

2006 Childcare and Early Years Providers Surveys Nursery Schools

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BMRB Social Research

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1 Summary

1.1 Introduction

The Department for Children, Schools and Families (DCSF) commissioned BMRB to undertake eight surveys to collect information about childcare and early years provision and its workforce. This report outlines the findings for nursery schools and is based on interviews with the headteacher at 188 nursery schools sampled from the DCSF's Edubase database.

Findings from the 2006 survey have been compared with those from similar surveys conducted in 2003 and 2001. Data have been weighted and grossed to provide national estimates.

1.2 Number of providers

The total number of nursery schools in 2006 was 444, a five per cent decrease from 465 in 2003.

The distribution of nursery schools varied across the regions. The East Midlands accounted for just eight per cent of the total number of providers, while the North West and London accounted for 18 per cent each. The number of settings in the North/Midlands decreased between 2003 and 2006 while the number of settings in the South/East increased.

Nearly two-thirds (64 per cent) of nursery schools could provide free nursery education for 15 hours a week for 38 weeks a year and a quarter (25 per cent) of nursery schools allowed children to take their twelve and a half hours of free early education sessions over three days instead of five.

1.3 Places and children

The estimated number of active Ofsted registered places in nursery schools in 2006 for children aged three to four years old was 28,100. This represents a four per cent increase since 2003 when the equivalent figure was 26,900. This is in contrast to the change in the number of nursery schools which decreased by five per cent in the same time period. Due to the decrease in the number of providers but the increase in the number of places, the average number of places per nursery school increased.

The total number of children attending nursery school settings in 2006 was 36,100, an increase of one per cent from 35,850 in 2003. Again, while the number of children attending nursery schools increased (by one per cent), the number of providers fell by five per cent). As a result the average number of attendees increased from 77 in 2003 to 82 in 2006.

In total there were 10,800 children of black and minority ethnic (BME) origin attending nursery school settings in 2006. The average proportion of BME children attending was 31 per cent per setting¹.

Overall there were 4,500 children with a Special Educational Need (SEN) or a disability. The average proportion of children with SEN or a disability was 14 per cent per setting.

There were approximately 2,000 vacancies in nursery schools, on average five vacancies per setting.

1.4 Characteristics of staff

In 2006 there were 4,600 paid staff working within nursery school settings, a six per cent increase from 4,350 in 2003.

In 2006 there were approximately 400 headteachers, 1,000 qualified early years teachers, 2,200 nursery nurses and 900 other paid early years support staff.

The total number of paid and unpaid staff working within nursery schools in 2006 was 5,500, a six per cent decrease from 5,850 in 2003.

As in 2003, the average proportion that men working in nursery schools was just one per cent per setting.

There were approximately 700 paid staff that were from a BME group. The average proportion of BME staff was 12 per cent per setting.

The average proportion that staff with a disability² was just one per cent per setting.

Three-quarters (74 per cent) of paid staff working within the early years sector worked full time (30 hours or more). The average number of hours worked by all staff was 32 hours, as it was in 2003.

Headteachers worked the longest (44 hours a week), then qualified early years teachers (34 hours a week), nursery nurses (32 hours a week) and the other paid early years support staff worked the least (24 hours a week).

The average annual salary for all paid staff in nursery schools was £21,100 and the average hourly pay was £12.30.

¹ For details of how average proportions were calculated, please see the Technical Appendix.

² The definition was a disability which could be described as their having a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day to day activities.

Seven per cent of paid staff did other paid work in addition to working for the organisation sampled in the 2006 survey.

1.5 Qualifications of staff

Compared with 2003 there was a slight drop in the qualification levels of paid early years staff working in nursery schools.

Amongst all paid early years staff 87 per cent had a qualification (levels one to eight) related to working with children and young people and nine per cent had no relevant qualifications at all.

Of headteachers 91 per cent had a level five qualification or above and 88 per cent had a level six qualification.

Of early years teachers, 92 per cent had a level five qualification or above and 90 per cent had a level six qualification.

Ninety-seven per cent of nursery nurses had a level three qualification or above.

Of other paid early years support staff, half (51 per cent) had some kind of childcare or education related qualification (levels one to eight) and forty-three per cent had a level two qualification or above

Among all paid early years staff, a quarter (24 per cent) were working towards a qualification (levels one to eight). This was an increase since 2003 when 20 per cent were working towards a qualification.

1.6 Training

Almost all (98 per cent) nursery schools helped staff to receive any other training they might need. The most common types of training provided were childcare training including creative play (40 per cent) and first aid training (30 per cent).

Eight in ten (82 per cent) nursery schools had written training plans, similar to 2003 (81 per cent). Nearly all (98 per cent) nursery schools had a training budget, a similar figure to 2003 (97 per cent).

The majority (87 per cent) of providers said they thought the amount of training that their staff had received in the last year was *about right* and one in ten (10 per cent) said they thought it was *too little*.

1.7 Recruitment and retention

The number of nursery staff recruited in the last 12 months was approximately 1,000 people and the overall recruitment rate was 26 per cent.

As in 2003 most commonly used methods for recruiting were on the Local Education Authority/local council job board (97 per cent) and adverts in the local press (76 per cent).

Providers rated the extent of difficulty of recruiting paid early years staff. Ten per cent had a great deal of difficulty, 14 per cent had experienced a fair amount of difficulty, 13 per cent had not experienced much difficulty and 45 per cent had no difficulty.

The most common types of problems encountered were *too few applicants with the right experience* (49 per cent), followed by having *no qualified applicants* (44 per cent) and *too few applicants* (39 per cent).

The average length of service for all paid staff was seven years and nine months, an increase from six years and nine months in 2003.

The turnover rate in 2006 was eight per cent³ and the employment growth rate was 17 per cent⁴.

1.8 Conclusions

Despite a decrease in the overall number of nursery schools in operation, there was a an increase in the overall number of places being offered, the number of children attending and the number of paid staff working within nursery school settings.

There appears to have been a slight drop in qualification levels from 2003. However the decrease was not great and the apparent fall may be a result of changes in the coding of qualification levels from 2003 to 2006. It is an area that will need to be monitored.

Staff retention rates have improved since 2003. The average length of service increased, the proportion of settings saying they had lost staff in the last 12 months fell and the turnover rate decreased.

³ For details of how the turnover rate is calculated, see section 1.7.4 of the Technical Appendix.

⁴ For details of how the employment growth rate is calculated, see section 1.7.4 of the Technical Appendix.

2 Introduction

2.1 The Ten Year Strategy for childcare

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

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

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

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

A Transformation Fund of £250m over the period April 2006 to August 2008 will support investment to attempt to raise the quality of the early years workforce without undermining efforts to improve affordability.

2.2 Objectives of the research

The DCSF needs robust information on the key characteristics of childcare provision in the early years and childcare sector, as well as information on its workforce and the costs of childcare that is available.

The DCSF carried out surveys amongst childcare and early years providers in 1998, 2001, 2003 and 2005. The 2006 providers series consists of separate surveys for the following eight childcare and early years settings:

Childcare

- Full-day childcare
- Sessional childcare
- Out-of-school childcare
- Childminders
- Children's centres

Early years

- Primary schools with nursery classes
- Primary schools with reception classes
- Nursery schools

This report presents findings from nursery schools. Nursery schools are funded by the local education authority and are free. They cater for children under the age of five and over the age of two. A nursery school is independent of any school for older children, although it may feed into a particular one. As a separate school it has its own headteacher and staff (trained teachers, nursery nurses and classroom assistants). A nursery school has to be registered with the Government regulatory bodies and is inspected every year.

2.3 The survey

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

- Provider characteristics (opening times, free early education sessions);
- Number of places and children attending (number of places, ages, ethnicity, vacancies);
- Staff characteristics (number of staff, demographics of paid staff, pay, hours);
- Qualifications (qualifications held and working towards by paid staff);
- Training (current level of training, training plans and budgets);
- Recruitment and retention (level of recruitment, retention rates, vacancies).

2.4 Survey design

This report is based on 188 interviews conducted with headteachers. Other early years surveys were conducted with 515 early years or foundation stage co-ordinators or headteachers of primary schools with reception classes and 535 early years or foundation stage co-ordinators or headteachers of primary schools with nursery classes.

2.4.1 Questionnaire

Three different questionnaires were used; one for the childcare group (full day care, sessional, out of school and children's centres), one for the early years group (nursery schools, primary schools with reception classes and primary schools with nursery and reception classes) and a third for childminders.

Copies of the questionnaires are included in the Technical Appendix to the series and can be downloaded from the DCSF website (www.dcsf.gov.uk).

Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing) by Kantar Operations⁵ fully trained telephone interviewers in Ealing. Interviews were carried out between 25th May 2006 and 30th September 2006 .

2.4.2 Sample

The nursery schools sample was stratified by Government Office Region (GOR) to ensure a representative sample was interviewed in each region.

2.4.3 Weighting and grossing

Data are weighted by GOR (as of January 2006) to ensure the figures are representative of nursery schools throughout England.

