Survey of Childcare and Early Years Providers

England 2016

Technical Report

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Kantar Public (formerly TNS BMRB)

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1 Survey background

1.1 Study objectives

The government is committed to preparing children for school and providing great childcare that helps parents return to work.[1] High quality formal early years education has also been shown to have a positive impact on children's later educational outcomes and social-behavioural development.[2]

The Department for Education (DfE) commissioned Kantar Public (formerly known as TNS BMRB) to conduct the Childcare and Early Years Providers Survey in 2016. The objectives of the survey were to examine the profile, characteristics and availability of childcare and early years provision in England; examine the quality, size and composition of the workforce; and understand the costs of provision.

It was a largescale Computer Assisted Telephone Interviewing (CATI) survey which collected representative data on a variety of areas such as: attendance and spare capacity within childcare settings; usage and future plans of funded places; staff qualifications and pay; and explored the cost and profitability of providing childcare.

In addition to the Childcare and Early Years Providers Survey conducted in 2016, the Department for Education and its predecessor departments commissioned earlier waves of a Childcare and Early Years Providers survey. The survey began in 1998 and was repeated in 2001, 2003, 2005, 2006, 2007, 2008, 2009, 2010, 2011 and 2013. However, the questionnaire was fully redesigned for the 2016 survey to reflect changes in the childcare market and to provide more accurate and detailed data, hence both the sample design and sample groups have changed since the 2013 survey. This means that the results for 2016 are not comparable with previous waves of the research.

1.2 Sample groups

The 2016 research, which is the focus of this report, was split into the following 3 different surveys, each of which are analysed separately.

Group-based providers
These are childcare providers who operate on non-domestic premises. This is defined as childcare on premises that are not someone's home, where the childcare provider looks after at least 1 child for more than 2 hours in any 1 day. These premises can range from converted houses to purpose-built nurseries. The survey does not break down the type of group-based provider any further than this although it does collect more detailed information about the ownership and the type of childcare offered (as below). The sample was taken from the Ofsted register of childcare providers on non-domestic premises as at 31 July 2015. Providers were asked questions about children in attendance, funded places and fees for the specific types of childcare they offered within their setting. The survey asked group-based providers about several different types of childcare that they offered, as detailed below. Some sections of the questionnaire were just asked about the specified types of provision and some sections were asked about early years provision across these different types of provision:

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[1] Department for Education, More Great Childcare, 2013.
[2]https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/455670/RB455_Effective_pre-school_primary_and_secondary_education_project.pdf.pdf

- Early years full day provision for children below school age

- Sessional provision – in order to find out more about the types of provision offered 2 separate types of sessional provision were defined:

    1. Fixed sessional provision for children below school age where each session has a fixed start and end time. Where more than 1 session is delivered in 1 day there is a change of children between sessions

    2. Flexible sessional provision for children below school age, where session times can vary by child

- Before school provision for children under the age of 8 in term time

- After school provision for children under the age of 8 in term time

To ensure the questionnaire length was not overly burdensome for providers, it was decided that for questions asking about the specific types of childcare within a group-based provider, those who offered both full day provision and sessional provision were only asked about full day provision and not about sessional provision. Piloting of the survey had demonstrated that there was a high level of overlap and that asking about both full day and sessional provision, where these were offered, would have been prohibitively lengthy. As a result, where sessional providers are reported on, it is not the entire population of children in sessional provision, but rather, just those at providers who offer sessional provision, but not full day provision.

Other questions about topics such as special educational needs and disabilities (SEND), staffing, costs and income were asked about the setting as a whole.

In previous years providers answered the entirety of the survey about 1 of the types of provision that they offered (from a list of full day provision, sessional provision, before school provision, after school provision and holiday clubs). Prior to 2010 this information was available on the Ofsted sample frame and providers were directed to answer about 1 specific type of provision that they offered. Following the removal of this information from the Ofsted sample frame, this information was collected during a screening survey which asked about the types of provision offered by a provider since they can offer multiple types of provision. This screening survey helped determine an estimate of the number of providers of each type of provision by region. This information was then used to weight the data to be nationally representative and gross figures up to the national population. The screening survey also helped to ensure that providers of each given type could be targeted during the main stage interviews, thereby ensuring that sufficient base sizes could be achieved with each type of provider. In the main survey stage which followed the sample build, settings were allocated to be asked about 1 type of provision.

Because there were relatively few settings which offered certain types of provision (e.g. before school), cases were disproportionately assigned to specific provision types in the main stage. This was to ensure that the necessary number of main stage interviews could be achieved with each specific type of provider. For more information, please see section 3 of the 2013 Childcare and Early Years Providers Survey technical report.[3] While providing granular information about different types of provision, this approach meant that it was not possible to provide any data about group-based childcare providers in England as a whole. The approach taken in 2016 means that it has been possible to provide data on staffing (numbers of staff, qualifications, pay, working hours etc.) and childcare finances (costs, income, profitability) for the entirety of group-based providers

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[3]
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355085/SFR33_2014_Technical_Report.pdf

in England, while still keeping more granular levels of information about children in attendance (the number and age of children) and spare capacity by the type of childcare offered. This change in sample approach means that the group-based data is not comparable to previous waves of the survey.

School-based providers

The Schools Census[4] which was collected in January 2015 from all schools in England was used as the sample frame for the survey of school-based early years providers. This includes reception provision which schools are obligated to offer, and nursery provision (maintained nursery schools are included within analysis of the nursery provision) which schools are not obligated to offer. Reception and nursery provision are reported on separately throughout the report as the conditions are suitably different in terms of age profile of children attending, the ability to charge fees for entry and the applicability of the Funded Early Education Entitlement. Reception provisions are included in the analysis as they include a large number of children in the early years group. In previous years the survey reported on 3 distinct groups; maintained nursery schools, primary schools with nursery and reception provision and primary schools with reception but no nursery. This approach meant that it was not possible to separate out data on the entirety of nursery or reception provision. The approach taken in 2016 means that it is possible to provide results across nursery and reception provision in England. However, this difference means that the sample groups are not comparable to previous waves of the survey.

In 2016 information was also collected about before school provision and after school provision operated solely by the school, or in partnerships with other schools.

Independent schools were included in the Schools Census so were in the school-based sample.

Childminders

The survey interviewed childminders who were on the Ofsted register of childminders as at 31July 2015 and who confirmed they were still practising childminders at the time of interview. For the first time the survey asked about any childminding assistants that they employed. The sample did not include any childminders who were registered with a childminder agency. While there are no official figures on the number of childminders who are registered with an agency and not with Ofsted, it is believed that, at the time of this research, the number was minimal and unlikely to cause any significant impact on the sampling or weighting procedures.

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[4] For more information on the school census: https://www.gov.uk/guidance/school-census

2 Questionnaire and testing

2.1 Questionnaire development

The survey went through a lengthy and rigorous process of development. Previous waves of the survey had seen only minor changes to the questionnaire to ensure that trends in data could be analysed. In 2016 the survey design and questionnaire were redeveloped completely to bring the survey more in line with the DfE's policy aims and objectives. The questionnaires were developed by the research team at Kantar Public in consultation with representatives from the DfE. The process of questionnaire development included scoping interviews with childcare providers, cognitive testing and largescale piloting.

Following a series of discussions with the DfE about the topics it wanted the survey to address, the research team at Kantar Public undertook 5 semi-structured scoping interviews with childcare providers in May and June 2015 to find out whether providers collected relevant data: 2 with school-based providers and 3 with group-based providers. These interviews were similar in fashion to cognitive interviewing where respondents were asked the questions before discussing how the questions were interpreted, the ease or difficulty of providing an answer and whether they thought that the questions were relevant for their particular setting.

These were primarily conducted to find out whether childcare providers would be able to provide an hourly breakdown of attendance and capacity within their setting (across all types of provision offered) and whether this could be done without creating undue burden. This line of questioning proved unsuccessful as it was considered overly burdensome for providers to collate all this information.

Following a review of these interviews the questionnaire was revised further and cognitively tested with 12 providers in September and October 2015. The aim of this testing was to further understand providers' interpretation of questions, the information they were using to base their answers on and how easy or difficult it was to provide answers. Interviews were conducted both face to face and by telephone, and lasted around an hour each. Respondents were sent a data sheet in advance of the interview, replicating the process that would be used during the pilot and main stage fieldwork. This allowed testing of the clarity of questions included on the data sheet, and enabled an understanding of how easy or difficult it would be for providers to collect such information ahead of the interview. The cognitive interviewing questionnaire and data sheet evolved throughout the process as learnings from interviews were taken into account.

The cognitive interview covered a range of topics that were to be included in the questionnaire. This was also split into 2 questionnaire variants per group, as the questionnaire was to be – 1 focused on detailed staffing information and questions on children with special educational needs and disabilities, and the other on childcare finances. The cognitive testing confirmed that it would be difficult to provide detailed, hourly breakdowns on children in attendance. It was instead more manageable for providers to think about the number of children booked to attend to give a more accurate reading of the number of available places within the setting and to provide a closer link to the maximum amount of additional, "spare" places that would be available to be booked by parents.

The findings from this stage of development were reviewed by the DfE, and the questionnaire was updated in order to be piloted in a largescale CATI pilot, mirroring conditions of the main survey.

The survey was piloted in December 2015 with 205 group-based providers, 187 school-based providers and 170 childminders. As outlined below in section 2.3 the questionnaire was still significantly longer than the target length of 20 minutes (longer interviews would have a negative effect on response rates and the quality of

response). Further changes were made to the questionnaire between January and February 2016 to reduce the questionnaire length.

2.2 Approach

Prior to interview all respondents were sent a letter headed with the DfE logo with the signature of a DfE researcher explaining the purpose of the survey and what data the provider would need to collect. The letter also informed providers that the survey was supported by prominent childcare organisations (Professional Association for Childcare and Early Years (PACEY), the National Day Nurseries Association (NDNA), the Pre-school Learning Alliance and 4Children) and answered some frequently asked questions. For group-based providers letters were sent to the individuals whose details were collected during the screening survey and for school-based providers these were sent to the head teacher named in Edubase,[5] the register of educational establishments in England and Wales.

The mail out also included a data sheet to enable providers to collect the detailed information they would be unlikely to know without checking their records. This was to maximise accuracy during the CATI interview and also minimise the time that any respondent would be on the telephone completing an interview.

The data sheet varied in content depending on what questionnaire variant the respondent had been randomly selected to answer (see section 2.4 for a discussion of the questionnaire variants). All childcare providers had to confirm that they had completed the data sheet prior to any interview taking place. In the data sheet, respondents were asked to focus on a particular day of the week from Monday to Friday ("reference day") and answer about the last term time reference day that they were open in order to provide answers about children in attendance. This meant that providers would give a focused and accurate account of the childcare that they offered. In previous years providers were asked about children attending in 'a typical week' which was more open to potential bias and/or less precise answers. As respondents were randomly assigned a reference day it meant that it was possible to compare attendance and spare capacity within childcare providers across the week to understand whether there were any particular days where there was less capacity.

As several questions relate to the levels of qualification of staff there was a list of UK Early Years qualifications and the specific level that each of these qualifications should be coded as.

2.3 Pilot

Piloting of the survey was conducted between 1 and 18 December 2015. A small scale screening survey was run for the group-based survey in order to collect contact details for the pilot. The pilot was run on the same conditions as the main survey – a CATI survey where all respondents were sent an advance letter, data sheet and qualifications list prior to the survey. The table below displays the amount of issued sample[6] and completed interviews for each group.

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[5] For more information on Edubase please see http://www.education.gov.uk/edubase/about.xhtml
[6] The issued sample was comprised of those selected for the pilot and sent advance letters notifying them of the survey, excluding those who opted out of the research prior to the start of pilot fieldwork. In essence, it is the number of childcare providers who were dialled by Kantar Public telephone interviewers

Table 1 Number of pilot interviews achieved

	Group-based Providers	School-based Providers	Childminders
Issued sample	728	879	937
Interviews	205	187	170

The pilot demonstrated that several sections of the questionnaire were difficult for providers to answer on a telephone interview. While an equal proportion of the sample was selected to answer the 'variant 2' questionnaire about finances (see section 2.4 for a discussion of the questionnaire variants), these respondents were less likely to complete the pilot. Although information about refusals was not collected, anecdotal evidence (feedback from interviewers and calls from providers to the Kantar Public research team on the Freephone helpline) suggest that response was lower for this version due to the perceived burden of collecting this data about finances and completing the data sheet in advance of the survey.

Table 2 Number of pilot interviews achieved by questionnaire variant

Number of complete interviews	Group-based Providers	School-based Providers	Childminders
Variant 1	129	110	110
Variant 2	76	77	60

During the pilot the average interview lengths were also significantly longer than budgeted for (20 minutes), particularly for the variant 2 questionnaires as shown in table 3.

Table 3 Average pilot questionnaire length by questionnaire variant

Survey group	Questionnaire variant	Pilot interview length
Group-based	Variant 1	26 mins and 50 seconds
	Variant 2	32 mins and 7 seconds
School-based	Variant 1	24 mins and 36 seconds
	Variant 2	25 mins and 2 seconds
Childminders	Variant 1	16 mins and 7 seconds
	Variant 2	24 mins and 42 seconds

Following the pilot and review meetings between DfE and Kantar Public, changes were made to the questionnaire. These changes included revising the composition of questionnaire variant modules (in particular revising the group-based questionnaire to have 3 variants rather than 2) and for group-based providers making the decision to prioritise full day provision over sessional provision (when a provider offered both) for questions on opening hours, children in attendance, spare capacity and age of children.

These changes were made to make the survey easier to answer and reduce the length of the questionnaire and therefore the burden on childcare providers who were collecting the data (in advance of the interview) and being interviewed.

In previous years (and subsequently in the main stage of the 2016 survey), in order to collect in- depth information on workforce such as qualifications, hours worked and pay, we asked providers to break these down by individual members of staff. To reduce both the burden on providers and the overall length of interview, settings employing more than a certain number of staff were asked to randomly select up to 7 members of staff, rather than having to give details for the whole team.[7] They were asked a set of questions about each member of staff.

In an attempt to reduce the questionnaire length the 2016 pilot questionnaire trialled a different approach to collect this data on staff, asking about the average pay per hour of staff at each qualification level. This approach was particularly difficult for providers to answer (as many factors impacted on pay, not just qualification level) and so it was replaced with the approach asking about individual members of staff in succession (the "staff loop"[8]) which had been used successfully in previous years.

2.4   Questionnaire sections

One of the main reasons to redesign the questionnaire was to try and include questions on a larger variety of topics than in previous years. In order to include a larger number of topics and questions, the decision was taken to adopt a modular approach to the questionnaire design and split the survey into 2 variants. Each questionnaire variant would have a core section of questions common to each respondent within that survey group. The 2 variants would then have their own specific section of questions relating to certain topics (1 primarily focusing on childcare staff, the other on childcare finances). The aim of this initial design was that half the sample would be allocated to 1 variant and half to the other variant.

