



# Early Learning and Childcare Data Consultation Findings

**March 2016**

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# 1. Executive Summary

The Scottish Government is committed to developing a high quality, flexible system of early learning and childcare (ELC) that is accessible and affordable for all children and families. There was an expansion of ELC services in 2014, with plans for further expansion over the next few years. This has in turn resulted in the need for both new and more detailed data for this sector. A public consultation was undertaken between 9<sup>th</sup> November 2015 to 6<sup>th</sup> January 2016 in response to this need, with a particular focus on the Scottish Government ELC census collection, which has the greatest scope to change. This report details findings from the consultation.

## Overview of results

Participation in the consultation was voluntary. **A total of 75 responses were received.**

- **75%** of responses were on behalf of an organisation
- **72%** of respondents provided formal ELC

An overview of the consultation findings are provided below, by theme.

### Data capture

- **80%** of respondents held data relating to ELC, of which...
  - **91%** have individual child level data
  - **95%** hold data electronically

### Data use

#### 6 'most used' ELC data

	Percentage of respondents using
Child's age	95%
Total number of staff	95%
Sessions setting offers	92%
Capacity of setting	89%
FTE of staff	89%
Job type of staff	89%

#### 6 'least used' ELC data items

	Percentage of respondents using
Free lunches provided by centre	59%
Choice of placement obtained	59%
Staff age	59%
Staff ethnicity	59%
Number of settings child enrolled - not funded	55%
Number of settings without funding	51%

- Views on the importance of reporting the number of individual children



- Just under half** of respondents use published Scottish Government or Care Inspectorate Data. **40%** use Scottish Social Services Council data.
- Generally, the Scottish Government publication is used more frequently than the additional tables, implying either high-level information is needed more often than detailed data, or less awareness of the more detailed tables.

## Data collection

### 8 'most held' ELC data items

	Yes or could (hold)
Total number of staff	97%
FTE of staff	95%
SSSC registration of staff	95%
Disability status of staff	93%
Qualifications of staff	93%
Child's age	93%
Job type of staff	93%
Length of time staff in post	93%

### 7 'least held' ELC data items

	Yes or could (hold)
Children enrolled total	60%
Number of free lunches	60%
Number of settings enrolled - total	60%
Sessions enrolled - not funded	60%
Children enrolled without funding	57%
Number of settings enrolled - not funded	57%
Settings without funding	57%

## Data gaps

- Use of childminders, costs of provision, staff/child ratios, staff qualifications, models for delivery, patterns of use, parents' views, capacity for expansion and impact on outcomes were the most noted data gaps.

## Data provision

- 84%** have to provide data for multiple reasons
- 72%** could provide updated data at least every term

## Timing of ELC data collection

There are competing data needs with information required at term 1 to report alongside schools data, mainly in relation to teacher number monitoring, but collection at term 3 being better for ELC specifically as it enables the capture of all children eligible for ELC across the year.

- 91% of respondents said it was important to be able to report the total number of children (as opposed to total number of registrations) i.e. term 3
- 56% of respondents said it was important that schools and ELC data related to the same time period
- 43% expressed a preference for the collection of ELC data at term 3

## Summary of findings

ELC data use is high across all respondent groups. There is an identified need for the collection of new, and more detailed information, specifically on the number of children accessing ELC. Most data items not already captured nationally are generally available locally.

Data is largely held electronically and for individual children, although the systems used and detail of individual data items can vary greatly between provider types and geographies. The ease with which data capture systems could be amended was open to respondents' interpretation. Data capture and provision through SEEMiS was suggested by numerous respondents to make this easier. Burden on data providers was high with the same information being requested multiple times.

Findings showed a strong preference for gathering data at term 3 to obtain a full picture of all children eligible for ELC across the year. However, there was still notable interest in presenting the information alongside schools data, although views were a little more mixed and comments received indicate this may be largely related to national teacher monitoring.

## Next steps

The consultation forms part of the wider ELC data development work to inform recommended changes to the SG ELC census collection. Final recommendations, alongside other influencing factors, will be detailed in a report and published in due course.

## 2. Introduction

The Scottish Government is committed to developing a high quality, flexible system of early learning and childcare (ELC) that is accessible and affordable for all children and families. The purpose is to improve outcomes for children; and, to support parents and carers with work, training or study.

### Background

In support of this aim, the Scottish Government, through the Children and Young People (Scotland) Act 2014:

- Increased the entitlement for 3 and 4 year olds from 475 hours / year ('pre-school') to 600 hours / year ('early learning and childcare').
- Extended this entitlement to over a quarter of 2 year olds who are looked after or subject to a kinship or guardianship order; who have parent in receipt of out of work benefits; or, who have a parent on low income (under Free School Lunch criteria).
- Introduced a duty on local authorities to provide choice and flexibility of how those mandatory hours are accessed, informed by consultation with parents.

The Scottish Government has also committed to extending the entitlement to early learning and childcare further to 1,140 hours/ year by the end of the next Parliament. This is a transformation in how we design and deliver early learning and childcare in Scotland.

The Scottish Government currently collects information from all settings that receive funding from local authorities to deliver the free early learning and childcare entitlement. These are published annually as national statistics alongside schools data. In order to fully reflect the transformation of services which have come about as a result of policy changes, a need has been identified to review the content of the data collection to provide better accuracy and usability of the data.

An integral part of the review work was the online (public) consultation which ran from 9<sup>th</sup> November 2015 to 6<sup>th</sup> January 2016 to gather information and views in relation to multiple aspects of ELC data. Views were sought from a range of data providers and users, including those in both a direct service delivery role and with oversight of delivery so as holistic and rounded a picture as possible could be obtained. Likewise, the implications of expansion to the ELC sector had to be considered so any changes were appropriate for both current and future use. The purpose of the consultation was two-fold to:

- assess the demand for particular data items, both new and existing, relating to ELC across the sector; and
- gather information that allows recommended changes to the current Scottish Government ELC data collection to be made.

It is recognised that the review of the Scottish Government ELC collection needs to take in to consideration data that is available elsewhere, particularly from the Care

Inspectorate and Scottish Social Services Council (SSSC). This will ensure the full range of information required is captured while minimising burden on data providers.

This report provides an accurate and factual account of consultation findings; contextual information is provided where necessary to aid understanding. Findings will be considered in conjunction with other information and knowledge to inform recommendations around specific aspects such as content and scope, collection method and timing of the Scottish Government ELC data collection. It is important that these recommendations meet user demand adequately while providing a practical, feasible solution to doing so. A report will be published in due course to fully set out recommended changes to the ELC census collection, with discussion around the decisions behind these and will refer back to consultation findings where relevant.

It is expected that consultation findings and the wider ELC data improvement work will have implications for ELC data collected by other organisations, such as Care Inspectorate and SSSC. Work will be undertaken in collaboration with these organisations to agree mutually beneficial changes that best meets user demand whilst minimising burden on data providers. It should be noted that these organisations' data collections are not subject to a full review in the same way as the Scottish Government census collection, but do have scope for year on year changes to enhance quality and relevance.

### 3. Respondent profile

A total of 75 valid<sup>1</sup> consultation responses were received. Three quarters (76%) were submitted on behalf of a group or organisation (although not all provided the name of the organisation or group represented), with the remaining 24% responding as an individual.

Table 1 shows the spread of representation across the sector. The largest number of responses was received from local government, accounting for 28% of the total. Early learning and childcare (ELC) private and third sector providers were the next biggest group, with all ELC provider types combined accounting for 45% of responses. It will be useful to bear in mind the make-up of responses when interpreting the results as respondents within particular sectors may provide similar answers, or share similar views to each other, but different from those in other sectors. Where there are notable differences by sector, these are highlighted throughout the report; however, it is important to treat findings based on only a small number of responses with caution as they may not be truly representative or reflective of views across a particular sector in its entirety.

