East of England (46 per cent) and the North East (49 per cent) where the figures were highest. In holiday clubs, those in Yorkshire and Humberside (35 per cent) and the North West (34 per cent) were most likely to be working towards a qualification.

Table 6.35 Proportion of staff working towards any qualification, by region

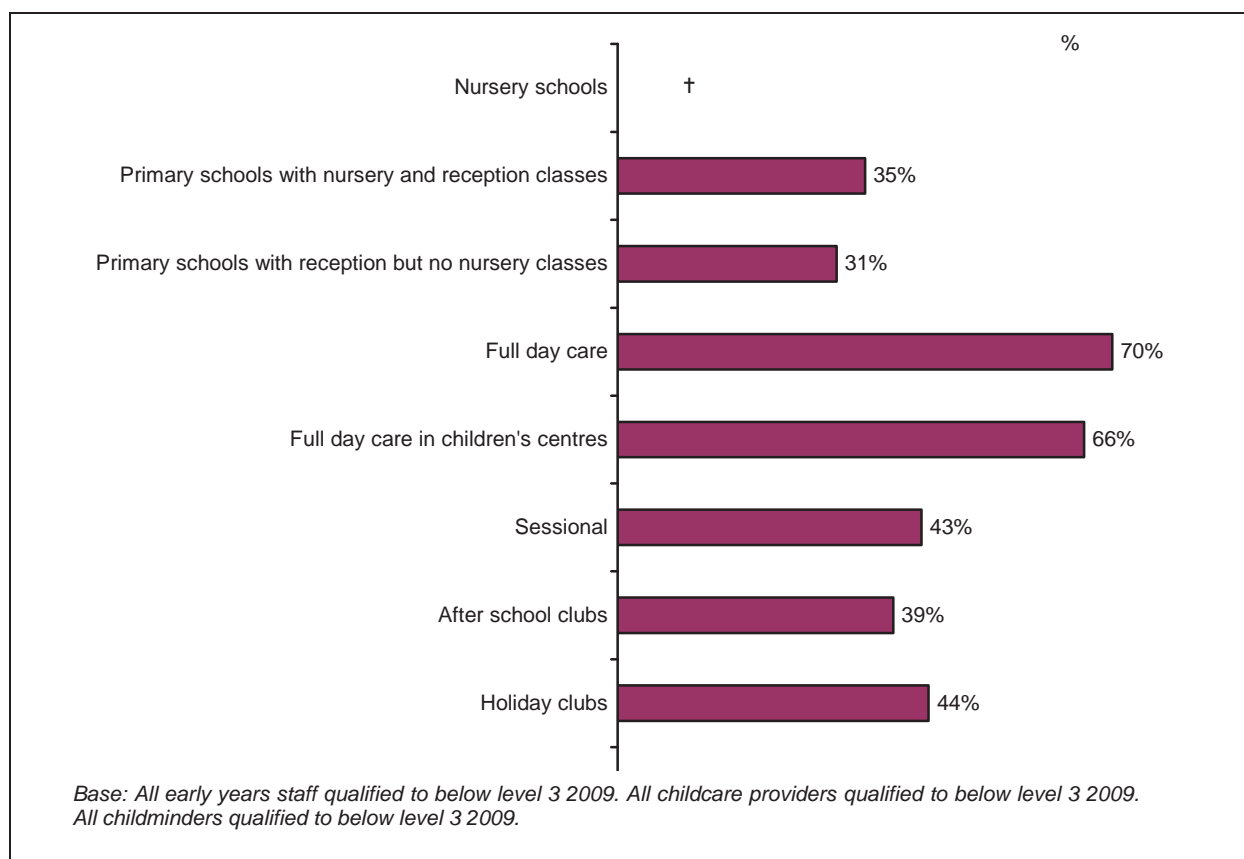
	East Midlands	East of England	London	North East	Yorkshire & Humberside	North West	South East	South West	West Midlands
Early years providers									
Nursery schools	†	20%‡	10%	15%‡	15%‡	13%‡	21%‡	†	
Primary schools with nursery and reception classes	14%	20%	16%	7%	10%	16%	14%	5%	1
Primary schools with reception but no nursery classes	12%	10%	3%‡	17%‡	16%	17%	17%	10%	
Childcare									
Full day care	42%	31%	41%	32%	35%	37%	35%	32%	2
Full day care in children's centres	28%‡	46%	30%	49%	34%	35%	35%	27%	4
Sessional	25%	28%	28%	35%‡	27%	27%	24%	26%	2
After school clubs	28%	31%	30%	27%	29%	27%	27%	27%	2
Holiday clubs	28%	25%	29%	33%	35%	34%	30%	24%	2
Childminders	26%‡	23%‡	26%		17%	21%‡	17%	23%‡	25

Base: All paid childcare staff 2009; All paid early years staff 2009.

6.12.3 Proportion of staff qualified to below level 3 working towards a higher qualification

Chart 6.1 shows the proportion of paid staff qualified to below level 3 who were working towards a qualification of level 3 or higher. The proportion was highest amongst staff working in full day care settings (70 per cent, and 66 per cent amongst staff in full day care children's centres). Around two in five were working towards a qualification of level 3 or higher in sessional care (43 per cent), after school clubs (39 per cent) and holiday clubs (44 per cent), while the proportions were lower in early years providers in maintained schools (35 per cent in primary schools with nursery and reception classes, 31 per cent in primary schools with reception classes only; the base size was too small for analysis of nursery schools).

Chart 6.1 Proportion of paid staff qualified to below level 3 who are working towards a qualification of level 3 or higher



6.13 Providers with at least one graduate member of staff

Full day care providers which were not run by a local authority were asked how many graduate staff they currently had that held Early Years Professional Status (EYPS)⁶⁰. The Government has set a target of ensuring that every full day care setting has at least one graduate, while those in the most deprived areas are to have at least two graduates. To support that aim, the Government has introduced Early Years Professional Status to help supply a suitable graduate cohort (note that not all graduate leaders of practice will have EYPS). The 2020 Children and Young People's Workforce Strategy publication goes on to mention that further to this commitment the Government will consider requiring all full day care settings to be led by a graduate by 2015⁶¹.

Overall, 22 per cent of full day care providers had at least one graduate with EYPS, and four per cent had at least two. There was no difference between the 30 per cent most deprived areas and other areas. Chart 6.2 provides full details.⁶²

⁶⁰ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

⁶¹ <http://publications.everychildmatters.gov.uk/eOrderingDownload/7977-DCSF-2020%20Children%20and%20Young%20People's%20Workforce%20Strategy-FINAL.pdf>

⁶² Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

These figures were similar to those observed in the 2008 survey, when 18 per cent had at least one graduate and four per cent had at least two. This would suggest there is some way to go for all providers to meet these targets.

Chart 6.2 Number of graduates with EYP Status in non-LA run full day care settings, by deprivation