The final questionnaire design had the group-based questionnaire split into 3 variants, in order to try and reduce the interview length after the pilot had demonstrated that if there were 2 variants the survey would be too long, and 2 variants for school-based providers and childminders. One in six providers were allocated to the group-based variant 1 questionnaire, and the remaining five in six were evenly split between variant 2 and variant 3 (see section 3).

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[7] In group-based and out of school settings, the interview focused on a maximum of 3 'supervisors' who were allowed to look after children on their own and 3 other paid childcare staff. In school-based settings the survey recorded data on a maximum of 2 qualified teachers, 2 nursery nurses and 2 early years support staff.
[8] A loop refers to a series of questions which are asked about a scenario, in this case, a member of staff, and then repeated for a different scenario, or in this case, member of staff.

Table 4 Questionnaire sections by variant

Questionnaire section	Group-based	School-based	Childminders
General information	Core	Core	Core
Attendance, capacity and age of children	Core	Core	Core
Number of funded places	Core	Core	Core
Future plans for funded places	Variant 1	Variant 1	Variant 1
Child: Staff ratios	Core	Core	Core
Special Educational Needs***	Core/ Variant 1	Core/ Variant 1	Core/ Variant 1
Staff questions – provider level***	Core/ Variant 2	Core/ Variant 1	Core/ Variant 1
Staff looped questions	Variant 2	Variant 1*	Variant 1
Costs of childcare	Variant 3	Variant 2*	Variant 2
Income from childcare	Variant 3	Variant 2*	Variant 2
Profitability of childcare	Variant 3	Variant 2*	Variant 2
Average fees	Variant 3	Variant 2**	Variant 2
Investment/Expansion/Training	Variant 1	Variant 2	Variant 2
Holiday and weekend provision offered	Variant 1	Variant 2	Variant 2

*if the school offered both nursery and reception then the school only answered about 1 of these

**only asked about nursery provision

***some questions in these sections are core and asked of all, some questions allocated to a specific questionnaire variant

2.5   Childcare staff questions

In order to find out detailed information about childcare staff conditions such as pay and hours worked providers were asked to answer a series of questions about up to 5 members of staff. These questions were all included in the data sheets along with instructions about how they would select the staff members to answer the questions about. There were 5 columns in the datasheet asking providers to answer about a member of staff. The data sheet asked respondents to select the staff members by qualification level (as displayed in table 5). Respondents were instructed to randomly select a member of staff where there was more than 1 at the specific qualification level and leave blank if they had no staff at the specified level(s).

In the CATI survey the loops of questions asking about the staff members were triggered by questions asking about the total number of staff with the highest UK Early Years qualification at each level.

Table 5 Who staff questions were about

Staff member	Group-based	School-based
Staff member 1	Senior manager	Head teacher/Early Years co-ordinator
Staff member 2	Level 2 or lower	Level 2 or lower
Staff member 3	Level 3	Level 3
Staff member 4	Level 3	Level 4 or 5
Staff member 5	Level 4 or higher	Level 6 or higher

As described in section 5, the data on staff was weighted to be representative of staff in England and totals were grossed up to the total number of staff given by providers.

3 Sampling

3.1 Group-based providers sample

A request was made to Ofsted to provide information for all records in the "childcare on non-domestic premises" category from their July 2015 database.[9] After the sample was received and checked for duplication of records there were 26,017 valid records to select from. A stratified random sampling approach was used to select 17,325 records[10] (using region, local authority, register type, ownership status, maximum number of places and postcode as the sample strata) for a screening survey to collect contact details, and information on days of the week that providers were open and to confirm whether they operated during term time. The selected sample was checked to ensure that the selection was representative of the entire population of non-domestic childcare providers.

Some providers were branches of larger childcare groups and each branch in the group had the same telephone number. In order to reduce respondent burden, while attempting to minimise the impact on the weighting of the survey it was decided that a telephone number could be selected a maximum of 7 times. Thirteen telephone numbers in the sample appeared more than 7 times and were subject to capping. Design weights were included to take this into account.

Following the screener survey the sample was sorted by region, local authority, childcare register type, ownership status and maximum number of childcare places allowed before a systematic allocation to 1 of the 3 questionnaire variants and a specific day of the week to answer questions about.

This approach differs from previous years, where the screening survey was used to understand the different types of childcare provision offered within a childcare setting, and then 1 of these types of provision was selected to answer the entire survey about. As discussed in section 2.2, there was more of a focus in 2016 on collecting information about the entirety of provision offered by a childcare provider rather than on the specific types of provision offered within a childcare provider.

3.2 School-based providers sample

For the school-based providers sample the Schools Census was used as the sample frame and topped up with further information (such as contact details) from Edubase. The breakdown of the total population was as follows:

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[9] For the latest datasets and further information please see https://www.gov.uk/government/collections/early-years-and-childcare-statistics

[10] A further 1,238 records were sampled and issued for the screener in order to maximise the response and sample frame for the main survey

Table 6 Breakdown of school population

Type of School	Number (n)	Percentage (%)
Independent school with reception provision (4 or 5 year old lowest age)*	378	2.1%
Independent school with reception and nursery (0, 1, 2, 3 year old lowest age)*	1,095	6.0%
Maintained nursery schools	393	2.2%
Reception and nursery	7,362	40.6%
Reception only	8,905	49.1%
Grand Total	**18,133**	

* At the design stage the study was based on splitting independent schools into "nursery and reception" and "reception only" based on figures from Edubase. However, as the unique identifiers in the School Census are different to those on Edubase fields in the School Census given for age of children attending were used.

Independent schools with a lowest age of 4 or 5 were deemed to be "reception only" and those with a lowest age of between 0-3 were deemed to be nursery and reception.

If a random sample from this population was selected without any controls in place then the majority of the sample would consist of reception provision. As nursery provision is a key priority for this survey it was agreed with the DfE to disproportionately sample to increase the number of interviews conducted with "maintained nursery schools" and those that offer both "reception and nursery" so that the number of interviews about nurseries was maximised. The sample design aimed to balance achieving the maximum sample with those providers that have a nursery while still providing robust estimates at the overall level.

Within this, there are sections of the questionnaire that ask respondents to focus solely on nursery or reception provision. For settings that offer reception and nursery provision it was agreed with DfE to ask different proportions of the sample to respond regarding nursery and regarding reception.

The agreed design was 70% of schools with both reception and nursery would be asked about their nursery provision. When looking at the total population that meant that approximately 60% of the overall school-based sample would be asked about nursery (and the remaining 40% about reception).

3.3 Childminders sample

A request was made to Ofsted to provide information for all registered childminders. Data was provided from the July 2015 database of registered childminders in 2 stages – with the first stage providing anonymised individual level data from which a sample of childminders were selected, and stage 2 providing personalised records for those selected childminders. There were a small number of providers that were removed as they

were only on the Voluntary Childminders Register.[11] Given that the sample of childminders was for a named individual, no sample building or screening was required as this information was available in the existing Ofsted sample frame.

A total of 5,667 childminders were sampled for the main survey with an additional 1,000 selected for the pilot survey. The sample was sorted by region, local authority, postcode, register type, number of places and time elapsed since registration and then checked to ensure that the selection was representative of the entire population of childminders.

Following the selection the sample was again sorted by these criteria and systematically allocated to 1 of the 2 questionnaire variants and to answer specific questions about a reference day.

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[11] Providers solely on the voluntary register have been excluded from the CEYPS historically as this category mainly includes those only providing care for children aged 8 and over, activity based care (sports, drama or art clubs) and care provided in the child's home such as nannies, au pairs or home based care for disabled children.

4 Survey fieldwork

4.1 Screening survey

A short screening survey was conducted among group-based providers between 2 and 19 February 2016. In previous years the screening survey had been used to collect information on the types of provision offered within a childcare provider, select the type of childcare to be interviewed about and define the population of each provision type in England. Providers were asked about the type of childcare they offered, but this was only to ensure that they offered any relevant childcare during term time and were eligible for the survey.

As the 2016 survey had a different approach, the aim of the screening survey was simplified to establish that the provider was open during term time, which days the provider was open and also collect contact details for the senior manager at the childcare provider. Receiving the contact details for the senior manager has proved extremely valuable at improving contact rates among childcare providers. This information was also used in the advance letters sent to settings prior to the main stage (as well as appearing in text substitutions used in the main stage interview script).

In total 13,004 screening interviews were achieved (from an issued sample of 18,447). Following the screening survey 228 providers were identified who were ineligible for the survey as they did not offer provision in term time weekdays.

4.2 Fieldwork

Fieldwork took place between 21 March and 4 July 2016. In total 6,221 interviews were carried out with group-based providers, 2,280 with school-based providers[12] and 1,444 interviews were carried out with childminders.

Average interview lengths were:
Survey of group-based providers ~ 22 minutes
Survey of school-based providers ~ 23 minutes
Survey of childminders ~ 19 minutes

Tables 7 to 9 show the number of interviews and response rates achieved by provider type.

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[12] There were 1666 interviews with primary schools with nursery and reception, 377 with primary schools with reception but no nursery and 237 with maintained nursery schools.

Table 7 Group-based provider response rates

Outcome	Variant 1	Variant 2	Variant 3	Total
Issued sample*	2,151	5,355	5,311	12,817
Ineligible*	46	114	177	337
Eligible sample	2,105	5,241	5,134	12,480
Bad number***	140	388	402	930
Contactable sample	1,965	4,853	4,732	11,550
Refusals	217	603	1144	1964
Non-contact	612	1626	1082	3320
Achieved	1,131	2,612	2,478	6,221
Response rate (on eligible sample)	54%	50%	49%	50%
Response rate (on contactable sample)	58%	54%	53%	54%

*Following the removal of any opt outs as a result of advance letters
**Ineligible includes providers that had closed down, and those who said that they did not provide any relevant childcare during term time
***Please note that in the screener, some providers said that the number contacted should be changed and provided a new telephone number. While these were read back to the respondent in the screener some of these numbers were incorrect or miskeyed and providers were given the option to give an updated telephone contact number.

Table 8 School-based provider response rates

Outcome	Variant 1	Variant 2	Total
Issued sample*	2,937	2,944	5,881
Ineligible**	128	190	318
Eligible sample	2,809	2,754	5,563
Bad number	111	47	158
Contactable sample	2,698	2,707	5,405
Refusals	680	1418	2098
Non-contact	800	226	1026
Achieved	1,217	1,063	2,280
Response rate (on eligible sample)	43%	39%	41%
Response rate (on contactable sample)	45%	39%	42%

*Following the removal of any opt outs as a result of advance letters
**Ineligible includes providers that had closed down, and those who said that they did not provide any relevant childcare during term time

Table 9 Childminder response rates

Outcome	Variant 1	Variant 2	Total
Issued sample*	2,571	2,605	5,176
Ineligible*	267	298	565
Eligible sample	2,304	2,307	4,611
Bad number	392	425	817
Contactable sample	1,912	1,882	3,794
Refusals	282	548	830
Non-contact	770	750	1521
Achieved	860	584	1,444
Response rate (on eligible sample)	37%	25%	31%
Response rate (on contactable sample)	45%	31%	38%

*Following the removal of any opt outs as a result of the advance letter

** Ineligible includes cases where the respondent was no longer working as a childminder; no longer registered with Ofsted or had died

5 Weighting

5.1 Weighting

Weighting was used to ensure that the final achieved samples were representative of the population to which they were generalising.

There were 2 main stages to the weighting for the survey: design weights and non–response weights.

Design weights were used to take account of the probability of selection at the screening survey stage (section 4.1); the probability of allocation to an eligible sample group; and the probability of being in the main stage sample. At each stage of sampling, the probability of being allocated to any 1 of the sample groups was recorded to enable these design weights to be determined.

The non-response weighting was used in the sample build stage to deal with any differential response rates to help obtain the population estimates in the absence of the information from Ofsted and the School Census.

These population figures were then used as targets for grossing weights so that the weighted numbers were scaled to the number estimated in the population.

5.1.1 Group-based providers weighting

Group-based providers were weighted to be representative of the population in England and the results were grossed up to match the population. The targets for weighting and grossing were based on all active childcare providers taken from the Ofsted database of childcare providers on non-domestic premises as of 31 July 2015 when the sample was drawn. This population target was adjusted to remove duplicate records, and those deemed ineligible during the screening survey or main survey who only provided childcare outside of term time. Two models were run (1 on those selected for the screener survey and 1 on the main survey) to predict the probability of being screened for each case in the complete sample frame of 26,157 cases so that there was an overall probability of screening in for each case in the sample frame.

The weighting targets were then calculated by summing the probabilities of being screened in within different demographic groups – this gave an estimated eligible population of 25,479 (i.e. 97.4% of all cases). The weighting targets were rounded to integers for each category and checks were made to ensure they summed to the correct total.

The first stage of the weighting involved merging in design weights which were used to compensate for the fact that some of the larger providers had the same contact details for each of their branch. It was felt that to issue them all would lead to too much respondent burden (because at the screening stage the head office would be contacted to get the correct details for each branch) and selection was capped at 7. It should be noted that very few interviews (16 in total) with these groups were achieved (they were more likely to refuse to participate, and therefore the impact of the design weighting was minimal).

For the complete cases the sampling probability was merged into the SPSS file, along with the frame variables required for weighting.

With the design weight (1/sampling probability) used as a pre-weight the interview sample was weighted to the population profile. No capping was required, and there was a design effect of 1.06 (and min weight =0.7, max weight =4.2 (with a mean of 1)).

There were also separate weights created for the questionnaire variants. At the design stage, respondents were randomly allocated to different questionnaire modules (1 of the 3 variants). Taking the final overall weight as a base, these were also weighted and grossed up to the population profile to ensure the counts were consistent with the overall weights.

Hierarchical Weighting

In addition to providing weights to make the sample representative of *providers* in England there was also a section of the questionnaires dedicated to providing information on *staff in childcare providers* in England which was asked of variant 2 respondents. To reduce both the burden on providers and the overall length of interview, settings employing more than a certain number of staff were asked to select members of staff, rather than having to give details for the whole team. There were 5 loops of:

- **1** The most senior manager, who has overall responsibility for the provision

- **2** A member of staff whose highest Early Years qualification is at Level 2 or lower (including those with no qualifications)

- **3 & 4** Two other members of staff whose highest Early Years qualification is at Level 3

- **5** One other member of staff whose highest Early Years qualification is at Level 4 or higher

The loops of questions were triggered from question Qquallev which collected number of staff at each qualification level and was used as the target for the hierarchical weighting. Respondents were instructed to randomly select a member of staff where there was more than 1 at the qualification level. Upon checking of the dataset by analysing responses to a question asking about highest qualification level for each of the specific loops of staff questions, some respondents did not follow the instructions and answered about staff members with the wrong level of qualifications.

It was decided to keep the records on the assumption that even though the respondent did not correctly select the respondent, they were still likely to be a random member of staff within that level category. In order to design weight the data, cases were reclassified into other loops based on the answers given at the qualification question in each loop. The overall group level weight was used as a base weight.