**Table 1: Number and percentage of respondents by sector represented**

	Number	Percentage of total
Central government	4	5%
Local government	21	28%
Public body (non-Government)	5	7%
ELC provider – local authority	10	13%
ELC provider – private	12	16%
ELC provider – third sector	12	16%
ELC umbrella/network group	2	3%
Parent – individual	6	8%
Academic	1	1%
Other	2	3%
<b>Total</b>	<b>75</b>	

Of all respondents, 72% were responsible for providing formal ELC. As expected this was limited to those with a service delivery role, such as ELC settings (local authority, private or third sector) and local government. Of those providing ELC, 94%<sup>2</sup> delivered (at least) some local authority funded ELC; the only providers that stated they did not deliver the funded entitlement were those from the third sector.

Four fifths (80%) of respondents hold some form of data relating to ELC. All respondents providing formal ELC stated that they hold data. Over and above this, there were some other respondents, for example, national organisations and networks such as the Care Inspectorate, Education Scotland, National Day

<sup>1</sup> Responses that were completely blank were considered invalid and excluded from the analysis.

<sup>2</sup> Two local government responses stated they did not provide funded ELC, however, as this is known not to be the case, these answers were amended before commencing analysis.



Nurseries Association and the Scottish Government which also noted they hold ELC data.

## 4. Consultation findings

The consultation captured information and views on a range of aspects of early learning and childcare (ELC) data to fully inform useful and practical changes to the collection of this information going forward. The consultation was split into the following sections:

- **Data capture** – how data is currently gathered and stored.
- **Data use, collection and gaps** – what data is currently in use and/or collected across the sector as a whole. What information gaps exist.
- **Providing data** – for what purposes does ELC data have to be provided.
- **Use of published data** – what use is made of data gathered and published by Scottish Government, Care Inspectorate and Scottish Social Services Council.
- **Timing of the Scottish Government ELC census**

This chapter details the findings from the questions asked in each of these sections. Analysis is based on valid, non-blank responses only.

### 4.1 Data capture

It is known that different data collection systems are in use across the ELC sector, and not everyone holds data in exactly the same way. These factors can make data capture at national level complex, as it often means data is not comparable or unable to be provided easily by all providers. When considering changes to data capture, it is therefore vital to have a complete understanding of what systems are currently in place, how easily adaptable they are to respond to emerging needs and the relative strengths and limitations of these. This will ensure recommendations for future data capture are practical and feasible to implement.

A series of questions were asked of respondents who indicated they held ELC data to obtain more in-depth information as to the nature of the data, how it is stored, and the ease with which changes can be made to existing data capture systems. Questions related to the specific data capture systems that are known to be in use across the ELC sector.

Of those respondents holding data, 58% had this in relation to both funded and non-funded ELC; 35% for funded only and 7% for non-funded only. As expected, data held depended on the nature of the service delivered e.g. only services with a funded element held data on funded ELC and vice versa<sup>3</sup>.

The vast majority (90%) of those who hold data have individual child level information available, although this relates exclusively to those in a service delivery role i.e. local authorities and ELC providers. Where individual child level data is

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<sup>3</sup> There was one inconsistency where a respondent stated they provided funded ELC but only held data for non-funded ELC.

held, all but one respondent stated they held individual data for all children (as opposed to some only). Those that do not hold data at individual child level are national organisations such as Education Scotland, the Care Inspectorate, National Day Nurseries Association, Scottish Social Services Council and the Scottish Government. It is known that many of these organisations capture information through annual data gathering exercises.

Likewise, the vast majority of those holding data (95%) did so electronically. Those who did not were third sector and private providers who noted keeping registration documents and care plans on paper files. Of those holding data electronically, systems such as SEEMiS<sup>4</sup>, NAMS<sup>5</sup> or spreadsheets were used – 60% stated use of multiple (i.e. more than one) systems. Table 2 below shows how many respondents who hold data electronically use each of the data capture methods asked about.

**Table 2: Number of respondents by sector using the electronic data systems asked about**

	Spreadsheets	Electronic database	SEEMiS	NAMS/ NAMS 2	Other
	<i>Number</i>				
Central government	1	1	0	0	0
Local government	15	5	15	12	2
Public body (non-Government)	2	0	0	0	2
ELC provider – local authority	3	1	9	3	0
ELC provider – private	4	2	1	8	3
ELC provider – third sector	5	0	2	5	2
ELC umbrella/network group	1	1	0	0	0
<b>Grand Total</b>	<b>31</b>	<b>10</b>	<b>27</b>	<b>28</b>	<b>9</b>

As would be expected (as it is a local authority system), local government and local authority ELC providers are the biggest users of SEEMiS<sup>6</sup>. NAMS was most widely used by local authorities and private ELC providers – again, this is expected as it is a system for use by centres in partnership with local government to record funded registrations. Third sector ELC providers are most likely to use a combination of NAMS and spreadsheets; all of those using NAMS provide funded ELC i.e. are in partnership with the local authority. Non-Government public bodies (e.g. CI, SSSC) are more likely to use bespoke systems or statistical software for their purposes.

Only a very small proportion (5%) of respondents said they would be unable to make changes to their data capture system. Of those that reported changes were possible, 45% felt this could be done relatively easily, with the other 55% feeling changes could only be made with some difficulty. However, there was a reasonable amount of variation in respondents' answers to this question – shown in Chart 1. For example, for SEEMiS, 4% stated changes would not be possible at all, 67% thought

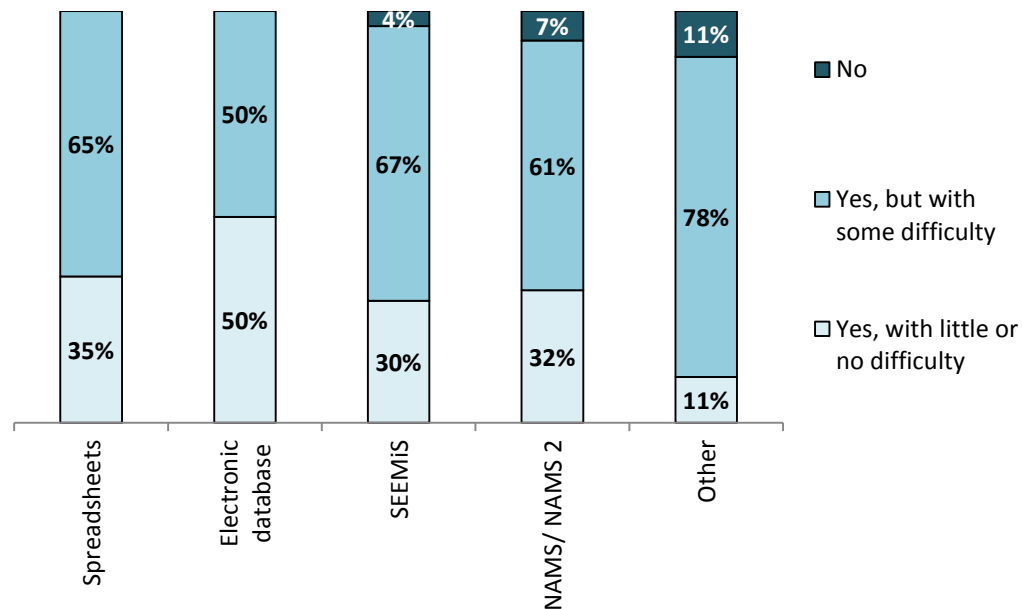
<sup>4</sup> The electronic management information system used to capture data for local authority managed education establishments.

<sup>5</sup> An add on to SEEMiS to help with admitting local authority funded children to non-local authority managed daycare of children services.

<sup>6</sup> SEEMiS is exclusively of use to local government and local authority users, therefore there may be a reporting error for those other respondents who have noted use of this system.

changes would only be possible with some difficulty, and the remaining 30% felt changes would be relatively easy to make. Differences may be down to individuals' interpretation of the capabilities of the software and/or what constitutes 'little difficulty', processes for implementing changes to these, or, even local use and practice.

