



Annex B from the national wraparound programme handbook: supply and demand mapping

When considering collecting data to map supply and demand for wraparound childcare there are some principles to be aware of that are outlined below. In the first instance, local authorities should think about designing collection methods that compliment any data collection systems they already have with schools and providers to minimise both cost and burden.

When choosing a data collection method, it is important to think about coverage and cost. Different methods have different cost implications, but they also have different response rates, which may introduce bias if certain sections of the local community do not take part and are not represented. It is important to think about who data needs to be collected from, and what is the most effective method of engaging with that respondent group.

This document is intended as a helpful framework, rather than intended to be prescriptive.

Mapping supply and demand

1. Map supply and demand using existing data

Steps to start mapping supply:

- Find out what you already have in your local authority. Liaise with colleagues across teams to ensure you have access to as much useful data as possible.
 - Check that all the details you have are correct, i.e. opening times, costs, contact details, etc.
 - Plot all the primary schools and existing wraparound provision, as defined on page 6 of the handbook, on a map. This should include the number of places provided and the days/hours of provision.
 - Look at sizes of schools (especially in rural areas) and what they already offer working families, i.e. provision on site or partnership with a local provider e.g. childminder.

- Correlate the above with data to support demand mapping:
 - School populations in each District/Cluster
 - Cohorts of children by age group to project demand.
 - Place Planning Teams within the local authority could be of help to map future demand using SCAP model.
 - Previous data on uptake would be needed to work out a weighted average to predict the future demand.

- Comparisons could be made from previous years looking at the percentage uptake compared to the potential uptake (as not everyone will take the places). This could be then factored in to work out a more accurate forecast.
- Consider also using existing data on take-up of 3- and 4-year-old extended hours as an indicator of possible future demand
- Draw on other useful data sources including those provided at the end of this document

2. Build on this mapping with bespoke data collection

This should be designed to enhance the core mapping above, for example, testing with schools and provider groups to ensure supply has not been missed or recent assessments of demand by providers, such as waiting lists, have been shared and mapped.

In relation to bespoke measuring of possible supply and demand for wraparound childcare you may want to consider:

Developing the strategy

- Who are my audiences: parents, childminders, PVI's, schools?
- What budget have I got to run surveys or consultation exercises?
- What format is each audience most likely to be comfortable with paper/online/in person meetings?
- Which are the best routes to securing input from my audience? i.e. are parents best reached via schools
- What coverage will different tools have, for example do school IT systems cover all parents?
- Do I need a mixed methods approach with a combination of online activity and in-person meetings so that everyone is covered?
- If I use social media to promote a survey, who is likely to see this?
- Are there parts of the community who might be less engaged with school communications and are there barriers to overcome, such as language?
- Do the responses to my surveys look representative of the community?
- What other organisations in the local area might hold data that could help measure demand, for example large local employers or local job centres?

Information to gather from parents to map demand and support LA plans to build demand:

- What are parents already doing (informal arrangements) and what would make them change to formal arrangements like wraparound?
- What are current working patterns and what is likelihood that this will change?
- Why do parents use wraparound / want to use wraparound?

- Are they aware of Tax-Free Childcare or the childcare element of UC that help with childcare costs? What is the best form of communications to highlight such opportunities to parents?
- Are there any SEND needs to take account of when designing childcare?
- What are the barriers to using wraparound childcare?
- Ask parents that already use some form of wraparound if they intend on increasing their hours or sessions if there was more availability in their community (try to foresee further demand from parents already using a service)

Methods for engaging parents

- Paper questionnaires distributed at schools (working in partnership with the school)
- Online surveys sent to parents directly by the school (working in partnership with the school)
- Online surveys with links in social media open to the wider community
- In-person consultation forums:
 - EY settings
 - Childminders
 - Parents
- In-person surveys at the school gate/parents' evenings/wider community

Information to gather from schools and, where appropriate, other wraparound providers on demand and barriers to set up/ expand supply:

- What wraparound care is already on offer?
- Is there enough existing parental demand to set up/expand? If already providing wraparound, do you have a waiting list?
- Is there the physical space to set up/expand?
- Is there sufficient workforce to set up/expand?
- Is there sufficient leadership and admin support within the school to establish new provision or drive the expansion?
- What are the other barriers to setting up or expanding provision?
- Is it clear that the school is offering formalised childcare and not an out of school activity that can be cancelled at short notice?

Useful data sources to support demand mapping

[Employment statistics - Labour Market Profile - Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk\)](#)

[Stat-Xplore - Log in \(dwp.gov.uk\)](#) DWP data tool

[Universal Credit statistics - GOV.UK \(www.gov.uk\)](#) UC data releases

[Home - Office for National Statistics \(ons.gov.uk\)](#) ONS data source

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