The number of staff members at each level was obtained from the flat file and a design weight was created by dividing this total by the number of loops which the group had responded about at each level. i.e. if there were 10 members of staff at level 2 or below in a setting and respondents provided answers about 2 members of staff, each of these cases in the hierarchical file had a base weight of 5.

The overall group level weight was multiplied by the design weight to obtain a staff level weight for each case. Additional calibration was applied to ensure that the total number of staff and the staff profile (by level of education) was in line with the data collected at the overall level. (Note that numbers do not match exactly due to don't know or refusal responses.)

5.1.2   School-based providers weighting

School-based providers were weighted to be representative of the population of schools and maintained nursery schools which provided early years provision in England and weighted figures were grossed up to match the population. The Schools Census collected in January 2015 was used as the sample frame – the population consisted of 18,028 schools that offered nursery or reception.

For schools that offer both "reception" and "nursery" provision there were some parts of the questionnaire that asked about just 1 or the other. As described in section 3.3, in order to minimise respondent burden, the sample was designed so that seven in ten of the schools that offered both nursery and reception provision were allocated to answer these questions solely about their nursery provision.

During the sampling phase a disproportionate selection was made with the specific aim being to maximise interviews with "nurseries", so these were oversampled, whereas "receptions" were under-sampled. A small number (13) of schools in the issued sample frame had closed down.

The weighting targets were calculated by summing the probabilities of being screened in within different demographic groups such as region, number of pupils and school type – this gave an estimated eligible population of 17,936 (i.e. 99.5% of all cases). The weighting targets were rounded to integers for each category and checks were made to ensure they summed to the correct total.

When conducting the survey it was found at questions Qnurcheck and Qnurown that 43 out of the 420 "reception only" establishments surveyed actually did offer a nursery too. A model was produced to predict this for the entire sampling frame, so that the population figures could be revised to reflect this.

For the complete cases the sampling probability was merged into the SPSS file, along with the frame variables required for weighting.

With the design weight (1/sampling probability) used as a pre-weight the interviewed sample was weighted to the population profile for region, type of school and number of pupils.

No capping was required, and there was a design effect of 1.84.

There were also separate weights created for the questionnaire variants. At the design stage, respondents were randomly allocated to different questionnaire modules (1 of 2 variants). Taking the final overall weight as a base, these were also weighted and grossed up to the population profile to ensure the counts were consistent with the overall weights.

Additional weights were also required for questions where either nursery or reception were selected to be asked about.

Hierarchical Weighting

In addition to providing weights to make the sample representative of schools in England there was also a section of the questionnaires dedicated to providing information *on staff in nursery and reception provision* in England asked of variant 1 respondents. To reduce both the burden on providers and the overall length of interview, settings employing more than a certain number of staff were asked to select members of staff, rather than having to give details for the whole team. There were 5 loops, which asked respondents either about their nursery provision or their reception provision (where schools offered both, a random allocation was made at the sampling stage):

- **1** The Early Years Co-ordinator (if they did not have 1, then the Head Teacher)
- **2** A member of staff whose highest Early Years qualification is at Level 2 or lower (including those with no qualifications)
- **3** A member of staff whose highest Early Years qualification is at Level 3
- **4** A member of staff whose highest Early Years qualification is at Level 4 or 5
- **5** A member of staff whose highest Early Years qualification is at Level 6 or higher

The loops were triggered by Qquallevnurs or Qquallevrec (depending on whether they answered about nursery or reception). These questions collect information on number of staff in the setting at each qualification level. Respondents were instructed to randomly select a member of staff where there was more than 1 at the qualification level.

The number of staff members at each level was obtained from the flat file and a design weight was created by dividing this total by the number of loops which the group had responded about at each level. For example, if there were 10 members of staff at level 2 or below and respondents provided answers about 2 members of staff, each of these cases in the hierarchical file had a base weight of 5. Additional calibration was applied to ensure that the total number of staff and that the staff profile (by level of education) was in line with the data collected at the overall level. (Note that numbers do not match exactly due to don't know or refusal responses.)

5.1.3 Childminders weighting

The childminders data was weighted to be representative of the population of childminders in England as of 31 July 2015 and weighted figures grossed up to match the population. The total population consisted of all active childminders as at 31 July 2015 when the sample was drawn. This was narrowed down further by removing the following ineligible cases:

> 211 Voluntary Childcare Register only

> 1 "Organisation" ownership type

> 1,870 with "0" registered places

This left 46,604 as the population. At the main stage some cases were found to be ineligible.

138 were coded as "no longer working as a childminder" and 424 as "no longer working as a registered childminder".

As the sample did not include childminders who had registered since the sample was provided (which had the full list of childminders as of 31 July 2015) it was decided not to redefine the population and to assume the population is stable in its characteristics, despite churn. This is the equivalent of saying those that leave are replaced with a quasi-identical set of newcomers. Non-response weighting was run in order to ensure that the final survey sample was representative of the population. The population targets used for the weighting were: region, register type, maximum number of registered places and time elapsed since registration.

No capping was required and there was a design effect of 1.05 (and min weight =0.7, max weight =2.0 (with a mean of 1)). There was further weighting to make each of the 2 questionnaire variants representative of the childminder population and have weighted figures grossed up to match the population. At the design stage, respondents were randomly allocated to different questionnaire modules (1 of 2 variants). Taking the final overall weight as a base, these were also weighted to the population profile to ensure the counts were consistent with the overall weights.

Respondents that answered questionnaire variant 1 (which focused on questions about childminding assistants) were asked questions about up to 2 childminding assistants (depending on how many, if any, assistants they had), so for respondents with more than 2 assistants design weighting was required to compensate for this.

The overall weight for questionnaire variant 1 was used as a base weight.

The total number of assistants for each childminder was obtained from the flat file and a design weight was created by dividing this total by the number of loops which the childminder had responded about. For example, if there were 4 assistants in total and the childminder had answered about 2, each of these cases in the hierarchical file had a base weight of 2.

The overall weight was multiplied by the design weight to obtain a staff level weight for each case.

The questions on childminding assistants were asked of the questionnaire variant 1 sample (who had any assistants). However, the questions determining the number of assistants were asked of the entire sample. The data on hierarchical questions was weighted to match the targets from the questions asked of the entire sample.

6 Additional information

6.1 How hourly pay was put together

Respondents were asked a variety of questions in the staff loop section to help put together data on hourly pay. First, respondents were given the choice to provide an answer about hourly pay for each member of staff. If they could not provide an answer about hourly pay they were asked to provide pay for any other period and then clarify which period this was (daily, weekly, monthly or annually). If they refused to give this answer they were asked to give a banded answer. The data in the reports combines the banded data with the non-banded data by using the midpoint of bands (although very few gave banded answers).

6.2 Edits

When collecting information on costs and income, respondents' answers are keyed in by the interviewer and it is possible for mis-keying to occur. On inspection, a small number of answers appeared either much too large or much too small. Therefore, it was decided to implement rules whereby certain outliers would be removed from the data. Only a very small number of answers were removed. Across the entirety of questions on costs, income and profitability 16 responses were removed for group-based providers, 4 for school-based providers and 7 for childminders.

Appendix 1

A.1 Survey advance letter

Dear Sir/Madam,

2016 Childcare and Early Years Providers Survey

The Department for Education is conducting a survey of childcare and early years provision in England and we would like to ask for your help.

Why are we writing to you?

In order to provide better support for childcare and early years providers and to understand where this support is needed, or might be best targeted, it is important that we have up-to-date information on the amount of provision, staffing (including qualifications) and financial matters.

TNS BMRB (an independent research agency) has been commissioned to undertake the survey on our behalf, and would like to ask you some questions about your setting. The interview should not take long (around 20 minutes) and it is done over the phone. An interviewer will contact you between March and June 2016.

What do I need to do?

We have included a form that explains some of information that will be covered in the interview. We kindly ask you to look up this information in advance of the interview, as this will help keep the interview time to a minimum. We hope that most of this information will be easily available to you. Please keep the form in a safe place so that you can refer to it when the interviewer calls. Please do **not** send the information sheet back to us; it is there to help you provide accurate information during the telephone interview.

You may wish to refer the interview to another member of staff if you feel that they are better placed to respond to the questions. If this is the case please let the interviewer know when they telephone.

The survey is voluntary but we hope that you will take part, as the results will help us provide better support for childcare providers in the future. The National Children's Bureau (NCB) will provide input to the analysis of results to help with this aim. The survey is also endorsed by the Professional Association for Childcare and Early Years (PACEY), the National Day Nurseries Association (NDNA), the Pre-school Learning Alliance and 4Children.

If you have any queries or concerns about the study, please do not hesitate to contact the TNS BMRB Survey Information Line on 0800 015 1484. You are also welcome to speak to me about the research on 0114 274 2064 or you can contact the survey enquiry e-mail address: enquiries.providerssurvey@education.gsi.gov.uk

I hope that you will be able to help us with this important survey.

Yours sincerely,

Maura Lantrua, Early Years and Childcare Analysis, Department for Education

Frequently Asked Questions

What is the Childcare and Early Years Providers Survey?

This is a survey of childcare and early years education providers in England carried out by the Department for Education (DfE). Its purpose is to provide an accurate picture of the childcare and early years provision available in England and how this may have changed since the survey was carried out in previous years.

DfE has commissioned an independent research organisation called TNS BMRB, along with the National Children's Bureau (NCB), to collect information about childcare and early years provision and its workforce in England. Areas covered include the key characteristics of the provider, the number of places and children attending, staff characteristics and qualifications, and income.

What does the research involve?

Taking part in the survey involves a telephone interview with an interviewer from TNS BMRB. We ask that you look up some information prior to the interview, and complete the attached information sheet. This will help keep the interview time to a minimum. We hope that most of this information will be easily available to you. Please do **not** send the information sheet back to us; it is there to help you provide accurate information during the telephone interview.

Complete confidentiality

Responses will be treated in strictest confidence and in compliance with the Data Protection Act 1998 your results will be anonymised and used for analysis purposes only.

Withdrawing from the survey

You can withdraw from this research project at any time, at which point no further information will be collected from you. If you wish to withdraw from the survey, please call TNS BMRB's Survey Information Line on 0800 015 1484. Please quote your reference number when you call – this is the number starting '129638/' in the email.

What happens after the interview?

TNS BMRB (with input from NCB) analyses the data that it collects on behalf of DfE and produces a report drawing together the findings which highlight similarities and differences across the sectors as well as providing details of the childcare and early years workforce. Findings from the survey will be available on the Department for Education website once the work is completed. Survey findings are all anonymised.

Who is TNS BMRB?

TNS BMRB is an independent research agency. We collect and analyse data for clients in many sectors, including central and local governments. We mainly specialise in social research which is carried out in order to inform governments of various patterns and issues in society. This information acts as a basis for changes in government policy. For further information on TNS BMRB, please refer to our website below.

Further information
DfE   https://www.gov.uk/government/organisations/department-for-education
TNS BMRB   http://www.tns-bmrb.co.uk/
NCB   http://www.ncb.org.uk/
Published reports for previous years' surveys:
https://www.gov.uk/government/organisations/department-for-education/about/research

A.2 Qualifications list

In the interview there are a number of questions about staff qualifications. Please note the level of the highest childcare related qualification for each member of staff. If the qualification was taken prior to the introduction of levels, please look through the examples listed under each level heading to find the relevant qualification. If you are unable to find the qualification and don't know the level, please give the full name of the qualification to the interviewer.

Level 0   No qualifications

Level 1   Vocational Qualifications at level 1 (for example, NVQs)

               BTEC Awards, Certificates, and Diplomas at level 1

Level 2   Vocational Qualifications at level 2 (for example, NVQs):

- Level 2 Certificate for the Children and Young People's Workforce
- Level 2 NVQ in Children's Care, Learning and Development
- Level 2 NVQ in Early Years Care and Education
- Level 2 NVQ in Childcare and Education
- Level 2 NVQ in Playwork
- Level 2 Diploma in Playwork
- Level 2 NVQ for Teaching Assistants
- Level 2 NVQ Supporting Teaching and Learning in Schools

*NB. Health and social care qualifications are **not** considered to be full and relevant.*

Apprenticeship at level 2
BTEC Awards, Certificates, and Diplomas at level 2

Level 3   Vocational Qualifications at level 3 (for example, NVQs):

- Level 3 Early Years Educator qualification
- Level 3 NVQ in Caring for Children and Young People
- Level 3 NVQ in Childcare and Education
- Level 3 NVQ in Children's Care, Learning and Development
- Level 3 NVQ in Early Years Care and Education
- Level 3 NVQ in Playwork
- Level 3 Diploma in Playwork (NVQ)
- Level 3 Diploma for the Children and Young People's Workforce (Early Learning and Childcare)
- NNEB Certificate and Diploma at Level 3.
- Level 3 NVQ for Teaching Assistants
- Level 3 NVQ in Supporting Teaching and Learning in Schools
- Level 3 Diploma in Support Work in Schools

- Level 3 Diploma in Specialist Support in Teaching and Learning
- Level 3 National Diploma in Specialist Support in Teaching and Learning
- Level 3 Certificate for Teaching Assistants *
- Level 3 Certificate in Support Work in Schools *

where the holder has also achieved the Level 3 Certificate in Early Years Foundation Stage Practice

The Higher Level Teaching Assistant Status (HLTA) is considered full and relevant where the learner has a certificate awarded by either the Training and Development Agency or the Teaching Agency.

*Health and social care qualifications are **not** considered to be full and relevant.*

Apprenticeship at level 3

BTEC Awards, Certificates, and Diplomas at level 3

Level 4-5	Diplomas of higher education, Foundation Degrees, Higher National diplomas (HND), Certificates of Higher Education, Higher national certificates (HNC), other higher diplomas. BTEC Professional Diplomas Certificates and Awards

Vocational Qualifications at level 4 or 5 (for example, NVQs):

Level 4

- Level 4 Children's Care, Learning and Development
- Level 4 Early Years, Care and Education
- A Certificate of Higher Education in early years, early childhood studies, childcare or playwork.
- A Higher National Certificate in early years, early childhood studies, childcare or playwork.
- Level 4 Playwork

*Health and social care qualifications are **not** considered to be full and relevant.*

Level 5

- Foundation Degree in early years, early childhood studies, childcare or play work.
- Foundation Degree in Supporting Learning assessed in the Early Years
- Diploma of Higher Education in early years, early childhood studies, childcare or play work <u>assessed</u> in an early years setting.
- Higher National Diploma in early years, early childhood studies, childcare or play work <u>assessed</u> in an early years setting.