**Chart 1: Respondents' views on ease of adapting electronic data capture systems**



Respondents were asked to provide details of anything which would make it easier for them to hold or store data electronically as ways to minimise burden on data providers is being considered as part of the wider data transformation work. A small number of comments were received around having access to the necessary hardware that would allow information to be held electronically. However, most comments related to the need for appropriate, flexible, software that would be suitable for use across the entire ELC sector. There was recognition that the variation across ELC settings would make this difficult to achieve.

Multiple respondents (mainly local government) recommended that all data storage be channelled through SEEMiS, however, this method was not felt to be without issues, including:

- restrictions with access (as SEEMiS is available only to local authority ELC providers as well as local authorities themselves);
- its suitability for capturing specific ELC data as it often lacks the detail needed, and requires agreement across all local authorities before changes can be implemented;
- lack of flexibility and inability to make changes which would allow e.g. the introduction of new data items to better meet need;

- the length of time changes take to implement, tied in with lack of staff resource to carry out these changes;

It was suggested that some of these issues could be resolved by increased direct liaison between SEEMiS and the Scottish Government.

The importance of having clear definitions for specific data items was stressed to ensure the capture of high quality, robust information that is comparable nationally. Likewise, it was felt important to have data requirements set out in advance to allow data providers time to ensure their systems are set up to capture the necessary information.

### Key findings

Data is largely held electronically and for individual children; only national organisations held aggregate data. Information is held appropriate to the nature of the service, and systems used depend upon the sector within which a service falls. The majority of respondents stated amendments to their data capture systems were possible, although there was a difference of opinion as to how easily this could be done. There would ideally be one data capture solution for ELC in its entirety, however, the variation of settings makes this difficult to achieve. The existing SEEMiS system was stated by several respondents as a solution to making data storage easier, however, this would not be straightforward. Consistent and clearly defined data items are key to the capture of quality national information.

## 4.2 Data use, collection and gaps

The main focus of the consultation was to obtain a complete understanding of the requirement for data to inform delivery, implementation and monitoring of ELC across the sector. This would allow informed decisions to be made about the content of future collections to ensure they meet user need as fully as possible.

In order to understand demand completely, respondents were asked about their use and collection of 48 individual data items that are already gathered via existing returns, known to be currently used for internal purposes, or where evidence gaps have already been identified. The opportunity was also provided for respondents to identify and detail any evidence gaps.

The following sections present analysis of responses to the specific aspects of data use, collection and gaps.

### 4.2.1 Data use

Respondents were asked if they used ELC data for particular purposes, and how frequently they required information for these purposes. Table 3 lists the purposes and the proportion of respondents who said they did/did not use ELC data for these reasons.

**Table 3: Percentage of respondents using ELC data, by purpose and frequency required**

	Not used	Used, and need information updated...	
		...yearly only	...more frequently than yearly
Improving services	7%	40%	53%
General awareness of issues/trends	9%	37%	54%
Policy development and evaluation	9%	56%	35%
Service planning	10%	38%	51%
Reporting at local authority level	12%	39%	49%
Reporting at Scotland level	12%	70%	18%
Funding allocations and/or reporting	13%	32%	55%
Benchmarking/reporting against targets or key indicators	15%	36%	48%
Research or analysis	17%	40%	43%
Day to day management	25%	24%	51%

Table 3 shows that ELC data is least likely to be used for assisting the day to day management of services, but most likely to be used for improving services. Data used for reporting at Scotland level and for policy development and evaluation is most likely to be needed on an annual basis only. Updated data for all other purposes is more likely to be required more frequently than yearly, with the exception of data for research or analysis purposes, where there is more of an even split between need for this yearly and more frequently.

When answering questions about individual data items, respondents were encouraged to consider the potential future use of information, bearing in mind the changes to ELC policy, as well as current use. Use of data items should cover both those from published national sources and from providers own administrative records. The full list, arranged by category, can be found at Annex A, with the percentage of respondents who said they do/would use each data item.

Table 4 shows, in order, the 17 data items that were stated to be in use (current or intended) by at least 80% of respondents. This shows that there is most interest in information about:

- ELC settings themselves (e.g. sessions offered, capacity, sector etc.);
- Staff, specifically around job type and qualifications (as opposed to details of staff such as age or gender); and
- Children, in particular where there may be an element of extra support required e.g. Additional Support for Learning, disability, Co-ordinated Support Plan, home language.

**Table 4: Data items stated to be in use by at least 80% of respondents, and percentage of respondents using**

	Percentage of respondents using
Child's age	95%
Total number of staff	95%
Sessions setting offers	92%
Capacity of setting	89%
FTE of staff	89%
Job type of staff	89%
Type of setting	88%
Qualifications of staff	88%
Child's Additional Support for Learning need	87%
SSSC staff registration category	87%
If child has Co-ordinated Support Plan	85%
Number of children enrolled with funding	83%
Child's home language	83%
Sector of provision	81%
Child's disability status	81%
Child's home LA/postcode	80%
Sessions child is enrolled - funded	80%

There was largely agreement amongst all respondent groups as to what the most used data items were, although data on staff numbers, FTE and job type were the only data items used extensively by all groups. Only local government didn't use staff qualifications information as heavily as other groups, with SSSC registration category and home language of child not being priority items (in terms of usage as a whole) for central or local government only. However, information about the 'sector of ELC setting' was only extensively used by central and local governments and (non-Government) public bodies, perhaps because they are the groups which need oversight of the sector, and those in a service delivery role do not.

Data items relating to teacher access were of use by around two-thirds (between 64% and 69%) of respondents, which fell in the lower half of usage. Parents and respondents who fell in to the 'other' category, were the only ones to cite high usage of this data.

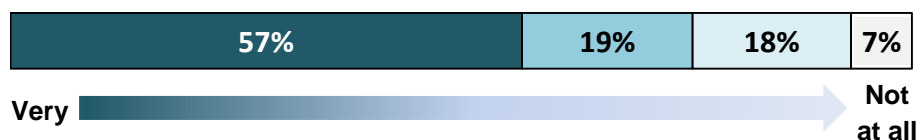
The nine data items that were stated as less likely to be used (by 60% or less of respondents) are shown in Table 5. This shows that interest is low in information related to non-funded ELC, and overall totals (i.e. funded and non-funded), emphasising the interest in data relating to funded ELC only. Information about the number of free lunches provided was only stated as being required by 59% of respondents, although this was used by all but one of central and local government respondents.

**Table 5: Data items stated to be in use by no more than 60% of respondents, and percentage of respondents using**

	Percentage of respondents using
Total number of ELC settings	60%
Number of settings child enrolled - total	60%
Sessions child enrolled - not funded	60%
Number of free lunches provided by centre	59%
Choice of placement obtained	59%
Staff age	59%
Staff ethnicity	59%
Number of settings child enrolled - not funded	55%
Number of settings without funding	51%

Respondents were asked how important it was that the number of individual children, as opposed to the number of registrations (which can include an element of double counting<sup>7</sup>) was gathered. Over half (57%) of all respondents felt it was ‘very important’ for data to be gathered on individual children, with a further 19% selecting the second most important option. The majority of respondents in all categories expressed the importance of being able to report number of children, with the exception of parents responding on an individual basis, where opinion was divided equally.

**Chart 2: Importance of reporting number of individual children**



## 4.2.2 Data collection

All respondents who noted holding data were asked whether they held information for the same 48 individual data items. The response options allowed respondents to state whether they currently hold the data, or not, as well as indicating whether or not it would be possible for them to collect it. This allows an understanding of the current and potential capability to provide data for each of these items, so this can be considered when thinking through the implications for recommended content for a transformed ELC census. The full list, arranged by category, can be found at Annex B, with percentages of respondents holding each of these.