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

⁵ BMRB is part of the Kantar Group, the information and consultancy arm of WPP, BMRB's parent company. In addition to BMRB, other market research agencies in the Kantar Group include Research International and Millward Brown, as well as a number of smaller, specialist organisations. In April 2004 the support services of the Kantar companies were grouped to form a shared resource called The Operations Centre, which later changed its name to Kantar Operations. The majority of BMRB's existing operational services, including field management, sampling and data processing continue to be based at BMRB's Head Office in Ealing but, while still wholly owned by WPP, the new operations centre is now a separate legal entity from BMRB. Kantar Operations continue to work to existing quality standards and BMRB continue to take responsibility for the quality of the work undertaken by their support services.

the whole team. For the childcare groups three members of staff and two members of staff for the early years groups were selected. When selecting the members of staff, respondents were instructed to list them in alphabetical order by surname and pick the first three or two in order to provide a random selection of staff. The data were weighted at a provider level to the true number of staff that each provider employs⁶.

In addition, the data were grossed up to the total number of nursery schools in England.

Full details of the methodology and analysis are included in the Technical Appendix to this report, which can be downloaded from the DCSF website (www.dcsf.gov.uk).

2.5 Structure of the report

The report is structured as follows:

Chapter 1	Summary and conclusions
Chapter 2	Introduction
Chapter 3	Characteristics of provision
Chapter 4	Places and children
Chapter 5	Characteristics of staff
Chapter 6	Qualifications
Chapter 7	Training
Chapter 8	Recruitment and retention

2.6 Notes on reading the report

2.6.1 Notes on numbers

In the tables, grossed up figures are provided along with percentages. These grossed up figures are based on the total number of nursery schools in January 2006, excluding the proportion found by the survey to be no longer eligible for the survey (e.g. closed down, no longer in business). These grossed up figures are not exact, and like the percentages reported, are subject to confidence intervals.

⁶ In some cases staff weights have been capped in order to prevent reducing the sample efficiency by too large a margin. Full details are given in the Technical Appendix.

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

Where averages have been used, they have sometimes been given as the mean and sometimes as the medians. The median value is the middle value of a group of numbers. The mean is the sum of all numbers in a group divided by the number of items in the group.

2.6.2 Notes on tables

The unweighted and weighted base numbers are given in the last row of each table.

Where respondents can give multiple responses to a question, the sum of the individual responses may be greater than 100 per cent.

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

A * in a table signifies a percentage that is greater than 0 but less than 0.5.

A # signifies a value that is less than 10.

A † signifies a cell where data has not been included due to too small a base size.

A ‡ signifies a cell where data should be treated with caution due to a low base size.

A +/-0 signifies no change from previous years.

PP chge. refers to the percentage point change between two specified periods.

N/A in a table signifies where we are unable to make a comparison with previous years as either the question wasn't asked or the data wasn't available.

Unless otherwise stated, figures referred to are weighted.

2.6.3 Notes on trends

Where appropriate comparisons are made between these findings and those of the previous childcare workforce surveys (mainly the 2003 survey conducted by MORI, but in some cases with the 2001 survey conducted by SQW/NOP.

When comparing data with previous years, in the majority of cases, the changes have been noted in terms of the percentage point change from year to year. Given the overall change in settings, this allows us to better identify changes in behaviour or a shift in the distribution. However, where specifically analysing a change in numbers, the percentage change has been noted e.g. the number of settings per region.

In places, comparisons are given with the findings relating to the UK workforce and the UK female workforce, taken from the Labour Force Survey (2006). These comparisons include only people who were employed or self-employed. It was decided to give comparisons with the female workforce because most of the childcare workforce is female.

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

3 Characteristics of provision

This chapter sets out the number of nursery schools and shows the geographical spread of provision by region and type of area, opening hours and the free early education entitlement.

3.1 Number of providers

The total number of nursery schools in 2006 was 444⁷, a five per cent decrease from 465 in 2003.

The distribution of nursery schools varied across the regions. The East Midlands accounted for just eight per cent of the total number of providers, while the North West and London accounted for 18 per cent each. The number of settings in the North/ Midlands decreased between 2003 and 2006 while the number of settings in the South/ East increased.

⁷ EduBase figures April 2006, less a proportion deemed ineligible based on 2006 survey fieldwork outcome codes (0.99 per cent).

Table 3.1 Number of providers by region			
	Total 2006	Total 2003	<i>Change in number of providers from 2003 to 2006</i>
	% (No.)	%	%
South/ East	43% (189)	41%	+5%
North/ Midlands	57% (255)	59%	-15%
Region			
East Midlands	8% (35)	<i>This data is not available for 2003</i>	
East	9% (40)		
London	18% (81)		
North East	9% (39)		
Yorkshire & Humberside	8% (34)		
North West	18% (82)		
South East	11% (48)		
South West	4% (20)		
West Midlands	15% (65)		
<i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444)</i>			
<i>Base 2003: All nursery schools (unweighted 200; weighted and grossed 465)</i>			

Over half (57 per cent) of settings were based in the 30 per cent most deprived areas and 43 per cent in the 70 per cent least deprived areas. This was a similar breakdown to 2003 when 53 per cent of nursery schools were based in the 20 per cent most deprived areas⁸.

⁸ The 20 per cent most deprived wards in 2003 are roughly comparable to the 30 per cent most deprived areas in 2006.

3.2 Opening hours

On average, nursery schools were open for seven hours a day. The average number of hours open increased with the number of staff working at the setting. Providers employing 11 or more staff were open for eight hours a day on average, compared with seven hours among providers employing between one to ten staff.

3.3 Free early education entitlement for three to four year olds

Provision of free early education for three and four year olds has been a universal entitlement since 2004. It is delivered by a mixed economy of maintained, private, voluntary and independent settings. The current minimum entitlement is 12 and half hours per week for 38 weeks of the year. Children become eligible for a free place from the term following their third birthday, and benefit from up to six terms of free provision before reaching statutory school age.

In its *Ten Year Strategy – Choice for Parents, the Best Start for Children*, the Government committed to extending the free entitlement from 12 and a half to 15 hours a week for 38 weeks a year by 2010, and to allowing parents greater flexibility in the way they access the entitlement (e.g. over three days rather than five days and in longer sessions). The changes to the free entitlement are aimed to provide enhanced learning opportunities for children, and choice for parents about the type and pattern of provision that best meets the needs of their children. It should also give working parents the flexibility to balance work and family commitments more effectively.

Nearly two-thirds (64 per cent) of nursery schools could provide free nursery education for 15 hours a week for 38 weeks a year.

Table 3.2 Proportion of settings that can provide nursery education for three to four year olds, for 15 hours a week, for 38 weeks a year	
	% (No.)
Yes	64% (274)
No	33% (142)
Don't know	2% (10)
<i>Base: All nursery schools that have children aged three or four years old (unweighted 181, weighted and grossed 427)</i>	

3.4 Extended free entitlement for three to four year olds

A quarter (25 per cent) of nursery schools allowed children to take their twelve and a half hours of free early education sessions over three days instead of five. This was more likely in the 30 per cent most deprived areas than in the 70 per cent least deprived areas (31 per cent compared with 18 per cent respectively).

Sixty-three per cent of nursery schools said it was possible to include lunch with early education sessions, 45 per cent said breakfast and 39 per cent said tea could be included. In a third (33 per cent) of nursery schools it was not possible for early education sessions to include meals. There was no significant difference between more and less deprived areas.

Table 3.3 Possible that free early education sessions include breakfast lunch or tea	
	% (No.)
No meals	33% (141)
Breakfast	45% (190)
Lunch	63% (267)
Tea	39% (166)
Don't know	1% (#)
<i>Base: All nursery schools who have children aged 3 or 4 (unweighted 181, weighted and grossed 427)</i>	

3.5 Learning

Respondents were asked if they thought that children aged three to four were more receptive to learning at different times of the day and at what times of the day children were more receptive. Around eight in ten (78 per cent) nursery schools said that there *were* certain times of the day when children were more receptive to learning.

Sixty per cent said early morning (before 10am), 59 per cent said mid morning (10am to 12pm) and 13 per cent said early afternoon (12pm to 4pm). Fifteen per cent said it depended on the child.

Table 3.4 Time of the day that three to four year olds are more receptive to leaning	
	%
Early morning (before 10am)	60%
Mid morning (10am to 12pm)	59%
Early afternoon (12pm to 4pm)	13%
Late afternoon (4pm to 6pm)	0%
Depends on child	15%
Other answer	1%
Don't know	2%
<i>Base: All respondents who think that three to four year olds are more receptive to learning at particular times of the day (unweighted 141, weighted and grossed 334)</i>	

4 Places and children

This chapter discusses the number of places for children aged three and four in nursery schools, the number of children attending within this age group, ethnicity, special educational needs and disability and vacancies for children.

4.1 Number of places

In 2006 the estimated number of active Ofsted registered places in nursery schools for children aged three to four years old was 28,100. This represented a four per cent increase since 2003 when the equivalent figure was 26,900. This was in contrast to the change in the number of nursery schools, which have decreased by five per cent in the same time period. Due to the decrease in the number of providers but the increase in the number of places, the average number of places per nursery school increased over this period. In 2003, on average, there were 58 Ofsted registered places per setting compared with an average of 66 per setting in 2006. Settings in the North and Midlands tended to be smaller with 58 places per setting compared with 71 in settings in the South and East.

Nursery schools located in the 30 per cent most deprived areas accounted for over half of the registered places (54 per cent), a similar proportion to 2003 (51 per cent). As already noted, in 2006, 57 per cent of nursery schools were located in the 30 per cent most deprived areas.