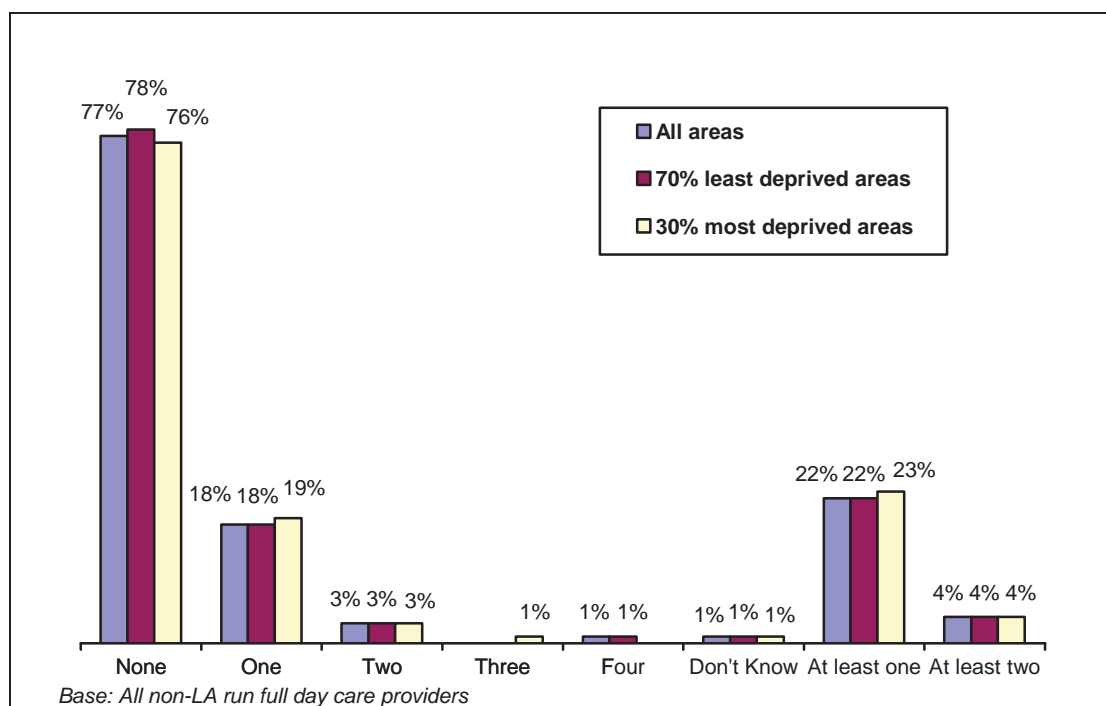
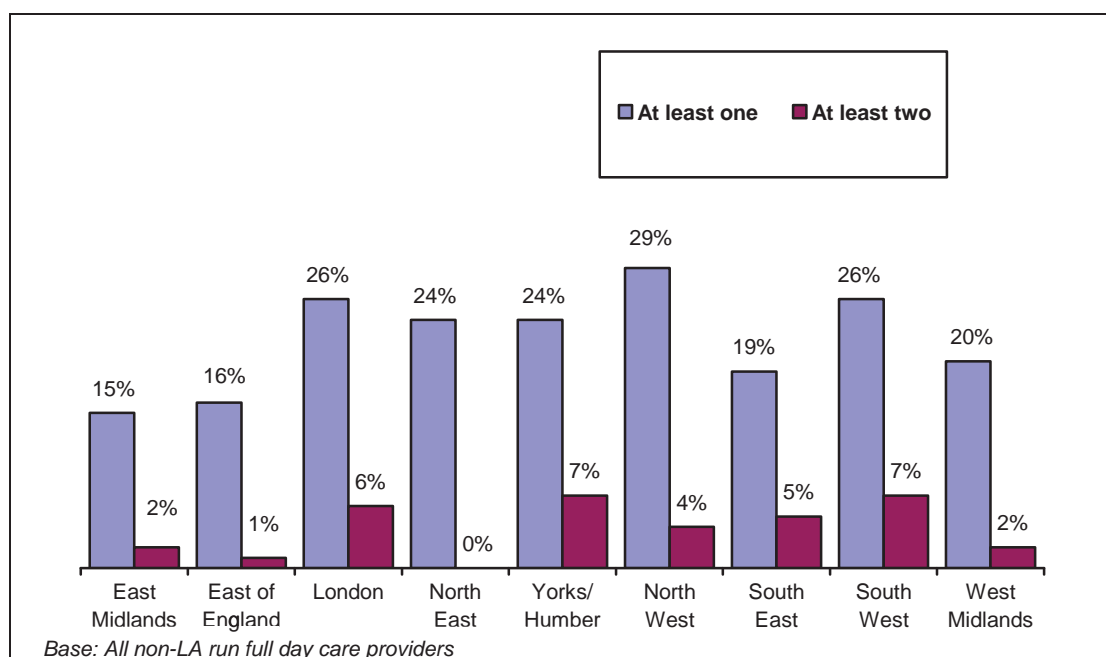


Chart 6.3 provides analysis by region. Providers were more likely to have at least one graduate with EYPS in the North West (29 per cent) than in the East Midlands (15 per cent) and East of England (16 per cent). Those in Yorkshire and Humberside and the South West (both seven per cent) were both more likely to have at least two graduates with EYPS than in the East of England (one per cent) and the North East (zero per cent).⁶³

⁶³ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

Chart 6.3 Number of graduates with EYP Status in non-LA run full day care settings, by region



6.14 Graduate staff working towards EYP Status

Amongst the providers that were not run by a local authority and did not have any graduate staff with EYPS, around half (49 per cent) had at least one member of staff working towards EYPS. This was higher in the 30 per cent most deprived areas (58 per cent) than in other areas (46 per cent). Providers in the 30 per cent most deprived areas were also more likely to have at least two members of staff working towards EYPS (20 per cent compared with 12 per cent). Details are shown in Chart 6.4.⁶⁴

⁶⁴ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

Chart 6.4 Number of staff working towards EYP Status, in non-LA run full day care settings with no graduates with EYP Status, by deprivation

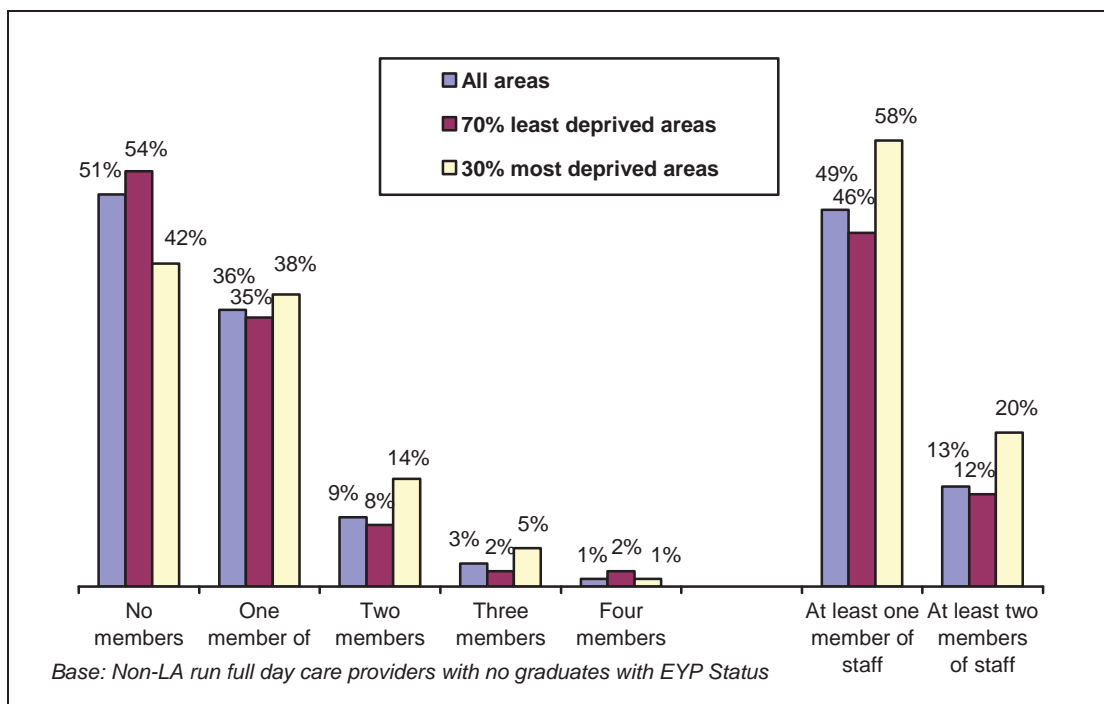
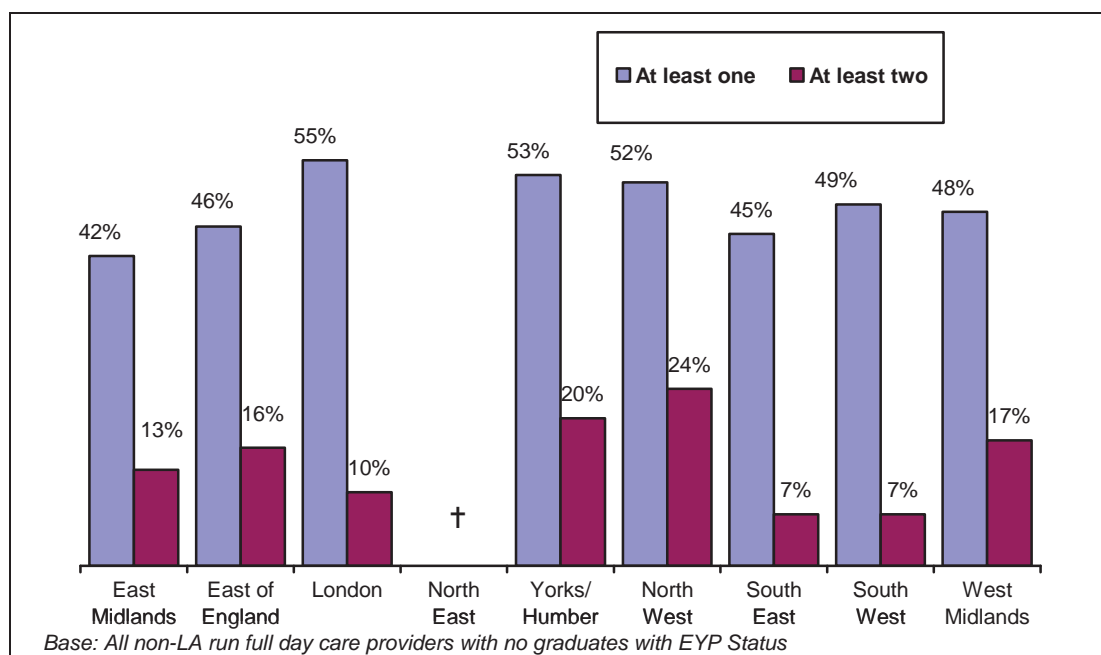


Chart 6.5 shows regional analysis of the number of staff working towards EYPS. Because of the small base sizes, the differences in the number of providers with at least one member of staff working towards EYPS were not statistically significant. However, providers in Yorkshire and Humberside (20 per cent) and the North West (24 per cent) were more likely to have at least two members of staff working towards EYPS than those in the South East and South West (both seven per cent).⁶⁵

⁶⁵ Please refer to footnote above (page 15) regarding discrepancies in the EYPS data.