There is recognition that data held may vary by individual data item (e.g. more information may be available for teaching staff compared to other staff) or by setting (e.g. local authorities hold more information about local authority providers than

<sup>7</sup> Where children receive funded ELC at more than one setting.



private or third sector providers). Some data items were left blank, which may be because this data could not be held, or that a particular data item is not relevant/applicable to a particular respondent.

At least 90% of respondents (of the 60 who held data) said they currently, or would be able to, hold data for the 16 data items listed in Table 6.

**Table 6: Data items that are, or could be, held by at least 90% of respondents, and percentage of respondents holding these**

	Blank	No, and could not	No, but could	Yes	Yes or could
Total number of staff	2%	2%	7%	90%	97%
FTE of staff	2%	3%	7%	88%	95%
SSSC registration of staff	2%	3%	10%	85%	95%
Disability status of staff	2%	5%	17%	77%	93%
Qualifications of staff	2%	5%	17%	77%	93%
Child's age	2%	5%	3%	90%	93%
Job type of staff	2%	5%	8%	85%	93%
Length of time staff in post	2%	5%	15%	78%	93%
Child's gender	2%	7%	8%	83%	92%
Child's home language	3%	5%	12%	80%	92%
Staff age	2%	7%	15%	77%	92%
Staff gender	2%	7%	12%	80%	92%
Staff ethnicity	2%	7%	17%	75%	92%
Child's disability status	3%	7%	13%	77%	90%
If child has Co-ordinated Support Plan	3%	7%	22%	68%	90%
Functions undertaken by staff	3%	7%	23%	67%	90%

Of those in a service delivery role (i.e. local government and ELC providers), information about staff, such as job type, functions undertaken, qualifications and length of time in post were less likely to be held by local government compared to ELC providers. This is also true of information about whether a child has a co-ordinated supported plan.

Generally, data is less likely to be held by third sector ELC providers, with 75% or more holding two-thirds of the data items only. This compares to 75% or more of local government and other ELC providers holding data for 83% of the data items.

Table 7 shows the 11 data items that are, or could be, less easily held, with less than three quarters of respondents responding positively. As with use, most of these relate to information around non-funded ELC, and overall totals (likely to be because this would require knowledge of what was happening out-with respondents' own settings). It may be the case that other data items have a lower data capture rate due to the fact that these will not be relevant for all services. For example, information on 'free lunches' are much more likely to be held by local government and local authority ELC providers (at least 80%), compared to other ELC providers (at most 33%), which is reflective of the fact that there is currently no statutory duty on non-local authority settings to provide free lunches. Similarly, third sector ELC providers are least likely to hold data on 'reason 2 year olds are funded' or 'number

of children with access to a teacher', which is probably reflective of the fact that these relate specifically to funded entitlement and there is a lower proportion of respondents in the third sector delivering funded ELC.

**Table 7: Data items that are, or could be held, by less than 75% of respondents**

	Blank	No, and could not	No, but could	Yes	Yes or could
Number children with access	12%	15%	25%	48%	73%
Reason 2 year olds eligible	5%	25%	35%	35%	70%
Total number of ELC settings	15%	22%	22%	42%	63%
Sessions enrolled - total	17%	22%	15%	47%	62%
Children enrolled total	20%	20%	15%	45%	60%
Number of free lunches	3%	37%	40%	20%	60%
Number of settings enrolled - total	17%	23%	17%	43%	60%
Sessions enrolled - not funded	17%	23%	22%	38%	60%
Children enrolled without funding	20%	23%	17%	40%	57%
Number of settings enrolled - not funded	18%	25%	25%	32%	57%
Settings without funding	22%	22%	23%	33%	57%

Respondents were asked to list any other ELC data held to provide a fuller picture of what information is of benefit and in use across the sector. Answers were reasonably varied, with each item being listed by usually only one respondent (and no more than 3). Data items identified covered both information which:

- would provide **wider knowledge about the make-up of the sector and it's delivery**, such as, children's development, information on childminders providing ELC, staff training, inspection gradings, costs, children under alternative arrangements, facilities etc.; and
- is more concerned with the **day-to-day running of ELC services**, such as, parents' contact details, if child has food allergies, parents' consent for participation in activities etc.

### 4.2.3 Data gaps

There is recognition that the 48 data items asked about may not fully meet existing or future data needs, particularly with the recent expansion and plans to extend this. Respondents were therefore asked to provide details of any other ELC data which they would like gathered to address information gaps so this could be considered as part of the wider transformation work. More than 50 individual data items were (requested in addition to the 48 items listed), however, once again, they were mainly only requested by an individual respondent. A full list can be found in Annex C, with the number requesting each item detailed. Those requested by more than one respondent were:

- Use of childminders in the delivery of funded entitlement
- Costs of provision
- Staff/child ratios
- Qualifications, specifically of childminders and those in deprived areas

- Models for use of partner providers e.g. is this limited, how is quality assessed
- Patterns of (current and future) use, both of funded and unfunded places
- Alternative delivery arrangements that are in place, especially for 2 year olds
- Parents' views
- Capacity for expansion
- Impact of ELC on outcomes (of children and/or parents)

### Key findings

Findings show that use of ELC data is high, particularly in relation to the funded entitlement. ELC information is most likely to be used for improving services, and least for day to day management. Data items in highest demand are generally required by all respondent groups, with data items of lesser demand being more dependent on sector and, relatedly, specific area of interest of the user. There is notable importance on the ability to report number of individual children (as opposed to number of registrations).

Specific data items currently collected varied by respondent group, depending on what was necessary for individual needs. Data held related to both day to day running of services and the wider make-up of the sector. Third sector ELC providers are less likely to hold data than other respondents.

Data currently collected nationally does not fully meet existing or future needs and there is demand for the capture of more detailed information.

## 4.3 Providing data

Respondents were asked about any requirements on them to provide the Early Learning and Childcare (ELC) data they hold/collect. This will allow an assessment of burden placed upon data providers as minimising this is one of the aims of the wider data improvement work.

ELC data is required regularly from providers both in statistical annual returns and prior to their service being inspected. There are two annual statistical collections:

- 1) the **Scottish Government (SG) ELC census**, which gathers information from all (local authority) funded ELC settings (excluding childminders); and
- 2) the **Care Inspectorate's Annual Return**, which gathers information from all daycare of children's services registered<sup>8</sup> with them (including childminders).

Inspections are carried out by both Care Inspectorate – again, for all services registered with them - and Education Scotland – for all (local authority) funded ELC setting that deliver ELC with an educational element.

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<sup>8</sup> A service is required to register with the Care Inspectorate if they provide more than two hours of daycare in a day.

The analysis in this section is based on all respondents that stated they hold data relating to ELC.

Only two respondents who hold data stated they were not required to provide it to anyone else; this was because they are both national organisations who oversee the delivery of ELC services, and therefore will be collecting data for monitoring purposes only. This was also the case for a further national body, who did state they provided data, but in the context of publishing via statistical releases (which will apply to others).

With the exception of Education Scotland, who provide data to Care Inspectorate, the only respondents stating they provide data for the purposes of the statistical returns and inspection outlined above were local government and ELC providers.

- **84% provided data to the Scottish Government**  
Three private providers delivering funded ELC stated they did not provide data for this reason. Only one local government response, which was received on behalf of an individual, stated they did not have to provide data to SG. The two third sector respondents who do not provide data for this reason, do not deliver funded ELC.
- **79% provided data to local authorities**  
Local authority ELC providers were the only group who all stated the requirement to provide data for this purpose, despite other ELC providers being responsible for delivering local authority funded ELC.
- **79% provided data to the Care Inspectorate for inspections or Annual Returns**  
The vast majority of ELC providers stated they provided data for this reason.
- **66% provided data for Education Scotland inspection purposes**  
The proportion of respondents in each category providing data for this reason was generally lower than for other purposes.