Table 4.1 Number of places			
	2006	2003	<i>Change in number of places from 2003 to 2006</i>
	No.	No.	%
Total number of places	28,100	26,900	+4%
	%	%	<i>PP chge</i>
	(No.)		
1-24 places	4% (17)	1%	+3
25-49 places	26% (116)	38%	-12
50-74 places	35% (155)	37%	-2
75-99 places	16% (71)	18%	-2
100-149 places	12% (54)	5%	+7
150-199 places	3% (15)	1%	+2
200 or more places	0% (0)	0%	+/-0
Mean number of places	66	58	+6
<i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444)</i>			
<i>Base 2003: All nursery schools (unweighted 200; weighted and grossed 465)</i>			

4.2 Number of children attending

The total number of children attending nursery school settings in 2006 was 36,100, an increase of one per cent from 35,850 in 2003.

While the number of children attending nursery schools has increased by one per cent, the number of providers has fallen by five per cent. As a result the average number of attendees has increased from 77 in 2003 to 82 in 2006.

Table 4.2 Number of children attending			
	2006	2003	<i>Change in number of places from 2003 to 2006</i>
	No.	No.	%
Total number of children attending	36,100	35,850	+1%
	% (No.)	%	<i>PP chge.</i>
1-24 places	3% (15)	2%	+1
25-49 places	12% (54)	21%	-9
50-74 places	25% (110)	28%	-3
75-99 places	31% (138)	25%	+6
100-149 places	23% (103)	20%	+3
150-199 places	4% (17)	5%	-1
200 or more places	1% (#)	0%	+1
Mean number of children attending	82	77	+5
<i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444)</i>			
<i>Base 2003: All nursery schools (unweighted 200; weighted and grossed 465)</i>			

Nursery schools in the 30 per cent most deprived areas accounted for 56 per cent of the total number of children attending, a similar figure to 2003 (51 per cent).

Table 4.3 Distribution of nursery school settings, places and attendees			
	Distribution of settings	Distribution of places	Distribution of attendees
	%	%	%
30% most deprived areas	57%	54%	56%
70% least deprived areas	43%	46%	44%
<i>Base: All nursery schools (unweighted 188; weighted and grossed 444)</i>			

4.3 Distribution of attendees and places by region

As table 4.4 shows although the average number of places has increased considerably in the North and Midlands, the share of the overall proportion of

places has fallen and it has remained the same in terms of number of attendees. This is explained by the decrease in the overall number of nursery schools in North and Midlands (down by 15 per cent) and the increase in the South and East (up by five per cent).

	2006		2003		<i>Change in places from 2003 to 2006</i>	
	%	No.	%	No.	<i>PP chge.</i>	
Places						
North/ Midlands	53%	69	57%	55	-4	+14
South/ East	47%	60	43%	62	+4	-2
Attendees						
North/ Midlands	55%	91	55%	71	+/-0	+20
South/ East	45%	79	45%	85	+/-0	-6
<i>Base 2006: All nursery schools (unweighted 188; weighted and grossed 444)</i>						
<i>Base 2003: All nursery schools (unweighted 200; weighted and grossed 465)</i>						

4.4 Ethnicity

In total there were 10,800 children of black and minority ethnic (BME) origin attending nursery school settings in 2006. The average proportion of children attending who were from a BME group was 31 per cent per setting⁹.

Data from the 2001 Census show that although people of BME origin make up around nine per cent of England's population, among those aged under seven the proportion rises to 15 per cent. These figures show that children attending nursery schools from a BME group represent a much higher proportion of the total number of children than they do in the general population. The most likely explanation for this is that nursery schools are generally located in areas with a higher than average BME origin population, such as London, where around a fifth (18 per cent) of all nursery schools are located.

Nursery schools in the 30 per cent most deprived areas had a higher average proportion of children from a BME group attending (40 per cent per setting) compared with the 70 per cent least deprived areas (19 per cent per setting). This may be partially explained by the fact that higher proportions of some BME groups live in the 30 per cent most deprived areas¹⁰.

⁹ For details of how average proportions were calculated, please see the Technical Appendix.

¹⁰ Tinsley, J. and Jacobs, M., 2006, Deprivation and Ethnicity in England: A Regional Perspective, Regional Trends 39: 2006 Edition, National Statistics, <http://www.statistics.gov.uk/articles/RegionalTrends/Article3RT39.pdf>

Table 4.5 Proportion of children of black and minority ethnic (BME) origin			
	2006	30% most deprived areas	70% least deprived areas
	% (No.)	% (No.)	% (No.)
None	9% (40)	10% (25)	8% (15)
1 to 5%	19% (84)	12% (29)	29% (55)
6 to 10%	15% (65)	11% (28)	19% (37)
11% or more	54% (241)	63% (158)	43% (83)
Don't know	3% (14)	5% (14)	1% (#)
Average proportion of BME children per setting	31%	40%	19%
<i>Base: All nursery schools (unweighted 188, weighted and grossed 444), 30% most deprived areas (unweighted 107, weighted and grossed 252). 70% least deprived areas (unweighted 81, weighted and grossed 192)</i>			

4.4.1 Provider records on ethnicity and language

Virtually all nursery schools (98 per cent) kept records of the specific ethnic group for all children attending the nursery school.

The overwhelming majority (97 per cent) of nursery schools kept a record of whether English was the main language spoken at home for each child.

4.5 Special Educational Needs and disability

Overall there were 4,500 children with a Special Educational Need (SEN) or a disability. The average proportion of children with SEN or a disability was 14 per cent per setting¹¹. Only three per cent had no children with SEN or a disability and half (49 per cent) of all nursery schools had more than one in ten children with special educational needs.

¹¹ For details of how average proportions were calculated, please see the Technical Appendix.

Table 4.6 Proportion of children with Special Educational Needs (SEN) or a disability			
	2006	30% most deprived areas	70% least deprived areas
	% (No.)	% (No.)	% (No.)
None	3% (12)	4% (10)	1% (#)
1 to 5%	23% (100)	16% (41)	31% (59)
6 to 10%	24% (105)	24% (60)	23% (45)
11% or more	49% (219)	54% (136)	43% (83)
Don't know	2% (#)	2% (#)	1% (#)
Average proportion of children with SEN or a disability per setting	14%	15%	12%
<i>Base: All nursery schools (unweighted 188, weighted and grossed 444), 30% most deprived areas (unweighted 107, weighted and grossed 252). 70% least deprived areas (unweighted 81, weighted and grossed 192)</i>			

4.6 Vacancies

In 2006 there were approximately 2,000 vacancies in nursery schools, on average five vacancies per setting. Three-fifths (60 per cent) of nursery schools had no vacancies, sixteen per cent had one to five, eleven per cent had six to ten, four per cent had 11 to 20 and seven per cent had 21 or more.

5 Characteristics of staff

This chapter looks at the number of paid and unpaid staff working within nursery schools. It focuses on the demographic profile of those working in the sector, their pay, the number of hours worked and whether they do any other paid work.

The survey looked in detail at three different paid staff types:

- The headteacher.
- Qualified early years teachers. Those teachers that teach early years education
- Nursery nurses. Those staff that are not teachers, that are qualified to look after a group of children on their own, they may or may not supervise other members of staff.
- Other paid early years support staff. Those staff that are not qualified to look after a group of children on their own.

In addition to this settings were asked how many unpaid volunteers and students on placements were used to help run the setting.

5.1 Number of staff

5.1.1 Paid staff

In 2006 there were 4,600 paid staff working within nursery school settings, a six per cent increase from 4,350 in 2003.

In 2006 there were approximately 400 headteachers, 1,000 qualified early years teachers, 2,200 nursery nurses and 900 other paid early years support staff. While the number of nursery nurses and other early years support staff increased (by 10 per cent and 20 per cent respectively), the number of headteachers and qualified early years teachers fell (by 14 per cent and nine per cent respectively).

The table below shows the overall increase in the absolute number of early years staff (up by six per cent) and the proportion of staff types make up of the overall staff and how this has changed from 2003. The data seems to indicate a shift away from the more qualified teaching staff to lesser qualified nursery nurses and other paid early years support staff.

Table 5.1 Number of paid staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	No.	No.	%
All paid staff	4,600¹²	4,350	+6%
	% (No.)	%	<i>PP chge.</i>
Headteachers	9% (400)	11%	-2
Qualified early years teachers	22% (1,000)	25%	-3
Nursery nurses	48% (2,200)	46%	+2
Other paid early years support staff	20% (900)	17%	+3
<i>Base 2006: All nursery schools (unweighted 189, weighted and grossed 444)</i>			
<i>Base 2003: All nursery schools (unweighted 200, weighted and grossed 465)</i>			

Given the increase in the number of paid staff (up by six per cent) compared with the decrease in the number of providers (down by five per cent), the average number of paid staff per setting was 10, up from nine in 2003. The ratio of staff per place remained stable at one member of staff to six registered places.