Chart 6.5 Number of staff working towards EYP Status, in non-LA run full day care settings with no graduates with EYP Status, by region



7. Profitability

This chapter discusses childcare providers' profitability. It only covers childcare settings as this question is not asked of early years providers in maintained settings.

7.1 Profitability

Table 7.1 shows the proportion of providers reporting that they made a profit or surplus, covered costs or operated at a loss⁶⁶.

As in 2008 and 2007 sessional and full day care providers were most likely to have made a profit or a surplus (28 and 34 per cent respectively), and the proportion of these types of provider making a profit or surplus remained at similar levels to those seen in 2008.

Of all the provider types questioned, full day care providers within children's centres were the least likely to be making a profit (10 per cent) and the most likely to be making a loss (34 per cent). After school and holiday clubs fared better with just under a quarter of each (23 per cent) reporting a profit in the last 12 months. This is in line with 2008.

There are no statistically significant differences in the percentages of providers making a loss in 2009 compared with 2008 for any of the different provider types.

⁶⁶Profit making organisations were asked if they had made a profit and not-for-profit organisations were asked if they had made a surplus.

	Full day care					Full day care in children's centres				Sessional				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2009	2008	2007	2006	2003
Made a profit or surplus	34%	34%	30%	30%	43%	10%	10%	7%	12%	28%	32%	30%	25%	28%
Covering costs	34%	33%	33%	32%	27%	37%	34%	24%	28%	51%	43%	47%	53%	56%
Operating at a loss	13%	16%	18%	16%	12%	34%	34%	52%	37%	15%	16%	14%	15%	11%
Don't know	18%	18%	19%	21%	18%	19%	21%	17%	23%	6%	9%	9%	8%	5%

Base: All childcare providers 2009. Module A childcare providers 2008, 2007, 2006. Childcare providers 2003.

	After school clubs					Holiday clubs				
	2009	2008	2007	2006	2003	2009	2008	2007	2006	2003
Made a profit or surplus	23%	24%	24%	25%	29%	23%	25%	27%	19%	27%
Covering costs	44%	39%	42%	43%	42%	43%	41%	39%	48%	42%
Operating at a loss	22%	24%	24%	17%	19%	23%	26%	24%	24%	22%
Don't know	11%	12%	11%	14%	10%	11%	8%	10%	9%	8%

Base: All childcare providers 2009. Module A childcare providers 2008, 2007, 2006. Childcare providers 2003.

Table 7.2 shows provider profitability by level of deprivation. In 2009 all types of provider operating in the 70 per cent least deprived areas were more likely to make a profit or surplus than their counterparts in the 30 per cent most deprived areas. This was also the case in 2008 with the exception of full day care providers in children's centres, which were more likely to make a profit in deprived areas (11 per cent) than in less deprived areas (six per cent). In 2009 the opposite was true with eight per cent of children's centres offering full day care making a profit in the 30 per cent most deprived areas, compared with 16 per cent in the 70 per cent least deprived areas.

The proportion of providers operating at a loss did not differ between providers in the 70 per cent least and 30 per cent most deprived areas, with two exceptions. Full day providers in children's centres were more likely to make a loss in the 30 per cent most deprived areas compared with their counterparts in the 70 per cent least deprived areas (40 per cent made a loss compared with 20 per cent respectively). The same pattern was observed for after school clubs (30 and 19 per cent respectively).

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
Made a profit or surplus	26%	37%	8%	16% [‡]	21%	29%	12%	28%	12%	27%
Covering costs	38%	32%	35%	40% [‡]	54%	50%	46%	43%	48%	41%
Operating at a loss	15%	13%	40%	20% [‡]	14%	15%	30%	19%	23%	23%
Don't know	21%	18%	17%	24% [‡]	10%	6%	12%	10%	17%	8%

Base: All childcare providers 2009.

Table 7.3 shows the proportion of all childcare providers (not including childminders) that made a profit or a loss in a given region.

The North East reported the highest proportion of childcare providers making a loss (28 per cent) and the smallest proportion making a profit (16 per cent). In all other regions between a quarter and a third of providers made a profit, ranging from 32 per cent of providers in the South East and South West to 25 per cent in the East Midlands, London and the West Midlands. The proportion of providers reporting a financial loss varied less by region and ranged from 16 to 19 per cent, apart from in the North East (28 per cent).

Government Office Region	Proportion of all providers who made a profit in the last 12 months	Proportion of all providers who made a loss in the last 12 months
East Midlands	25%	18%
East	30%	18%
London	25%	17%
North East	16%	28%
Yorkshire & Humberside	29%	15%
North West	29%	19%
South East	32%	16%
South West	32%	19%
West Midlands	25%	17%

Base: All childcare providers 2009.

Table 7.4 shows profitability by region and provider type.

Of all provider types, full day care settings based in the South East and South West were most likely to have made a profit (43 and 38 per cent respectively).

Providers of sessional, after school and holiday care were more likely to report that they were covering costs, rather than making a profit or loss, regardless of the region in which they operated.

Table 7.4 Provider by Government Office Region

	Full day care			Full day care in children's centres			Sessional			After school clubs			Holiday clubs		
	Made a profit or surplus	Covering costs	Operating at a loss	Made a profit or surplus	Covering costs	Operating at a loss	Made a profit or surplus	Covering costs	Operating at a loss	Made a profit or surplus	Covering costs	Operating at a loss	Made a profit or surplus	Covering costs	Operating at a loss
East Midlands	29% [‡]	27% [‡]	16% [‡]	‡	‡	‡	27% [‡]	53% [‡]	17% [‡]	19% [‡]	55% [‡]	15% [‡]	23% [‡]	40% [‡]	26% [‡]
East	35% [‡]	37% [‡]	16% [‡]	‡	‡	‡	29%	47%	15%	30% [‡]	39% [‡]	19% [‡]	21% [‡]	48% [‡]	26% [‡]
London	33% [‡]	34% [‡]	15% [‡]	‡	‡	‡	33% [‡]	52% [‡]	8% [‡]	16% [‡]	46% [‡]	24% [‡]	16% [‡]	51% [‡]	20% [‡]
North East, Yorkshire & Humberside	32%	35%	12%	9% [‡]	32% [‡]	40% [‡]	25% [‡]	57% [‡]	13% [‡]	17%	48%	27%	23%	39%	25%
North West	35%	30%	12%	‡	‡	‡	22% [‡]	53% [‡]	19% [‡]	27%	38%	24%	26% [‡]	41% [‡]	23% [‡]
South East	43%	30%	13%	‡	‡	‡	28%	53%	11%	24%	43%	21%	23%	46%	24%
South West	38%	37%	13%	‡	‡	‡	31%	46%	18%	26% [‡]	44% [‡]	28% [‡]	28%	40%	23%
West Midlands	25% [‡]	39% [‡]	12% [‡]	‡	‡	‡	28% [‡]	45% [‡]	21% [‡]	25%	47%	17%	26% [‡]	38% [‡]	22% [‡]

Base: All childcare providers 2009

Appendix 1 – Additional tables

Chapter 3

	2009		2008		2007		2006	
	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.
Full day care	3,700	10,500	4,000	9,900	4,000	9,500	3,500	9,200
<i>Full day care in children's centres</i>	750	300	700	300	750	200	550	†
Sessional	1,200	6,600	1,500	7,000	1,500	7,300	1,400	8,200
After school clubs	2,400	5,500	2,600	6,200	2,500	6,000	2,200	5,400
Holiday clubs	1,800	4,600	1,800	4,700	1,800	4,000	2,200	4,200
Childminders	9,200	41,800	11,200	45,000	10,600	49,200	10,800	47,000
Childcare total	18,300	69,000	21,700	73,100	21,200	76,200	19,200	71,000
Nursery schools	300	†	250	150	300	150	250	200
Primary schools with nursery and reception classes	2,900	3,800	3,300	3,400	3,000	3,800	3,200	3,500
Primary schools with reception but no nursery classes	700	7,900	900	7,800	1,200	7,700	1,000	8,000
Early years total	3,800	11,900	4,500	11,400	4,500	11,700	4,500	11,700

Base: Childcare providers 2009, 2008, 2007, 2006. Early years provision in maintained schools 2009, 2008, 2007, 2006.

