

ASSESSING DEMAND FOR CHILDCARE

TOOL-KIT FOR CONDUCTING RESEARCH

1. INTRODUCTION

From April 2007 all Local Authorities (LAs) have a duty to assess the sufficiency of childcare provision in their areas as defined in Section 11 of the Childcare Act 2006. Local Authorities will therefore need to undertake a detailed assessment of the supply of, and demand for, childcare in their area.

To support LAs, the Department for Children, Schools and Families (DCSF, formerly DfES) have produced this tool-kit which outlines the main research issues that need to be considered when assessing parental demand for childcare – whether the research is conducted in-house by professional researchers or is commissioned out to external social researchers.

The tool-kit includes information on:

- sampling,
- strategies for data collection,
- research design,
- analysis and interpretation,
- writing research reports and
- ethics.

General useful links

<http://www.ness.bbk.ac.uk/documents/GuidanceReports/170.pdf>

<http://www.rip.org.uk/networkresourcebank/factsheets.asp>

2. SAMPLING

2.1 *Sample frame*

How and from where a sample is drawn will have a direct impact on the credibility of the research and the reliability of the findings. Essentially, findings need to be **generalisable**, which means they should enable general statements about how parents in the local area, use, experience and feel about childcare to be made, and from this enable officials to gauge whether there is sufficient supply. It is possible that some investment in childcare provision might ultimately result from the findings of the research, so it is important to minimise the risk that the findings are due to chance or bias rather than actual differences between different groups in the local population.

- A decision will have to be made on where to draw the sample from. This should be the most comprehensive record of parents, families or children that is available / accessible.

- A random sample from these records will need to be drawn in order to ensure that each person has an equal chance of being contacted to participate in the survey (thereby reducing the risk of bias later on). This will ensure that the responses from people who do use childcare and those who do not are both obtained. Because it is a random sample it should be representative of the population that is being researched¹.

More information about sampling frames is available at:

<http://www.stats.gla.ac.uk/steps/glossary/sampling.html#randsamp>

<http://www.socialresearchmethods.net/kb/samprob.php>

2.2 Sample sizes:

The table below provides a guide to the size of the sample that will be required if simple random sampling methods are being used, in order to ensure the collection of a sufficient amount of data to produce robust and reliable findings.

Population Proportion	Precision required (at the 95% confidence level)							
	+/- 12%	+/- 10%	+/- 8%	+/- 5%	+/- 4%	+/- 3%	+/- 2%	+/- 1%
50%	66	96	150	384	600	1,067	2,401	9,604
45% or 55%	66	95	148	380	594	1,056	2,376	9,507
40% or 60%	64	92	144	369	576	1,024	2,305	9,220
35% or 65%	60	87	136	349	546	971	2,184	8,739
30% or 70%	56	81	126	323	504	896	2,017	8,067
25% or 75%	50	72	112	288	450	800	1,800	7,203
20% or 80%	42	61	96	246	384	683	1,536	6,147
15% or 85%	34	48	76	195	306	544	1,224	4,898
10% or 90%	24	35	54	138	216	384	864	3,457
5% or 95%	12	18	28	72	114	202	456	1,824

Figures in **Bold and Underlined** denote sample sizes of less than the recommended minimum.

The following points provide a guide to using the table:

- The numbers given are minimum numbers of responses that are needed to achieve a chosen level of precision. It is likely that some - possibly many - of the people that are approached to participate will decline to do so; and it is therefore advisable to over sample to account for this. Information about expected response rates is given in the following section: 'Strategies For Data Collection'.
- The left-hand column called 'population proportion' asks what proportion of the population is expected to display the attribute under investigation. In this case the local population is all families in the LA and the attribute is whether they use childcare or not. In the absence of this information for a LA, it is recommended that national figures are used as a guide; 64% of families in the last national Parents' Childcare Survey had used childcare in the last week and 36% had not, so a 40%/60% split for the 'population

¹ While there is sometimes a case for other methods of sampling, in this case it might run the risk of sampling people with particular behaviours rather than providing a cross section of the group you are aiming for. We would therefore recommend random sampling for this project.

proportion' column should be assumed. To note, if 36% of families in the national survey had used childcare and 64% had not then the same sample size would be needed for the survey.

- The top row of the table titled 'Precision required (at the 95% confidence level)' requires a decision about what level of precision is required around the resulting survey estimates. Confidence intervals refer to the likelihood that if the research was repeated the same result +/- x% would be achieved. It is recommended that a confidence interval of +/- 3% to +/-5% is used.
 - For example, if it is assumed that 40% of families used formal childcare and a confidence interval of +/- 4% is required, a sample size of 576 responses would be needed.
- The cells highlighted in grey within the table indicate what rows and columns should be read to select the sample size if these assumptions are used.

As a general rule if analysis of sub-groups within the sample is planned, such as respondents living in different areas, or respondents with children in different age groups, each sub-group should contain 50 to 100 cases. See below for more information on boost samples.

More information about sampling and sample sizes is available here:

<http://www.nao.org.uk/publications/Samplingguide.pdf> - this report contains more details about the sample size lookup table

<http://www.policyhub.gov.uk/downloads/chapter5.pdf>

2.3 Boost samples

If there are issues of particular relevance to an area (for example out-of-school provision or early years education) it may be helpful to draw a larger sample or boost the sample of the age groups / areas etc that these issues are known to affect.