Table 5.2 Average number of staff per nursery school			
	2006	2003	<i>Change from 2003 to 2006</i>
All paid staff	10	9	+1
Headteachers	1	1	+/-0
Qualified early years teachers	2	2	+/-0
Nursery nurses	5	4	+1
Other paid early years support staff	2	2	+/-0
<i>Base 2006: All nursery schools (unweighted 189, weighted and grossed 444)</i>			
<i>Base 2003: All nursery schools (unweighted 200, weighted and grossed 465)</i>			

5.1.2 Unpaid staff

In 2006 the total number of paid and unpaid staff working within nursery schools in 2006 was 5,500, a six per cent decrease from 5,850 in 2003.

There were 1,200 unpaid staff working within nursery schools, consisting of 700 students on placements and 500 volunteers. This shows a decrease in the

¹² The total number of paid staff does not equal the sum of the total number of staff by staff type due to rounding.

number of students from 900 in 2003 and the number of volunteers from 650. The average number of unpaid staff per nursery school in 2006 was six, the same as 2003.

Table 5.3 Number of unpaid staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	No.	No.	%
All paid staff and unpaid staff	5,500	5,850	-6%
Unpaid staff			
Unpaid staff			
Volunteers	500	650	-23%
Students on placements	700	900	-22%
Total unpaid staff	1,200	1,550	-23%
<i>Base 2006: All nursery schools (unweighted 188, weighted and grossed 444)</i>			
<i>Base 2003: All nursery schools (unweighted 200, weighted and grossed 465)</i>			

5.1.3 Agency, freelance or supply staff

Three-fifths (62 per cent) of nursery schools had used agency, freelance or supply staff in the last 12 months, compared with three-quarters (74 per cent) in 2003.

The proportion was higher in the 30 per cent most deprived areas than the 70 per cent least deprived areas (68 per cent and 54 per cent respectively).

5.2 Age

The age profile of all paid early years staff working within nursery schools remained similar to 2003. Eight per cent of staff were aged between 16 and 24, 31 per cent were aged between 25 to 39, 34 per cent were aged 40 to 49 and 26 per cent were aged 50 or over.

	2006	2003	Change from 2003 to 2006	2006			
				Headteacher	Qualified early years teachers	Nursery nurses	Other paid early years support staff
	% (No.)	%	PP chge.	%	%	%	%
16-19	1% (47)	1%	+/-0	0%	0%	0%	5%
20-24	7% (325)	6%	+1	0%	1%	10%	10%
25-39	31% (1,434)	35%	-4	1%	30%	32%	44%
40-49	34% (1,576)	32%	+2	25%	30%	39%	31%
50+	26% (1,215)	23%	+3	73%	38%	19%	9%

Base 2006: All paid staff (unweighted 1,107, weighted and grossed 4,622), All senior manages (weighted 186, weighted and grossed 439), All paid qualified early years teachers (unweighted 322, weighted and grossed 1,030), All Nursery nurses (unweighted 373, weighted and grossed 2,216), All other paid early years support staff (unweighted 226, weighted and grossed 937).

Base 2003: All paid staff (unweighted 1,865, weighted and grossed 4,337)

5.3 Sex

As in 2003, the average proportion of staff who were men was just one per cent per setting¹³ (approximately 65 employees). Thirteen per cent of nursery schools employed at least one member of male staff. The equivalent figure in 2003 was 11 per cent. Larger nursery schools were more likely to employ male members of staff. Of nursery schools that employed one to eight members of paid staff, two per cent employed at least one male member of staff compared with nursery schools of workforces of nine or more paid staff where 28 per cent employed at least one male member of staff.

5.4 Ethnicity

In 2006 there were approximately 700 paid staff that were from a BME group. The average proportion of staff who were from a BME group was 12 per cent per setting. This was a similar proportion to 2003 (11 per cent) and was slightly higher than the UK average of eight per cent for the working population (2006 Labour Force Survey)¹⁴.

¹³ For details of how average proportions were calculated, please see the Technical Appendix.

¹⁴ 2006 Labour Force Survey. Ethnicity revised, (ETHCEN6).

Two in five (40 per cent) nursery schools employed at least one member of staff that was from a BME group, slightly higher than in 2003 (35 per cent).

The proportion was higher in the 30 per cent most deprived areas where, on average, 15 per cent of paid staff were from a BME group, compared with seven per cent in the 70 per cent least deprived areas.

5.4.1 Ethnicity records

More than nine in ten (92 per cent) nursery schools kept a record of the specific ethnic group that all paid staff are from.

5.5 Disability

The average proportion of staff who had a disability¹⁵ was just one per cent per setting (approximately 60 employees), the same proportion as 2003. One in ten (10 per cent) nursery schools employed at least one member of staff with a disability, similar to 2003 (11 per cent).

According to the 2006 Labour Force Survey, about 11 per cent of the working population have a disability¹⁶.

Again larger nursery schools were more likely to employ staff who had a disability. Of those which employed one to eight members of staff, just three per cent employed at least one member of staff who had a disability, while 15 per cent of nursery schools which employed nine or more staff employed at least one member of staff who had a disability.

	2006	2003	<i>Change from 2003 to 2006</i>	30% most deprived areas (2006)
	%	%	<i>PP chge.</i>	%
Proportion of male staff	1%	1%	+/- 0	2%
Proportion of staff from a black and minority ethnic group	12%	11%	+1	15%
Proportion of staff with a disability	1%	1%	+/- 0	1%
<i>Base 2006: All paid staff (unweighted 1,107, weighted and grossed 4,622), All nursery schools in 30% most deprived areas (unweighted 107, weighted and grossed 252).</i>				
<i>Base 2003: All paid staff (unweighted 1,865, weighted and grossed 4,337)</i>				

¹⁵ The definition was a disability which could be described as their having a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day to day activities.

¹⁶ 2006 Labour Force Survey. Unadjusted DDA disabled (XDISDDA).

5.6 Working hours

Three-quarters (74 per cent) of paid staff working within the early years sector worked full time (30 hours or more). The figure was similar to 2003, when 73 per cent worked full time.

The average number of hours worked by all staff was 32 hours, as it was in 2003.

Headteachers worked the longest, on average, 44 hours a week with 89 per cent working full time.

Qualified early years teachers worked, on average, 34 hours a week and 70 per cent worked full time.

Nursery nurses worked, on average, for 32 hours a week, with 89 per cent working full time.

Other paid early years support staff worked, on average, 24 hours a week and 38 per cent worked full time.

While the average hours for headteachers and qualified early years teachers have decreased from 2003, the average hours worked for nursery nurses has stayed the same and other paid early years support staff have increased since 2003.

To put these figures in context we can compare them with the UK average¹⁷. According to the 2006 Labour Force Survey, the average number of hours worked for the working population was 32 hours and 27 for females.

¹⁷ 2006 Labour Force Survey. Total actual hours worked in main and second job.

Table 5.6 Average number of hours a week		
	2006	2003
All paid staff	32	33
Headteachers	44	49
Qualified early years teachers	34	36
Nursery nurses	32	32
Other paid early years support staff	24	21
UK: All Staff	32	32
UK: Females	27	27
<p><i>Base 2006: All paid staff (unweighted 1,107, weighted and grossed 4,462), All headteachers (unweighted 186, weighted and grossed 439), All qualified early years teachers (unweighted 322, weighted and grossed 1,030), All Nursery nurses (unweighted 373, weighted and grossed 2,216), All other paid early years support staff (unweighted 226, weighted and grossed 937)</i></p> <p><i>Base 2003: All paid staff (unweighted 1,865, weighted and grossed 4,337), All headteachers (unweighted 186, weighted and grossed 465), All qualified early years teachers (unweighted 322, weighted and grossed 1,100), All Nursery nurses (unweighted 373, weighted and grossed 2,000), All other paid early years support staff (unweighted 226, weighted and grossed 750)</i></p>		

5.7 Pay levels

The average annual salary for all paid staff in nursery schools was £21,100 and the average hourly pay was £12.30.

The average annual salary for headteachers in 2006 was £43,400. The average hourly pay was £19.60.

The average annual pay for qualified early years teachers in 2006 was £30,400. The average hourly pay for qualified early years teachers was £17.90.

The average annual pay for nursery nurses was £16,200. The average hourly pay was £9.70.

The average annual pay for other paid early years support staff in 2006 was £9,700. The average hourly pay was £8.10.

In 2006, the average hourly wage was £11.12 and £10.24 for females¹⁸. Overall, early years average pay for all staff was slightly higher (£12.30), however the hourly rate for nursery nurses and other paid early years support staff were below average.

Overall the average rate of pay was higher in the 30 per cent most deprived areas than 70 per cent most deprived areas (£22,100 and £19,800 respectively).

Comparisons cannot be made with the 2003 data, as rates of pay were derived differently (see Technical Appendix for details).

Table 5.7 Average annual pay of nursery school staff		
	Annual salary	Hourly pay
	£	£
All paid staff	£21,100	£12.30
Headteachers	£43,400	£19.60
Qualified early years teachers	£30,400	£17.90
Nursery nurses	£16,200	£9.70
Other paid early years support staff	£9,700	£8.10
UK average ¹⁹	£23,600	£11.12
UK average (Female) ²⁰	£20,100	£10.24
<i>Base 2006: All paid staff (unweighted 1,107, weighted and grossed 4,462), All headteachers (weighted 186, weighted and grossed 439), All qualified early years teachers (322, weighted and grossed 1,030), All Nursery nurses (unweighted 373, weighted and grossed 2,216), All other paid early years support staff (unweighted 226, weighted and grossed 937)</i>		

5.8 Other work

Seven per cent of paid staff (300 people) did other paid work in addition to working for the organisation sampled in the 2006 survey.