Higher Apprenticeship at level 4 or 5

Level 6 and above	Bachelors degrees

Early Years Teacher Status (EYTS)

Early Years Professional Status (EYPS)

BTEC Advanced Professional Diplomas, Certificates and Awards

Graduate certificates and diplomas, Professional Graduate Certificate in Education, Specialist awards

Masters degrees, Postgraduate certificates, Postgraduate diplomas, Doctoral degrees

Vocational Qualifications at level 6 or above

- Ordinary degrees and honours degrees at level 6 in early years, early childhood studies, childcare or play work assessed in an early years setting.
- Joint degree and joint honours degrees at level 6 in early years, early childhood studies, childcare or play work where the mandatory core content includes a focus on early years, childcare and play work.
- Honours degree at level 6 in education studies where the core content includes a focus on early years, early childhood studies, childcare or play work assessed in an early years setting.
- Post graduate certificates and diplomas at level 6 in early years, early childhood studies, childcare or play work assessed in an early years setting.
- Qualified Teacher Status (QTS)

2016 Survey of Childcare Providers

Group Based Providers Data Sheet – V1

This form outlines some of the information that the interview will cover. We kindly ask you to look up this information in advance of the interview, as this will help keep the interview time to a minimum. If you are unsure about any question please give your best estimate.

If you have any queries about any of the questions asked, please feel free to call the TNS BMRB Survey Information Line – 0800 015 1484

PLEASE DO NOT RETURN THIS FORM TO THE DEPARTMENT FOR EDUCATION OR TNS BMRB.

- -

▼ **Q1 Which of the following types of care do you provide?**
If your setting is part of a chain, please only include the provision your branch offers.

a) Early Years Full day care for children below school age

| YES / NO |

b) Fixed sessional care for children below school age where each session has a fixed start and end time
Where more than one session is delivered in one day there is a change of children between sessions.

| YES / NO |

c) Flexible sessional care for children below school age where session times can vary by child

| YES / NO |

d) Before school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

| YES / NO |

e) After school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

| YES / NO |

f) Holiday activities or childcare for children under the age of eight during any school holidays
This would be for at least five hours in any day and five days a week, and would also be for at least one week per year

| YES / NO |

- -

▼ **Q2 In the email we sent you, we asked you to answer some of the questions on this sheet about a specific day. We have highlighted which questions you should do this for.**

What was the date on that day?

[   ] / [   ] / [   ]

- -

▼ **Q3 Thinking about all of the childcare that you offer, how many OFSTED registered places do you have in total?**

[   ]

We are interested in all of the provisions that were running on that day.

You may not need to answer all of the following questions – we have highlighted which sections to fill in for each of the types of care you provide.

- If you offer full day care, please answer Q4 and Q5, then skip to Q10.

- If you offer sessional care (fixed or flexible) **AND NOT full day care**, please answer Q6-Q9 before continuing to Q10.

If you offer full day care, please answer Q4 and Q5 about that day.

▼ **Q4 How many under school-aged children were <u>booked</u> to attend full day care on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[   ]

- -

▼ **Q5 How many <u>extra</u> children would you have been <u>willing and able</u> to accept in your Full day care on that day?**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[   ]

If you offer **sessional care (fixed or flexible) <u>and not</u> full day care**, please answer Q6-Q9 about that day.

We are interested in children attending fixed or flexible sessional provision, so please count both if you offer both fixed and flexible sessional care.

▼ **Q6 How many different under school-aged children were booked to attend your sessional provision at any time throughout that day?**
This is the total number of different children that were on your sessional books at any point throughout the day.

If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[   ]

- -

▼ **Q7 How many under school-aged children were <u>booked</u> to attend in any sessions you ran in the morning and afternoon?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

If you did not offer any sessions during either the morning or afternoon, please leave the boxes blank as necessary.

[   ]   In the morning

[   ]   In the afternoon

- -

▼ **Q8 How many <u>extra</u> children would you have been <u>willing and able</u> to accept across any sessions you ran in the morning and afternoon?**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[   ]   In the morning

[   ]   In the afternoon

- -

▼ **Q9 How many extra children that needed care for the <u>whole day</u> would you have been <u>willing and able</u> to take on that day?**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[   ]

If you offer <u>before or after school care,</u> please answer Q10 and Q11 about that day.

▼ **Q10 How many children were <u>booked</u> to attend your...**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[   ]   before school care

[   ]   after school care

▼ **Q11 How many <u>extra</u> children would you have been <u>willing and able</u> to accept in...**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[   ]   your before school care

[   ]   your after school care

We are interested in the ages of different children booked to attend on that day.

• If you offer full day care, please only fill in Q12.

• If you offer sessional care (fixed or flexible) **AND NOT full day care**, please answer Q13.

▼ **Q12 How many children of each age group were <u>booked</u> to attend your <u>full day care</u> on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

• Full day care

[   ]   Age under 2 years

[   ]   Age 2 years old

[   ]   Age 3 and 4 years old

[   ]   Age 5 years old

▼ **Q13 How many children of each age group were <u>booked</u> to attend your <u>sessional care</u> on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

• Sessional Care

[   ]   Age under 2 years

[   ]   Age 2 years old

[   ]   Age 3 and 4 years old

[   ]   Age 5 years old

▼ **Q14 How many of the children who attended on that day were of black or minority ethnic origin?**

[   ]

For the next few questions, please think about ALL the types of provision that you offer, not just that day.

▼ **Q15 Across all types of childcare provision you offer, how many <u>2 year-olds</u> do you currently have registered with you that receive government- funded provision?**

[   ]

▼ **Q16 Across all types of childcare provision you offer, how many <u>3 and 4 year-olds </u>do you currently have registered with you that receive government- funded provision?**

[   ]

▼ **Q17** Across all types of childcare provision you offer, how many children on your books have Special Educational Needs or Disabilities?
Please include those with and those without formal support in place, as well as those who are not formally diagnosed but who your staff have identified as potentially having SEND.

[   ]

▼ **Q18** Across all types of childcare provision you offer, how many children with an Education, Health and Care plan (EHC plan) or a Statement of Special Needs are on your books?

[   ]

Please proceed to the next question on the following page >>>

For the next questions, please think about all the staff who are involved in the delivery of <u>all</u> the types of childcare that you offer.

Please include the senior manager(s) and staff who are directly involved in delivering the childcare and early education provision. Please include staff involved in the delivery of any of the types of provision you offer, and include any temporary staff who are with you for more than a week.

Please don't include apprentices unless the question asks specifically about them.

Specialist support staff such as accountants should <u>not</u> be included.

▼ **Q19 How many of the following staff are involved in the delivery of ANY of the types of provision you offer?**
Please do not include specialist staff such as accountants.

	Total number of paid staff, excluding apprentices

	Number of paid staff employed on a temporary basis, excluding apprentices

	Number of other unpaid volunteers, including any students working on placement

	Number of apprentices

- -

▼ **Q20 How many of the <u>paid</u> staff involved in the delivery of your provision hold their highest UK <u>Early Years related</u> qualification at each of the levels listed below?**
When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached.
Please exclude any apprentices, even if paid.

	Level 1		Level 4
	Level 2		Level 5
	Level 3		Level 6 or higher
	No UK early years qualification		

Thank you for completing this form

Please keep this sheet to help you with the interview.

Please DO NOT return this form to the Department for Education or TNS BMRB.

2016 Survey of Childcare Providers

Group Based Providers Data Sheet – V2

This form outlines some of the information that the interview will cover. We kindly ask you to look up this information in advance of the interview, as this will help keep the interview time to a minimum. If you are unsure about any question please give your best estimate.

If you have any queries about any of the questions asked, please feel free to call the TNS BMRB Survey Information Line – 0800 015 1484

PLEASE DO NOT RETURN THIS FORM TO THE DEPARTMENT FOR EDUCATION OR TNS BMRB.

▼ **Q1 Which of the following types of care do you provide?**
If your setting is part of a chain, please only include the provision your branch offers.

a) Early Years Full day care for children below school age

YES / NO

b) Fixed sessional care for children below school age where each session has a fixed start and end time
Where more than one session is delivered in one day there is a change of children between sessions.

YES / NO

c) Flexible sessional care for children below school age where session times can vary by child

YES / NO

d) Before school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

e) After school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

f) Holiday activities or childcare for children under the age of eight during any school holidays
This would be for at least five hours in any day and five days a week, and would also be for at least one week per year

YES / NO

▼ **Q2 In the email we sent you, we asked you to answer some of the questions on this sheet about a specific day. We have highlighted which questions you should do this for.**

What was the date on that day?

☐ / ☐ / ☐

▼ **Q3 Thinking about all of the childcare that you offer, how many OFSTED registered places do you have in total?**

☐

We are interested in all of the provisions that were running on that day.

You may not need to answer all of the following questions – we have highlighted which sections to fill in for each of the types of care you provide.

• If you offer full day care, please answer Q4 and Q5, then skip to Q10.

• If you offer sessional care (fixed or flexible) **AND NOT full day care**, please answer Q6-Q9 before continuing to Q10.

If you offer full day care, please answer Q4 and Q5 about that day.

▼ **Q4 How many under school-aged children were <u>booked</u> to attend full day care on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

▼ **Q5 How many <u>extra</u> children would you have been <u>willing and able</u> to accept in your Full day care on that day?**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

If you offer **sessional care (fixed or flexible) <u>and not</u> full day care**, please answer Q6-Q9 about that day.

We are interested in children attending fixed or flexible sessional provision, so please count both if you offer both fixed and flexible sessional care.

▼ **Q6 How many different under school-aged children were booked to attend your sessional provision at any time throughout that day?**
This is the total number of different children that were on your sessional books at any point throughout the day.

If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

▼ **Q7 How many under school-aged children were <u>booked</u> to attend in any sessions you ran in the morning and afternoon?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

If you did not offer any sessions during either the morning or afternoon, please leave the boxes blank as necessary.

In the morning

In the afternoon

▼ **Q8 How many <u>extra</u> children would you have been <u>willing and able</u> to accept across any sessions you ran in the morning and afternoon?**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

In the morning

In the afternoon

▼ **Q9 How many extra children that needed care for the <u>whole day</u> would you have been <u>willing and able</u> to take on that day?**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

If you offer <u>before or after school care</u>, please answer Q10 and Q11 about that day.

▼ **Q10 How many children were <u>booked</u> to attend your...**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

before school care

after school care

▼ **Q11 How many <u>extra</u> children would you have been <u>willing and able</u> to accept in your...**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[ ] before school care

[ ] after school care

We are interested in the ages of different children booked to attend on that day.

• If you offer full day care, please only fill in Q12.

• If you offer sessional care (fixed or flexible) **AND NOT full day care**, please answer Q13.

▼ **Q12 How many children of each age group were <u>booked</u> to attend your <u>full day care</u> on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

• Full day care

[ ] Age under 2 years

[ ] Age 2 years old

[ ] Age 3 and 4 years old

[ ] Age 5 years old

▼ **Q13 How many children of each age group were <u>booked</u> to attend your <u>sessional care</u> on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

• Sessional Care

[ ] Age under 2 years

[ ] Age 2 years old

[ ] Age 3 and 4 years old

[ ] Age 5 years old

▼ **Q14 How many of the children who attended on that day were of black or minority ethnic origin?**

[ ]

For the next few questions, please think about ALL the types of provision that you offer, not just that day.

▼ **Q15 Across all types of childcare provision you offer, how many <u>2 year-olds</u> do you currently have registered with you that receive government- funded provision?**

[ ]

▼ **Q16 Across all types of childcare provision you offer, how many <u>3 and 4 year-olds</u> do you currently have registered with you that receive government- funded provision?**

[ ]

▼ **Q17 Across all types of childcare provision you offer, how many children on your books have Special Educational Needs or Disabilities?**
Please include those with and those without formal support in place, as well as those who are not formally diagnosed but who your staff have identified as potentially having SEND.

[ ]

For the next questions, please think about all the staff who are involved in the delivery of <u>all</u> the types of childcare that you offer.

Please include the senior manager(s) and staff who are directly involved in delivering the childcare and early education provision. Please include staff involved in the delivery of any of the types of provision you offer, and include any temporary staff who are with you for more than a week.

Please don't include apprentices unless the question asks specifically about them.

Specialist support staff such as accountants should <u>not</u> be included.

▼ **Q18 How many of the following staff are involved in the delivery of ANY of the types of provision you offer?**
Please do not include specialist staff such as accountants.

[ ] Total number of paid staff, excluding apprentices

[ ] Number of paid staff employed on a temporary basis, excluding apprentices

[ ] Number of other unpaid volunteers, including any students working on placement

[ ] Number of apprentices

- -

▼ **Q19 How many of the <u>paid</u> staff involved in the delivery of your provision hold their highest UK <u>Early Years related</u> qualification at each of the levels listed below?**
When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached.
Please exclude any apprentices, even if paid.

[ ] Level 1   [ ] Level 4

[ ] Level 2   [ ] Level 5

[ ] Level 3   [ ] Level 6 or higher

[ ] No UK early years qualification

If any staff in your setting have their highest UK Early Years related qualification at Level 3, please answer Q20.

▼ **Q20 Of the staff with Level 3 qualifications, how many hold a Level 3 qualification with 'Early Years Educator' in its title?**
These qualifications were awarded from September 2014 onwards.

[ ]

If any staff in your setting have their highest UK Early Years related qualification at Level 6, please answer Q21.

▼ **Q21 Of the staff with Level 6 qualifications, how many hold the specific qualifications listed below?**
Some staff may hold more than one of these qualifications, so please include all the qualifications they hold.

[ ] Early Years Teacher Status

[ ] Qualified Teacher Status

[ ] Early Years Professional Status

[ ] An Early Years Degree

- -

▼ **Q22 How many of the paid staff in your setting belong to the following ethnic groups?**
Please exclude any apprentices.

[ ] White   [ ] Asian

[ ] Mixed   [ ] Chinese

[ ] Black   [ ] Other

- -

▼ **Q23 How many of your staff hold a paediatric first aid certificate?**
Paediatric first aid certificates must be renewed every three years.

[ ]

In the following staff grid, we'd like you to focus on specific members of <u>PAID</u> staff with different levels of qualifications.

For these questions, please include <u>all</u> staff involved in the delivery of any of the types of provision that you offer. If you are part of a chain, it is just your branch that we're interested in. Please also include any temporary paid staff who have been working with you for longer than a week. Please do <u>not</u> include apprentices or specialist support staff such as accountants.

If we ask for information about a member of paid staff with a highest UK Early Years related qualification at specific level, but you actually have more than one employee at that level, then <u>please focus on the ones whose surnames come first if you arrange them in alphabetical order.</u>

This is really important as we need a genuinely random sample of staff, rather than just focussing on those who have been with you for the longest amount of time or those who you know best.

We would like you to focus on:

• The most senior manager, who has overall responsibility for your provision. If there is a job share, please select the person whose surname comes first alphabetically.

• 1 other member of staff whose highest UK Early Years qualification is at Level 2 or lower (including those with no qualifications)

• 2 other members of staff whose highest UK Early Years qualification is at Level 3

• 1 other member of staff whose highest UK Early Years qualification is at Level 4 or higher

If you don't have any members of staff at a given level (or you have fewer than two staff at Level 3), then you can just leave that column blank.

Member of staff whose highest Early Years qualification is:	Senior Manager	Level 2 or lower (including those with no qualifications)	Level 3	Level 3	Level 4 or higher

▼ Q24 How old are they?