Depending on the demographic characteristics of the local area, it may be useful to over sample or boost the sample of a particular age group, income group, ethnic group or other demographic group². However, it may prove too time consuming and costly to achieve a sufficiently high response rate through boosted samples and it may be decided that a qualitative approach would be more effective at accessing the views and experiences of certain groups, particularly if they are less numerous in your local area.

More information about boost samples is available at:

<http://www.policyhub.gov.uk/downloads/chapter5.pdf> (section 5.11)

<http://www.bmj.com/cgi/reprint/325/7363/520.pdf> (page 2 for real-life example from a BMJ project)

3. STRATEGIES FOR DATA COLLECTION

² For example, there may be particular issues surrounding Early Years provision in your local area, making it sensible to draw a larger sample of people with 3 and 4 year old children to provide enough data for more in-depth / complex analysis.

It is likely that data will be collected using a survey/questionnaire. There are various ways of doing this which include telephone or face-to-face interviews (probably on the doorstep or in participants home), postal or internet survey. While they are potentially more expensive, telephone and face-to-face surveys tend to be more reliable as they tend to attract higher response rates and interviewers can be briefed to ensure as consistent an interpretation of the questions as possible (though it is also important to train interviewers to minimise bias and avoid leading respondents when asking questions).

Internet surveys are problematic because only members of the population with access/regular access to a computer will be able to participate, and there is less certainty of who completed the survey. Postal surveys typically have a much lower response rate.

More information about modes of data collection is available at:

<http://www.policyhub.gov.uk/downloads/chapter6.pdf> (useful table setting out pros and cons of each method of data collection from page 5 to 6).

4. RESEARCH DESIGN ISSUES

The clarity of the questions in the survey will have a direct impact on the clarity of the responses obtained for analysis. Survey questions need to be as clear and direct as possible in order to minimise the amount of interpretation respondents will engage in with regard to what the question is asking. Large surveys incorporate a stage of cognitive testing prior to piloting (whereby questions are put to participants who are also asked how they interpreted the questions and what their answer meant to them) to ensure that respondents are interpreting and answering questions in as similar a way as possible. Two common mistakes are illustrated in the following example:

- Do you use childcare and early years providers a lot?
 - Firstly, the term 'a lot' is vague and may be interpreted differently from one person to the next. Where one might interpret it as asking about regularity of use (i.e. monthly/weekly) another might interpret it as asking about frequency of use, while others still might think they are being asked about how many different providers they use?
 - Secondly, if someone responds 'yes' are they talking about using early years services, childcare services or both?

More information about designing questions is available at:

<http://www.qmuc.ac.uk/psych/RTrek/foundation/f9.htm>

<http://www.leeds.ac.uk/iss/documentation/top/top2.pdf>

5. SURVEY QUESTIONS

The National Centre for Social Research (NatCen) has undertaken national surveys of parents use, views and experiences of childcare, on the behalf of the DCSF.

Many of the questions used in these surveys will also be applicable at a local authority level. The questions on the national survey have been subject to cognitive testing and piloting and have already been used in the field. Using these existing questions would ensure that the LA survey questions were clear and direct, without the need for LAs to run their own question testing.

Using the existing questions would also give LAs the opportunity to compare the results for their area with the national and regional figures, allowing areas to see how they are performing compared to these benchmarks.

NatCen have developed an abridged version of the national survey for use by LAs.

A copy of the abridged questionnaire, showcards and guidance on its use are attached at Annexes A, B and C.

It is estimated that this abridged survey would take around 10-15 minutes for a respondent to complete, although the length of the interview would be affected by the number of children in the household and the number of childcare providers used.

LAs may want to include additional questions to those on the abridged survey, for example a LA may also want to collect information on the working patterns of the household and when childcare is needed, the reasons why childcare is used, or how people find out about childcare in their area. Many of these areas are covered in the national surveys of parents which could be used as a starting point for LAs to develop further questionnaire topics.

It is important to consider in detail what information is needed and what it will be used for before adding questions to the survey. For example, if respondents are asked whether they want childcare near their home or place of work it may also be useful to ask for the postcode of their home or workplace if the LA intends to use this information to select the locations for new childcare providers.

6. ANALYSIS AND INTERPRETATION

Analysis can range from looking at cross-tabulations of data and drawing conclusions from the proportions of each group giving a particular response to extremely complex statistical analysis that calculates the strength and significance of certain factors on the behaviour or attitudes of participants. If the research is being conducted in-house, this stage will require the involvement of statistical analysts. If the research is being commissioned to an external contractor it would be advisable to ensure that your internal

statisticians quality assure the analytic process and read through the final drafts to check for accuracy and clarity.

Some information about quantitative analysis is available at:

<http://www.rdinfo.org.uk/flowchart/Section8.htm>

6.1 *Findings from the national Parents Childcare Survey*

The findings from the latest survey are published in 'Childcare and Early Years Provision: A Study of Parents' Use, Views and Experiences' Research Report 723; DfES. Bryson, C., Kazimirski, A. and Southwood, H. (2006).

This report is available at:

<http://www.dfes.gov.uk/research/data/uploadfiles/RR723.pdf>

LAs may want to compare their results with those from the national survey to see how they are performing compared to the national and regional benchmarks.

Further national results which LAs may want for benchmarking are attached at Annex D.

7. WRITING RESEARCH REPORTS

Research reports should aim to be as clear and succinct as possible, avoiding over-wordiness and unnecessarily long or complicated words. Research reports should be easily understandable to a lay-person; the comprehensibility of a report should be checked at the draft stage and revised accordingly.