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Child-minders	Nursery schools	Primary schools with nursery and reception classes	Primary schools with reception but no nursery
	No.	No.	No.	No.	No.	No.	No.	No.	No.
Total number of providers	14,100	1,000	7,800	7,900	6,400	51,000	450	6,700	8,600
East Midlands	1,100	†	800	550	450	4,400	†	500	1,000
East	1,400	†	1,300	700	650	6,200	†	600	1,200
London	2,000	†	900	1,300	950	8,600	†	1,300	†
North East							†	†	†
Yorkshire & Humberside	1,800	250	750	1,000	900	7,100	†	1000	700
North West	1,900	†	850	1,800	850	5,800	†	†	1,200
South East	2,500	†	1,600	1,100	1,100	9,800	†	500	1,700
South West	1,700	†	1,000	550	800	4,700	†	†	1,500
West Midlands	1,700	†	650	950	800	4,400	†	900	†

Base: Childcare providers 2009. Early years provision in maintained schools 2009.

	Full day care				<i>Full day care in children's centres</i>				Sessional			
	2009	2008	2007	2006	2009	2008	2007	2006	2009	2008	2007	2006
Total number of places	14,100	13,800	13,600	12,700	1,000	1,000	1,000	700	7,800	8,500	8,700	9,700
Private or Voluntary	12,400	12,000	11,500	11,200	400	300	350	250	7,400	7,900	8,200	9,300
<i>Private</i>	9,300	9,000	8,700	8,200	200	†	150	†	2,200	2,500	2,500	2,700
<i>Voluntary</i>	3,100	3,000	2,800	3,000	†	200	200	†	5,200	5,400	5,700	6,600
Maintained	1,400	1,500	1,700	1,300	550	700	550	400	350	500	550	450
<i>Local Authority</i>	†	700	800	700	500	600	450	350	†	†	†	†
<i>School/college</i>	†	800	900	600	†	†	†	†	†	†	†	†
<i>Other</i>	†	400	†	250	†	†	†	†	†	†	†	†

Base: Childcare providers 2009, 2008, 2007, 2006.

	After school clubs				Holiday Clubs			
	2009	2008	2007	2006	2009	2008	2007	2006
Total number of places	7,900	8,800	8,400	7,700	6,400	6,500	5,800	6,400
Private or Voluntary	5,400	5,900	5,700	5,800	4,700	4,700	4,400	4,650
<i>Private</i>	2,900	3,300	3,500	2,500	2,400	2,500	2,400	2,300
<i>Voluntary</i>	2,500	2,600	2,200	3,300	2,300	2,200	1,900	2,300
Maintained	2,400	2,700	2,700	1,700	1,500	1,600	1,500	1,500
<i>Local Authority</i>	†	800	650	900	900	900	800	1,200
<i>School/college</i>	1,900	2,000	2,100	900	600	600	700	†
Other	†	†	†	†	†	†	†	†

Base: Childcare providers 2008, 2007, 2006.

Chapter 4

Table 4.6c Number of places by Government Office Region

	Full day care	Full day care in children's centres	Sessional	After school clubs	Holiday clubs	Childminders	Nursery schools	Primary schools with nursery and reception classes ⁶⁷	Primary schools with reception but no nursery classes
	No.	No.	No.	No.	No.	No.	No.	No.	No.
Total number of places	647,800	50,600	227,900	272,500	260,400	262,900	29,600	468,300	272,500
East Midlands	50,700	2,400	28,200	18,000	17,400	24,500	1,900	30,400	27,500
East	64,700	4,400	33,900	21,400	27,200	30,900	3,600	41,400	33,900
London	102,200	10,000	25,100	47,400	38,800	37,700	4,700	107,400	17,500
North East, Yorkshire & Humberside	86,900	11,800	23,100	32,300	32,400	38,400	4,700	92,800	27,500
North West	92,600	6,700	25,100	64,700	31,400	30,600	4,600	81,800	33,900
South East	115,100	5,200	49,500	42,400	52,000	51,800	3,000	34,900	62,500
South West	59,300	4,900	26,200	15,200	30,200	25,900	2,700	13,300	49,500
West Midlands	76,400	5,300	16,800	31,100	31,000	23,000	4,300	66,300	20,500

Base: Childcare providers 2009. Early years provision in maintained schools 2009.

Table 4.7c Number of Ofsted registered places by ownership

	Full day care					Full day care in children's centres			
	2009	2008	2007	2006	2005	2009	2008	2007	2006
Total number of places	647,800	620,700	596,500	544,200	511,100	50,600	50,000	51,100	37,700
Private or Voluntary	567,500	535,600	510,200	477,900	379,500	18,900	14,200	17,700	14,300
Private	466,900	436,700	417,300	379,400	303,000	9,800	5,300	8,300	7,000
Voluntary	100,600	98,900	92,900	99,700	77,600	9,100	8,900	9,300	7,400
Maintained	63,400	62,900	67,200	54,300	69,800	30,300	34,600	31,100	21,900
Local Authority	28,200	29,800	32,600	30,600	49,100	26,400	29,600	27,100	18,800
School/college	35,200	33,100	34,600	24,000	20,800	3,900	5,000	4,000	3,300
Other	16,100	26,100	14,500	14,500	41,600	1,200	1,700	2,700	1,700

Base: Childcare providers 2009, 2008, 2007, 2006, 2005.

⁶⁷ Data are not available for primary schools with nursery and reception classes in the North East and North West regions as an insufficient number of interviews were achieved in these areas. Data are also not available for primary schools with nursery and reception classes in Yorkshire & Humberside as this region was grouped with the North East and North West to ensure that national figures were representative. For further details please see the Technical Report.

	<i>After school clubs</i>				Holiday Clubs			
	2009	2008	2007	2006	2009	2008	2007	2006
Total number of places	272,500	282,700	259,900	260,100	260,400	262,600	230,300	263,900
Private or Voluntary	187,300	193,600	176,100	200,500	184,100	183,500	163,100	181,200
<i>Private</i>	107,300	111,800	113,700	90,100	97,000	105,800	97,000	97,500
<i>Voluntary</i>	80,000	81,800	62,500	110,700	87,100	77,800	66,100	83,600
Maintained	81,400	84,500	84,600	56,300	63,800	67,700	65,700	71,200
<i>Local Authority</i>	18,700	27,900	19,600	31,400	43,000	42,000	39,700	56,700
<i>School/college</i>	62,700	56,500	65,000	25,300	20,800	25,700	26,000	14,500
Other	6,900	6,600	4,600	3,500	12,800	13,300	6,000	12,400

Base: Childcare providers 2009, 2008, 2007, 2006

	<i>Sessional</i>				
	2009	2008	2007	2006	2005
Total number of places	227,900	243,500	248,100	278,300	265,400
Private or Voluntary	216,700	226,800	232,000	265,700	229,200
<i>Private</i>	67,900	71,400	70,200	83,000	81,700
<i>Voluntary</i>	148,800	155,400	161,700	183,500	49,300
Maintained	10,300	14,200	15,400	12,800	11,300
<i>Local Authority</i>	5,600	7,700	8,600	9,600	7,200
<i>School/college</i>	4,700	6,500	6,800	3,200	4,100
Other	2,000	3,800	3,300	700	8,300

Base: Childcare providers 2009, 2008, 2007, 2006, 2005.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs
	No.	No.	No.	No.	No.
Under 2 years old	186,500	15,300	6,300	3,700	8,300
2 years old	231,000	19,000	61,100	4,200	10,700
3 years old	265,600	22,000	152,300	11,700	18,100
4 years old	141,700	10,200	90,900	35,100	26,300
5 to 7 years old	17,700	1,800	2,900	152,700	115,000
8 years old or over	9,800	1,900	2,200	191,000	130,500

Base: Childcare providers 2009.

	Full day care	<i>Full day care in children's centres</i>	Sessional	After school clubs	Holiday clubs
Under 2 years old	22%	22%	2%	1%	3%
2 years old	27%	27%	19%	1%	3%
3 years old	31%	31%	48%	3%	6%
4 years old	17%	15%	29%	9%	9%
5 to 7 years old	2%	3%	1%	38%	37%
8 years old or over	1%	3%	1%	48%	42%

Base: Childcare providers 2009.