16-19					
20-24					
25-29					
30-39					
40-49					
50+					

▼ Q25 What is the highest level of UK Early Years related qualification they hold?
(only include qualifications that have been completed)

Please refer to the list of qualifications, and write in relevant level. If unsure of level, write name of the qualification.

Member of staff whose highest Early Years qualification is:	Senior Manager	Level 2 or lower (including those with no qualifications)	Level 3	Level 3	Level 4 or higher

▼ **Q26 What, if any, is the level of the highest UK Early Years related qualification this staff member is working towards?**
Please refer to list of qualifications.

▼ **Q27 Do they hold a GCSE or O-level grade A-C in...?**

English

Maths

▼ **Q28 How many hours per week is this staff member contracted to work for?**
Please only include actual contracted hours.

▼ **Q29 How much are they paid per hour for their contracted hours?**
Please include gross salary including tax and National Insurance.

- -

▼ **Q30a Does the senior manager regularly work directly with the children?**

YES / NO

Q30b What age of children do they regularly work with? Do they regularly work with children aged...

	1 year olds or younger

	2 year olds

	3 year olds

	4 year olds

	5 year olds or older

Thank you for completing this form

Please keep this sheet to help you with the interview.

Please DO NOT return this form to the Department for Education or TNS BMRB.

2016 Survey of Childcare Providers

Group Based Providers Data Sheet – V3

This form outlines some of the information that the interview will cover. We kindly ask you to look up this information in advance of the interview, as this will help keep the interview time to a minimum. If you are unsure about any question please give your best estimate.

If you have any queries about any of the questions asked, please feel free to call the TNS BMRB Survey Information Line – 0800 015 1484

PLEASE DO NOT RETURN THIS FORM TO THE DEPARTMENT FOR EDUCATION OR TNS BMRB.

▼ **Q1 Which of the following types of care do you provide?**
If your setting is part of a chain, please only include the provision your branch offers.

a) Early Years Full day care for children below school age

YES / NO

b) Fixed sessional care for children below school age where each session has a fixed start and end time
Where more than one session is delivered in one day there is a change of children between sessions.

YES / NO

c) Flexible sessional care for children below school age where session times can vary by child

YES / NO

d) Before school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

e) After school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

f) Holiday activities or childcare for children under the age of eight during any school holidays
This would be for at least five hours in any day and five days a week, and would also be for at least one week per year

YES / NO

▼ **Q2 In the email we sent you, we asked you to answer some of the questions on this sheet about a specific day. We have highlighted which questions you should do this for.**

What was the date on that day?

[   ] / [   ] / [   ]

▼ **Q3 Thinking about all of the childcare that you offer, how many OFSTED registered places do you have in total?**

[   ]

We are interested in all of the provisions that were running on that day.

You may not need to answer all of the following questions – we have highlighted which sections to fill in for each of the types of care you provide.

•If you offer full day care, please answer Q4 and Q5, then skip to Q10.

• If you offer sessional care (fixed or flexible) **AND NOT full day care**, please answer Q6-Q9 before continuing to Q10.

If you offer full day care, please answer Q4 and Q5 about that day.

▼ **Q4 How many under school-aged children were <u>booked</u> to attend full day care on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

▼ **Q5 How many <u>extra</u> children would you have been <u>willing and able</u> to accept in your Full day care on that day?**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

If you offer **sessional care (fixed or flexible) <u>and not</u> full day care**, please answer Q6-Q9 about that day.

We are interested in children attending fixed or flexible sessional provision, so please count both if you offer both fixed and flexible sessional care.

▼ **Q6 How many different under school-aged children were booked to attend your sessional provision at any time throughout the day?**
This is the total number of different children that were on your sessional books at any point throughout that day.

If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

▼ **Q7 How many under school-aged children were <u>booked</u> to attend in any sessions you ran in the morning and afternoon?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

If you did not offer any sessions during either the morning or afternoon, please leave the boxes blank as necessary.

In the morning

In the afternoon

▼ **Q8 How many <u>extra</u> children would you have been <u>willing and able</u> to accept across any sessions you ran in the morning and afternoon?**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

In the morning

In the afternoon

▼ **Q9 How many extra children that needed care for the <u>whole day</u> would you have been <u>willing and able</u> to take on that day?**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

If you offer <u>before or after school care,</u> please answer Q10 and Q11 about that day.

▼ **Q10 How many children were <u>booked</u> to attend your...**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

before school care

after school care

▼ **Q11 How many <u>extra</u> children would you have been <u>willing and able</u> to accept in your...**
This should take into account any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[ ] before school care

[ ] after school care

We are interested in the ages of different children booked to attend on that day.

• If you offer full day care, please only fill in Q12.

• If you offer sessional care (fixed or flexible) **AND NOT full day care**, please answer Q13.

▼ **Q12 How many children of each age group were <u>booked</u> to attend your <u>full day care</u> on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

• Full day care

[ ] Age under 2 years

[ ] Age 2 years old

[ ] Age 3 and 4 years old

[ ] Age 5 years old

▼ **Q13 How many children of each age group were <u>booked</u> to attend your <u>sessional care</u> on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

• Sessional Care

[ ] Age under 2 years

[ ] Age 2 years old

[ ] Age 3 and 4 years old

[ ] Age 5 years old

▼ **Q14 How many of the children who attended on that day were of black or minority ethnic origin?**

[ ]

For the next few questions, please think about ALL the types of provision that you offer, not just that day.

▼ **Q15 Across all types of childcare provision you offer, how many <u>2 year-olds</u> do you currently have registered with you that receive government- funded provision?**

[ ]

▼ **Q16 Across all types of childcare provision you offer, how many <u>3 and 4 year-olds</u> do you currently have registered with you that receive government- funded provision?**

[ ]

▼ **Q17 Across all types of childcare provision you offer, how many children on your books have Special Educational Needs or Disabilities?**
Please include those with and those without formal support in place, as well as those who are not formally diagnosed but who your staff have identified as potentially having SEND.

[ ]

For the next questions, please think about all the staff who are involved in the delivery of <u>all</u> the types of childcare that you offer.

Please include the senior manager(s) and staff who are directly involved in delivering the childcare and early education provision. Please include staff involved in the delivery of any of the types of provision you offer, and include any temporary staff who are with you for more than a week.

Please don't include apprentices unless the question asks specifically about them.

Specialist support staff such as accountants should <u>not</u> be included.

▼ Q18 How many of the following staff are involved in the delivery of ANY of the types of provision you offer?
Please do not include specialist staff such as accountants.

[ ]	Total number of paid staff, excluding apprentices
[ ]	Number of paid staff employed on a temporary basis, excluding apprentices
[ ]	Number of other unpaid volunteers, including any students working on placement
[ ]	Number of apprentices

- -

▼ Q19 How many of the <u>paid</u> staff involved in the delivery of your provision hold their highest UK <u>Early Years related</u> qualification at each of the levels listed below?
When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached.
Please exclude any apprentices, even if paid.

[ ]	Level 1	[ ]	Level 4
[ ]	Level 2	[ ]	Level 5
[ ]	Level 3	[ ]	Level 6 or higher
[ ]	No UK early years qualification		

For the following questions on finance, please focus on the most recent 12 month period that you have figures for. This could be the last calendar year, or the last financial year, or some other 12 month period.

Please think of the whole of your setting. If you are part of a chain, it is only your branch that we are interested in.

To answer these questions it may be helpful to speak to whoever handles the accounts of your setting.

If you offer multiple services, then it is the cost that is allocated to your childcare budget that we are interested in. For example you may allocate half of your overall premises costs to your childcare budget and that is the amount we would like to hear about.

If your setting has been open for less than 12 months, please do not answer this section.

▼ Q20 What was the <u>total</u> of all your <u>costs</u> for this 12 month period?
This would be all of your outgoings, including any costs relating to staffing, premises, materials used, admin costs etc.
Please round your answer to the nearest pound.

£ [ ]

- -

▼ Q21 What were your total <u>costs</u> associated with each of the items listed below?
Please round your answer to the nearest pound. If unable to answer in pounds, please estimate the percentage of the total cost each area accounted for.

- **Staff costs**
including wages, National Insurance payments, pension contributions, but excluding any training costs

Q21a Total cost to the nearest whole pound

£ [ ]

If unable to answer Q21a:
Q21b Percentage of total costs accounted for

[ ] %

• **Training costs**
Q21a Total cost to the nearest whole pound

£

If unable to answer Q21a:
Q21b Percentage of total costs accounted for

%

• **Materials**
used in the course of your childcare provision,
such as books, toys, art materials and any meals
that you may provide
Q21a Total cost to the nearest whole pound

£

If unable to answer Q21a:
Q21b Percentage of total costs accounted for

%

• **Administrative costs**
including accountancy fees, legal fees, IT costs,
advertising costs and any other admin
Q21a Total cost to the nearest whole pound

£

If unable to answer Q21a:
Q21b Percentage of total costs accounted for

%

• **Rent or mortgage payments**
Q21a Total cost to the nearest whole pound

£

If unable to answer Q21a:
Q21b Percentage of total costs accounted for

%

• **Other costs**
such as business rates, utility costs, insurance
and upkeep of buildings or outdoor spaces
Q21a Total cost to the nearest whole pound

£

If unable to answer Q21a:
Q21b Percentage of total costs accounted for

%

▼ **Q22 What is the total size of any
outstanding balances of any loans you
currently have relating to your childcare
provision?**
This is what you are using right now, not the
total limits that you could potentially use if you
needed to. Please do not include any mortgage
that you have.

£

▼ **Q23 For the same 12 month period, what
was your total income?**
Please include all income, including all income
from fees, local and central government,
fundraising and donations, and any other
sources.
Please round your answer to the nearest pound.

£

▼ **Q24 What was your total income for
your setting from each of the areas listed
below?**
Please round your answer to the nearest pound.
If unable to answer in pounds, please estimate
the percentage of the total income each area
accounted for.

• **Government funding of the 15 hours of
funded entitlement**
**Q24a Total income to the nearest
whole pound**

£

If unable to answer Q23a
**Q24b Percentage of total income
accounted for**

%

• **Fees**
include voucher payments and fees paid directly
by parents or employers, but not any payments
for the 15 hours of funded provision
**Q24a Total income to the nearest
whole pound**

£

If unable to answer Q23a
**Q24b Percentage of total income
accounted for**

%

• **Early Years Pupil Premium Funding**
excluding any payments for the 15 hours of
funded entitlement
**Q24a Total income to the nearest
whole pound**

£

If unable to answer Q23a
**Q24b Percentage of total income
accounted for**

%

• **Fundraising activities or charitable donations**

Q24a Total income to the nearest whole pound

£ [   ]

If unable to answer Q23a
Q24b Percentage of total income accounted for

[   ] %

- -

▼ **Q25** **Over the same 12 month period, after all costs were deducted, including any wages or dividends drawn by the owner(s), did your setting make a profit or surplus, have a zero balance, or make a loss?**
Please tick the box that applies.

[   ] Make a profit or surplus

[   ] Have a zero balance

[   ] Make a loss

If you made a profit or surplus, please answer Q26.

▼ **Q26** **How much pre-tax profit or surplus did your site make in this 12 month period?**

£ [   ]

If you made a loss, please answer Q27.

▼**Q27** **If you made a loss, how much loss did your site make in this 12 month period?**

£ [   ]

- -

▼ **Q28** **How much, if anything, did the owner(s) draw in salary or dividends over this 12 month period?**
It is the total amount, drawn by all the owners that we are interested in.

We are just asking this so we can get a better understanding of the incomings and outgoings of different types of childcare provider.

£ [   ]

Thank you for completing this form

Please keep this sheet to help you with the interview.

Please DO NOT return this form to the Department for Education or TNS BMRB.

2016 Survey of Childcare Providers

School Based Providers Data Sheet – V1 Nursery

This form outlines some of the information that the interview will cover. We kindly ask you to look up this information in advance of the interview, as this will help keep the interview time to a minimum. If you are unsure about any question please give your best estimate.

If you have any queries about any of the questions asked, please feel free to call the TNS BMRB Survey Information Line – 0800 015 1484

PLEASE DO NOT RETURN THIS FORM TO THE DEPARTMENT FOR EDUCATION OR TNS BMRB.

▼ **Q1 Which of the following types of care do you provide?**

a) Before school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

b) After school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

▼ **Q2 In the email we sent you, we asked you to answer some of the questions on this sheet about a specific day. We have highlighted which questions you should do this for.**

What was the date on that day?

[   ] / [   ] / [   ]

▼ **Q3 For each of the following provisions, how many children can you look after?**
This is the maximum number of children that you are allowed to look after at the same time in each of your provisions.

[   ] Nursery

[   ] Reception

[   ] Before School Care

We are interested in all of the provisions that were running on that day.

You may not need to answer all of the following questions – we have highlighted which sections to fill in for each of the types of care you provide.

▼ **Q4 How many children were __booked__ to attend each of the following provisions on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[   ] Nursery

[   ] Reception

[   ] Before School Care

[   ] After School Care

If you offer nursery classes please answer Q5 about that day.

▼ **Q5 Were any of the children in your nursery classes only booked to attend for part of that day?**

YES / NO

Please proceed to the next question on the following page >>>

If any children were booked to attend your **nursery** for **part** of the day, please answer Q6 and Q7 about that day.

We are interested in the ages of different children attending each of the provisions you offered on that day.

▼ **Q6 How many children were <u>booked</u> to attend your nursery in the morning and afternoon?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[ ] In the morning

[ ] In the afternoon

- -

▼ **Q7 How many EXTRA children would you have been <u>willing and able</u> to accept in your nursery classes?**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[ ] In the morning

[ ] In the afternoon

If you offer **nursery classes** please answer Q8 about that day.

▼ **Q8 In total, how many EXTRA children would you have been <u>willing and able</u> to accept in your nursery provision for the <u>whole day</u>?**

[ ]

- -

▼ **Q9 How many EXTRA children would you have been <u>willing and able</u> to accept in each of the following provisions?**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[ ] Reception

[ ] Before School Care

[ ] After School Care

▼ **Q10 How many children of each age group were <u>booked</u> to attend each of your provisions on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

Number of children booked to attend
• Nursery

[ ] Age 1 year and younger

[ ] Age 2 years

[ ] Age 3 and 4 years

• Before school care

[ ] Age 1 year and younger

[ ] Age 2 years

[ ] Age 3 and 4 years

[ ] Age 5 to 7 years

[ ] Age 8 years and older

• After school care

[ ] Age 1 year and younger

[ ] Age 2 years

[ ] Age 3 and 4 years

[ ] Age 5 to 7 years

[ ] Age 8 years and older

- -

Q11 How many of the children booked to attend your <u>nursery classes</u> on that day were of black or minority ethnic origin?

[ ]

For the next few questions, please think about your reception and nursery classes.

▼ **Q12 How many 2 year-olds do you currently have registered with you that receive government-funded provision?**

▼ **Q13 How many 3 and 4 year-olds do you currently have registered with you that receive government-funded provision?**

▼ **Q14 How many children in your reception and nursery classes have Special Educational Needs or Disabilities?**
Please include those with and those without formal support in place, as well as those who are not formally diagnosed but who your staff have identified as potentially having SEND.