The majority (84%) of those providing data, stated they were required to do so for multiple (i.e. two or more) reasons. In fact, 62% noted providing data for at least 4 different purposes, with local authority and private ELC providers being the most likely to have to provide data this many times.

Of those who had to provide data, the majority declared duplication in information requested. This was noted to exist for all purposes such as CI and ES inspections; CI, LA and SG returns; and even with information parents' provide to LA as well as individual settings. A couple of respondents noted that the same information is required when responding to data requests from the public, MSPs and via Freedom of Information. Specific data items that were noted as being asked for repeatedly were child registrations and details, staffing, centre details and provision offered. It was mentioned that data requests, although in definition looking for the same

information, can require these in a different format or relating to different times of the year, creating what appears to be unnecessary additional work for providers. It was also noted that there is sometimes confusion over who or what a particular data return is for (this may be due to the involvement of local authorities in the collection of SG census data).

One respondent suggested that the Scottish Government census focus only on the collection of information that is not already gathered by regulatory bodies. Another stated a strong preference for combining returns in to one ELC data collection exercise only, which would need to be fully encompassing to meet need in its entirety. A major benefit would be the ability to provide a picture of both funded and non-funded ELC (and childcare more broadly).

Respondents were asked how often they would be able to provide up to date data as frequency of data collection will be covered as part of the review<sup>9</sup>. Although this was a multiple choice question, with respondents being asked to ‘select all that apply’, answers received largely appeared to relate to the highest frequency only. Analysis has therefore been undertaken on this basis – there should be no problems with this approach, as it is a reasonable assumption that information updated more frequently implies it is also available less frequently. The results shown in Figure A below are cumulative frequencies.

**Figure A: Percentage of respondents who can provide data by frequency**



Private and third sector providers had the highest proportion of respondents stating they could provide data at least monthly; local authority providers and local government had the highest proportion stating at least termly; and the remainder were mostly only able to provide data annually. Those who could only provide annual data were national organisations and public bodies, which are likely to be reflective of the frequency with which this information is collected. However, a few commented that frequency of availability will vary by data item, for example, while some may be updated monthly, others will only be updated annually.

Respondents were asked for their suggestions for what would make it easier for them to provide data so this could be factored in to recommendations for the future collection of data. There were a few themes echoed from earlier comments around:

<sup>9</sup> This was asked of everyone who holds data, whether or not they currently have to provide it for any purpose.

<sup>10</sup> Those selecting ‘other’ often did so because the frequency differed depending on data source, e.g. SSSC could provide either annual snapshots from the workforce dataset, or daily updates from registry data.

- The use of existing management information systems e.g. SEEMiS or NAMS, this time to be used as a way of extracting information at local authority level (to avoid collection of data from individual ELC providers).
- Ensuring the purpose of the collection and definitions around individual data items are clearly set out so data transfer is easier and understood to be worthwhile to encourage participation.
- Access to appropriate IT equipment e.g. internet connection, flexible software that would enable easier manipulation and output of the required data.
- Adequate notice period to give enough time for data providers to update, submit and quality assure the data.

Other comments received included:

- The need for trained staff with necessary resource to manage the data transfer process.
- Better maintenance of records i.e. updated more regularly. This would help in the example of a local authority providing data from their providers.
- Make the form and questions less complex, and therefore easier to understand and answer.

### Key findings

With the exception of two national organisations, all of those holding ELC data were required to provide this for statistical returns or inspection purposes. The vast majority of which had to provide information for multiple purposes, and noted replication in data requested. Nearly three quarters of those holding data are able to provide updated information each term.

## 4.4 Use of published ELC data

There are three main sources of published early learning and childcare (ELC) data:

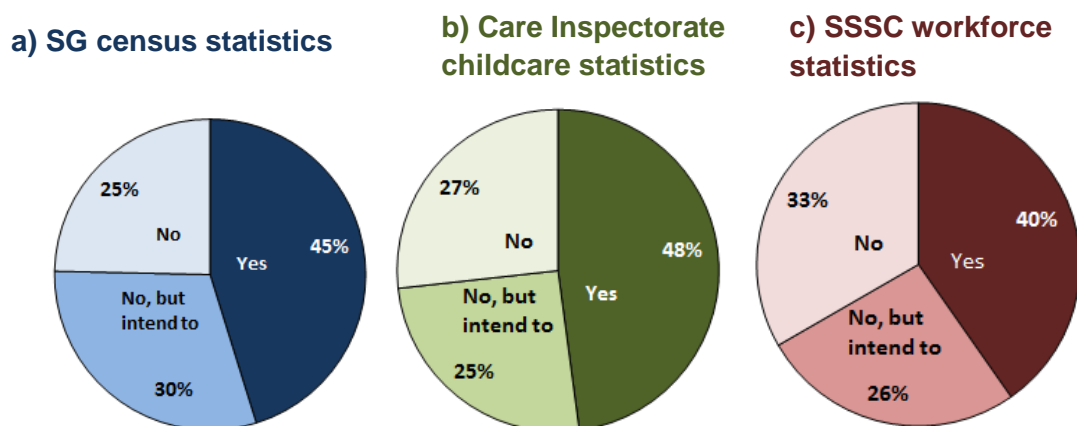
- **Scottish Government (SG) ELC census collection**  
Data as at a 'census week' in September and is published alongside schools data each December.
- **Care Inspectorate's (CI) daycare of children's services Annual Return**  
Data published in Autumn, from returns submitted in January/February of that year (and refer to data as at 31 December the previous year).
- **Scottish Social Services Council (SSSC) workforce data**  
Published information is available on the numbers of staff working in the social service sector (namely, all registered care services and local authority



social work services) and this is broken down by the type of service, the type of employer (public, private and voluntary), and by local authority area. The types of services covered include; day care services for children; services for looked after children; social work with offenders; care homes for adults; and care at home services. The data is collected each December and the report is published in the Summer.

The consultation asked about use of these data sources to obtain a better understanding of who is using the data. This also provides a greater awareness of the types of information required by respondent groups and if they require this from multiple sources. Results are shown in Chart 2.

**Chart 2: Percentage of respondents using published ELC data sources**



The proportion of respondents using (and intending to use) the SG and CI data are relatively similar, with around a quarter not using it, or intending to. There were 'intended users' in almost all respondent groups with the only exception being central government who had none. Many of those not using published data were ELC providers, who are likely to use their own management information more than annual national data. Use of SSSCs data is slightly lower, however, this may be due to the fact this contains information on workforce only, rather than a holistic view of ELC services and is therefore more likely to be of interest to only those with interest in workforce issues specifically.

The greatest users of SG data were central and local government respondents, with both groups being more likely to use this than data from other published sources. Although the biggest proportion of CI data users was local government, this was only because they were the group with the largest representation in the consultation; when demand was considered relative to proportion of response, (non-Government) public bodies were the highest users of CI data. Published CI data was used more than other data sources by local authority and private ELC providers. Similarly, (non-Government) public bodies were also the relatively highest users of SSSC data, with users in this category being as likely to use this as CI data. Third sector ELC providers noted greater use of SSSC data than other published ELC information.

Other data sources used for ELC purposes included: Growing Up in Scotland, Care Inspectorate and Education Scotland inspection reports, National Records for Scotland, Children in Scotland, Charity Commission, Childcare Trust, National Day Nurseries Association, Scottish Government policy documents, other countries and providers' websites.

More in-depth questions were asked about the Scottish Government ELC census since this collection is the one under review. Table 8 shows the proportion of respondents who use data in a) publication and b) the additional tables, by frequency<sup>11</sup>.