Chapter 5

Table 5.6d Proportions and numbers of staff in childcare providers

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total staff	187,600	100%	15,800	100%	60,800	100%	51,400	100%	60,500	100%
Senior manager	14,100	7%	1,000	6%	7,400	12%	7,700	15%	6,300	10%
Supervisors	105,000	56%	10,200	64%	26,500	44%	23,700	46%	25,800	43%
Other paid childcare staff	54,800	29%	3,500	22%	16,200	27%	15,600	30%	20,600	34%
Students on placements	10,300	5%	1,000	6%	4,100	7%	2,300	4%	3,100	5%
Volunteers	5,800	3%	450	3%	7,000	11%	2,500	5%	5,600	9%

Base: Childcare providers 2009.

Table 5.6e Numbers and proportions of paid staff by staff level and ownership: full day care

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	124,700	100%	26,300	100%	7,700	100%	9,300	100%	5,000	100%
Senior managers	9,300	7%	3,000	11%	700	9%	800	9%	300	6%
Supervisors	75,900	55%	13,900	53%	5,300	69%	6,200	67%	3,500	70%
Other paid staff	39,700	61%	9,300	35%	2,000	26%	2,300	25%	1,500	30%

Base: All paid staff in full day care providers 2009.

Table 5.6f Numbers and proportions of paid staff by staff level and ownership: Full day care in children's centres

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	2,700	100%	2,800	100%	7,800	100%	950†	100%†	†	†
Senior managers	200	7%	200	7%	500	6%	70†	7%†	†	†
Supervisors	1,900	70%	1,900	68%	5,600	72%	600†	63%†	†	†
Other paid staff	600	22%	700	25%	1,700	22%	300†	32%†	†	†

Base: All paid staff in full day care in children's centres 2009.

Table 5.6g Numbers and proportions of paid staff by staff level and ownership: sessional

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	14,900	100%	32,900	100%	1,100†	100%†	1,200†	100%†	†	†
Senior managers	2,200	15%	4,874	15%	200†	18%†	200†	17%†	†	†
Supervisors	8,100	54%	17,100	52%	700†	64%†	750†	63%†	†	†
Other paid staff	4,600	31%	11,000	33%	250†	23%†	200†	17%†	†	†

Base: All paid staff in sessional providers 2009.

Table 5.6h Numbers and proportions of paid staff by staff level and ownership: after school clubs

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	18,700	100%	14,500	100%	2,900	100%	9,900	100%	1,300	100%
Senior managers	2,800	15%	2,500	17%	500	17%	1,800	18%	200	15%
Supervisors	9,200	49%	7,000	48%	1,900	66%	5,300	54%	700	54%
Other paid staff	6,800	36%	5,100	35%	500	17%	2,800	28%	400	31%

Base: All paid staff in after school clubs 2009.

	Private		Voluntary		Local Authority		School/college		Other	
	No.	%	No.	%	No.	%	No.	%	No.	%
Total paid staff	18,900	100%	18,800	100%	8,900	100%	4,300	100%	1,900	100%
Senior managers	2,400	13%	2,200	12%	850	10%	600	14%	200	11%
Supervisors	9,700	51%	8,400	45%	4,100	46%	2,500	58%	1200	63%
Other paid staff	6,800	36%	8,200	44%	4,000	45%	1,200	28%	450	24%

Base: All paid staff in holiday clubs 2009.

	Nursery schools		Primary schools with nursery and reception classes		Primary schools with reception but no nursery classes	
	No.	%	No.	%	No.	%
All staff	6,100	100%	61,800	100%	49,400	100%
Head teacher/Early years or foundation stage co-ordinator	450	7%	6,400	10%	8,200	17%
Early years teachers	1,300	21%	13,400	22%	7,100	14%
Nursery nurses	2,400	40%	15,600	25%	6,000	12%
Early years support staff	1,200	19%	12,200	20%	11,100	23%
Students on placements	500	8%	5,600	9%	3,600	7%
Volunteers	250	4%	6,200	10%	8,700	18%

Base: Early years provision in maintained schools 2009.

	Full day care				Full day care in children's centres				Sessional			
	2009	2008	2007	2006	2009	2008	2007	2006	2009	2008	2007	2006
All paid staff	34	34	33	33	34	34	34	34	19	19	18	17
Senior managers	37	36	37	37	37	36	37	37	24	24	23	22
Supervisory staff	36	35	35	35	35	35	35	35	20	20	19	18
Other paid childcare staff	32	31	30	30	32	32	32	31	15	16	14	13

Base: All paid childcare staff 2009, 2008, 2007, 2006.

Table 5.8a Hours worked (mean) by type of provider and staff type in 2006, 2007, 2008 and 2009: childcare providers

	After school clubs				Holiday clubs			
	2009	2008	2007	2006	2009	2008	2007	2006
All paid staff	19	18	18	19	29	27	29	27
Senior managers	25	24	24	26	34	33	35	34
Supervisory staff	19	19	19	20	30	29	30	28
Other paid childcare staff	15	15	14	15	26	23	26	24

Base: All paid childcare staff 2009.

Table 5.8b Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: full day care

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	36	28	33	33	36	36	31
Senior managers	38	32	†	†	†	38	33
Supervisory staff	37	29	34	35	36‡	37	32
Other paid childcare staff	34	24	29‡	30‡	†	34	27

Base: All paid staff in full day care providers 2009.

Table 5.8c Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: full day care in children's centres

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	37	34	34	32‡	†	34	34
Senior managers	38‡	†	37	†	†	36‡	36
Supervisory staff	37	34	35	†	†	35	35
Other paid childcare staff	33‡	31‡	31	†	†	29	32

Base: All paid staff in full day care in children's centres 2009.

Table 5.8d Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: sessional

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	20	19	24†	24†	†	20	19
Senior managers	27	23	†	†	†	27	24
Supervisory staff	20	20	†	†	†	20	20
Other paid childcare staff	15	15	†	†	†	16	15

Base: All paid staff in sessional providers 2009.

Table 5.8e Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: after school clubs

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	22	17	19	15	22	21	17
Senior managers	28	23	†	21	†	27	23
Supervisory staff	23	18	18	15	†	23	17
Other paid childcare staff	18	13	†	11	†	17	13

Base: All paid staff in after school clubs 2009.

Table 5.8f Hours worked (mean) in childcare providers by staff level; type of ownership and profit making status: holiday clubs

	Private	Voluntary	Local authority	School/college	Other	Profit	Not-for-profit
All paid staff	31	25	32	29	32	31	27
Senior managers	36	31	36†	33†	†	37	32
Supervisory staff	32	26	34	31	33†	32	29
Other paid childcare staff	27	23	29	24	†	27	24

Base: All paid staff in holiday clubs 2009.

Table 5.9a Hours worked (mean) by type of provider and staff type in 2006, 2007, 2008 and 2009: early years providers in maintained schools

	Nursery schools				Primary schools with nursery and reception classes				Primary schools with reception but no nursery classes			
	2009	2008	2007	2006	2009	2008	2007	2006	2009	2008	2007	2006
All paid staff	30	30	31	32	29	29	29	31	26	26	27	29
Early years coordinators	37	35	41	44	32	32	34	37	32	32	33	38
Early years teachers	30	30	33	35	30	30	31	34	29	28	30	33
Nursery nurses	32	32	32	32	30	30	30	30	26	26	26	27
Other early years support staff	22	24	23	24	24	25	24	25	22	22	21	23

Base: All paid early years staff 2009, 2008, 2007, 2006.

Table 5.9b Hours worked (mean) by area deprivation

	30% most deprived areas	70% least deprived areas
Full day care	35	34
<i>Full day care in children's centres</i>	35	33
Sessional providers	22	19
After school clubs	20	18
Holiday clubs	30	28
Nursery schools	30	29
Primary schools with nursery and reception classes	29	28
Primary schools with reception but no nursery classes	27	26

Base: Childcare providers 2008. Early years provision in maintained schools 2009.

Table 5.11c Average pay (mean) by staff type and type of ownership: full day care

	Private	Voluntary	Local authority	School/ college	Other
All paid staff	£7.10	£7.80	£11.60	£10.20	£9.00
Senior managers	£10.00	£10.00	†	†	†
Supervisors	£7.40	£8.20	£11.60	£10.70	£9.60‡
Other paid staff	£6.00	£6.40	£10.20‡	£7.70‡	†

Base: All paid staff in full day care providers 2009.