Reports should not be overly complicated and - except for where there is a high degree of certainty or empirical evidence which substantiates claims - should avoid trying to give reasons/explanations for all findings. Often research opens up new avenues of enquiry and raises as many questions as it answers. Avoid the temptation to 'pad out' the report with information that was not gathered through the data collection on which the report is based.

It is also advisable to circulate drafts among policy and research colleagues who may be able to suggest different approaches to analysis according to their particular policy interest or analytic knowledge. This will enable a broader range of people to comment on clarity of presentation as well.

Further information about writing research reports is available at:

<http://www.palgrave.com/skills4study/subjectareas/psychology/principles.asp#Writing> (This site focuses on psychology, but relevant).

<http://www.rip.org.uk/networkresourcebank/docs/File%2032.pdf>

8. ETHICS, CONFIDENTIALITY AND ANONYMITY

When undertaking any research project, due consideration must be given to ethics. Researchers acknowledge a commitment to avoid discouraging participants from taking part in future research, and a primary concern is therefore to ensure no damage (emotional, physical, psychological or social) or negative repercussions are experienced by any participants as a result of the research. While many of the issues relating to parents' demand for childcare are unlikely to be considered 'sensitive' certain issues (e.g. family income) may well be considered sensitive by some respondents. The privacy of respondents must be respected and it should be borne in mind that some participants may be more vulnerable than others.

The key to good research is to encourage participants to give their true opinions about the topic, however unpalatable these may be. People are more likely to do this if they are confident that there will not be any adverse effects of this (for example, a respondent may be reluctant to be openly critical of a childcare setting which their child attends). Confidentiality must therefore always be explained and guaranteed.

It is useful to keep in mind that respondents will be participating on a voluntary basis and are therefore doing the LA a favour – ***even if the research stands to benefit parents in the future.***

Key issues to consider are:

- **Anonymity** - most research will not require the details of participants to be linked to data, and will guarantee that participants' identities will not be divulged in the report. As this research is taking place at a local level, there is a need to give particular attention to this. Given a little knowledge of an area, it is surprisingly easy to link apparently abstract data to a particular location or person.
- **Confidentiality** – it is important that participants understand that researchers will not discuss their contributions with people outside the research process and that information participants provide will be appropriately anonymised.
- **Informed consent** – potential participants should be given details of the purpose of the project and of what is required of them as participants, i.e. how long the interview will take; that it is voluntary and they can withdraw their consent at any time (prior to anonymisation); that it will be confidential and anonymous. Participants should also be given an opportunity to have any questions they might have answered
- **No pressure** – it is important that, if potential respondents decline to participate, they are not coerced or pressured into changing their minds.

More information about ethics is available at:

<http://www.the-sra.org.uk/documents/pdfs/ethics03.pdf>

http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Images/ESRC_Re_Ethics_Frame_tcm6-11291.pdf

<http://www.ness.bbk.ac.uk/documents/GuidanceReports/165.pdf>

ANNEX A

CHILDCARE SURVEY 2007 LOCAL AUTHORITY QUESTIONNAIRE GUIDANCE

This document provides guidance on how to use an abridged version of the Childcare and Early Years Survey questionnaire, which focuses on the recommended areas for the local authority sufficiency assessments. The areas included can be found in the table below.

Type of information	Question Name	Manipulation Required
Demographic		
Number of children (14 and under)	Question 1	Count number of entries in Children table
Age of children (14 and under)	Question 2	Calculate age using DOB and interview date
Incidence of special needs	Question 4 Question 5	
Incidence of disability	Question 7	
Lone parent/ Couple	Question 22	
Marital status	Question 23	
Ethnicity	Question 24	
Work/training status of main carer and partner	Question 25 Question 26	
Education status of main carer	Question 27 Question 28	
Receipt of New Tax Credits	Question 29 Question 30	
Income	Question 31	
Use of childcare		
Type of childcare provider	Question 11 Question 18	
Time used in hours per week	Question 13	
Cost of childcare per hour/week	Question 15	This gives cost per week. To calculate hourly cost use the answers to Question 13
Use of free Early Years places	Question 17	
Attitudes		
Availability of local childcare	Question 19	
Quality of local childcare	Question 20	
Affordability of local childcare	Question 21	

How you, as a local authority, decide to use this document will depend on the nature of the survey that you are intending to undertake. For instance, you may wish to omit sections of the questionnaire that you do not wish to cover. Similarly, the questionnaire may not include all of the areas that you do wish to cover, in which case you will need to draft your own questionnaire sections.

Additional areas that you may wish to add include:

- Area of residence
- Preferred type of childcare provider
- Times where childcare unavailable
- How patterns of childcare use would change if cost increased or decreased
- Timeliness of local childcare
- Accessibility of local childcare

The full DCSF Parents Childcare Survey questionnaire can be obtained from Anna Upson in the Sure Start Research and Evaluation team in DCSF.

email: anna.upson@dcsh.gov.uk

Tel: 0207 273 5719

Finally, depending on the research questions that you wish to answer – you may need to combine the answers to more than one question, or undertake some calculations. Some instances of this are included in the “manipulation required” column in the table above, e.g. to look at the hourly cost of childcare, it would be necessary to use the information from Question 15 (cost of childcare in the week) and Question 13 (number of hours children attended childcare in the week). Another example might be a wish to look at childcare that a family used in the last year, in which case it would be necessary to combine the answers to Question 11 and Question 18.