▼ **Q15 Across your reception and nursery classes, how many children with an Education, Health and Care plan (EHC plan) or a Statement of Special Needs are on your books?**

Now please think about all the staff who are involved in the delivery of any nursery and reception classes and any before and/or after school provision that you offer. Please also include any temporary staff who are with you for more than a week. Please don't include apprentices unless the question asks specifically about them.

Please include the senior manager(s) and staff who are directly involved in delivering the childcare and early education provision.

Specialist support staff such as accountants would not be included.

When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached. If unsure of level, write the name of the qualification.

If you only offer either before school care or after school care, please answer for that particular provision. If you offer both before and after school care, please consider the staff across both provisions together. If you offer neither before school care nor after school care, please leave Q18 blank.

▼ **Q16 Nursery**
• Total number of paid staff (excluding apprentices)

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

Level 1   Level 4

Level 2   Level 5

Level 3   Level 6 or higher

No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

• Number of unpaid volunteers (including any students working on placements)

• Number of apprentices

▼ **Q17 Reception**
• Total number of paid staff (excluding apprentices)

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

Level 1   Level 4

Level 2   Level 5

Level 3   Level 6 or higher

No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

• Number of unpaid volunteers (including any students working on placements)

• Number of apprentices

▼ **Q18 Before and/or After School Care**
• Total number of paid staff (excluding apprentices)

[ ]

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

[ ] Level 1   [ ] Level 4

[ ] Level 2   [ ] Level 5

[ ] Level 3   [ ] Level 6 or higher

[ ] No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

[ ]

• Number of unpaid volunteers (including any students working on placements)

[ ]

• Number of apprentices   [ ]

For the following questions, please consider only the staff in your nursery classes.

Again, please include only the senior manager or managers and staff who are directly involved in delivering the childcare and early education provision - specialist support staff such as accountants would not be included.

If any staff in your nursery have their highest UK Early Years qualification at Level 3, please answer Q19.

▼ **Q19 Of the nursery staff with Level 3 qualifications, how many hold a Level 3 qualification with 'Early Years Educator' in its title?**
These qualifications were awarded from September 2014 onwards.

[ ]

If any staff in your nursery have their highest UK Early Years qualification at Level 6, please answer Q20.   _____

▼ **Q20 Of the nursery staff with Level 6 qualifications, how many hold the specific qualifications listed below?**
Some staff may hold more than one of these qualifications, so please include all the qualifications they hold.

[ ]

Early Years Teacher Status

[ ]

Qualified Teacher Status

[ ]

Early Years Professional Status

[ ] An Early Years Degree

▼ **Q21 How many of the paid staff in your nursery belong to the following ethnic groups?**
Please exclude any apprentices.

[ ] White   [ ] Asian

[ ] Mixed   [ ] Chinese

[ ] Black   [ ] Other

Now please think about your reception and nursery classes.

▼ **Q22 How many of your reception and nursery staff hold a paediatric first aid certificate?**
Paediatric first aid certificates must be renewed every three years.

[ ]

Please proceed to the next question on the following page >>>

In the following staff grid, we'd like you to focus on specific members of PAID staff in your **nursery** with different levels of qualifications.

For these questions please include ALL staff involved in the delivery of any **nursery** that you offer. Please also include any temporary paid staff who have been working with you for longer than a week. Please do not include apprentices or specialist support staff, such as accountants.

If we ask for information about a member of paid staff with a highest UK Early Years related qualification at a given level, but you actually have more than one employee at that level, then please focus on the ones whose surnames come first if you arrange them in alphabetical order.

This is really important as we need a genuinely random sample of staff, rather than just focussing on those who have been with you for the longest amount of time or those who you know best.

We would like you to focus on:

• The Early Year Co-ordinator. If you do not have one, please focus on The Head Teacher. If there is a job share, please select the person whose surname comes first alphabetically.

• 1 other member of staff whose highest Early Years qualification is at Level 2 or lower (including those with no qualifications)

• 1 other member of staff whose highest Early Years qualification is at Level 3

• 1 other member of staff whose highest Early Years qualification is at Level 4 or 5

• 1 other member of staff whose highest Early Years qualification is at Level 6 or higher

If you don't have any members of staff at a given level, then you can just leave that column blank.

Member of staff whose highest Early Years qualification is:	Early Years Co-ordinator or, if there is no EY Co-ordinator, the Head teacher.	Level 2 or lower (including those with no qualifications)	Level 3	Level 4 or 5	Level 6 or higher

▼ **Q23 How old are they?**

16-19					
20-24					
25-29					
30-39					
40-49					
50+					

▼ **Q24 What is the highest level of UK Early Years related qualification they hold?**
(only include qualifications that have been completed)

Please refer to the list of qualifications, and write in relevant level. If unsure of level, write name of qualification.

Member of staff whose highest Early Years qualification is:	Early Years Co-ordinator or, if there is no EY Co-ordinator, the Head teacher.	Level 2 or lower (including those with no qualifications	Level 3	Level 4 or 5	Level 6 or higher

▼ **Q25 What, if any, is the level of the highest UK Early Years related qualification this staff member is working towards?**
Please refer to list of qualifications.

| | | | | |

▼ **Q26 Do they hold a GCSE or O-level grade A-C in...?**

English

| | | | | |

Maths

| | | | | |

▼ **Q27 How many hours per week is this staff member contracted to work for?**
Please only include actual <u>contracted</u> hours.

| | | | | |

▼ **Q28 How much are they paid per hour for their contracted hours?**
Please include gross salary including tax and National Insurance.

| | | | | |

- -

▼ **Q29a Does the Early Years Co-ordinator or the Head Teacher regularly work directly with the children?**

| YES / NO |

▼ **Q29b What age of children do they regularly work with? Do they regularly work with children aged...**

	1 year or less
	2 years
	3 years
	4 years
	5 or more

Thank you for completing this form

Please keep this sheet to help you with the interview.

Please DO NOT return this form to the Department for Education or TNS BMRB.

2016 Survey of Childcare Providers

School Based Providers Data Sheet – V2 Nursery

This form outlines some of the information that the interview will cover. We kindly ask you to look up this information in advance of the interview, as this will help keep the interview time to a minimum. If you are unsure about any question please give your best estimate.

If you have any queries about any of the questions asked, please feel free to call the TNS BMRB Survey Information Line – 0800 015 1484

PLEASE DO NOT RETURN THIS FORM TO THE DEPARTMENT FOR EDUCATION OR TNS BMRB.

▼ **Q1 Which of the following types of care do you provide?**

a) Before school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

b) After school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

▼ **Q2 In the email we sent you, we asked you to answer some of the questions on this sheet about a specific day. We have highlighted which questions you should do this for.**

What was the date on that day?

[ ] / [ ] / [ ]

▼ **Q3 For each of the following provisions, how many children can you look after?**
This is the maximum number of children that you are allowed to look after at the same time in each of your provisions.

[ ] Nursery

[ ] Reception

[ ] Before School Care

We are interested in all of the provisions that were running on that day.

You may not need to answer all of the following questions – we have highlighted which sections to fill in for each of the types of care you provide.

▼ **Q4 How many children were __booked__ to attend each of the following provisions on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[ ] Nursery

[ ] Reception

[ ] Before School Care

[ ] After School Care

If you offer nursery classes please answer Q5 about that day.

▼ **Q5 Were any of the children in your nursery classes only booked to attend for part of that day?**

YES / NO

Please proceed to the next question on the following page >>>

If any children were booked to attend your **nursery** for **part** of the day, please answer Q6 and Q7 about that day.

We are interested in the ages of different children attending each of the provisions you offered on that day.

▼ **Q6 How many children were booked to attend your nursery in the morning and afternoon?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

	In the morning
	In the afternoon

- -

▼ **Q7 How many EXTRA children would you have been willing and able to accept in your nursery classes?**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

	In the morning
	In the afternoon

If you offer **nursery classes** please answer Q8 about that day.

▼ **Q8 In total, how many EXTRA children would you have been willing and able to accept in your nursery provision for the whole day?**

- -

▼ **Q9 How many EXTRA children would you have been willing and able to accept in each of the following provisions?**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

	Reception
	Before School Care
	After School Care

▼ **Q10 How many children of each age group were booked to attend each of your provisions on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

Number of children booked to attend
- Nursery

	Age 1 year and younger
	Age 2 years
	Age 3 and 4 years

- Before school care

	Age 1 year and younger
	Age 2 years
	Age 3 and 4 years
	Age 5 to 7 years
	Age 8 years and older

- After school care

	Age 1 year and younger
	Age 2 years
	Age 3 and 4 years
	Age 5 to 7 years
	Age 8 years and older

- -

Q11 How many of the children booked to attend your nursery classes on that day were of black or minority ethnic origin?

For the next few questions, please think about your reception and nursery classes.

▼ **Q12 How many 2 year-olds do you currently have registered with you that receive government-funded provision?**

▼ **Q13 How many 3 and 4 year-olds do you currently have registered with you that receive government-funded provision?**

▼ **Q14 How many children in your reception and nursery classes have Special Educational Needs or Disabilities?**
Please include those with and those without formal support in place, as well as those who are not formally diagnosed but who your staff have identified as potentially having SEND.

Now please think about all the staff who are involved in the delivery of any nursery and reception classes and any before and/or after school provision that you offer. Please also include any temporary staff who are with you for more than a week. Please don't include apprentices unless the question asks specifically about them.

Please include the senior manager(s) and staff who are directly involved in delivering the childcare and early education provision.

Specialist support staff such as accountants would not be included.

When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached. If unsure of level, write the name of the qualification.

If you only offer either before school care or after school care, please answer for that particular provision. If you offer both before and after school care, please consider the staff across both provisions together. If you offer neither before school care nor after school care, please leave Q17 blank.

▼ **Q15 Nursery**
• Total number of paid staff (excluding apprentices)

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

Level 1   Level 4

Level 2   Level 5

Level 3   Level 6 or higher

No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

• Number of unpaid volunteers (including any students working on placements)

• Number of apprentices

···

▼ **Q16 Reception**
• Total number of paid staff (excluding apprentices)

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

Level 1   Level 4

Level 2   Level 5

Level 3   Level 6 or higher

No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

• Number of unpaid volunteers (including any students working on placements)

• Number of apprentices

▼ **Q17 Before and/or After School Care**
• Total number of paid staff (excluding apprentices)

[ ]

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

[ ] Level 1   [ ] Level 4

[ ] Level 2   [ ] Level 5

[ ] Level 3   [ ] Level 6 or higher

[ ] No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

[ ]

• Number of unpaid volunteers (including any students working on placements)

[ ]

• Number of apprentices   [ ]

For the following questions on finance, please focus on the most recent 12 month period that you have figures for regarding your **nursery**. (This could be the last calendar year, or the last financial year, or some other 12 month period.)

To answer these questions it may be helpful to speak to whoever handles the accounts of your setting.

If you offer multiple services, then it is the cost that is allocated to your **nursery** budget that we are interested in. For example you may allocate half of your overall premises costs to your childcare budget and that is the amount we would like to hear about.

If your setting has been open for less than 12 months, please do not answer this section.

▼ **Q18 What was the total of all your costs for this 12 month period?**
This would be all of your outgoings for nursery, including any costs relating to staffing, premises, materials used, admin costs etc.
Please round your answer to the nearest pound.

£ [ ]

▼ **Q19 What were your total costs for your nursery associated with each of the items listed below?**
Please round your answer to the nearest pound. If unable to answer in pounds, please estimate the percentage of the total cost each area accounted for.

● **Staff costs**
including wages, National Insurance payments, pension contributions, but excluding any training costs
Q19a Total cost to the nearest whole pound

£ [ ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[ ] %

● **Training costs**
Q19a Total cost to the nearest whole pound

£ [ ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[ ] %

● **Materials**
used in the course of your childcare provision, such as books, toys, art materials and any meals that you may provide
Q19a Total cost to the nearest whole pound

£ [ ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[ ] %

● **Administrative costs**
including accountancy fees, legal fees, IT costs, advertising costs and any other admin
Q19a Total cost to the nearest whole pound

£ [ ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[ ] %

● **Rent or mortgage payments**
Q19a Total cost to the nearest whole pound

£ [ ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[ ] %

● **Other costs**
such as business rates, utility costs, insurance
and upkeep of buildings or outdoor spaces
Q19a Total cost to the nearest whole pound

£

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

%

- -

▼ **Q20 For the same 12 month period, what
was your total income from your nursery
classes?**
Please include all income for your nursery,
including all income from fees, local and central
government, fundraising and donations, and any
other sources.
Please round your answer to the nearest pound.

£

- -

▼ **Q21 What was your total income for your
nursery from each of the areas listed below?**
Please round your answer to the nearest pound.
If unable to answer in pounds, please estimate
the percentage of the total income each area
accounted for.

● **Government funding of the 15 hours of
funded entitlement**
**Q21a Total income to the nearest
whole pound**

£

If unable to answer Q21a
**Q21b Percentage of total income
accounted for**

%

● **Fees**
include voucher payments and fees paid directly
by parents or employers, but not any payments
for the 15 hours of funded provision
**Q21a Total income to the nearest
whole pound**

£

If unable to answer Q21a
**Q21b Percentage of total income
accounted for**

%

● **Early Years Pupil Premium Funding**
excluding any payments for the 15 hours of
funded entitlement
**Q21a Total income to the nearest
whole pound**

£

If unable to answer Q21a
**Q21b Percentage of total income
accounted for**

%

● **Fundraising activities or charitable
donations**
**Q21a Total income to the nearest
whole pound**

£

If unable to answer Q21a
**Q21b Percentage of total income
accounted for**

%

- -

▼ **Q22 Over the same 12 month period,
after all costs were deducted, including any
wages or dividends drawn by the owner
or owners, did your nursery generate a
surplus, have a zero balance, or generate a
deficit?**
Please tick the box that applies.

Generate a surplus

Have a zero balance

Generate a deficit

Thank you for completing this form

Please keep this sheet to help you with the interview.

Please DO NOT return this form to then Department for Education or TNS BMRB

2016 Survey of Childcare Providers

School Based Providers Data Sheet – V1 Reception

This form outlines some of the information that the interview will cover. We kindly ask you to look up this information in advance of the interview, as this will help keep the interview time to a minimum. If you are unsure about any question please give your best estimate.

If you have any queries about any of the questions asked, please feel free to call the TNS BMRB Survey Information Line – 0800 015 1484

PLEASE DO NOT RETURN THIS FORM TO THE DEPARTMENT FOR EDUCATION OR TNS BMRB.

▼**Q1 Which of the following types of care do you provide?**

a) Before school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

b) After school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

▼**Q2 In the email we sent you, we asked you to answer some of the questions on this sheet about a specific day. We have highlighted which questions you should do this for.**

What was the date on that day?

[ ] / [ ] / [ ]

▼**Q3 For each of the following provisions, how many children can you look after?**
This is the maximum number of children that you are allowed to look after at the same time in each of your provisions.