**Table 8: Percentage of respondents using Scottish Government published ELC data, by frequency of use**

	Weekly	Monthly	3-4 times a year	Twice a year	Once a year	Less often
<b>Publication</b>	6%	6%	39%	19%	29%	0%
<b>Additional tables</b>	6%	9%	24%	33%	21%	6%

It can be seen that, generally, the publication is more frequently used than the additional tables. Over half of respondents use the publication at least 3-4 times a year compared to 39% using the additional tables this frequently. The publication is used at least once a year by all, however, 6% use the additional tables less often than yearly. As the additional tables provide more in-depth information, these findings may imply high-level information is needed more often than detailed data. It is also possible that those who access this 'once a year' do so on the day of publication only, with these 'lower level' users only being interested in the headline facts. A further explanation may be that there is a lesser awareness of the additional tables than the main publication, particularly as this is led by the schools team.

Central government respondents were the only ones who reported weekly use of the published data, which isn't surprising given this is a Scottish Government data collection. The only other group who stated using the publication and tables as frequently as monthly were parents. However, it was difficult to draw any meaningful conclusions by type of respondent as, with the exception of local government, each category contained less than 5 responses.

Some respondents provided feedback on the Scottish Government ELC publication. These mainly focussed on the limitations of the data (many of which were picked up in section 4.2 in discussions around usage and gaps), such as:

- **Timing** – data capture at term 1, means a full cohort of children in ELC across the year is not obtained (see section 4.5 for further detail).<sup>12</sup> This also is not aligned with other data collections, e.g. Care Inspectorate's annual return,

<sup>11</sup> Respondents who stated they did not use published SG census data, but provided answers to the questions about frequency of use were excluded from this analysis.

<sup>12</sup> Two and three year old entitlement starts the first term after a child's 2<sup>nd</sup>/3<sup>rd</sup> birthday and meaning there are further registrations for children of these ages in terms 2 and 3.



making it difficult to bring different sources of evidence together comprehensively.

- **Lack of detail** - data is collected at aggregate level only (as opposed to individual child) and therefore of little use for particular purposes, such as service planning. (Higher level use identified by respondents as being used for benchmarking purposes and drawing LA level comparisons.)
- **Fitness of purpose** - information relates to the number of registrations, as opposed to the number of children, which doesn't fully meet user need. Similarly, the uptake rates are calculated based on resident population and therefore are not necessarily a true reflection if the total numbers attending include children who live outwith that local authority.
- **Coverage** – the collection excludes children receiving funded ELC with childminders and therefore is unable to provide a full picture of the delivery of the funded entitlement.

### Key findings

40-50% of respondents stated use of the three published ELC data sources, with lower usage stated for Scottish Social Services Council data than for Scottish Government (SG) or Care Inspectorate. Use on each sources varied by respondent group. A further 25-30% of respondents declared 'intended use', suggested there is an opportunity to widen reach. The SG main publication is used more than the additional tables, which may be the result of demand for higher level data or lack of awareness for the more detailed information that is available. Specific feedback was received on elements of the SG publication, which mainly focussed on the limitations of the data.

## 4.5 Timing

Currently, the Scottish Government Early Learning and Childcare (ELC) census takes place over a named week in September to coincide with the collection of pupil and teacher data from schools. The results are published together in the Summary Statistics for Schools in Scotland publication to provide a comprehensive overview of publicly funded education services from ages 3 to 18 (to note: this includes certain 2 year olds who are also eligible for funded ELC). Having the data collections at the same time specifically allows consistent and comparable data to be gathered on teachers to monitor the total number, which local authorities have a commitment to maintain.

However, as entry to ELC is phased across the year based on a child's birthday (this applies to 2 and 3 year olds only), undertaking the ELC census in September means information is only gathered for those eligible to attend at term 1<sup>13</sup>. This means there

<sup>13</sup> Half of 2 and 3 year olds, and all 4 year olds are eligible to attend in term 1. Estimates of eligible population at term 1 are calculated from population estimates in order to obtain 'uptake rates' at this point in time,

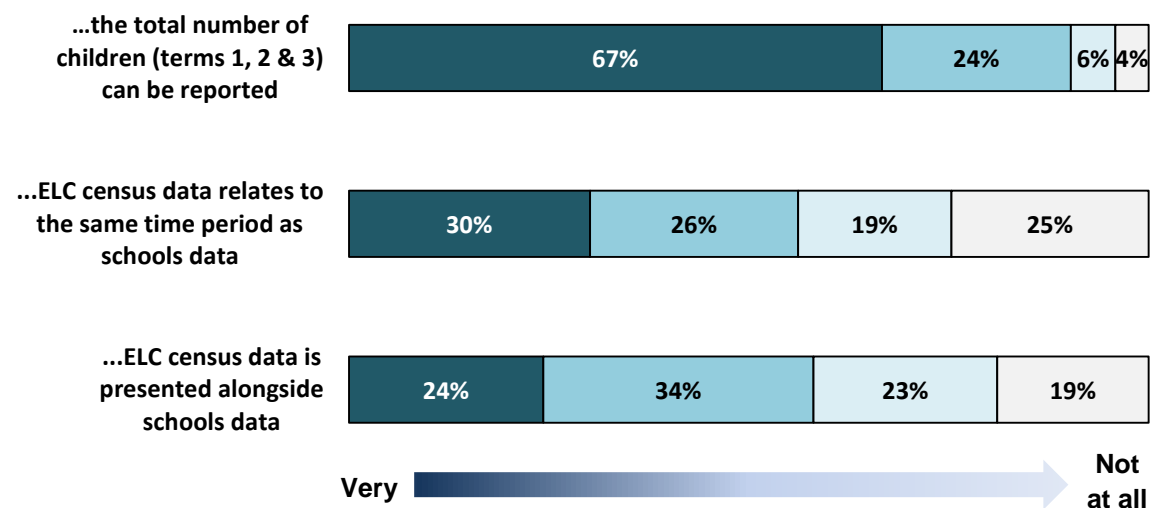
is no national data gathered on the total number of children in ELC over the whole year (i.e. from terms 1, 2 and 3) – something which there is increasing demand for.

It can therefore be seen that to meet both the requirements of data capture to coincide with schools information and to obtain a full count of children within ELC creates a direct tension. The only way to satisfy both requirements would be to move the timing of both the ELC schools census (to term 3), which would have significant implications for the schools collection. The timing of the schools census was not within the scope of this consultation, and is not under consideration.

Respondents were asked for their views around these timing issues to inform recommendations to the timing of the future ELC collection. Questions asked “how important is it that...” with response options ranging from “1 (very)” to “4 (not at all)” – the proportion of respondents selecting each response option is shown in chart 3.

**Chart 3: Percentage of respondents expressing views on importance of issues around timing of ELC census**

**How important is it that...**



The chart shows that views were fairly mixed around the timing coinciding with the collection of schools information with 30% feeling this was ‘very important’, but a quarter stating it was ‘not at all important’. Local authority and private ELC providers, and those in the ‘other’ category had stronger preferences for timing to be aligned. The importance of data collection at the same point in time may be related to the commitment LAs have to maintain teacher numbers, as a few comments were received around this when respondents were asked what impact moving the timing would have. Comments were mainly concerned with the inability to provide accurate teacher FTEs if the two collections were to take place at different times, and any implications this would have for funding i.e. if this was based on schools data only.

Around a quarter (24%) of respondents felt it was ‘very important’ that ELC information is presented alongside that for schools, increasing to 58% when looking

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however, this can only be done fully for 3 and 4 year olds (as no detailed information available at local authority level for eligible 2 year olds).

at the two most important categories combined – this is similar to the proportion of respondents selecting options 1 and 2 for the timings of collections being aligned. Parents and (non-Government) public bodies were most in favour of having ELC data presented alongside that for schools, with central government respondents being in least favour of this.