The Questionnaire

In addition to abridging the questionnaire, its presentation has been modified under the assumption that most local authorities will be conducting surveys using 'pen and paper' interviewing (whilst the Childcare and Early Years Survey is conducted using 'computer assisted' interviewing).

- All the questions have been given a number and these all appear in **bold** e.g. **Question 1**.

Reading questions

- Interviewers should read all the text that is in Title Case. Any text that is in CAPITALS is a note to the interviewer only, and should not be read out.
- When reading questions: phrases or words in *[italics and square brackets]* indicate places where the interviewer will need to decide what to say e.g. *[and your partner]* would mean that the interviewer should see whether the respondent has a partner and say this phrase only if appropriate. Similarly *[child's name]* would mean that the interviewer should say the name of the child the question is currently referring to.

Recording answers to questions

- The instruction CODE ALL THAT APPLY indicates a multi-coded question and more than one answer is permissible. If this is not stated then the question should be single code, meaning that only one answer should be given.
- In most instances answers should be recorded by circling the answer given by the parent. However there are also 2 parts of the questionnaire where a set of questions need to be asked a number of times. These are the questions about children in the household and childcare providers used by the parent. The start of these sets of questions are identified by a text box that says:

"Start of Questions for Children Table"

"Start of Questions for Childcare Provision Table"

Similarly the end of these sets of questions are identified by a text box that says:

"End of Questions for Children Table"

"End of Questions for Childcare Provision Table"

For these questions, the answers should be entered in a table found at the end of the document. This is highlighted by an instruction that says:

ENTER ANSWER IN THE TABLE

Deciding which questions to ask

- Since not all questions should be asked of all people (and as explained above, some need to be asked more than once), directions relating to which question the interviewer should ask next are found to the right of the answers e.g.

1. Yes → GO TO Question 2
2. No → GO TO Question 3

Where there are no instructions to the right of the answers, the interviewer should just ask the next question.

In addition, a description that explains when each question needs to be asked can be found above the question number in *{italics and curly brackets}* e.g.

{Ask ALL}
Question 1 or *{IF Question 1 = Yes}*
Question 2

ANNEX B

CHILDCARE SURVEY 2007 LOCAL AUTHORITY QUESTIONNAIRE

Eligibility

{Ask ALL}

Check Question³

Can I just check, do you have main or shared responsibility for making decisions about childcare for at least one child aged 0-14 living in this household?

1. Yes → GO TO Question 1
2. No → THIS PERSON IS NOT ELIGIBLE FOR INTERVIEW

Children in the household

Start of Questions for Children Table

{Ask ALL}

Question 1

Please tell me the name of the *[first/ next]* child in the household?

ENTER ANSWER IN THE TABLE

{Ask ALL}

Question 2

What is this *[child's name]* date of birth?

INTERVIEWER: PLEASE ENTER DATE IN FORM DD-MM-YYYY. EGS 12-03-1995 FOR 12TH MARCH 1995

ENTER ANSWER IN THE TABLE

{Ask ALL}

Question 3

Does *[child's name]* have any special educational needs or other special needs?

1. Yes → GO TO Question 4
2. No → GO TO Question 6

³ The Childcare and Early Years survey includes for example, grandparents and fathers as well as mothers, if they have main or shared responsibility for making decisions about childcare.

{IF Question 3 = Yes}

Question 4

SHOWCARD A1

Does *[he/she]* have a 'statement of special educational needs', or is *[he/she]* going through any of the stages on this card?

1. Not stated or going through stages
2. Stated
3. School/Early Years Action
4. School/Early Years Action Plus
5. Yes, but don't know if stated or Action stage

ENTER ANSWER IN THE TABLE (IF NO AT Q3, ENTER 'N/A')

{IF Question 3 = Yes}

Question 5

SHOWCARD A2

For what reason has *[child's name]* been identified as having a Special Educational Need?

INTERVIEWER: PROBE FULLY AND CODE ALL THAT APPLY

1. Dyslexia
2. Dyscalculia
3. Dyspraxia
4. Learning Difficulties (including mild, moderate, severe, complex, profound, Down's Syndrome)
5. Behavioural problems
6. Emotional problems
7. Mental health problems / depression
8. Social problems
9. ADHD / hyperactivity / lack of concentration
10. Autistic Spectrum Disorder
11. Aspergers Syndrome
12. Speech and/or language difficulties/problems
13. Physical disability
14. Visual impairment / blindness
15. Hearing impairment / deafness
16. Multi Sensory Impairment / Deafblind
17. Other answer

ENTER ANSWER IN THE TABLE (IF NO AT Q3, ENTER 'N/A')

{Ask ALL}

Question 6

Does *[child's name]* have any long-standing illness or disability? By long-standing I mean anything that has troubled *[child's name]* over a period of time or that is likely to affect *[child's name]* over a period of time?

1. Yes → GO TO Question 7
2. No → GO TO Question 8

{/IF Question 6 = Yes}

Question 7

SHOWCARD A3

What kind of illness or disability does *[he/she]* have?

INTERVIEWER: PROBE FULLY AND CODE ALL THAT APPLY.

1. Problems with arms, legs, hands, feet, back or neck (including arthritis or rheumatism)
2. Difficulty in seeing
3. Difficulty in hearing
4. Skin conditions, allergies
5. Chest, breathing problem, asthma, bronchitis
6. Heart, blood pressure or blood circulation problems
7. Stomach, liver, kidney or digestive problems
8. Diabetes
9. Depression, bad nerves
10. Mental illness or suffer from phobia, panics or other nervous disorders
11. Learning difficulties (or mental handicap)
12. Epilepsy
13. Childhood / congenital conditions
14. Other health problems or disabilities

ENTER ANSWER IN THE TABLE (IF NO AT Q6, ENTER 'N/A')

{Ask ALL}

Question 8

Do any other children live in this household?

