

Children of the 2020s Survey of Provision for 4-Year-Olds

Many thanks for your interest in the Children of the 2020s Survey of Provision for 4-Year-Olds. 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 and staff....													
1. How would you categorise your setting?	Nursery school Nursery class attached to a primary school Special day school/nursery unit for children with SEND	Preschool/playgroup Day nursery	Childminder Other										
2. How would you describe the legal constitution of your setting?	State-maintained Private/for profit	Independent Non-profit	Academy Other										
3. Is your setting:	A single setting (incl. single settings attached to a school) Multi-site (part of chain/group with multiple settings)												
4. What is the postcode of your setting?													
5. What is your role in the setting?	Manager/Head or equivalent Early Years practitioner/ teacher	Deputy/Assistant Head or Manager Other (please specify)											
6. How many children do you currently have registered in total in your nursery setting? <i>Schools, please respond for Early Years provision only. An estimate is fine if you're not sure of the exact number</i>													
7. Which of the following age groups do you provide for in your nursery setting?	Under 1 Y/N	1-2 years old Y/N	2 years old Y/N	Pre-school children aged 3 or 4 Y/N	5 years old Y/N								
8. What is the level of the highest qualification, relevant to working with children or young people, held by the Head/Manager of your setting? <i>See additional reference sheet for more information on relevant qualifications.</i>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; padding: 5px;">Level 6 + (e.g. degree, QTS, EYT, EYPS, PGCE, PGCertEd)</td> <td style="width: 50%; padding: 5px;">Level 1 or 2 (e.g. Level 2 Diploma, CACHE Level 1)</td> </tr> <tr> <td style="padding: 5px;">Level 5 (e.g. Foundation degree, Level 5 Diploma or HND)</td> <td style="padding: 5px;">No relevant qualifications</td> </tr> <tr> <td style="padding: 5px;">Level 4 (e.g. Level 4 Diploma, Higher National Certificate)</td> <td style="padding: 5px;">Don't know</td> </tr> <tr> <td style="padding: 5px;">Level 3 (e.g. Level 3 Diploma, Level 3 National Certificate)</td> <td style="padding: 5px;">Other (please specify)</td> </tr> </table>					Level 6 + (e.g. degree, QTS, EYT, EYPS, PGCE, PGCertEd)	Level 1 or 2 (e.g. Level 2 Diploma, CACHE Level 1)	Level 5 (e.g. Foundation degree, Level 5 Diploma or HND)	No relevant qualifications	Level 4 (e.g. Level 4 Diploma, Higher National Certificate)	Don't know	Level 3 (e.g. Level 3 Diploma, Level 3 National Certificate)	Other (please specify)
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Level 5 (e.g. Foundation degree, Level 5 Diploma or HND)	No relevant qualifications												
Level 4 (e.g. Level 4 Diploma, Higher National Certificate)	Don't know												
Level 3 (e.g. Level 3 Diploma, Level 3 National Certificate)	Other (please specify)												
9. How many early education and childcare staff are currently employed at your setting (including full and part-time staff)	Paid staff _____	Unpaid staff _____											
10. In the last 12 months , how many of your paid early education and childcare staff:	Have left your setting? _____ Have you recruited? _____												
11. How challenging is it <u>recruiting</u> early education and childcare staff to work in your setting?	A major challenge	A minor challenge	Not a challenge at all										
12. How challenging is it <u>retaining</u> early education and childcare staff to work in your setting?	A major challenge	A minor challenge	Not a challenge at all										
13. In the past month have you had to hire agency or cover staff to provide early education/childcare due to staff shortages	Y/N												
Things we'll ask about your support for staff..... <small>(schools, please respond for your Early Years staff team only)</small>													
14. Does your setting have a professional development/ training plan for staff?	Y/N												
15. Does your setting have a specific professional development/training budget?	Y/N												
16. This question is about how often staff take part in professional development (PD) and supervision activities. <i>By professional development we mean activities focused on pedagogy and practice. This could include workshops/training, conferences, mentoring/coaching, visits to other settings, or engaging in peer support or a community of practice. Please do not include 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 staff typically attend activities to promote PD ?													
How often does your whole staff team take part in PD activities together, including as part of staff meetings?													
How often do you hold scheduled staff meetings in your setting?													
How often do non-managerial staff receive supervision which includes discussion on day-to-day practice (e.g. opportunity to discuss/ reflect on issues relating to families, children, room dynamics, the team etc)													
How often do non-managerial staff receive supervision which includes support for their professional growth (e.g. observation, coaching, appraisal)?													
17. How much paid planning time do staff in your setting have each week on average (based on a full-time position)?													

None	Less than 1 hour per week	1-3 hours per week	4-6 hours per week	7 or more hours per week
Things we'll ask about the room or class which the Children of the 2020s child attends..... <i>If several classes are combined in one room (e.g. EYFS units) please respond for the relevant class within the room (e.g. nursery).</i> <i>If there is more than one Children of the 2020s child in your setting and they attend different rooms, we'll want to gather this information for the room which <u>each</u> child attends.</i>				
18. How many paid and unpaid education/childcare staff currently work in this room/class for 10 hrs or more each week? Paid staff _____ Unpaid staff _____				
19. Of the paid early education and childcare staff who work in this room/class for more than 10 hours each week (as reported in question 18) how many hold a qualification, relevant to working with children or young people, at each of these levels: <i>Base your answer on the <u>highest</u> level of qualification held by each staff member.</i> <i>See additional reference sheet for more information on relevant qualifications.</i>				
Level 6 + (e.g. degree, QTS, EYT, EYPS, PGCE, PGCertEd)		Level 1 or 2 (e.g. Level 2 Diploma, CACHE Level 1)		
Level 5 (e.g. Foundation degree, Level 5 Diploma or HND)		No relevant qualifications		
Level 4 (e.g. Level 4 Diploma, Higher National Certificate)		Don't know		
Level 3 (e.g. Level 3 Diploma, Level 3 National Certificate)		Other (please specify)		
20. How many hold: Qualified Teacher Status (QTS) ____ Early Years Teacher Status (EYTS) ____ Early Years Professional Status (EYPS) ____				
21. How many are employed on a temporary employment contract? _____				
22. Which of the following age groups do you provide for in this room? Children aged 2 years Y/N Children aged 3 years Y/N Children aged 4 years Y/N Children aged 5 years Y/N				
23. How many children do you currently have on register for this class/room?				
24. How many of these children have Special Educational Needs or Disabilities (SEND?) <i>Please include children whom you/your team consider to have SEND, whether or not they have an official diagnosis or Education, Health and Care (EHC) plan.</i>				
25. How many of these children have an Education, Health and Care (EHC) plan?				
26. How many of these children receive Early Years Pupil Premium?				
27. How many of these children live in households where English is not the main language spoken at home?				
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 both children.</i>				
28. What month and year did the study child start attending your setting? Month _____ Year _____				
29. Is the study child still attending your setting? Y/N				
30. If the study child is still attending your setting, how many hours/days per week do they attend on average? Days _____ Hours _____				

THIS SHEET IS TO HELP YOU PREPARE FOR THE SURVEY

YOU DO NOT NEED TO RETURN IT