Table 5.11d Average pay (mean) by staff type and type of ownership: full day care in children's centres

	Private	Voluntary	Local authority	School/ college	Other
All paid staff	£8.10	£8.70	£12.00	£10.70‡	†
Senior managers	£12.90‡	†	£17.60	†	†
Supervisors	£8.10	£8.80	£12.50	†	†
Other paid staff	£6.60‡	£7.30‡	£8.60	†	†

Base: All paid staff in full day care in children's centres 2009.

Table 5.11e Average pay (mean) by staff type and type of ownership: sessional

	Private	Voluntary	Local authority	School/ college	Other
All paid staff	£7.40	£7.30	£9.00‡	£8.80‡	†
Senior managers	£9.10	£8.80	†	†	†
Supervisors	£7.40	£7.40	†	†	†
Other paid staff	£6.60	£6.50	†	†	†

Base: All paid staff in sessional providers 2009.

Table 5.11f Average pay (mean) by staff type and type of ownership: after school clubs

	Private	Voluntary	Local authority	School/ college	Other
All paid staff	£7.30	£7.80	£10.50	£8.70	£7.90
Senior managers	£9.20	£10.50	†	£12.20	†
Supervisors	£7.50	£7.70	£10.10	£8.40	†
Other paid staff	£6.30	£6.70	†	£7.30	†

Base: All paid staff in after school clubs 2009.

Table 5.11g Average pay (mean) by staff type and type of ownership: holiday clubs

	Private	Voluntary	Local authority	School/ college	Other
All paid staff	£7.80	£8.50	£10.00	£8.80	£9.20
Senior managers	£10.70	£10.90	£13.50‡	£13.50‡	†
Supervisors	£8.30	£8.70	£10.80	£8.60	£8.90‡
Other paid staff	£6.50	£7.60	£8.90	£7.30	†

Base: All paid staff in holiday clubs 2009.

Table 5.11h Average (mean) hourly pay by staff type and area deprivation - childcare

	Full day care		<i>Full day care in children's centres</i>		Sessional		After school clubs		Holiday clubs	
	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas	30% most deprived areas	70% least deprived areas
All paid staff	£8.00	£7.50	£10.40	£10.50	£7.80	£7.30	£8.40	£7.70	£8.80	£8.80
Senior managers	£11.20	£10.30	£15.90	£15.00‡	£9.50	£8.90	£11.70	£10.20	£12.10	£11.70
Supervisors	£8.30	£7.80	£10.60	£11.20	£7.80	£7.40	£8.40	£7.80	£8.40	£9.00
Other paid staff	£6.70	£6.20	£8.10	£7.70	£6.70	£6.50	£6.90	£6.70	£8.30	£7.70

Base: All paid staff in childcare settings 2009.

Table 5.13a Average (mean) hourly pay by staff type and area deprivation – early years

	Nursery classes		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	£13.50	£13.80	£14.30	£13.70	£14.10
Early years coordinator	£28.60‡	†	£22.80	£23.40	†	£20.40
Early years teachers	£21.70	£19.80‡	£18.40	£19.00	†	£19.00
Nursery Nurses	£11.60	£11.40‡	£10.80	£10.60	†	£10.30
Other paid childcare staff	£9.00‡	£9.00‡	£9.20	£9.30	†	£9.30

Base: All paid staff in early years settings in maintained schools 2009.

Table 5.14a Average (mean) pay by profit making status and qualification of senior manager: full day care

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£8.30	£7.30	£7.30	£8.50
Senior managers	£11.00	£10.20	£10.00	£12.60
Supervisors	£8.70	£7.60	£7.60	£9.00
Other paid staff	£6.80	£6.20	£6.20	£7.00

Base: All paid staff in full day care providers 2009.

Table 5.14b Average (mean) pay by profit making status and qualification of senior manager: full day care in children's centres

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£10.00	£11.50	£9.00	£11.70
Senior managers	£15.90	£15.40‡	£13.20	£18.60
Supervisors	£10.20	£12.10	£9.10	£12.30
Other paid staff	£7.70	£8.50	£7.10	£9.00

Base: All paid staff in full day care in children's centres 2009.

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£7.30	£7.60	£7.30	£8.10
Senior managers	£8.90	£9.80	£8.90	£10.20
Supervisors	£7.40	£7.60	£7.30	£8.30
Other paid staff	£6.50	£6.80	£6.50	£6.60

Base: All paid staff in sessional providers 2009.

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£8.10	£7.70	£7.70	£9.00
Senior managers	£10.70	£10.40	£9.80	£14.90
Supervisors	£8.00	£7.90	£7.70	£8.90
Other paid staff	£6.90	£6.50	£6.60	£7.00

Base: All paid staff in after school clubs 2009.

	Profit making status		Qualification of senior manager	
	Not-for-profit	Profit	Not graduate led	Graduate led
All paid staff	£8.70	£8.30	£8.40	£9.00
Senior managers	£11.60	£11.40	£11.10	£13.50
Supervisors	£9.10	£8.40	£8.60	£9.60
Other paid staff	£7.40	£7.50	£7.50	£7.30

Base: All paid staff in holiday clubs 2009.

Appendix 2 – Unweighted base sizes

Childcare providers 2009: Full day care (880); Full day care in children's centres (250); Sessional (860); After school clubs (847); Holiday clubs (733).

Childcare providers 2008: Full day care (2,006); Full day care in children's centres (388); Sessional (1,138); After school clubs (1,229); Holiday clubs (728).

Childcare providers 2007: Full day care (2,000); Full day care in children's centres (509); Sessional (1,139); After school clubs (1,183); Holiday clubs (732).

Childcare providers 2006: Full day care (3,322); Sessional (1,172); After school clubs (969); Holiday clubs (756).

Childcare providers 2005: Full day care (1,171); Sessional (1,007).

Childcare providers 2003: Full day care (850); Sessional (850); After school clubs (850); Holiday clubs (850).

Childcare providers 2001: Full day care (850); Sessional (868); After school clubs (850).

All childcare providers who have not expanded in last 12 months (2009): Full day care (749); Full day care in children's centres (216); Sessional (767); After school clubs (742); Holiday clubs (632).

All children's centres 2009: (711).

All children's centres 2008: (1123).

All children's centres 2007: (509).

All full day care, full day care in children's centres and sessional providers 2009: (880); (250); (860).

All full day care, full day care in children's centres and sessional providers 2008: (2,006); (388); (1,138).

All full day care, full day care in children's centres and sessional providers 2007: (2,000); (509); (1,139).

Childcare providers with 3 and 4 year olds 2009: Full day care (856); Full day care in children's centres (236); Sessional (850); After school clubs (611); Holiday clubs (453)

All respondents in childcare surveys 2009: (3,570).

All respondents in childcare surveys 2008: (5,489).

All respondents in childcare surveys 2007: (5,563).

All paid childcare staff 2009: Full day care (4,934); Full day care in children's centres (1,394); Sessional (4,160); After school clubs (3,797); Holiday clubs (3,739).

All paid childcare staff 2008: Full day care (11,376); Full day care in children's centres (2,191); Sessional (5,568); After school clubs (5,344); Holiday clubs (3,572).

All paid childcare staff 2007: Full day care (11,693); Full day care in children's centres (2,382); Sessional (5,590); After school clubs (5,123); Holiday clubs (3,667).

All paid childcare staff including childminders 2009: Full day care (4,934); Full day care in children's centres (1,394); Sessional (4,160); After school clubs (3,797); Holiday clubs (3,739); Childminders (849).

All paid childcare staff including childminders 2008: Full day care (11,376); Full day care in children's centres (2,191); Sessional (5,568); After school clubs (5,344); Holiday clubs (3,572); Childminders (850).

All paid childcare staff including childminders 2007: Full day care (11,693); Full day care in children's centres (2,382); Sessional (5,590); After school clubs (5,123); Holiday clubs (3,667); Childminders (845).

All paid childcare staff 2006: Full day care (19,264); Full day care in children's centres (1,502); Sessional (5,714); After school clubs (4,578); Holiday clubs (3,869).

All paid childcare staff 2005: Full day care (6,532); Sessional (4,776); Out of school (5,041).

All paid childcare staff 2003: Full day care (9,567); Sessional (4,812); After school clubs (4,898); Holiday clubs (6,359).

All paid staff in full day care providers 2009: (4,934).

All paid staff in full day care providers 2008: (11,376).

All paid staff in full day care providers 2007: (11,693).

All paid staff in full day care in children's centres 2009: (1,394).

All paid staff in full day care in children's centres 2008: (2,191).

All paid staff in full day care in children's centres 2007: (2,382).

All paid staff in sessional providers 2009: (4,160).

All paid staff in sessional providers 2008: (5,568).

All paid staff in sessional providers 2007: (5,590).

All paid staff in after school clubs 2009: (3,797).