1. Yes → GO TO Question 1
2. No → GO TO Question 9

End of Questions for Children Table

Use of Childcare

{Ask All}

Question 9

SHOWCARD B1

I would like to ask you about any time when your children are not being looked after by yourself [or your partner].

This does not include time when your children are at school during school hours but it does include both formal and informal childcare arrangements like the ones on this card. It also includes any activities or clubs they may take part in either before or after school.

We are interested both in people who do not use regular childcare or nursery education and in those who do.

Thinking back over the last week starting on Monday and ending on Sunday, did your children receive any of the types of childcare or nursery education on this card, in that week?

INTERVIEWER: IF CHILD IS SCHOOL AGE, PLEASE DO NOT INCLUDE TIME WHEN THE CHILD WAS AT SCHOOL DURING SCHOOL HOURS, EXCEPT FOR NURSERY AND RECEPTION CLASSES.

1. Yes → GO TO Question 10
2. No → GO TO Question 18

Start of Questions for Childcare Provision Table
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{IF Question 9 = Yes}

Question 10

Please tell me the name of the *[first/ next]* place or person who provided this childcare or nursery education for your children in that week.

ENTER ANSWER IN THE TABLE

{/IF Question 9 = Yes}

Question 11

SHOWCARD B1

Which of the types of childcare or nursery education on this card does this provider belong to?

INTERVIEWER: IF 'CRECHE', PROBE FOR MORE INFORMATION. IF AT A WORKPLACE OR A PLACE OF STUDY CODE AS A 'DAY NURSERY'. IF OTHER CRECHE, E.G. AT SHOPPING CENTRE CODE AS 'OTHER CHILDCARE'

Formal Childcare

1. Nursery school
2. Nursery class attached to primary or infants' school
3. Reception class attached to a primary or infants' school
4. Special day school or nursery or unit for children with special educational needs
5. Day nursery
6. Playgroup or pre-school
7. Childminder
8. Nanny or au pair
9. Baby-sitter who came to home
10. Breakfast club or After school club, on school/nursery school site
11. Breakfast club or After school club, not on school/nursery school site
12. Holiday club/scheme

Informal Childcare

13. My ex-husband/wife/partner / the child's other parent who does not live in this household
14. The child's grandparent(s)
15. The child's older brother/sister
16. Another relative
17. A friend or neighbour

Other Childcare

18. Other nursery education provider (PLEASE DESCRIBE)
19. Other childcare provider (PLEASE DESCRIBE)

ENTER ANSWER IN THE TABLE

{/IF Question 9 = Yes}

Question 12

Which of your children were looked after by this provider in the last week, beginning Monday and ending Sunday?

ENTER ANSWER IN THE TABLE

{IF Question 9 = Yes}

Question 13

Approximately how many hours and minutes did each child spend at this provider in that week?

INTERVIEWER: PLEASE HELP THE RESPONDENT TO WORK OUT HOW MANY HOURS THE CHILD HAS SPENT WITH THE PROVIDER, USE WEEKLY CALENDAR SHEET IF USEFUL.

FOR EXAMPLE:

9AM TO 3PM = 6 HOURS PER DAY

IF THEY ATTENDED ON 4 DAYS IN THAT WEEK, THIS WOULD BE 24 HOURS.

ENTER ANSWER IN THE TABLE

{IF Question 9 = Yes}

Question 14

SHOWCARD B2

And, last week, beginning Monday and ending Sunday, did **you** pay any money to this provider for any of these things? Please include any money that was paid before or after that week to cover costs for that week.

1. Yes → GO TO Question 15
2. No → GO TO Question 16

{IF Question 14 = Yes}

Question 15

In **total** what was the weekly cost of this provider for these things in that week?

INTERVIEWER: ENTER POUNDS AND PENCE, AND ACCEPT ESTIMATES TO NEAREST POUND.

EXAMPLES:

5.60 FOR FIVE POUNDS AND SIXTY PENCE

ENTER ANSWER IN THE TABLE

{IF Question 9 = Yes}

Question 16

SHOWCARD B1

And thinking back over the last week, starting on Monday and ending on Sunday, did your children receive childcare or nursery education from any other places or people, in that week?

1. Yes → GO TO Question 10
2. No → IF A **3 OR 4 YEAR OLD** IN THE HOUSEHOLD GO TO **Question 17**
→ IF **NO 3 OR 4 YEAR OLD** IN THE HOUSEHOLD GO TO **Question 18**

End of Questions for Childcare Provision Table

{IF there is a 3 or 4 year old in the household}

Question 17

Now, the government pays for 12.5 hours of nursery education per week for 3 and 4 year olds. In the last week, did your children receive any free hours of nursery education under this scheme?

1. Yes
2. No

{Ask All}

Question 18

SHOWCARD B1

Now I would like you to think about the last year. Did your children receive any types of childcare or nursery education from this list in the last year *[other than the ones you have already mentioned]*?

IF YES: Which ones?