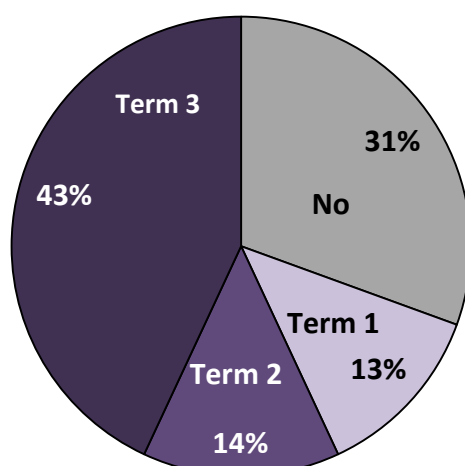
The vast majority of respondents who felt it important for ELC and schools data to be collected at the same time also expressed importance that the two sets of data are presented together, and vice versa.

Views on the importance of collecting information on the total number of children were more clear cut, with the vast majority of respondents being in agreement. Two-thirds (67%) of respondents felt it was ‘very important’ to collect information on the total number of children in ELC, increasing to 90% when combining the two most important categories (only 4% stated it wasn’t important at all – these were private and third sector ELC providers). Again, this was reflected in the comments received with many respondents using this as an opportunity to further express the importance of data capture at term 3 so a much more accurate picture of children in ELC across the year is obtained. This was thought to be more useful for service planning, obtaining full cost information and comparisons with private providers.

Around 60% of those stating a preference for data on all children in ELC (i.e. data capture at term 3), also stated a preference for ELC and schools information to relate to the same time period and be presented alongside each other. Given the schools census collection takes place in term 1, expressing a preference for both causes a tension.

Respondents were also asked what the most useful time to collect ELC census data would be for them. Term 3 was the most popular time for collection of ELC data with 39% of respondents selecting this option; however, about a third (34%) of respondents did state ‘no preference’. Central and local government and local authority providers had the majority of respondents expressing a preference for term 3 collection. With the exception of umbrella groups, all others had a majority expressing ‘no preference’ or had equal support between this and term 3. No group expressed a majority preference for collection at terms 1 or 2. Chart 4 below shows that, overall, 13% of respondents stated a preference for term 1 collection and 14% for term 2.

**Chart 4: Percentage of respondents expressing a preference for the timing of the SG ELC census**



Again, some respondents' answers to this question were in direct conflict to their stated preference for the collection of data on a full set of children within ELC. Given the only way to obtain a full count would be to conduct the census at term 3, it would be expected that all of those expressing a preference for data on all children would also express a preference for data collection at term 3, however this was only the case for 45%. And, in fact, 29% stated an explicit preference for data collection at terms 1 or 2 - a direct contradiction to the preference for a full cohort of children. Of course, there is a possibility that respondents interpreted this question as asking something different, e.g. what the most useful time to provide data is, which could provide an explanation for the apparently contradicting responses.

One respondent suggested keeping the ELC census at term 1 (to eliminate complications with separating from schools collection) and having a reduced ELC-specific follow-up collection in term 3, which would gather information on number of children enrolled only. This would have the additional benefit of allowing information to be gathered on how rolls change across the year as well as giving a full roll figure for the year. A couple of other responses highlighted the importance of collecting data in time to feed in to the local government finance settlement calculation (deadline late October).

Other comments received from respondents when asked about the impact on moving the timing of the ELC collections were mainly around the burden on data providers, however, views were mixed as to whether this change would be positive or negative. While some felt having to complete the schools and ELC returns at different times in the year would create additional work and introduce inefficiencies, others felt that separating these out would be easier to manage as staff are often stretched having to complete both at the same time. A couple of respondents suggested that not having the two collection competing would also allow a greater focus to be given to the ELC collection.

The vast majority (77%) of respondents expressed a preference for data gathered and published annually, this was generally true across most respondent groups. Demand for data every two years and termly were similar at 9% and 11% respectively (the remaining 3% selected 'Other'). One respondent requested that

high level information be gathered more frequently, with detailed data being required less often (every year or two years).

### Key findings

There were mixed views on whether ELC and schools data should be collected at the same point in time, and presented alongside each other. Views on the importance of this may be related to the monitoring of teacher numbers. The vast majority (90%) of respondents felt it important to have data on the total number of children i.e. at term 3, with 43% stating a preference for data collection to take place at this time of year. However, there were some conflicting responses received to these competing data needs. The vast majority expressed a preference for data captured and published on an annual basis.

## 4.6 Other feedback

Respondents were offered the opportunity to provide feedback on any aspect of ELC data at the end of the consultation. Those which were relevant to specific aspects covered under other sections have been included in the analysis and narrative of those throughout. Other comments relating to aspects not covered elsewhere include:

- An appreciation that data is complex, and it can be difficult to capture exactly what is going on in reality through an annual return. Concern that policy making is limited by the information which is available only and that research projects may be more appropriate for some aspects.
- Data is most useful when it connected to other information, such as early intervention programmes, or policy strategies.
- ELC data capture should focus on that which is relevant to meeting the needs of children within their ELC provision.

## 5. Summary of findings

There has been an identified need to review the Scottish Government Early Learning and Childcare (ELC) census collection so this provides better accuracy and usability of data as policies in this field rapidly develop. The aim of the consultation was to obtain views and information to allow informed recommendations to be made about future changes to the ELC collection. The transformation of the ELC census covered 3 key aspects in particular: scope and content, collection method and timing; consultation questions were designed to elicit specific information about these.

Respondents were asked about their use and collection of particular data items to inform the strength of demand for, and practical implications of collection of, each of these. Findings showed that, across Scotland, use of ELC data is high, particularly for the (local authority) funded entitlement. Respondents reported that they need the ability to use data about individual children (which is currently held locally) rather than about individual registration (which is currently held within national organisations). There was clear demand to retain data items currently captured and reported at a national level as well as for the collection of new data items, particularly those which provide more detailed information. Most data items are generally already available locally, although this varied by respondent group and depended upon individual needs and what was most appropriate for the nature of the service. Third sector ELC providers are less likely to hold data than other respondents. ELC data was reported as being used mostly for improving and planning services, policy development and evaluation, and awareness of trends; and least used for day-to-day management of services.

It is important that a data collection method is used which ensures the availability of high quality data while placing minimum burden on data providers. The consultation asked respondents about systems they use for data storage, data requests they are required to respond to and where there is duplication to identify ways to enhance data collection. Findings confirmed that data is largely held electronically, with systems used depending upon the sector within which a service falls. Respondents expressed difficulties with accessing information required, or with providing it in a way which allows national comparisons to be easily drawn, or at all. Management information systems in use, and the content and definitions of data held within these, can vary greatly between provider types and geographies, adding to the complexity of consistent data capture across Scotland. This was reiterated with the call for clear definitions around data items to ensure quality national information is gathered. Although the majority of respondents stated amendments to their data capture systems were possible, there were differing opinions as to how straightforward these would be to implement. There would ideally be one data capture solution for ELC in its entirety, however, the variation of settings makes this difficult to achieve. The existing SEEMiS system was stated by several respondents as a solution to making data capture and provision easier, however, this was not felt to be straightforward. Responses showed burden on data providers is high with the vast majority of those holding data having to provide information for multiple purposes, most of which noted replication in data requested.

The timing of the ELC census is critical to the usefulness of the data itself. Currently, this coincides with the collection of schools information to provide a whole systems overview and to enable monitoring of the teacher number commitment, however, it is known that this limits the usefulness of the data as it only allows reporting on half of eligible 2 and 3 year olds. Respondents were asked to provide views around timing issues to obtain a greater understanding of the underlying issues around moving the timing and how this could be managed. Consultation findings showed a strong preference for gathering data at term 3 to obtain a full picture of all children eligible for ELC across the year. However, there was still notable interest in presenting the information alongside schools data, although views were a little more mixed and comments received indicate this may be largely related to national teacher monitoring. There were some respondents who provided conflicting responses to these competing data needs. No evidence was obtained to suggest there is a need for collection and publication of ELC data more frequently than annual.