All paid staff in after school clubs 2008: (5,344).

All paid staff in after school clubs 2007: (5,123).

All paid staff in holiday clubs 2009: (3,739).

All paid staff in holiday clubs 2008: (3,572).

All paid staff in holiday clubs 2007: (3,667).

Module B childcare providers 2008: Full day care (1,098); Full day care in children's centres (199); Sessional (492); After school clubs (648); Holiday clubs (390).

Module B childcare providers 2007: Full day care (1,070); Full day care in children's centres (208); Sessional (622); After school clubs (628); Holiday clubs (346).

Module B childcare providers 2006: Full day care (1,702); Full day care in children's centres (533); Sessional (611); After school clubs (511); Holiday clubs (393).

Module B childcare providers 2005: Full day care (615); Sessional (513).

Childcare providers 30% most deprived areas 2009: Full day care (221); Full day care in children's centres (250) Sessional (122); After school clubs (244); Holiday clubs (199).

Childcare providers 30% most deprived areas 2008: Full day care (557); Full day care in children's centres (423) Sessional (193); After school clubs (344); Holiday clubs (198).

Childcare providers 30% most deprived areas 2007: Full day care (568); Full day care in children's centres (372) Sessional (183); After school clubs (334); Holiday clubs (219).

Childcare providers 30% most deprived areas 2006: Full day care (896); Full day care in children's centres (164); Sessional (1,172); After school clubs (273); Holiday clubs (251).

Childminders 2009: (849).

Childminders 2008: (850).

Childminders 2007: (845).

Childminders 2006: (723).

Childminders 2005: (1,132).

Childminders 2003: (850).

All childminders who have not expanded in the last 12 months 2009: (730).

All children childminders look after in typical week: (4,009).

All children childminders look after in school holidays: (2,609).

All childminders who look after 3 and 4 year olds: (101).

All paid childcare staff with at least a level 6 qualification 2009: Full day care (384); Full day care in children's centres (222); Sessional (210); After school clubs (260); Holiday clubs (344).

All paid childcare staff with at least a level 5 qualification 2009: Full day care (588); Full day care in children's centres (300); Sessional (305); After school clubs (351); Holiday clubs (474).

All paid childcare staff with at least a level 5 qualification 2008: Full day care (902); Full day care in children's centres (367); Sessional (353); After school clubs (425); Holiday clubs (387).

All paid childcare staff (module B) 2008: Full day care (6,156); Full day care in children's centres (1,113); Sessional (2,439); After school clubs (2,782); Holiday clubs (1,899).

All paid childcare staff (module B) 2007: Full day care (6,267); Full day care in children's centres (1,223); Sessional (3,097); After school clubs (2,697); Holiday clubs (1,705).

All paid childcare staff (module B) 2006: Full day care (9,794); Full day care in children's centres (553); Sessional (2,974); After school clubs (4,489); Holiday clubs (2,005).

Module A childcare providers 2008: Full day care (907); Full day care in children's centres (181); Sessional (360); After school clubs (581); Holiday clubs (338).

Module A childcare providers 2007: Full day care (930); Full day care in children's centres (187); Sessional (517); After school clubs (555); Holiday clubs (386).

Module A childcare providers 2006: Full day care (1,620); Full day care in children's centres (119); Sessional (561); After school clubs (458); Holiday clubs (363).

All senior managers in childcare providers 2009: Full day care (871); Full day care in children's centres (247); Sessional (817); After school clubs (810); Holiday clubs (708).

All senior managers in childcare providers 2008: Full day care (1,958); Full day care in children's centres (380); Sessional (1,066); After school clubs (1,136); Holiday clubs (706).

All senior managers in childcare providers 2007: Full day care (1,955); Full day care in children's centres (392); Sessional (1,027); After school clubs (1,106); Holiday clubs (697).

All senior managers in childcare providers 2006: Full day care (3,209); Full day care in children's centres (209); Sessional (1,032); After school clubs (908); Holiday clubs (725).

All senior managers in childcare providers 2003: Full day care (850); Sessional (868); Out of school (no base size available).

All supervisors in childcare providers 2009: Full day care (2,422); Full day care in children's centres (722); Sessional (2,031); After school clubs (1,813); Holiday clubs (1,752).

All supervisors in childcare providers 2008: Full day care (5,403); Full day care in children's centres (1,109); Sessional (2,574); After school clubs (2,414); Holiday clubs (1,600).

All supervisors in childcare providers 2007: Full day care (5,350); Full day care in children's centres (8,466); Sessional (2,483); After school clubs (2,338); Holiday clubs (1,661).

All supervisors in childcare providers 2006: Full day care (9,073); Full day care in children's centres (609); Sessional (2586); After school clubs (2,060); Holiday clubs (1,756).

All supervisors in childcare providers 2003: Full day care (5,384); Sessional (1,967); Out of school (no base size available)

All other paid childcare staff 2009: Full day care (1,641); Full day care in children's centres (425); Sessional (1,312); After school clubs (1,174); Holiday clubs (1,279).

All other paid childcare staff 2008: Full day care (4,015); Full day care in children's centres (702); Sessional (1,928); After school clubs (1,794); Holiday clubs (1,266).

All other paid childcare staff 2007: Full day care (3,893); Full day care in children's centres (731); Sessional (1,884); After school clubs (1,679); Holiday clubs (1,309).

All other paid childcare staff 2006: Full day care (6,168); Full day care in children's centres (391); Sessional (1,935); After school clubs (1,510); Holiday clubs (1,295).

All other paid childcare staff 2003: Full day care (3,333); Sessional (1,995); Out of school (no base size available).

Early Years provision in maintained schools 2009: Nursery schools (100); Primary schools with nursery and reception classes (516); Primary schools with reception but no nursery classes (480).

Early Years provision in maintained schools 2008: Nursery schools (179); Primary schools with nursery and reception classes (561); Primary schools with reception but no nursery classes (579).

Early Years provision in maintained schools 2007: Nursery schools (201); Primary schools with nursery and reception classes (755); Primary schools with reception but no nursery classes (640).

Early Years provision in maintained schools 2006: Nursery schools (188); Primary schools with nursery and reception classes (535); Primary schools with reception but no nursery classes (513).

Early Years provision in maintained schools 2003: Nursery schools (200); Primary schools with nursery and reception classes (850); Primary schools with reception but no nursery classes (850).

Early years provision in maintained schools 30% most deprived areas 2009: Nursery schools (64); Primary schools with nursery and reception classes (206); Primary schools with reception but no nursery classes (43).

Early years provision in maintained schools 30% most deprived areas 2008: Nursery schools (108); Primary schools with nursery and reception classes (270); Primary schools with reception but no nursery classes (59).

Early years provision in maintained schools 30% most deprived areas 2007: Nursery schools (126); Primary schools with nursery and reception classes (304); Primary schools with reception but no nursery classes (88).

Early years provision in maintained schools 30% most deprived areas 2006: Nursery schools (107); Primary schools with nursery and reception classes (262); Primary schools with reception but no nursery classes (513).

All early years providers who look after 3 and 4 year olds: Nursery schools (95); Primary schools with nursery and reception classes (485); Primary schools with reception but no nursery classes (432).

All respondents in early years survey 2009: (1,096).

All respondents in early years survey 2008: (1,319).

All respondents in early years survey 2007: (1,596).

All paid staff in all nursery schools 2009: (608).

All paid staff in all nursery schools 2008: (1,071).

All paid staff in all nursery schools 2007: (1,181).

All paid staff in all primary schools with nursery and reception classes 2009: (2,771).

All paid staff in all primary schools with nursery and reception classes 2008: (2,923).

All paid staff in all primary schools with nursery and reception classes 2007: (4,025).

All paid staff in all primary schools with reception but no nursery classes 2009: (1,651).

All paid staff in all primary schools with reception but no nursery classes 2008: (1,930).

All paid staff in all primary schools with reception but no nursery classes 2007: (2,148).

All paid early years staff 2009: Nursery schools (608); Primary schools with nursery and reception classes (2,771); Primary schools with reception but no nursery classes (1,651).

All paid early years staff 2008: 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 early years staff 2007: 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 early years staff 2006: Nursery schools (1,107); Primary schools with nursery and reception classes (2,688); Primary schools with reception but no nursery classes (1,593).

All paid early years staff 2003: Nursery schools (2,518); Primary schools with nursery and reception classes (8,623); Primary schools with reception but no nursery classes (5,315).

All other early years coordinators / head teachers in early years providers in maintained schools 2009: Nursery schools (100); Primary schools with nursery and reception classes (497); Primary schools with reception but no nursery classes (458).