For those providers who did have a member of staff doing other paid work, 61 per cent of them did other paid work within the education or childcare sector.

¹⁸ 2006 Annual Survey of Hours and Earnings (First release).

¹⁹ 2006 Annual Survey of Hours and Earnings (First release).

²⁰ 2006 Annual Survey of Hours and Earnings (First release).

6 Qualifications

This chapter focuses on the qualifications of paid early years staff in nursery schools. Specifically, only qualifications *relevant to working with young people and children* were explored. This chapter includes relevant qualifications held and being worked towards by paid staff, including the proportion with qualified teacher status (QTS); qualifications that the early years or foundation stage co-ordinator or headteacher was required to hold when they were recruited, and the proportion of such who were NVQ assessors.

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

6.1 Definition of qualifications

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

- Level 1 (foundation level) – GCSE grade D-G, Foundation level GNVQ, Level 1 NVQ
- Level 2 (intermediate level) – GCSE A*-C, Intermediate GNVQ, Level 2 NVQ
- Level 3 (Advanced level) – A level, Vocational A level (Advanced GNVQ), Level 3 NVQ
- Level 4 – Higher level qualifications, BTEC Higher Nationals, Level 4 NVQ (e.g. Level 4 Certificate in Early Years Practice)
- Level 5 – Higher level qualifications, BTEC Higher Nationals, Level 5 NVQ (e.g. Early Years Professional (EYP), EYSEFD)
- Level 6 – Honours degree (e.g. Qualified Teacher Status)
- Level 7 – Masters degree, PGCE, National Qualification for Integrated Centre Leadership (NPQICL)
- Level 8 – Doctorate

Respondents were asked for the highest qualification relating to childcare that the headteacher, paid qualified teachers, nursery nurses or other paid early years support staff held²¹.

There have been changes to the way that the levels are defined since the previous survey in 2003. Current levels four, five and six (as defined above) were previously all part of level four. Current levels seven and eight were previously part of level five. Further information can be found in section 1.8 of the Technical Appendices to this report.

6.2 Current qualifications

Compared with 2003 there was a slight drop in the qualification levels of paid early years staff working in nursery schools.

Amongst all paid early years staff 87 per cent had a qualification (levels one to eight) related to working with children and young people and nine per cent had no relevant qualifications at all. In 2003, 92 per cent held a qualification and eight per cent had no relevant qualifications. The proportion with no qualifications has risen due to the higher proportion other paid early years support staff, amongst whom 40 per cent had no relevant qualification.

Eighty-six per cent of all paid staff held at least a level two qualification, which was similar to 2003 (85 per cent), and eight in ten (80 per cent) held a level three qualification or above, again similar to 2003 (78 per cent).

²¹ Prior to 2003, respondents were asked for the actual name and level of the qualification. In the 2006 survey respondents were only asked for the level of their highest qualification to reduce the burden on the respondent and to avoid the difficulties of coding the numerous childcare qualifications.

Table 6.1 Level of qualification held by all paid staff²²			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	2%	*	+2
Level 2	6%	7%	-1
Level 3	45%	48%	-3
Level 4	2%	27%	+1
Level 5	3%		
Level 6	23%		
Level 7	7%	3%	+4
Level 8	*		
Overseas qualifications	*	N/A	N/A
Other	2%	N/A	N/A
Don't know	1%	1%	+/-0
No qualification	9%	8%	+1
At least level 1			
	87%	92%	-5
At least level 2			
	86%	85%	+1
At least level 3			
	80%	78%	+2
At least level 5			
	33%	N/A	N/A
At least level 6			
	30%	N/A	N/A
<i>Base 2006: All paid staff (unweighted 1,107, weighted and grossed 4,622)</i>			
<i>Base 2003: All paid staff (unweighted 1,865, weighted and grossed 4,337)</i>			

6.2.1 Headteachers

In 2006, 93 per cent of headteachers had some kind of childcare or education related qualification (levels one to eight). The proportion rose to 98 per cent if other qualifications that were unable to be coded under a qualification level and overseas qualifications were included. Ninety-two per cent had a level three qualification or above, 91 per cent had a level five qualification or above and 88 per cent had a level six qualification.

While table 6.2 seems to indicate a large increase in the proportion of staff with a level seven qualification, this was distorted by a change in coding from 2003 to 2006. In 2006 the PGCE qualification, which 32 per cent of headteachers held, was coded under the old level four qualification, equivalent to the new level four, five and six qualification. In 2006 respondents were instructed to include the

²² In 2003 the National Qualifications Framework only went up to level five. However, it is possible to compare 2003 levels four/five and above with current level four/five, six and seven/eight.

PGCE qualification as a level seven qualification, which would have previously been a level five qualification.

Table 6.2 Level of qualification held by headteachers			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	0%	0%	+/-0
Level 2	1%	1%	+/-0
Level 3	1%	18%	-17
Level 4	1%	60%	+1
Level 5	2%		
Level 6	58%		
Level 7	29%	16%	+15
Level 8	2%		
Overseas qualification	*	N/A	N/A
Other	5%	N/A	N/A
Don't know	2%	0%	+2
No qualification	0%	0%	+/-0
At least level 1			
	93%	95%	-2
At least level 2			
	93%	95%	-2
At least level 3			
	92%	94%	-2
At least level 5			
	91%	N/A	N/A
At least level 6			
	88%	N/A	N/A
<i>Base 2006: All headteachers (unweighted 186, weighted and grossed 439)</i>			
<i>Base 2003: All headteachers (weighted and grossed 465)</i>			

6.3 Qualifications required of headteachers

The majority of headteachers (98 per cent) were required to hold qualifications relevant to working with children when appointed, a similar proportion to 2003 (99 per cent).

6.3.1 Qualified early years teachers

In 2006 94 per cent of early years teachers had some kind of childcare or education related qualification (levels one to eight). The proportion rose to 98 per cent if other qualifications that were unable to be coded under a qualification level and overseas qualifications were included. Ninety-three per cent had a level three qualification or above, 92 per cent had a level five qualification or above and 90 per cent had a level six qualification.

Again the increase in the proportion of staff holding a level seven qualification was probably due to change in the coding of PGCE qualification from 2003 to 2006. Please see section 1.8 of the Technical Appendix for details.

Table 6.3 Level of qualification held by qualified early years teachers			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	0%	0%	+/-0
Level 2	*	2%	+2
Level 3	1%	16%	-15
Level 4	1%	74%	+/-0
Level 5	2%		
Level 6	71%		
Level 7	19%	4%	+15
Level 8	0%		
Overseas qualification	*	N/A	N/A
Other	4%	N/A	N/A
Don't know	2%	2%	+/-0
No qualification	0%	*	+/-0
At least level 1			
	94%	95%	-1
At least level 2			
	94%	95%	-1
At least level 3			
	93%	93%	+/-0
At least level 5			
	92%	N/A	N/A
At least level 6			
	90%	N/A	N/A
<i>Base 2006: All qualified early years teachers (unweighted 322, weighted and grossed 1,030)</i>			
<i>Base 2003: All qualified early years teachers (weighted and grossed 1,100)</i>			

6.3.2 Nursery nurses

In 2006, 98 per cent of nursery nurses had some kind of childcare or education related qualification (levels one to eight). Ninety-seven per cent had a level three qualification or above, seven per cent had a level five qualification or above and two per cent had a level six qualification.

Table 6.4 Level of qualification held by nursery nurses			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	0%	*	+/-0
Level 2	1%	8%	-7
Level 3	87%	86%	+1
Level 4	3%	2%	+8
Level 5	5%		
Level 6	2%		
Level 7	0%	0%	+/-0
Level 8	0%		
Overseas qualification	0%	N/A	N/A
Other	1%	N/A	N/A
Don't know	0%	*	+/-0
No qualification	*	*	+/-0
<i>At least level 1</i>	98%	96%	+2
<i>At least level 2</i>	98%	96%	+2
<i>At least level 3</i>	97%	88%	+9
<i>At least level 5</i>	7%	N/A	N/A
<i>At least level 6</i>	2%	N/A	N/A
<i>Base 2006: All nursery nurses (unweighted 373, weighted and grossed 2,216)</i>			
<i>Base 2003: All nursery nurses (weighted and grossed 2,200)</i>			

6.3.3 Other early years support staff

In 2006, half (51 per cent) of other paid early years support staff had some kind of childcare or education related qualification (levels one to eight). Forty-three per cent had a level two qualification or above, just one per cent had a level five qualification or above and again just one per cent had a level six qualification.

Table 6.5 Level of qualification held by other early years support staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	8%	*	+8
Level 2	24%	14%	+10
Level 3	16%	13%	+3
Level 4	1%	7%	-4
Level 5	1%		
Level 6	1%		
Level 7	0%	0%	+/-0
Level 8	0%		
Overseas qualification	1%	N/A	N/A
Other	1%	N/A	N/A
Don't know	2%	4%	-2
No qualification	46%	46%	+/-0
At least level 1			
	51%	34%	+17
At least level 2			
	43%	34%	+9
At least level 3			
	18%	20%	-2
At least level 5			
	1%	N/A	N/A
At least level 6			
	1%	N/A	N/A
<i>Base 2006: All other paid early years support staff (unweighted 226, weighted and grossed 937)</i>			
<i>Base 2003: All other paid early years support staff (weighted and grossed 750)</i>			

6.4 Qualified Teacher Status (QTS)

In the 2006 survey all staff that held a level five qualification or above were asked if they held Qualified Teacher Status (QTS). Overall nearly nine out of ten (88 per cent) in this group were qualified teachers.