[ ] Nursery

[ ] Reception

[ ] Before School Care

[ ] After School Care

We are interested in all of the provisions that were running on that day.

You may not need to answer all of the following questions – we have highlighted which sections to fill in for each of the types of care you provide.

▼ **Q4 How many children were <u>booked</u> to attend each of the following provisions on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[ ] Nursery

[ ] Reception

[ ] Before School Care

[ ] After School Care

If you offer nursery classes please answer Q5 about that day.

▼ **Q5 Were any of the children in your nursery classes only booked to attend for part of that day?**

YES / NO

If any children were booked to attend your **nursery** for **part** of the day, please answer Q6 and Q7 about that day.

▼ Q6 How many children were <u>booked</u> to attend your nursery in the morning and afternoon?
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[ ] In the morning

[ ] In the afternoon

- -

▼ Q7 How many EXTRA children would you have been <u>willing and able</u> to accept in your nursery classes?
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[ ] In the morning

[ ] In the afternoon

If you offer **nursery classes** please answer Q8 about that day.

▼ Q8 In total, how many EXTRA children would you have been <u>willing and able</u> to accept in your nursery provision for the <u>whole day</u>?

[ ]

- -

▼ Q9 How many EXTRA children would you have been <u>willing and able</u> to accept in each of the following provisions?
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[ ] Reception

[ ] Before School Care

[ ] After School Care

We are interested in the ages of different children attending each of the provisions you offered on that day.

▼ Q10 How many children of each age group were <u>booked</u> to attend each of your provisions on that day?
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

Number of children booked to attend
• Nursery

[ ] Age 1 year and younger

[ ] Age 2 years

[ ] Age 3 and 4 years

• Before school care

[ ] Age 1 year and younger

[ ] Age 2 years

[ ] Age 3 and 4 years

[ ] Age 5 to 7 years

[ ] Age 8 years and older

• After school care

[ ] Age 1 year and younger

[ ] Age 2 years

[ ] Age 3 and 4 years

[ ] Age 5 to 7 years

[ ] Age 8 years and older

- -

Q11 How many of the children booked to attend your <u>reception classes</u> on that day were of black or minority ethnic origin?

[ ]

For the next few questions, please think about your reception classes, and if your school runs a nursery on-site, also include this.

▼ **Q12 How many 2 year-olds do you currently have registered with you that receive government-funded provision?**

[ ]

- -

▼ **Q13 How many 3 and 4 year-olds do you currently have registered with you that receive government-funded provision?**

[ ]

- -

▼ **Q14 How many children in your reception and nursery classes have Special Educational Needs or Disabilities?**
Please include those with and those without formal support in place, as well as those who are not formally diagnosed but who your staff have identified as potentially having SEND.

[ ]

- -

▼ **Q15 Across your reception and nursery classes, how many children with an Education, Health and Care plan (EHC plan) or a Statement of Special Needs are on your books?**

[ ]

Now please think about all the staff who are involved in the delivery of any nursery and reception classes and any before and/or after school provision that you offer. Please also include any temporary staff who are with you for more than a week. Please don't include apprentices unless the question asks specifically about them.

Please include the senior manager(s) and staff who are directly involved in delivering the childcare and early education provision.

Specialist support staff such as accountants would not be included.

When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached. If unsure of level, write the name of the qualification.

If you only offer either before school care or after school care, please answer for that particular provision. If you offer both before and after school care, please consider the staff across both provisions together. If you offer neither before school care nor after school care, please leave Q18 blank.

▼ **Q16 Nursery**
• Total number of paid staff (excluding apprentices)

[ ]

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

[ ] Level 1   [ ] Level 4

[ ] Level 2   [ ] Level 5

[ ] Level 3   [ ] Level 6 or higher

[ ] No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

[ ]

• Number of unpaid volunteers (including any students working on placements)

[ ]

• Number of apprentices   [ ]

- -

▼ **Q17 Reception**
• Total number of paid staff (excluding apprentices)

[ ]

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

[ ] Level 1   [ ] Level 4

[ ] Level 2   [ ] Level 5

[ ] Level 3   [ ] Level 6 or higher

[ ] No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

• Number of unpaid volunteers (including any students working on placements)

[   ]

• Number of apprentices [   ]

- -

▼ **Q18 Before and/or After School Care**
• Total number of paid staff (excluding apprentices)

[   ]

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

[   ] Level 1   [   ] Level 4
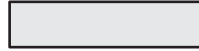
[   ] Level 2   [   ] Level 5

[   ] Level 3   [   ] Level 6 or higher

[   ] No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

[   ]

• Number of unpaid volunteers (including any students working on placements)

[   ]

• Number of apprentices [   ]

For the following questions, please consider only the staff in your reception classes.

Again, please include only the senior manager or managers and staff who are directly involved in delivering the childcare and early education provision - specialist support staff such as accountants would not be included.

If any staff in your reception have their highest UK Early Years qualification at Level 3, please answer Q19.

▼ **Q19 Of the reception staff with Level 3 qualifications, how many hold a Level 3 qualification with 'Early Years Educator' in its title?**
These qualifications were awarded from

If any staff in your reception have their highest UK Early Years qualification at Level 6, please answer Q20.

▼ **Q20 Of the reception staff with Level 6 qualifications, how many hold the specific qualifications listed below?**
Some staff may hold more than one of these qualifications, so please include all the qualifications they hold.

[   ] Early Years Teacher Status

[   ] Qualified Teacher Status

[   ] Early Years Professional Status

[   ] An Early Years Degree

- -

▼ **Q21 How many of the paid staff in your reception belong to the following ethnic groups?**
Please exclude any apprentices.

[   ] White   [   ] Asian

[   ] Mixed   [   ] Chinese

September 2014 onwards.

Black   Other

Now please think about your reception classes, and if your school runs a nursery on-site, also include this.

Q22 **How many of your reception and nursery staff hold a paediatric first aid certificate?**
Paediatric first aid certificates must be renewed every three years.

▼

In the following staff grid, we'd like you to focus on specific members of PAID staff in your **reception** with different levels of qualifications.

For these questions please include ALL staff involved in the delivery of any **reception** that you offer. Please also include any temporary paid staff who have been working with you for longer than a week. Please do not include apprentices or specialist support staff, such as accountants.

If we ask for information about a member of paid staff with a highest UK Early Years related qualification at a given level, but you actually have

more than one employee at that level, then please focus on the ones whose surnames come first if you arrange them in alphabetical order.

This is really important as we need a genuinely random sample of staff, rather than just focussing on those who have been with you for the longest amount of time or those who you know best.

We would like you to focus on:

• The Early Year Co-ordinator. If you do not have one, please focus on The Head Teacher. If there is a job share, please select the person whose surname comes first alphabetically.

• 1 other member of staff whose highest Early Years qualification is at Level 2 or lower (including those with no qualifications)

• 1 other member of staff whose highest Early Years qualification is at Level 3

• 1 other member of staff whose highest Early Years qualification is at Level 4 or 5

• 1 other member of staff whose highest Early Years qualification is at Level 6 or higher

If you don't have any members of staff at a given level, then you can just leave that column blank.

Member of staff whose highest Early Years qualification is:	Early Years Co-ordinator or, if there is no EY Co-ordinator, the Head teacher.	Level 2 or lower (including those with no qualifications)	Level 3	Level 4 or 5	Level 6 or higher

▼ Q23 How old are they?

	Early Years Co-ordinator	Level 2 or lower	Level 3	Level 4 or 5	Level 6 or higher
16-19					
20-24					
25-29					
30-39					
40-49					
50+					

▼ Q24 What is the highest level of UK Early Years related qualification they hold?
(only include qualifications that have been completed)

Please refer to the list of qualifications, and write in relevant level. If unsure of level, write name of qualification.

Member of staff whose highest Early Years qualification is:	Early Years Co-ordinator or, if there is no EY Co-ordinator, the Head teacher.	Level 2 or lower (including those with no qualifications	Level 3	Level 4 or 5	Level 6 or higher

▼ **Q25 What, if any, is the level of the highest UK Early Years related qualification this staff member is working towards?**
Please refer to the list of qualifications.

| | | | | |

▼ **Q26 Do they hold a GCSE or O-level grade A-C in...?**

English

| | | | | |

Maths

| | | | | |

▼ **Q27 How many hours per week is this staff member contracted to work for?**
Please only include actual <u>contracted</u> hours.

| | | | | |

▼ **Q28 How much are they paid per hour for their contracted hours?**
Please include gross salary including tax and National Insurance.

| | | | | |

- -

▼ **Q29a Does the Early Years Co-ordinator or the Head Teacher regularly work directly with the children?**

YES / NO

▼ **Q29b What age of children do they regularly work with? Do they regularly work with children aged...**

| | 1 year or less
| | 2 years
| | 3 years
| | 4 years
| | 5 or more

Thank you for completing this form

Please keep this sheet to help you with the interview.

Please DO NOT return this form to the Department for Education or TNS BMRB.

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2016 Survey of Childcare Providers

School Based Providers Data Sheet - V2 Reception

This form outlines some of the information that the interview will cover. We kindly ask you to look up this information in advance of the interview, as this will help keep the interview time to a minimum. If you are unsure about any question please give your best estimate.

If you have any queries about any of the questions asked, please feel free to call the TNS BMRB Survey Information Line – 0800 015 1484

PLEASE DO NOT RETURN THIS FORM TO THE DEPARTMENT FOR EDUCATION OR TNS BMRB.

▼ **Q1 Which of the following types of care do you provide?**

a) Before school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

b) After school sessions for children under the age of eight in term time
These would be run at least 4 days a week, and would have at least some element of childcare as their purpose, rather than solely focussing on a single activity such as football or music

YES / NO

▼ **Q2 In the email we sent you, we asked you to answer some of the questions on this sheet about a specific day. We have highlighted which questions you should do this for?**

What was the date on that day?

[ ] / [ ] / [ ]

▼ **Q3 For each of the following provisions, how many children can you look after?**
This is the maximum number of children that you are allowed to look after at the same time in each of your provisions.

[ ] Nursery

[ ] Reception

[ ] Before School Care

We are interested in all of the provisions that were running on that day.

You may not need to answer all of the following questions – we have highlighted which sections to fill in for each of the types of care you provide.

▼ **Q4 How many children were <u>booked</u> to attend each of the following provisions on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[ ] Nursery

[ ] Reception

[ ] Before School Care

[ ] After School Care

If you offer nursery classes please answer Q5 about that day.

▼ **Q5 Were any of the children in your nursery classes only booked to attend for part of that day?**

YES / NO

Please proceed to the next question on the following page >>>

If any children were booked to attend your **nursery** for **part** of the day, please answer Q6 and Q7 about that day.

We are interested in the ages of different children attending each of the provisions you offered on that day.

▼ **Q6 How many children were <u>booked</u> to attend your nursery in the morning and afternoon?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

In the morning

In the afternoon

▼ **Q7 How many EXTRA children would you have been <u>willing and able</u> to accept in your nursery classes?**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

In the morning

In the afternoon

If you offer **nursery classes** please answer Q8 about that day.

▼ **Q8 In total, how many EXTRA children would you have been <u>willing and able</u> to accept in your nursery provision for the <u>whole day</u>?**

▼ **Q9 How many EXTRA children would you have been <u>willing and able</u> to accept in each of the following provisions?**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

Reception

Before School Care

After School Care

▼ **Q10 How many children of each age group were <u>booked</u> to attend each of your provisions on that day?**
If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

Number of children booked to attend
• Nursery

Age 1 year and younger

Age 2 years

Age 3 and 4 years

• Before school care

Age 1 year and younger

Age 2 years

Age 3 and 4 years

Age 5 to 7 years

Age 8 years and older

• After school care

Age 1 year and younger

Age 2 years

Age 3 and 4 years

Age 5 to 7 years

Age 8 years and older

▼ **Q11 How many of the children booked to attend your <u>reception classes</u> on that day were of black or minority ethnic origin?**

For the next few questions, please think about your reception classes, and if your school runs a nursery on-site, also include this.

▼ Q12 How many 2 year-olds do you currently have registered with you that receive government-funded provision?

▼ Q13 How many 3 and 4 year-olds do you currently have registered with you that receive government-funded provision?

▼ Q14 How many children in your reception and nursery classes have Special Educational Needs or Disabilities?
Please include those with and those without formal support in place, as well as those who are not formally diagnosed but who your staff have identified as potentially having SEND.

Now please think about all the staff who are involved in the delivery of any nursery and reception classes and any before and/or after school provision that you offer. Please also include any temporary staff who are with you for more than a week. Please don't include apprentices unless the question asks specifically about them.

Please include the senior manager(s) and staff who are directly involved in delivering the childcare and early education provision.

Specialist support staff such as accountants would not be included.

When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached. If unsure of level, write the name of the qualification.

If you only offer either before school care or after school care, please answer for that particular provision. If you offer both before and after school care, please consider the staff across both provisions together. If you offer neither before school care nor after school care, please leave Q17 blank.

▼ Q15 Nursery
• Total number of paid staff (excluding apprentices)

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

Level 1   Level 4

Level 2   Level 5

Level 3   Level 6 or higher

No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

• Number of unpaid volunteers (including any students working on placements)

• Number of apprentices

▼ Q16 Reception
• Total number of paid staff (excluding apprentices)

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

Level 1   Level 4

Level 2   Level 5

Level 3   Level 6 or higher

No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

• Number of unpaid volunteers (including any students working on placements)

• Number of apprentices ☐

▼ **Q17** **Before and/or After School Care**
• Total number of paid staff (excluding apprentices)

[   ]

• Number of paid staff (excluding apprentices) who held their highest UK Early Years related qualification at each level

[   ] Level 1   [   ] Level 4

[   ] Level 2   [   ] Level 5

[   ] Level 3   [   ] Level 6 or higher

[   ] No UK early years qualification

• Number of paid staff (excluding apprentices) employed on a temporary basis

[   ]

• Number of unpaid volunteers (including any students working on placements)

[   ]

• Number of apprentices   [   ]

For the following questions on finance, please focus on the most recent 12 month period that you have figures for regarding your **reception**. (This could be the last calendar year, or the last financial year, or some other 12 month period.)

To answer these questions it may be helpful to speak to whoever handles the accounts of your setting.

If you offer multiple services, then it is the cost that is allocated to your **reception** budget that we are interested in. For example you may allocate half of your overall premises costs to your childcare budget and that is the amount we would like to hear about.

If your setting has been open for less than 12 months, please do not answer this section.

▼ **Q18** **What was the total of all your costs for this 12 month period?**
This would be all of your outgoings for reception, including any costs relating to staffing, premises, materials used, admin costs etc.
Please round your answer to the nearest pound.

£ [   ]

▼ **Q19** **What were your total costs for your reception associated with each of the items listed below?**
Please round your answer to the nearest pound. If unable to answer in pounds, please estimate the percentage of the total cost each area accounted for.