All other early years coordinators / head teachers in early years providers in maintained schools 2008: Nursery schools (179); Primary schools with nursery and reception classes (545); Primary schools with reception but no nursery classes (550).

All other early years coordinators / head teachers in early years providers in maintained schools 2007: Nursery schools (201); Primary schools with nursery and reception classes (748); Primary schools with reception but no nursery classes (622).

All other early years coordinators / head teachers in early years providers in maintained schools 2006: Nursery schools (186); Primary schools with nursery and reception classes (497); Primary schools with reception but no nursery classes (431).

All other early years coordinators / head teachers in early years providers in maintained schools 2003: (No base size available).

All qualified early years teachers in early years providers in maintained schools 2009: Nursery schools (182); Primary schools with nursery and reception classes (817); Primary schools with reception but no nursery classes (373).

All qualified early years teachers in early years providers in maintained schools 2008: Nursery schools (317); Primary schools with nursery and reception classes (837); Primary schools with reception but no nursery classes (517).

All qualified early years teachers in early years providers in maintained schools 2007: Nursery schools (342); Primary schools with nursery and reception classes (1,124); Primary schools with reception but no nursery classes (500).

All qualified early years teachers in early years providers in maintained schools 2006: Nursery schools (322); Primary schools with nursery and reception classes (773); Primary schools with reception but no nursery classes (398).

All qualified early years teachers in early years providers in maintained schools 2003: (No base size available).

All nursery nurses in early years providers in maintained schools 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 early years providers in maintained schools 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 early years providers in maintained schools 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 early years providers in maintained schools 2006: Nursery schools (373); Primary schools with nursery and reception classes (844); Primary schools with reception but no nursery classes (299).

All nursery nurses in early years providers in maintained schools 2003: (No base size available).

All other early years support staff in early years providers in maintained schools 2009: Nursery schools (131); Primary schools with nursery and reception classes (653); Primary schools with reception but no nursery classes (523).

All other early years support staff in early years providers in maintained schools 2008: Nursery schools (224); Primary schools with nursery and reception classes (684); Primary schools with reception but no nursery classes (629).

All other early years support staff in early years providers in maintained schools 2007: Nursery schools (241); Primary schools with nursery and reception classes (980); Primary schools with reception but no nursery classes (641).

All other early years support staff in early years providers in maintained schools 2006: Nursery schools (226); Primary schools with nursery and reception classes (574); Primary schools with reception but no nursery classes (465).

All other early years support staff in early years providers in maintained schools 2003: (No base size available).

All paid early years staff with at least a level 5 qualification 2009: Nursery schools (307); Primary schools with nursery and reception classes (1,345); Primary schools with reception but no nursery classes (824).

All paid early years staff with at least a level 5 qualification 2008: Nursery schools (504); Primary schools with nursery and reception classes (1,371); Primary schools with reception but no nursery classes (943).

All paid early years staff with at least a level 5 qualification 2007: Nursery schools (575); Primary schools with nursery and reception classes (1,825); Primary schools with reception but no nursery classes (1,097).

Appendix 3 – Glossary

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

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

- **Full day care:** defined as “*facilities that provide day care for children under eight for a continuous period of four hours or more in any day in premises which are not domestic premises*⁶⁸.”
- **Sessional care:** defined as “*facilities where children under eight attend day care for no more than five sessions a week, each session being less than a continuous period of four hours in any day. Where two sessions are offered in any one day, there is a break between sessions with no children in the care of the provider*⁶⁹.”
- **Out-of-school clubs:** defined as “*clubs...open before and after school and all day long during school holidays, giving three to 14 year-olds and up to 16 for children with special needs a safe and enjoyable place to play, meet and sometimes catch up on homework*⁷⁰.” For the purposes of this research, the questionnaire focused on After-school and Holiday care.
- **Children’s centres:** defined as “*places where children under five years old and their families can receive seamless holistic integrated services and information, and where they can access help from multi-disciplinary teams of professionals*⁷¹.” For example, some children’s centres provide literacy, language or numeracy programmes for parents or carers with basic skills needs. For the purposes of this survey, analysis has focused on full day care provision offered by these establishments on site.
- **Childminders:** “*A childminder is registered to look after one or more children under the age of eight to whom they are not related on domestic premises for reward and for a total of more than two hours in any day.*”⁷²
- **Nursery schools:** these “*provide education for children under the age of five and over the age of two*⁷³.” Maintained nursery schools generally accept children in term time.
- **Primary schools with reception but no nursery classes:** some primary schools are able to admit four and five year old children into a reception class. Such classes operate throughout the school year.
- **Primary schools with reception and nursery classes:** some primary schools offer both nursery and reception classes, and again, these operate throughout the school year.

⁶⁸ <http://www.surestart.gov.uk/doc/0-ACA52E.PDF>

⁶⁹ <http://www.childcarelink.gov.uk/pdf/ofsted/Module5.pdf>

⁷⁰ <http://www.surestart.gov.uk/surestartservices/childcare/outofschoolchildcare/>

⁷¹ <http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/>

⁷² <http://www.childcarelink.gov.uk/pdf/ofsted/Module2.pdf>

⁷³ <http://www.edubase.gov.uk/glossary.xhtml?letter=N>

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

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

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

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

Index of Multiple Deprivation (IMD): measures deprivation at the “*small area level*”⁷⁴. 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)⁷⁵. More deprived areas will experience a higher number of these characteristics of deprivation.

Types of staff: the National Standards state that all staff must be mentally and physically capable of caring for children and that all staff should “*have the appropriate experience, skills and ability to do their jobs*”⁷⁶.

- **Senior Manager:** the National Standards stipulate that senior managers should hold an appropriate level three qualification and two years experience of working in a day care setting.
- **Supervisory staff:** the National Standards state that supervisors in full daycare settings should all hold a level three qualification, or where this is not possible, an action plan should be put in place setting out how and when they intend to satisfy this requirement. For sessional and out-of-school providers, supervisors are not required to hold a level three qualification but half of all other staff are required to hold a level two qualification⁷⁷.
- **Other paid childcare staff:** at least half of this group are required to hold an appropriate level two qualification.
- **Qualified Teacher Status:** this is a requirement for anyone who wants to teach in a maintained school in England and Wales.
- **Early Years Professional Status (EYPS):** this is a new role developed from February 2006 in response to proposals in the Children’s Workforce Strategy. Candidates are required to complete one of four pathways, leading to the award of the EYPS at level six. The first candidates gained EYPS in January 2007.

⁷⁴ <http://www.communities.gov.uk/documents/communities/pdf/131209.pdf>

⁷⁵ *ibid.*

⁷⁶ http://www.surestart.gov.uk/_doc/P0000411.PDF

⁷⁷ http://www.surestart.gov.uk/_doc/P0002407.pdf

- **Nursery Nurses:** are subject to the same requirements as supervisors in full day care settings⁷⁸.
- **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. First aid certificates should be kept up to date⁷⁹.

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”*⁸⁰.

National Standards: were developed by the Sure Start Unit in order to set out and measure and monitor the quality of care offered for under eights day-care and childminding. Providers must meet these standards before they can register with Ofsted and commence operation⁸¹. Providers are subject to an Ofsted inspection within seven months of registration and at least once every three years thereafter⁸².

NVQ qualifications: are work based qualifications. Candidates are assessed on the job by a qualified NVQ Assessor, who may be a line manager or an external Assessor if the manager is not a qualified NVQ Assessor⁸³.

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

Population density: is based on the number of people per hectare (ha = 10,000 square meters). Areas of low population density have up to 10 people per ha; areas of medium density have 11-24 people per ha and; areas of high density have 25 or more people per ha. Areas with lower population densities are generally more rural than those with high densities.

Graduate Leader Fund: The Graduate Leader fund (GLF) is a three year government grant allocated as part of the Sure Start, Early Years and Childcare Grant replacing the Transformation Fund.

Its aim is specifically to support progression toward creating and sustaining sufficient graduate Early Years Professionals in the private, voluntary and independent sectors, ensuring all full day care settings can have a graduate leader by 2015, with two in settings for children in the 30% most disadvantaged areas.

⁷⁸http://www.bbc.co.uk/schools/parents/life/you_and_school/working_in_schools/training_nursery_nurse.shtml

⁷⁹<http://www.surestart.gov.uk/doc/P0002411.pdf>

⁸⁰http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069

⁸¹http://www.daycaretrust.org.uk/mod.php?mod=userpage&page_id=40

⁸²<http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828a0d8308c08a0c/?vgnextoid=013a8487a73dc010VgnVCM1000003507640aRCRD>

⁸³http://www.edexcel.org.uk/VirtualContent/64456/Edexcel_NVQ_guidance_for_candidates.pdf

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