The proportion was higher in the 70 per cent least deprived areas than the 30 per cent most deprived areas (91 per cent compared with 86 per cent respectively).

All (100 per cent) headteachers and early years teachers who held a level five qualification were qualified teachers.

	Proportion of those with level 5 qualification or above	Proportion of all staff
	%	%
All paid staff	88%	28%
Headteachers	100%	86%
Qualified early years teachers	100%	87%
<i>Base: All paid staff with a level five or above qualification (unweighted 475, weighted and grossed 1,452), All headteachers with a level five or above qualification (unweighted 161, weighted and grossed 378), All qualified early years teachers (unweighted 283, weighted and grossed 900)</i>		

6.5 Qualifications being worked towards

Among all paid early years staff, a quarter (24 per cent) were working towards a qualification (levels one to eight). This was an increase since 2003 when 20 per cent were working towards a qualification.

The most common levels of qualification being worked towards overall were level three and level five qualifications (five per cent each). Other paid early years support staff are the most likely to be working towards a qualification (38 per cent), which is perhaps unsurprising as they are the least likely to hold a qualification.

²³ The base sizes for nursery nurses and other early years support staff are too low to allow separate analysis.

Table 6.7 Qualifications worked towards by type of early years staff

	All paid staff		Headteachers		Paid qualified teachers		Nursery nurses		Other paid early years support staff	
	2006	2003	2006	2003	2006	2003	2006	2003	2006	2003
	%	%	%	%	%	%	%	%	%	%
Level 1	*	#	0%	0%	0%	0%	0%	0%	1%	0%
Level 2	2%	2%	0%	0%	0%	*	*	0%	11%	7%
Level 3	5%	5%	0%	1%	0%	3%	2%	1%	20%	19%
Level 4	3%	7%	0%	6%	1%	9%	5%	2%	2%	5%
Level 5	5%		0%		1%		9%		1%	
Level 6	3%		2%		3%		4%		2%	
Level 7	3%	2%	12%	7%	5%	4%	1%	8%	*	N/A
Level 8	1%		3%		2%		0%		0%	
Not working towards qualification	76%	77%	78%	80%	85%	80%	78%	85%	62%	52%

Base 2006: All headteachers (weighted 186, weighted and grossed 439), All qualified early years teachers (322, weighted and grossed 1,030), All Nursery nurses (unweighted 373, weighted and grossed 2,216), All other paid early years support staff (unweighted 226, weighted and grossed 937)

Base 2003: All paid staff (unweighted 1,865, weighted and grossed 4,337), All headteachers (weighted 186, weighted and grossed 465), All qualified early years teachers (322, weighted and grossed 1,100), All Nursery nurses (unweighted 373, weighted and grossed 2,000), All other paid early years support staff (unweighted 226, weighted and grossed 750)

6.6 Incentives provided for staff working towards a childcare qualification

Nine in ten (90 per cent) providers with staff working towards qualifications allowed them time off to study. More than three-quarters (78 per cent) paid at least some of the costs associated with training for qualifications.

6.7 NVQ Assessors

An NVQ assessor is responsible for assessing whether a candidate's work meets the required NVQ standards. In order to be an assessor they must hold the necessary qualifications and have experience of working within the sector. Seven per cent of headteachers were NVQ assessors, around 31 headteachers in total. In 2003 eight per cent of headteachers were NVQ assessors.

The proportion was higher in the 30 per cent most deprived areas than the 70 per cent least deprived areas (11 per cent and two per cent respectively).

7 Training

This chapter looks at early years related training, which was not directly related to a specific childcare qualification, in particular looking at the amount of training received by childcare staff, training plans, training budgets and sources of funding for training.

7.1 Provider help to receive training

Almost all (98 per cent) nursery schools helped staff to receive any other training they might need.

7.2 Type of training

Providers who helped staff to receive other training were asked what types of training this was. The most common types of training mentioned were childcare training including creative play (40 per cent) and first aid training (30 per cent).

	%
Childcare training including course on creative play	40%
First aid	30%
SEN/disability needs	23%
Child protection	20%
Health and safety training	16%
Management/business skills training	14%
Curriculum	11%
Food hygiene	9%
Local authority	9%
Professional/staff development	9%
In house/internal	8%
Early years or foundation stage training	8%
IT	3%
Speech and language	3%
Behaviour management	1%
Literacy and numeracy	1%
Other answer	16%
Don't know	3%
<i>Base: All nursery schools that help staff get any other training (unweighted 184, weighted and grossed 434)</i>	

7.3 Training plans and budgets

Eight in ten (82 per cent) nursery schools had written training plans, similar to 2003 (81 per cent). The proportion was higher in nursery schools with a greater

number of staff. In settings with one to eight members of staff 77 per cent had a written training plan compared with 85 per cent employing nine or more staff. Nearly all (98 per cent) nursery schools had a training budget, a similar figure to 2003 (97 per cent).

Table 7.2 Whether provider has written training plan and specific training budget			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
Training plan			
Have training plan	82% (364)	81%	+1
Don't have training plan	17% (77)	19%	-2
Don't know	1% (#)	1%	+/-0
Training budget			
Have a training budget	98% (434)	97%	+1
Don't have a training budget	2% (10)	3%	-1
Don't know	0% (0)	0%	+/-0
<i>Base 2006: All nursery schools (unweighted 189, weighted and grossed 444)</i>			
<i>Base 2003: All nursery schools (unweighted 200, weighted and grossed 465)</i>			

7.4 Views on current levels of training

The majority (87 per cent) of providers said they thought the amount of training that their staff had received in the last year was *about right* and one in ten (10 per cent) said they thought it was *too little*. These figures were very similar to 2003, when 85 per cent said the training was *about right*, 13 per cent said it was *too little*.

Table 7.3 Views of current levels of training			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
Too little	10% (42)	13%	-3
About right	87% (386)	85%	+2
Too much	2% (10)	1%	+1
<i>Base 2006: All nursery schools (unweighted 188, weighted and grossed 444)</i> <i>Base 2003: All nursery schools (unweighted 200, weighted and grossed 465)</i>			

8 Recruitment and retention

The final chapter of this report sets out the staffing issues for nursery schools. This is split into two main sections; recruitment issues (total staff recruited and by type, recruitment methods and difficulties) and retention issues (length of service, staff retention, turnover and vacancies).

8.1 Levels of recruitment

The number of nursery staff recruited in the last 12 months was approximately 1,000 people, a similar number to 2003 (975).

	2006		2003		Change between 2003 and 2006
	No. recruited	%	No. recruited	%	PP chge.
All staff	1,000		975		
Headteacher	50	10%	25	6%	+4
Qualified early years teachers	250	35%	250	39%	-4
Nursery nurses	400	48%	400	49%	-1
Other paid support staff	300	54%	300	32%	+22

Base 2006: All nursery schools employing headteacher (unweighted 186, weighted and grossed 439), All nursery schools employing qualified early years teachers (unweighted 187, weighted and grossed 441), All nursery schools employing nursery nurses (unweighted 188, weighted and grossed 444), All nursery schools employing other paid early years support staff (unweighted 128, weighted and grossed 302)

Base 2003: All nursery school (unweighted 200, weighted and grossed 465)

8.2 Recruitment rate

The overall recruitment rate was 26 per cent, compared with 24 per cent in 2003. The recruitment rate gives the number recruited as a proportion of all those who would have been employed at the beginning of the 12 month period covered by the survey. If no new staff have been recruited then the recruitment rate will be equal to zero, regardless of the number of leavers.

For a full explanation of how the recruitment rate is calculated, please see section 1.7.4 in the Technical Appendix.

8.3 Recruitment methods

As in 2003 most commonly used methods for recruiting were on the LEA/local council job board (97 per cent) and adverts in the local press (76 per cent), using the internet (65 per cent) and national press (53 per cent). In general more channels of communication were used in 2006 compared with 2003, when nursery schools relied mainly on job boards and local press.

Table 8.2 Methods used to recruit staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
LEA/local council job board	97%	98%	-1
Adverts in local press	76%	84%	-8
Internet	65%	N/A	<i>N/A²⁴</i>
National press	53%	7%	+46 ²⁵
Word of mouth	42%	35%	+7
Colleges	34%	28%	+6
Job centres/New Deal schemes	34%	18%	+6
Ad hoc CVs/applications sent to you	33%	21%	+12
Through parents of children catered for	32%	30%	+2
Open days	13%	5%	+8
Recruitment fairs	9%	6%	+3
Public notice board	1%	N/A	<i>N/A</i>
Posters/leaflets/newsletters	1%	N/A	<i>N/A</i>
Other answer	*	4%	
<i>2006 Base: All nursery schools (unweighted 188, weighted and grossed 444)</i>			
<i>2003 Base: All nursery schools (unweighted 200, weighted and grossed 465)</i>			

8.4 Type of staff that settings had difficulty recruiting

Providers rated the extent of difficulty of recruiting paid early years staff. In 2006 ten per cent had a great deal of difficulty, a drop from 20 per cent in 2003. In 2006, a further 14 per cent had experienced a fair amount of difficulty, 13 per cent had not experienced much difficulty and 45 per cent had no difficulty.

