

Preparation sheet for Children of the 2020s Survey of Early Education and Care Providers

Many thanks for your interest in the Children of the 2020s Survey of Early Education and Care Providers. This preparation sheet is designed to make taking part as quick and easy as possible for you. It gives an overview of the things we will ask about in the survey, some of which you may want to look up in advance. There is space for you to write down the information you need. If there is anything you do not want to answer, or feel unable to answer, that's absolutely fine.

Things we'll ask about your setting....			
1. How would you categorise your setting?	Nursery school Nursery class attached to a primary/infant school Special day school/nursery unit for children with SEND	Preschool/playgroup Day nursery	Childminder Other
2. What is the postcode of your setting? <i>This information will only be used for research purposes, for example to confirm that we have identified the correct setting for each study child and to link your responses with relevant data such as the Index of Multiple Deprivation (IMD)</i>			
3. What are the hours and days of operation of your setting? Number of days of operation each week _____ Number of hours of operation each week _____			
4. Do you offer: Flexible hours (i.e. the option for parents to vary their child's hours week to week) Y/N Non-standard hours (e.g. the option for children to attend outside 8am-6pm) Y/N			
5. How many childminding assistants do you employ? Enter 0 if none.			
Things we'll ask about the children you look after in your setting....			
6. How many children do you currently have registered in total in your setting?			
7. Of the children currently registered within your setting, how many:			
Are in each age group? <i>Please provide a number for each (an estimate is fine). If you have no children in an age group, enter 0</i>			
Under 1 Pre-school children aged 3 or 4	1-2 years old School children aged 4 to 7	2 years old School children aged 8 and over	
Have Special Educational Needs or Disabilities (SEND?) <i>Include children whom you consider to have SEND, whether or not they have an official diagnosis or Education, Health and Care (EHC) plan. Enter 0 if none.</i>			
Receive Early Years Pupil Premium? Enter 0 if none.			
Live in households where English is not the main language spoken at home? Enter 0 if none.			
Things we'll ask about you.....			
8. What is the level of your highest qualification relevant to working with children or young people? <i>See additional reference sheet for more information on relevant qualifications.</i>			
Level 6 + (e.g. degree, QTS, EYT, EYPS, PGCE, PGCEd) Level 5 (e.g. Foundation degree, Level 5 Diploma or HND) Level 4 (e.g. Level 4 Diploma, Higher National Certificate) Level 3 (e.g. Level 3 Diploma, Level 3 National Certificate)		Level 1 or 2 (e.g. Level 2 Diploma, CACHE Level 1) No relevant qualifications Don't know Other (please specify)	
9. How long have you worked as a registered childminder? _____ yrs _____ mths			
10. How many years of experience do you have working with young children under the age of 5? _____ yrs _____ mths			
11. In the last 12 months, how many days or hours of professional development have you taken part in? <i>An estimate is fine if you don't know the exact time. By professional development we mean activities focused on <u>pedagogy and practice</u>. This could include workshops/training, conferences, mentoring/coaching, visits to other settings, or engaging in peer support or a community of practice. Please <u>do not include</u> activities relating to statutory requirements (e.g. safeguarding) in your response.</i> _____ days _____ hrs			
12. In the last 12 months, which of the following types of professional development have you engaged in?			
Attending training or workshops in-person Y/N Attending training or workshops online Y/N Attending a conference, presentation or seminar in person Y/N Attending conference, presentation, webinar or seminar online Y/N Received coaching or mentoring Y/N Studying for a degree or other relevant qualification Y/N Actively participated in a professional network/community of learners Y/N Carried out my own reading or listening e.g. reading articles, listening to podcasts Y/N			

If you employ childminding assistants, we will also ask these questions.....					
13. How challenging is it <u>recruiting</u> childminding assistants to work in your setting? A major challenge A minor challenge Not a challenge at all					
14. How challenging is it <u>retaining</u> childminding assistants to work in your setting? A major challenge A minor challenge Not a challenge at all					
15. In the last 12 months , how many of your childminding assistants: Have left your setting Have you recruited?					
16. In the past month , have you had to do any of the following due to staffing shortages: Ask existing assistants to work extra shifts/overtime Y/N Temporarily reduce the hours a child attends Y/N Provide for fewer children than intended (i.e. restricted expansion) Y/N Temporarily make an exception to ratios Y/N Operate with parts of your provision closed (e.g. rooms/areas you cannot cover) Y/N Other (please specify)					
17. How many of your childminding assistants were absent in the last month due to sickness or other unplanned reasons. <i>Include staff in your answer even if you provided cover for their absence.</i>					
18. Does your setting have a professional development/ training plan for childminding assistants? Y/N					
19. Does your setting have a specific professional development/training budget? Y/N					
20. This question is about how often your assistants take part in professional development (PD) and supervision activities. <i>By professional development we mean activities focused on <u>pedagogy and practice</u>. This could include workshops/training, conferences, mentoring/coaching, visits to other settings, or engaging in peer support or a community of practice. Please <u>do not include</u> activities relating to statutory requirements (e.g. safeguarding) in your response.</i>					
	At least monthly	At least termly/ 3 times a year	Once/ twice a year	Less than once a year	Never
How often do your assistants typically attend activities to promote PD?					
How often do you carry out supervision for your assistants which includes discussion on day-to-day practice (e.g. opportunity to discuss/reflect on issues relating to families, children, team dynamics)					
How often do you carry out supervision for your assistants which includes support for their professional growth (e.g. observation, coaching, appraisal)?					
21. For each of your childminding assistants we will ask you to tell us:					
	The highest level of qualification relevant to working with children or young people which they hold (<i>see Q.8 for options, and additional reference sheet for more detail</i>)		Whether they hold any of the following statuses	The hours they are contracted to work on an average week	
Staff 1			QTS EYTS EYPS		
Staff 2			QTS EYTS EYPS		
Staff 3			QTS EYTS EYPS		
Staff 4			QTS EYTS EYPS		
Things we'll ask about the study child <i>If there is more than one Children of the 2020s child in your setting we will ask these questions about all children.</i>					
22. What month and year did the study child start attending your setting? Month _____ Year _____					
23. Is the study child still attending your setting? Y/N					
24. If the study child is no longer attending, what month and year did they leave your setting? Month _____ Year _____					
25. If the study child still attends your setting, how many hours/days per week do they attend on average? Days _____ Hrs _____					

THIS SHEET IS TO HELP YOU PREPARE FOR THE SURVEY

YOU DO NOT NEED TO RETURN IT