● **Staff costs**
including wages, National Insurance payments, pension contributions, but excluding any training costs
Q19a Total cost to the nearest whole pound

£ [   ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[   ] %

● **Training costs**
Q19a Total cost to the nearest whole pound

£ [   ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[   ] %

● **Materials**
used in the course of your childcare provision, such as books, toys, art materials and any meals that you may provide
Q19a Total cost to the nearest whole pound

£ [   ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[   ] %

● **Administrative costs**
including accountancy fees, legal fees, IT costs, advertising costs and any other admin
Q19a Total cost to the nearest whole pound

£ [   ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[   ] %

● **Rent or mortgage payments**
Q19a Total cost to the nearest whole pound

£ [   ]

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

[   ] %

Please proceed to the next question

● Other costs
such as business rates, utility costs, insurance
and upkeep of buildings or outdoor spaces
Q19a Total cost to the nearest whole pound

£

If unable to answer Q19a:
Q19b Percentage of total costs accounted for

%

- -

▼ **Q20 For the same 12 month period, what
was your <u>total income</u> from your <u>reception</u>
classes?**
Please include all income for your reception,
including all income from fees, local and central
government, fundraising and donations, and any
other sources.
Please round your answer to the nearest pound.

£

- -

▼ **Q21 What was your total income for
your <u>reception</u> from each of the areas listed
below?**
Please round your answer to the nearest pound.
If unable to answer in pounds, please estimate
the percentage of the total income each area
accounted for.

**● Government funding of the 15 hours of
funded entitlement**
**Q21a Total income to the nearest
whole pound**

£

If unable to answer Q21a
**Q21b Percentage of total income
accounted for**

%

● Fees
include voucher payments and fees paid directly
by parents or employers, but not any payments
for the 15 hours of funded provision
**Q21a Total income to the nearest
whole pound**

£

If unable to answer Q21a
**Q21b Percentage of total income
accounted for**

%

● Early Years Pupil Premium Funding
excluding any payments for the 15 hours of
funded entitlement
**Q21a Total income to the nearest
whole pound**

£

If unable to answer Q21a
**Q21b Percentage of total income
accounted for**

%

**● Fundraising activities or charitable
donations**
**Q21a Total income to the nearest
whole pound**

£

If unable to answer Q21a
**Q21b Percentage of total income
accounted for**

%

- -

▼ **Q22 Over the same 12 month period,
after all costs were deducted, including any
wages or dividends drawn by the owner
or owners, did your <u>reception</u> generate a
surplus, have a zero balance, or generate a
deficit?**
Please tick the box that applies.

Generate a surplus

Have a zero balance

Generate a deficit

Thank you for completing this form

Please keep this sheet to help you with the interview.

Please DO NOT return this form to the Department for Education or TNS BMRB.

2016 Survey of Childcare Providers

Childminders Data Sheet – V1

This form outlines some of the information that the interview will cover. We kindly ask you to look up this information in advance of the interview, as this will help keep the interview time to a minimum. If you are unsure about any question please give your best estimate.

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▼ **Q1 How many places for children under the age of 8 have you personally got registered with Ofsted?**

▼ **Q2 In the email we sent you, we asked you to answer some of the questions on this sheet about a specific day. We have highlighted which questions you should do this for.**

What was the date on that day?

[ ] / [ ] / [ ]

We are interested in your provision on that day

▼ **Q3 How many different under school-aged children were __booked__ to attend your childminding provision at any time throughout that day?**
Please include any of your own children that were attending your childminding provision. If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

▼ **Q4a How many under school-aged children were __booked__ to attend…**
Please include any of your own children that were attending your childminding provision. If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[ ] in the morning

[ ] in the afternoon

▼ **Q4b How many EXTRA under school-aged children would you have been __willing and able__ to accept…**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[ ] in the morning

[ ] in the afternoon

▼ **Q5 How many EXTRA under school-aged children would you have been __willing and able__ to accept for the __whole day__?**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[ ]

▼ **Q6 How many school-aged children were __booked__ to attend your childminding provision before and after they went to school on that __day__?**
Please include any of your own children that were attending your childminding provision. If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[ ] Before they went to school

[ ] After they went to school

- -

▼ **Q7 How many children of each age group were booked to attend your childminding provision on that <u>day</u>?**
Please include any of your own children that were attending your childminding provision. If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

☐ a) 1 year or younger

☐ b) 2 years old

☐ c) 3 or 4 years old

☐ d) 5 to 7 years old

☐ e) 8 years old or older

- -

▼ **Q8 How many of the children who attended on that day were of black or minority ethnic origin?**

☐

For the next few questions, please think about ALL the childminding provision that you offer – not just that day.

▼ **Q9a How many <u>2 year olds</u> do you currently have registered with you that receive government-funded provision?**

☐

▼ **Q9b How many <u>3 and 4 year olds</u> do you currently have registered with you that receive government-funded provision?**

☐

- -

▼ **Q10 Thinking about ALL the childminding you offer, how many children on your books have Special Educational Needs or Disabilities?**

☐　Please include those with and those without formal support in place, as well as those who are not formally diagnosed but who you have identified as potentially having SEND. If you work with other childminders, please

▼ **Q11 How many children are on your books with an Education, Health and Care plan (EHC plan) or Statement of Special Needs?**

☐

The next few questions are about you. When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached, and write in the relevant level. If unsure of level, write the name of the qualification.

▼ **Q12 How many years have you been working as a childminder?**

☐

- -

▼ **Q13 What is the level of the highest UK Early Years related qualification you hold?**

☐

- -

▼ **Q14 What, if any, is the level of the highest UK Early Years related qualification you are working towards?**

☐

only include children that were allocated to <u>your</u> registered places.

For the following questions, we'd like you to focus on any <u>paid</u> childminding assistants that you personally employ. Please don't include any other registered childminders who may work alongside you or any assistants who are employed by other childminders.

If you have more than two childminding assistants, please focus on the two whose <u>surnames come first alphabetically</u>. This is really important as we need a genuinely random sample of childminding assistants, rather than just those who have been with you for the longest amount of time or those who you know best.

When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached.

▼ **Q15 How many years have they been working as a childminding assistant?**
If they have previously worked as a childminder or as an assistant to other childminders, please include this time as well as the time they have worked for you.
Please tick the correct box for each assistant

• First childminding assistant alphabetically

• Second childminding assistant alphabetically

▼ **Q16 How old are they?**
Please tick the correct box for each assistant

• First childminding assistant alphabetically

☐ 16-19 ☐ 30-39

☐ 20-24 ☐ 40-49

☐ 25-29 ☐ 50+

• Second childminding assistant alphabetically

☐ 16-19 ☐ 30-39

☐ 20-24 ☐ 40-49

☐ 25-29 ☐ 50+

▼ **Q17 What is the highest level of UK Early Years related qualification they hold?**
Please refer to the list of qualifications.
Please tick the correct box for each assistant

• First childminding assistant alphabetically

• Second childminding assistant alphabetically

▼ **Q18 If they hold a Level 3 qualification, does this qualification have 'Early Years Educator' in its title?**
These qualifications were awarded from September 2014 onwards.
Please tick the correct box for each assistant

• First childminding assistant alphabetically

• Second childminding assistant alphabetically

☐ Yes ☐ No   ☐ Yes ☐ No

▼ **Q19 If they hold a Level 6 qualification, what type of Level 6 qualification is this?**
They may hold more than one of these qualifications, so please include all the qualifications they hold.
Please tick the correct box for each assistant

• First childminding assistant alphabetically

☐ Early Years Professional Status

☐ Early Years Teacher Status

☐ Qualified Teacher Status

☐ Early Years Degree   ☐ Other

• Second childminding assistant alphabetically

☐ Early Years Professional Status

☐ Early Years Teacher Status

☐ Qualified Teacher Status

☐ Early Years Degree   ☐ Other

▼ **Q20 Do they hold a GCSE or O-level grade A-C in...?**
Please tick the correct boxes for each assistant.

• First childminding assistant alphabetically

☐ English ☐ Maths ☐ Neither

• Second childminding assistant alphabetically

☐ English ☐ Maths ☐ Neither

▼ **Q21 What, if any, is the <u>highest</u> UK Early Years related qualification they are currently working towards?**
Please refer to the list of qualifications.
Please tick the correct box for each assistant.

• First childminding assistant alphabetically	• Second childminding assistant alphabetically
☐	☐

▼ **Q22 How many hours per week is this assistant contracted to work for you as a childminding assistant?**

• First childminding assistant alphabetically	• Second childminding assistant alphabetically
☐	☐

▼ **Q23 What is the hourly rate of pay for this assistant?**

• First childminding assistant alphabetically	• Second childminding assistant alphabetically
☐	☐

▼ **Q24 Do they hold a paediatric first aid certificate?**
Paediatric first aid certificates must be renewed every three years.

• First childminding assistant alphabetically
☐ Yes ☐ No

• Second childminding assistant alphabetically
☐ Yes ☐ No

Thank you for completing this form

Please keep this sheet to help you with the interview.

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2016 Survey of Childcare Providers

Childminders Data Sheet – V2

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▼ **Q1 How many places for children under the age of 8 have you personally got registered with Ofsted?**

[   ]

▼ **Q2 In the email we sent you, we asked you to answer some of the questions on this sheet about a specific day. We have highlighted which questions you should do this for.**

What was the date on that day?

[   ] / [   ] / [   ]

We are interested in your provision on that day.

▼ **Q3 How many different under school-aged children were booked to attend your childminding provision at any time throughout that day?**
Please include any of your own children that were attending your childminding provision. If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[   ]

▼ **Q4a How many under school-aged children were booked to attend...**
Please include any of your own children that were attending your childminding provision. If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[   ] in the morning

[   ] in the afternoon

▼ **Q4b How many EXTRA under school-aged children would you have been willing and able to accept...**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[   ] in the morning

[   ] in the afternoon

▼ **Q5 How many EXTRA under school-aged children would you have been willing and able to accept for the whole day?**
This should take account of any ratio requirements, the space available in your setting and the number of spare places across your provision as a whole.

[   ]

▼ **Q6 How many school-aged children were booked to attend your childminding provision before and after they went to school on that day?**
Please include any of your own children that were attending your childminding provision. If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

[   ] Before they went to school

[   ] After they went to school

Please proceed to the next question
on the following page >>>

▼ **Q7 How many children of each age group were booked to attend your childminding provision on that day?**
Please include any of your own children that were attending your childminding provision. If children were booked to attend but absent due to illness or some other reason, we would still like you to include those.

a) 1 year or younger

b) 2 years old

c) 3 or 4 years old

d) 5 to 7 years old

e) 8 years old or older

▼ **Q8 How many of the children who attended on that day were of black or minority ethnic origin?**

For the next few questions, please think about ALL the childminding provision that you offer – not just that day.

▼ **Q9a How many 2 year olds do you currently have registered with you that receive government-funded provision?**

▼ **Q9b How many 3 and 4 year olds do you currently have registered with you that receive government-funded provision?**

▼ **Q10 Thinking about ALL the childminding you offer, how many children on your books have Special Educational Needs or Disabilities?**

Please include those with and those without formal support in place, as well as those who are not formally diagnosed but who you have identified as potentially having SEND.

The next few questions are about you. When referring to any UK Early Years related qualifications, please refer to the list of qualifications attached, and write in the relevant level. If unsure of level, write the name of the qualification.

▼ **Q11 How many years have you been working as a childminder?**

▼ **Q12 What is the level of the highest UK Early Years related qualification you hold?**

▼ **Q13 What, if any, is the level of the highest UK Early Years related qualification you are working towards?**

For the following questions on finance, please focus on the most recent 12 month period that you have figures for. (This could be the last calendar year, or the last financial year, or some other 12 month period)

To answer these questions it may be helpful to speak to whoever handles the accounts of your setting.

If you work with another childminder, please focus only on YOUR childminding finances. If you have been working as a childminder for less than 12 months, please skip this section.

▼ **Q14 What was the total of all your costs for the 12 month period?**
This would include any costs relating directly to the childcare you provide – the materials you use during your sessions, any food and drink you provide, your admin costs, costs associated with any staff you may employ etc.
Please round your answer to the nearest pound.

£

If you work with other childminders, please only include children that were allocated to <u>your</u> registered places.

- -

▼ **Q15 What were your total <u>costs</u> associated with each of the areas in the list below?**
Please round your answer to the nearest pound. If unable to answer in pounds, please estimate the percentage of the total cost each area accounted for.

● **Staff costs**
for your childminding assistants including wages, National Insurance payments and pension

contributions, but excluding any training costs
Q15a Total cost to the nearest whole pound

£

If unable to answer Q15a:
Q15b Percentage of total costs accounted for

%

● **Training costs**
relating to childminding
Q15a Total cost to the nearest whole pound

£

If unable to answer Q15a:
Q15b Percentage of total costs accounted for

%

● **Materials**
used in the course of your childcare provision, such as books, toys, art materials and any meals that you may provide
Q15a Total cost to the nearest whole pound

£

If unable to answer Q15a:
Q15b Percentage of total costs accounted for

%

● **Administrative costs**
including accountancy fees, legal fees, IT costs, advertising costs and any other admin costs
Q15a Total cost to the nearest whole pound

£

If unable to answer Q15a:
Q15b Percentage of total costs accounted for

%

● **Any other significant costs**
relating directly to your childminding such as business rates, additional utility costs, insurance and upkeep of childminding spaces
Q15a Total cost to the nearest whole pound

£

If unable to answer Q15a:
Q15b Percentage of total costs accounted for

%

▼ **Q16 What is the total size of any outstanding balances of any loans you currently have relating to your childminding?**
This is what you are using right now, not the total limits that you could potentially use if you needed to. Please do not include any mortgage that you have.

£

- -

▼ **Q17 For the same 12 month period, what was your <u>total income</u> relating to childminding?**
This includes income from fees, from local and central government, from fundraising and donations, and from any other sources.

Please round your answer to the nearest pound.

£

- -

▼ **Q18 What was your total <u>income</u> from each of the areas in the list below?**
Please round your answer to the nearest pound.

If unable to answer in pounds, please estimate the percentage of the total income each area accounted for.

● **Government funding of the 15 hours of funded entitlement**
Q18a Total income to the nearest whole pound

£

If unable to answer Q18a
Q18b Percentage of total income accounted for

%

● **Fees**
including those paid directly by parents or
employers and any voucher payments
**Q18a Total income to the nearest
whole pound**

£

If unable to answer Q18a
**Q18b Percentage of total income
accounted for**

%

● **Early Years Pupil Premium Funding**
excluding any payments for the 15 hours of
funded entitlement
**Q18a Total income to the nearest
whole pound**

£

If unable to answer Q18a
**Q18b Percentage of total income
accounted for**

%

● **Fundraising activities or charitable
donations**
**Q18a Total income to the nearest
whole pound**

£

If unable to answer Q18a
**Q18b Percentage of total income
accounted for**

%

- -

▼ **Q19** **After deducting all costs related to
your childminding, how much <u>childminding</u>
income did you personally earn in this 12
month period?**
Please include any salary that you drew, plus any
surplus childminding-related income that wasn't
used to cover costs.

We are interested in the figures before tax is
deducted.

£

Thank you for completing this form

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