INTERVIEWER: CODE ALL THAT APPLY

Formal Childcare

1. Nursery school
2. Nursery class attached to primary or infants' school
3. Reception class attached to primary or infants' school
4. Special day school or nursery or unit for children with special educational needs
5. Day nursery
6. Playgroup or pre-school
7. Childminder
8. Nanny or au pair
9. Baby-sitter who came to home
10. Breakfast club or After school club, on school/nursery school site
11. Breakfast club or After school club, not on school/nursery school site
12. Holiday club/scheme

Informal Childcare

13. My ex-husband/wife/partner / the child's other parent who does not live in this household
14. The child's grandparent(s)
15. The child's older brother/sister
16. Another relative
17. A friend or neighbour

Other Childcare

18. Other nursery education provider (PLEASE DESCRIBE)
19. Other childcare provider (PLEASE DESCRIBE)
20. No other types of childcare or nursery education used

Attitudes to Using Childcare

{Ask ALL}

Question 19

SHOWCARD C1

Please now think about the overall number of places at childcare providers in your local area, that is, places at the types of **formal provider** shown at the top of this card. Currently, would you say that there are too many places, about the right number or not enough?

1. Too many
2. About the right number
3. Not enough

{Ask ALL}

Question 20

SHOWCARD C2

And thinking about the overall quality of childcare provided in your local area, how good would you say this is? Please choose a response from this card.

1. Very good
2. Fairly good
3. Fairly poor
4. Very poor

{Ask ALL}

Question 21

SHOWCARD C2

And thinking about the overall affordability of childcare provided in your local area, for a family like yours how good would you say this is? Please choose a response from this card.

1. Very good
2. Fairly good
3. Fairly poor
4. Very poor

Demographics

{Ask ALL}

Question 22

I would like to collect a little more information about you and your children.

Are you currently living with a *[husband/ wife]* or partner?

1. Yes
2. No

{Ask ALL}

Question 23

Can I just check your current legal marital status. Are you...

READ OUT OR RECORD. CODE FIRST THAT APPLIES.

IF COHABITING AND NEVER PREVIOUSLY MARRIED, CODE 1.

IF IN A CIVIL PARTNERSHIP AND LIVING WITH THEIR PARTNER, CODE 2

IF IN A CIVIL PARTNERSHIP AND SEPARATED FROM THEIR PARTNER, CODE
3

1. ...single, that is never married,
2. married and living with your husband/wife,
3. married and separated from your husband/wife,
4. divorced,
5. or, widowed?

{Ask ALL}

Question 24

SHOWCARD D1

And which of the groups best describes you?

1. White
2. Black – Caribbean
3. Black – African
4. Black – other
5. Indian
6. Pakistani
7. Bangladeshi
8. Chinese
9. Mixed race
10. Other

{Ask ALL}

Question 25

SHOWCARD D2

I would like to ask you about what you were doing last week, beginning Monday and ending Sunday. Which of these things were you doing that week?

INTERVIEWER: PROBE: Which others? CODE ALL THAT APPLY.

IF THE RESPONDENT WAS ON ANNUAL LEAVE OR MATERNITY LEAVE IN THAT WEEK, PLEASE CODE USUAL WORKING STATUS.

1. Working full-time (30 or more hours per week), including self-employed
2. Working part-time (16-29 hours per week), including self-employed
3. Working part-time (1-15 hours per week), including self-employed
4. On a Government training scheme (e.g. New Deal)
5. Unemployed and looking for work
6. Unemployed and not looking for work
7. Looking after the home or family
8. Retired
9. Student
10. Long term sick or disabled
11. Other

{IF Question 22 = Yes }

Question 26

SHOWCARD D2

I would like to ask you about what your partner was doing last week, beginning Monday and ending Sunday. Which of these things was your partner doing that week?

INTERVIEWER: PROBE: Which others? CODE ALL THAT APPLY.

IF THE RESPONDENT'S PARTNER WAS ON ANNUAL LEAVE OR MATERNITY LEAVE IN THAT WEEK, PLEASE CODE USUAL WORKING STATUS.

1. Working full-time (30 or more hours per week), including self-employed
2. Working part-time (16-29 hours per week), including self-employed
3. Working part-time (1-15 hours per week), including self-employed
4. On a Government training scheme (e.g. New Deal)
5. Unemployed and looking for work
6. Unemployed and not looking for work
7. Looking after the home or family
8. Retired
9. Student
10. Long term sick or disabled
11. Other (WRITE IN)

{Ask ALL}

Question 27

SHOWCARD D3

From this list, please tell me the highest qualification that you have obtained.

HIGHEST = NEAREST THE TOP OF THE LIST.

1. Higher degree, e.g. MSc, MA, MBA, PGCE, PhD
2. First degree, e.g. BSc, BA, BEd, MA at first degree level
3. GCE 'A'-level / SCE Higher Grades (A-C)
4. GCSE grade A-C / GCE 'O'-level passes / CSE grade 1 / SCE O Grades (A-C) / SCE Standard Grades (1-3) / School Certificate / Matriculation
5. GCSE grade D-G / CSE grade 2-5 / SCE O Grades (D-E) / SCE Standard Grades (4-7) / SCOTVEC National Certificate Modules
6. Other academic qualifications
7. No, none of these

{Ask ALL}

Question 28

SHOWCARD D4

Do you have any of the qualifications shown on this card?

IF YES: Which? PROBE: Which others? CODE ALL THAT APPLY.