²⁴ Internet was not included as a method of recruitment in 2003.

²⁵ While there looks to have been a large increase in the proportion of nursery schools reporting that they have recruited via national press, the increase can in part be explained in a change to the way the question was coded. In 2006 National Press was added to the list of read out pre-coded responses while in 2003 it was not.

Table 8.3 Whether experienced difficulty recruiting paid early years staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
A great deal	10% (43)	20%	-10
A fair amount	14% (62)	14%	+/-0
Not very much	13% (58)	13%	+/-0
Not at all	45% (202)	39%	+6
Not had to recruit	18% (79)	15%	+3
<i>Base 2006: All nursery schools (unweighted 188, weighted and grossed 444)</i>			
<i>Base 2003: All nursery schools) (unweighted 200, weighted and grossed 465)</i>			

Nursery schools in the 30 per cent most deprived areas were less likely to report difficulty recruiting, compared with the 70 per cent least deprived areas (six per cent compared with 14 per cent).

8.5 Type of staff that settings had difficulty recruiting

Providers who had experienced difficulty recruiting early years staff were asked what types of staff that they had difficulty recruiting. Most frequently mentioned were nursery nurses, with 67 per cent of nursery schools reporting difficulty recruiting them up from 52 per cent in 2003.

	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
Nursery nurses (qualified to look after a group of children on their own)	67% (70)	52%	+15
Qualified early years teachers	42% (44)	55%	-13
Other early years support staff (not qualified to look after a group of children on their own)	28% (29)	22%	+6
Supply staff	24% (25)	N/A	N/A
Senior manager	14% (15)	N/A	N/A
Support staff for children with special needs	12% (12)	N/A	N/A
Other	11% (11)	8%	+3
<i>Base: All providers who had difficulty recruiting early years staff (unweighted 44, weighted and grossed 105)</i> <i>2003 Base: All providers who had difficulty recruiting early years staff (unweighted 67, weighted and grossed 152)</i>			

‡Caution should be taken with these figures, due to the small base size, just 44. The figures should only be used as an indicative guide only.

8.6 Types of difficulties

Providers who had experienced difficulty recruiting early years staff were also asked about the types of problems they had encountered. Too few applicants with the right experience was the most frequently mentioned problem (49 per cent), followed by having no qualified applicants (44 per cent) and too few applicants (39 per cent).

Table 8.5 Types of difficulties‡			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Too few applicants with the right experience	49%	45%	+4
No qualified applicants	44%	37%	+7
Too few applicants	39%	46%	-7
Quality of staff	11%	N/A	N/A
Candidates wanting different hours to those offered	2%	N/A	N/A
Finding temporary cover	2%	N/A	N/A
Cost of living in this area	2%	6%	-4
Location	2%	0%	N/A
Other answer	2%	N/A	N/A
<i>Base: All providers who had difficulty recruiting early years staff (unweighted 44, weighted and grossed 105)</i>			
<i>2003 Base: All providers who had difficulty recruiting early years staff (unweighted 67, weighted and grossed 152)</i>			

‡Caution should be taken with these figures, due to the small base size, just 44. The figures should only be used as an indicative guide.

8.7 Length of service

The average length of service for all paid staff was seven years and nine months, an increase from six years and nine months in 2003. The average was highest for nursery nurses and headteachers (nine years each), then qualified early years staff (seven years and ten months) and lowest for other paid early years support staff (four years and three months).

8.8 Annual staff losses

Under half (45 per cent) of all nursery schools had at least one member of staff leave in the last 12 months, a lower proportion than 2003 (55 per cent).

In total around 316 staff had left across all nursery schools, an average of 0.71 per setting, compared with 400 staff, and an average of 0.91 per setting, in 2003.

Table 8.6 Number of staff that have left provider			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
Any	45% (202)	55%	-10
None	55% (242)	44%	+11
1-2	41% (123)	46%	-5
3 or more	5% (22)	9%	+4
Average number of staff leaving per setting	1	1	N/A
Total number of staff leaving	316	400	N/A
<i>Base 2006: All nursery schools (unweighted 189, weighted and grossed 444)</i>			
<i>Base 2003: All nursery schools (unweighted 200, weighted and grossed 465)</i>			

8.9 Destination of staff who left

Of those staff that had left in the last 12 months, three in five (56 per cent) were believed, by the respondent, to have got other jobs within the childcare or early education sector, 13 per cent had got jobs outside the childcare and early education sector and 16 per cent did not get another job. Respondents didn't know what the other 15 per cent of staff who left went on to do. The equivalent proportions in 2003 were 50 per cent, 15 per cent and 26 per cent. Of those who had got jobs outside the childcare or early years education sector, 56 per cent (23 people) continued to work with children.

All providers who had at least one person leave in the previous 12 months were asked the reasons given for leaving.

Table 8.7 Reasons given for leaving	
	%
To get better training opportunities or opportunities for career development	25%
Retired	15%
Maternity/ looking after children	14%
Moved abroad	13%
They were asked to leave/ contract not renewed	10%
Promotion	8%
Did not like the hours they had to work	5%
To improve pay	5%
Health	5%
<i>Base: All providers who had at least one member of staff leave in the last 12 months (unweighted 86, weighted and grossed 202)</i>	

8.10 Staff turnover

Analysis of the total number of employees being recruited and the number leaving the sector enables an assessment of the turnover for the sector and the rate of employment growth.

The turnover rate in 2006 was eight per cent, a decrease from 11 per cent in 2003. The turnover rate gives the number of staff that have left as a proportion of all staff who would have been employed at the start of the 12 month period covered by the survey. If no staff have left their employment the turnover rate will be zero. If staff have left, but no more have been recruited, the turnover rate will fall.

The employment growth rate was 17 per cent, an increase from 13 per cent in 2003. The employment growth rate gives the number of additional staff recruited as a proportion of those employed at the start of the 12 month period covered by the survey. If the number of staff that left was equal to the number of staff recruited then the employment growth rate will be equal to zero. If more staff have been recruited than the number who have left, then the employment growth rate will have increased. If a larger number of staff have left than have been recruited then the employment growth rate will be negative.

For a full explanation as to how the recruitment rate, turnover rate and employment growths are calculated please see section 1.7.4 in the Technical Appendix.

8.11 Current vacancies

In 2006, a quarter (26 per cent) of nursery schools were currently actively trying to recruit staff. Nursery schools with more than nine members of staff were more

likely to be actively recruiting than providers with eight members of staff or less (33 per cent compared with 18 per cent).

Table 8.8 Number of vacancies providers are actively recruiting by type of staff	
	No.
Headteachers	12
Qualified early years teachers	42
Nursery nurses	66
Other paid early years support staff	45
<i>Base 2006: All nursery schools who were actively trying to recruit (unweighted 49, weighted and grossed 117)</i>	

8.12 Time it takes to fill vacancies

Those actively recruiting for each type of staff were asked how long they thought it would take to fill that vacancy. In settings where there were no current vacancies, respondents were asked how long it took them on average to fill a vacancy for early years staff²⁶. A quarter (25 per cent) said they would expect to fill a vacancy within a month, nearly a half (46 per cent) said it would take between one and two months and a fifth (22 per cent) said it would take three months or longer.

²⁶ Settings which did have vacancies were asked how long they thought it would take to fill them, for each type of staff where vacancies existed. However, the base sizes on these questions are too small for reliable analysis.

9 Terminology and definitions

Ownership: The term ownership refers to the type of organisation responsible for owning and managing a provider. For the purposes of the report, five different ownership scenarios have been used. These are Private (owner/manager and part of a group or chain), Voluntary (church, charity or committee), Local Authority, School/College and Other (hospitals and other answers that could not be included in any of the existing categories). In a small number of cases, more than one type of ownership scenario will apply.

Type of setting: refers to the type of care offered by a setting. These include:

- **Full day care:** defined as “facilities that provide day care for children under eight for a continuous period of four hours or more in any day in premises which are not domestic premises.”²⁷
- **Sessional care:** defined as “facilities where children under eight attend day care for no more than five sessions a week, each session being less than a continuous period of four hours in any day. Where two sessions are offered in any one day, there is a break between sessions with no children in the care of the provider.”²⁸
- **Out-of-school clubs:** defined as “clubs...open before and after school and all day long during school holidays, giving 3 to 14 year-olds and up to 16 for children with special needs a safe and enjoyable place to play, meet and sometimes catch up on homework.”²⁹ For the purposes of this research, the questionnaire focused on After-school and Holiday care.
- **Children’s centres:** defined as “places where children under 5 years old and their families can receive seamless holistic integrated services and information, and where they can access help from multi-disciplinary teams of professionals.”³⁰ For example, some children’s centres provide literacy, language or numeracy programmes for parents or carers with basic skills needs. For the purposes of this survey, analysis has focused on full day care provision offered by these establishments.
- **Childminders:** “A childminder is registered to look after one or more children under the age of eight to whom they are not related on domestic premises for reward and for a total of more than 2 hours in any day.”³¹

²⁷ <http://www.surestart.gov.uk/doc/0-ACA52E.PDF>

²⁸ <http://www.childcarelink.gov.uk/pdf/ofsted/Module5.pdf>

²⁹ <http://www.surestart.gov.uk/surestartservices/childcare/outofschoolchildcare/>

³⁰ <http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/>

³¹ <http://www.childcarelink.gov.uk/pdf/ofsted/Module2.pdf>

- **Nursery schools:** these “provide education for children under the age of 5 and over the age of 2.”³² Maintained nursery schools generally accept children in term time.
- **Primary schools with reception but no nursery classes:** some primary schools are able to admit four and five year old children into a reception class. Such classes operate throughout the school year.³³
- **Primary schools with reception and nursery classes:** some primary schools offer both nursery and reception classes, and again, these operate throughout the school year.