1. Level 1 NVQ/SVQ / Foundation GNVQ/GSVQ
2. Level 2 NVQ/SVQ / Intermediate GNVQ/GSVQ
3. Level 3 NVQ/SVQ / Advanced GNVQ/GSVQ
4. Level 4 NVQ/SVQ
5. Level 5 NVQ/SVQ
6. NVQ/SVQ - not sure what level
7. BEC (General) / BTEC (General) / City & Guilds Craft or Ordinary level / RSA Diploma
8. ONC/OND / BEC (Higher) / TEC (Higher) / BTEC (Higher) / RSA Advanced Diploma
9. Other vocational or pre-vocational qualification
10. No, none of these

{Ask ALL}

Question 29

SHOWCARD D5

The next few questions are about tax credits. The Government introduced the New Tax Credits in April 2003. Are you *[and your partner]* currently receiving any of the tax credits on this card?

IF YES: Which ones?

1. Working Tax Credit and Child Tax Credit → GO TO Question 30
2. Child Tax Credit only → GO TO Question 31
3. None of these → GO TO Question 31

{IF Question 29 = Working Tax Credit and Child Tax Credit}

Question 30

Do you receive extra money as part of your Tax Credit payments specifically to cover the costs of childcare? This is called the Childcare Element on your tax credit award notice.

1. Yes
2. No
3. Unsure

{Ask ALL}

Question 31

SHOWCARD D6

This card shows incomes in weekly, monthly and annual amounts amounts.

Which of the groups on this card represents your household's total income from **all** sources, including Tax Credits, before any deductions for income tax, National Insurance, and so on?

Just tell me the letter beside the row that applies.

1. Q
2. T
3. O
4. K
5. L
6. B
7. Z
8. M
9. F
10. J
11. D
12. H
13. A
14. W
15. G
16. N
17. E

Children's Table

Q1 Child Name	Q2 DOB	Q4 Statemented	Q5 SEN	Q7 Disability
Example: John	02/03/2001	Not statemented or going through stages	1. <i>Dyslexia</i> 2. <i>Behavioural Problems</i> 3. 4.	1. <i>None</i> 2. 3. 4.
			1. 2. 3. 4.	1. 2. 3. 4.

Childcare Provision Table

Q10 Provider Name	Q11 Type	Q12 Which Children	Q13 Time Spent per week Hrs Min		Q15 Cost per week £ & pence
Example: Busy Bees Nursery	Day Nursery	1. <i>John</i>	1. <i>12</i>	1. <i>30</i>	£60
		2. <i>Hannah</i>	2. <i>7</i>	2. <i>30</i>	
		3.	3.	3.	
		4.	4.	4.	
		5.	5.	5.	
		6.	6.	6.	
		7.	7.	7.	
		8.	8.	8.	
		1.	1.	1.	
		2.	2.	2.	
		3.	3.	3.	
		4.	4.	4.	
		5.	5.	5.	
		6.	6.	6.	
		7.	7.	7.	
		8.	8.	8.	

Childcare Provision Table contd.

Q10 Provider Name	Q11 Type	Q12 Which Children	Q13 Time Spent per week Hrs Min		Q15 Cost per week £ & pence
		1.	1.	1.	
		2.	2.	2.	
		3.	3.	3.	
		4.	4.	4.	
		5.	5.	5.	
		6.	6.	6.	
		7.	7.	7.	
		8.	8.	8.	
		1.	1.	1.	
		2.	2.	2.	
		3.	3.	3.	
		4.	4.	4.	
		5.	5.	5.	
		6.	6.	6.	
		7.	7.	7.	
		8.	8.	8.	

ANNEX C

SHOWCARD A1

- Not stated or going through stages
- Stated
- School/ Early Years Action
- School/ Early Years Action Plus
- Yes, but don't know if stated or Action stage

SHOWCARD A2

- Dyslexia
- Dyscalculia
- Dyspraxia
- Learning Difficulties (including mild, moderate, severe, complex, profound, Down's Syndrome)
- Behavioural problems
- Emotional problems
- Mental health problems / depression
- Social problems
- ADHD / hyperactivity / lack of concentration
- Autistic Spectrum Disorder
- Aspergers Syndrome
- Speech and/or language difficulties/problems
- Physical disability
- Visual impairment / blindness
- Hearing impairment / deafness
- Multi Sensory Impairment / Deafblind
- Other answer

SHOWCARD A3

- Problems with arms, legs, hands, feet, back or neck (including arthritis or rheumatism)
- Difficulty in seeing
- Difficulty in hearing
- Skin conditions, allergies
- Chest, breathing problem, asthma, bronchitis
- Heart, blood pressure or blood circulation problems
- Stomach, liver, kidney or digestive problems
- Diabetes
- Depression, bad nerves
- Mental illness or suffer from phobia, panics or other nervous disorders
- Learning difficulties (or mental handicap)
- Epilepsy
- Childhood / congenital conditions
- Other health problems or disabilities

SHOWCARD B1

FORMAL PROVIDERS

- Nursery school
- Nursery class attached to a primary or infants' school
- Reception class attached to a primary or infants' school
- Special day school or nursery or unit for children with special educational needs
- Day nursery
- Playgroup or pre-school
- Childminder
- Nanny or au pair
- Baby-sitter who came to home
- Breakfast Club or After School Club, on school/ nursery school site
- Breakfast Club or After School Club, not on school/ nursery school site
- Holiday club/ scheme

INFORMAL PROVIDERS

- My ex-husband/wife/partner / the child's other parent who does not live in this household
- The child's grandparent(s)
- The child's older brother/ sister
- Another relative
- A friend or neighbour

- Other nursery education provider (PLEASE DESCRIBE)
- Other childcare provider (PLEASE DESCRIBE)