Maintained settings (Nursery schools, Primary schools with reception but no nursery classes and Primary schools with reception and nursery classes) have slightly different characteristics. As these settings are funded by Local Authorities, there is no charge to parents for using them.

Childcare vouchers: these are a government initiative that enables employers and/or parents to purchase tax-free vouchers with which to pay for childcare. Employers have to sign up to the scheme and providers are under no obligation to accept them. Parents are allowed to take up to £55 worth of childcare vouchers per week. Research conducted by HMRC found that “the highest proportion of employees receiving employer-supported childcare were employed in professional occupations or as managers and senior officials (an average of 35 per cent and 33 per cent respectively).”³⁴

Child Tax Credits: families with children are eligible to claim Child Tax Credits (for separated families only the main carer is entitled to claim). The size of the claim will depend on number of children living with the family, incidence of disability and the claimants income.

Working Tax Credit: people who work but are on low pay can apply for working tax credits. Both employed and self employed people are eligible to apply and do not have to be responsible for children. The size of the claim can depend upon whether the claimant has responsibility for any children, whether they make childcare payments, whether the claimant is disabled and whether the claimant is aged 50 or over.

Attendees: respondents were asked to give the number of children attending their establishment. Care was taken to ensure that respondents did not count any children twice so this can be taken to mean the number of children enrolled with a provider.

³² <http://www.edubase.gov.uk/Assets/EduBase%20Glossary.doc>

³³ http://www.direct.gov.uk/en/EducationAndLearning/PreschoolLearning/NurseriesPlaygroupsReceptionClasses/DG_10013534

³⁴ <http://www.hmrc.gov.uk/research/report23-final.pdf> (pages 50/51)

Registered provision: any person who is rewarded for looking after children under eight for more than two hours a day must register with Ofsted. If the provider is planning to offer early years education, they are also inspected for the quality of the provision by Ofsted.

Registered places: as part of the registration process, Ofsted inform providers of the maximum number of children they can look after. This is based on ages of children and number of staff.³⁵

Index of Multiple Deprivation (IMD): measures deprivation at the “small area level”.³⁶ The index analyses a number of defined characteristics of deprivation (including Income deprivation, Employment deprivation, Health deprivation and disability, Education, skills and training deprivation, Barriers to Housing and Services, Living environment deprivation and Crime).³⁷ More deprived areas will experience a higher number of these characteristics of deprivation

Types of staff: the National Standards state that all staff must be mentally and physically capable of caring for children and that all staff should “have the appropriate experience, skills and ability to do their jobs”³⁸.

- **Senior Manager:** the National Standards stipulate that Senior managers should hold an appropriate level three qualification and two years experience of working in a day care setting.
- **Supervisory staff:** the National Standards state that supervisors in full daycare settings should all hold a level three qualification, or where this is not possible, an action plan should be put in place setting out how and when they intend to satisfy this requirement. For sessional and out-of-school providers, supervisors are not required to hold a level three qualification but half of all other staff are required to hold a level two qualification³⁹.
- **Other paid childcare staff:** at least half of this group are required to hold an appropriate level two qualification.
- **Qualified Teacher Status:** this is a requirement for anyone who wants to teach in a maintained school in England and Wales.
- **Early Years Professional Status (EYPS):** this is a new role developed from February 2006 in response to proposals in the Children’s Workforce Strategy. Candidates are required to complete one of four pathways,

³⁵ http://www.ofsted.gov.uk/assets/Internet_Content/Early_Years/guide_daycare.pdf (page 17)

³⁶ <http://www.communities.gov.uk/index.asp?id=1128444>

³⁷ *ibid.*

³⁸ <http://www.surestart.gov.uk/doc/P0000411.PDF>

³⁹ <http://www.surestart.gov.uk/doc/P0002407.pdf>

leading to the award of the EYPS at level six. The first candidates gained EYPS in January 2007.

- **Early years professional leadership:** because no one in childcare and early years settings had gained EYPS at the time of data collection, a question was asked about early years professional leadership more generally in order to determine how many providers had staff acting in this capacity less formally.
- **Nursery Nurses:** are subject to the same requirements as supervisors in full day care settings.⁴⁰
- **Childminders:** are not required to hold any formal qualifications but must complete a local authority approved training course and a first aid course appropriate to infants and children within 6 months of beginning working as a childminder. First aid certificates should be kept up to date.⁴¹

Disability: The Disability Discrimination Act (DDA) defines a disabled person as someone who has a "physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."⁴²

Special Educational Needs: The term 'special educational needs' (SEN) has a legal definition, referring to "children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age".⁴³

National Standards: were developed by the Sure Start Unit in order to set out and measure and monitor the quality of care offered for under eights day-care and childminding. Providers must meet these standards before they can register with Ofsted and commence operation.⁴⁴ Providers are subject to an Ofsted inspection within seven months of registration and at least once every three years thereafter.⁴⁵

NVQ qualifications: are work based qualifications. Candidates are assessed on the job by a qualified NVQ Assessor, who may be a line manager or an external Assessor if the manager is not a qualified NVQ Assessor.⁴⁶

⁴⁰http://www.bbc.co.uk/schools/parents/life/you_and_school/working_in_schools/training_nursery_nurse.shtml

⁴¹ <http://www.surestart.gov.uk/doc/P0002411.pdf>

⁴² http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069

⁴³ http://www.direct.gov.uk/en/EducationAndLearning/Schools/SpecialEducationalNeeds/DG_4008600

⁴⁴ http://www.daycaretrust.org.uk/mod.php?mod=userpage&page_id=40

⁴⁵ <http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828a0d8308c08a0c/?vgnextoid=013a8487a73dc010VgnVCM1000003507640aRCRD>

⁴⁶ http://www.edexcel.org.uk/VirtualContent/64456/Edexcel_NVQ_guidance_for_candidates.pdf

NVQ Assessors: appropriately qualified and experienced childcare staff can apply to become NVQ Assessors, for which they are required to complete a further training course.⁴⁷ NVQ Assessors assess on-site and can assess their own staff or those working in other settings.

Training: all staff are required to undergo induction training within their first week of work, which includes training on health and safety and on child protection policies and procedures. The registered person has a responsibility to ensure at least one member of staff has attended a child protection course and that at least one member of staff who has attended a first aid training course is present at all times that children are cared for. Additionally, 50 per cent of staff who care for babies should have specific training in that area.

Churn within sector: where recruitment, employment growth and turnover rates have been discussed, these include the churn within the sector, meaning staff moving from one provider to another. Staff promotions and movement of staff within an individual setting are not included in these calculations.

Population density: is based on the number of people per hectare (ha = 10,000 square meters). Areas of low population density have up to 10 people per ha; areas of medium density have 11-24 people per ha and; areas of high density have 25 or more people per ha. Areas with lower population densities are generally more rural than those with high densities.

Recruitment rate: the recruitment rate gives the number recruited as a proportion of all those who would have been employed at the beginning of the 12 month period covered by the survey. If no new staff have been recruited then the recruitment rate will be equal to zero, regardless of the number of leavers.

Turnover rate: the turnover rate gives the number of staff that left as a proportion of all staff who would have been employed at the start of the 12 month period covered by the survey. If no staff have left their employment the turnover rate would be zero. If staff have left but no more have been recruited, the turnover rate will fall.

Employment growth rate: the employment growth rate gives the number of additional staff recruited after leavers have been replaced. If the number of staff that left was equal to the number of staff recruited then the employment growth rate will be equal to zero. If more staff have been recruited than the number who have left, then the employment growth rate will be positive, while if a larger number of staff have left than have been recruited then the employment growth rate will be negative.

⁴⁷http://www.nurseryworld.co.uk/training/training_today/display.aspx?story_id=502344&path=/Training%20Today/Carer%20Progression/

Transformation Fund: Local authorities have money available from the Transformation Fund to help childcare providers to recruit new graduates, or to assist existing staff in achieving higher qualifications or in undertaking training for children with additional needs (e.g. disabilities, Special Educational Needs or children and families who speak English as an Additional Language).

- **Quality Premium:** This is for providers who already employ a graduate level professional who is committed to attain Early Years Professional Status within 2 years.
- **Recruitment Incentive** This money is for providers who are employing a graduate level professional for the first time who is committed to attain Early Years Professional Status within 2 years.
- **Home Grown Graduate Incentive** This money is for providers who do not employ a graduate level professional, but want to help one of their existing staff to progress to this level.

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