SHOWCARD B2

- Education fees/ wages
- Childcare fees/ wages
- Refreshments/ meals
- Use of equipment
- Travel costs
- Trips/ outings
- Other
- No, no money paid

SHOWCARD C1

- Too many
- About the right number
- Not enough

SHOWCARD C2

- Very good
- Fairly good
- Fairly poor
- Very poor

SHOWCARD D1

- White
- Black – Caribbean
- Black – African
- Black – other
- Indian
- Pakistani
- Bangladeshi
- Chinese
- Mixed race
- Other

SHOWCARD D2

- Working full-time (30 or more hours per week), including self-employed
- Working part-time (16-29 hours per week), including self-employed
- Working part-time (1-15 hours per week), including self-employed
- On a Government training scheme (e.g. New Deal)
- Unemployed and looking for work
- Unemployed and not looking for work
- Looking after the home or family
- Retired
- Student
- Long term sick or disabled
- Other

SHOWCARD D3

- Higher degree, eg MSc, MA, MBA, PGCE, PhD
- First degree, eg BSc, BA, BEd, MA at first degree level
- GCE 'A'-level / SCE Higher Grades (A-C)
- GCSE grade A-C / GCE 'O'-level passes / CSE grade 1 /SCE O Grades (A-C) / SCE Standard Grades (1-3) / School Certificate / Matriculation
- GCSE grade D-G / CSE grade 2-5 / SCE O Grades (D-E) /SCE Standard Grades (4-7) / SCOTVEC National Certificate Modules
- Other academic qualifications
- No, none of these

SHOWCARD D4

- Level 1 NVQ/SVQ/ Foundation GNVQ/GSVQ
- Level 2 NVQ/SVQ/ Intermediate GNVQ/GSVQ
- Level 3 NVQ/SVQ/ Advanced GNVQ/GSVQ
- Level 4 NVQ/SVQ
- Level 5 NVQ/SVQ
- NVQ/SVQ - not sure what level
- BEC (General) / BTEC (General) / City & Guilds Craft or Ordinary level / RSA Diploma
- ONC/OND / BEC (Higher) / TEC (Higher) / BTEC (Higher) / RSA Advanced Diploma
- Other vocational or pre-vocational qualification
- No, none of these

SHOWCARD D5

- Working Tax Credit and Child Tax Credit
- Child Tax Credit only
- None of these

SHOWCARD D6

	Weekly	Monthly	Annual
Q	Under £50	Under £200	Under £2,500
T	£50 - £99	£200 - £399	£2,500 - £4,999
O	£100 - £199	£400 - £829	£5,000 - £9,999
K	£200 - £289	£830 - £1,249	£10,000 - £14,999
L	£290 - £389	£1,250 - £1,649	£15,000 - £19,999
B	£390 - £489	£1,650 - £2,099	£20,000 - £24,999
Z	£490 - £579	£2,100 - £2,499	£25,000 - £29,999
M	£580 - £679	£2,500 - £2,899	£30,000 - £34,999
F	£680 - £769	£2,900 - £3,349	£35,000 - £39,999
J	£770 - £869	£3,350 - £3,749	£40,000 - £44,999
D	£870 - £969	£3,750 - £4,149	£45,000 - £49,999
H	£970 - £1,449	£4,150 - £6,249	£50,000 - £74,999
A	£1,450 - £1,929	£6,250 - £8,349	£75,000 - £99,999
W	£1,930 or more	£8,350 or more	£100,000 or more

WEEKLY CALENDAR

WEEK BEGINNING _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
AM							
PM							

ANNEX D

KEY RESULTS FROM THE 2004 PARENTS CHILDCARE SURVEY

Percentage of all children using formal childcare by income quintile

	Annual gross income				All incomes
	Up to £9,999	£10,000- £19,999	£20,000- £31,999	£32,000 or more	
Age of child					
0-2	24%	24%	35%	57%	36%
3-4	80%	84%	86%	95%	87%
5-7	19%	22%	26%	40%	27%
8-11	15%	19%	20%	31%	22%
12-14	4%	4%	9%	13%	8%
All ages	25%	25%	31%	41%	31%

Percentage of children in working families using formal childcare by income quintile

	Annual gross income				All incomes
	Up to £9,999	£10,000- £19,999	£20,000- £31,999	£32,000 or more	
Age of child					
0-2	24%	24%	36%	57%	39%
3-4	83%	87%	87%	95%	89%
5-7	23%	23%	27%	40%	30%
8-11	16%	21%	20%	32%	24%
12-14	7%	4%	9%	13%	9%
All ages	26%	26%	31%	42%	33%

Percentage of all children using formal childcare by income quintile

	Annual gross income		All incomes
	Up to £19,999	£20,000 or more	
Age of child			
0-2	24%	47%	36%
3-4	82%	91%	87%
5-7	20%	33%	27%
8-11	18%	25%	22%
12-14	4%	11%	8%
All ages	25%	36%	31%

Percentage of children in working families using formal childcare by income quintile

	Annual gross income		All incomes
	Up to £19,999	£20,000 or more	
Age of child			
0-2	24%	47%	39%
3-4	86%	91%	89%
5-7	23%	33%	30%
8-11	20%	26%	24%
12-14	5%	11%	9%
All ages	26%	37%	33%

Percentage of children using formal childcare by family working status

	Children in working families	Children in workless families	All children
Age of child			
0-2	39%	23%	36%
3-4	89%	77%	87%
5-7	30%	18%	27%
8-11	24%	13%	22%
12-14	9%	4%	8%
All ages	33%	23%	31%