## 6. Next steps

The ELC data consultation forms an integral part of the wider programme of work to determine what changes are necessary for the Scottish Government ELC census collection. Consultation findings will be used in conjunction with other information and knowledge to inform specific aspects such as content and scope, collection method and timing of the ELC census. It is important that recommended changes meet user demand adequately while providing a practical, feasible solution to doing so. A report will be published in due course to fully set out recommended changes to the ELC census collection, with discussion around the decisions behind these.

It is likely that consultation findings and the wider ELC data improvement work will have implications for other ELC data collected by other organisations, such as Care Inspectorate and SSSC. Work will be undertaken in collaboration with these organisations to agree mutually beneficial changes that best meets user demand whilst minimising burden on data providers. It should be noted that these organisations' data collections are not subject to a full review in the same way as the Scottish Government census collection, but do have scope for year on year changes to enhance quality and relevance.



## Annex A: Respondents' use of individual data items

Table A: Percentage of all users who said that they do/would use each data item

<b>About settings</b>	Total number with funding	73%
	Total number without funding	51%
	Overall total number (funded + unfunded)	60%
	Postcode	79%
	Sector	81%
	Type	88%
	Capacity	89%
	Sessions offered	92%
	Number of children enrolled with funding	83%
	Number of children enrolled without funding	61%
	Total number of children enrolled (funded + unfunded)	68%
	Number of free lunches provided	59%
<b>Teacher access</b>	Access arrangements	69%
	Frequency of teacher access	65%
	Number of hours teacher access	64%
	Number of children with teacher access	65%
<b>Individual children</b>	Child gender	69%
	Child age	95%
	Child home LA / postcode	80%
	Child home language	83%
	Child ethnicity	73%
	Child disability	81%
	Child Additional Support for Learning	87%
If child has Co-ordinated Support Plan	85%	
<b>Children's enrolment</b>	Number of settings child enrolled - funded	77%
	Number of settings child enrolled - not funded	55%
	Number of settings child enrolled – total (funded + unfunded)	60%
	What sessions child enrolled - funded	80%
	What sessions child enrolled - not funded	60%
	What sessions enrolled – total (funded + unfunded)	63%
	Sector of provision child enrolled in	79%
	Type of provision child enrolled in	76%
	Choice of placement child received (i.e. 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> )	59%
	If child enrolled outwith home local authority	64%
Reason 2 year old eligible for funded ELC	69%	
<b>Staff details</b>	Total number	95%
	Full Time Equivalent	89%
	Staff age	59%
	Staff gender	63%
	staff ethnicity	59%
	Staff disability	69%
<b>Staff qualifications and experience</b>	Job type / role of staff	89%
	SSSC registration	87%
	GTCS registration	65%
	Qualifications held by staff	88%
	Length of time staff in post	77%
	Amount of ELC experience	71%
Functions undertaken in ELC setting	73%	

## Annex B: Respondents' holding of individual data items

**Table B: Percentage of respondents that said they do, do not or could hold each data item**

	Blank	No, and could not	No, but could	Yes	
<b>About settings</b>	Total number with funding	8	13	10	68
	Total number without funding	22	22	23	33
	Overall total number (funded + unfunded)	15	22	22	42
	Postcode	3	8	10	78
	Sector	3	10	8	78
	Type	3	8	10	78
	Capacity	5	8	8	78
	Sessions offered	3	8	8	80
	Number of children enrolled with funding	13	0	8	78
	Number of children enrolled without funding	20	23	17	40
	Total number of children enrolled (funded + unfunded)	20	20	15	45
	Number of free lunches provided	3	37	40	20
	<b>Teacher access</b>	Access arrangements	12	12	18
Frequency of teacher access		10	13	33	43
Number of hours teacher access		12	13	37	38
Number of children with teacher access		12	15	25	48
<b>Individual children</b>	Child gender	2	7	8	83
	Child age	2	5	3	90
	Child home LA / postcode	7	7	10	77
	Child home language	3	5	12	80
	Child ethnicity	5	8	17	70
	Child disability	3	7	13	77
	Child Additional Support for Learning	7	5	12	77
	If child has Co-ordinated Support Plan	3	7	22	68
<b>Children's enrolment</b>	Number of settings child enrolled - funded	10	10	8	72
	Number of settings child enrolled - not funded	18	25	25	32
	Number of settings child enrolled – total (funded + unfunded)	17	23	17	43
	What sessions child enrolled - funded	8	8	7	77
	What sessions child enrolled - not funded	17	23	22	38
	What sessions enrolled – total (funded + unfunded)	17	22	15	47
	Sector of provision child enrolled in	8	10	17	65
	Type of provision child enrolled in	5	12	18	65
	Choice of placement child received (i.e. 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> )	5	18	35	42
	If child enrolled outwith home local authority	5	17	27	52

	Reason 2 year old eligible for funded ELC	5	25	35	35
<b>Staff details</b>	Total number	2	2	7	90
	Full Time Equivalent	2	3	7	88
	Staff age	2	7	15	77
	Staff gender	2	7	12	80
	staff ethnicity	2	7	17	75
	Staff disability	2	5	17	77
<b>Staff quals etc.</b>	Job type / role of staff	2	5	8	85
	SSSC registration	2	3	10	85
	GTCS registration	3	10	28	58
	Qualifications held by staff	2	5	17	77
	Length of time staff in post	2	5	15	78
	Amount of ELC experience	2	13	35	50
	Functions undertaken in ELC setting	3	7	23	67

## Annex C: Additional data items requested by respondents

**Table C1: Number of respondents requesting data items relating to service delivery**

Data requested	Number of respondents requesting
Number of childminders, by LA, used to deliver funded ELC	3
How partner providers are used, e.g. capped number, quality part of this	2
Staff/child ratios, by age group, staff qualification and full-time or part-time staff	2
Range of options / choice / session on offer	1
Local authorities plans for expansion	1
Capacity for expansion	2
Special issues e.g. rurality, transport	1
Cost of provision	3
Subsidy rates for partner providers	1
Profitability of wraparound care, by sector type	1
Number of children LA providing education for	1
Impact of part-time/full-time provision on children's outcomes	2
Impact of 600 and 1140 hours of provision on children's and parents' short and long term outcomes	2
Data around the implementation of review of ELC and Out of School Care	1
Patterns of use (of current 600 hours)	2
Assessment (i.e. how many) of those already using 1140 hours of childcare, and pattern of use	2
Reason not taking up full entitlement	1
Ability of training programmes to meet increased demand for funding and places	1
Ability for labour market to respond to increase in parents of young children looking for employment	1
Decomposition of local financial returns data to understand income and what services are included	1
Information on whole sector, not just funded	1
Quality of ELC	1

**Table C2: Number of respondents requesting data items relating to the workforce**

Data requested	Number of respondents requesting
Number of staff by qualification level	1
Number of nurseries in deprived areas with 2 or more graduate qualified staff	2
Number of graduates with childhood practice degree	1

Number of qualified teachers	1
Qualifications of childminders	2
Proportion of childminders receiving induction and on-going training	1
Data around the implementation of new standard of best practice for childminders	1
Qualification level on entry to work	1

**Table C3: Number of respondents requesting data items relating to children and their enrolment**

Data requested	Number of respondents requesting
Take up of free entitlement	1
Number of hours/FTE/placement equivalent each child attending	2
Hours (and specific times) over and above free entitlement being requested	2
Registration by area of deprivation	1
Registration by urban/rural	1
Rates of participation in formal care by socio-economic status	1
Number of children who have deferred	1
Number of deferrals by birth month	1
Number of children attending multiple settings because current set up not able to cater for all needs.	1
Number of children under alternative arrangements (as that's what's most appropriate to their needs)	3
The number of children, by age, receiving funded ELC with childminders	1
Number of children out-with authority in places	1
Free school meal eligibility	1
When start (relative to statutory entitlement)	2
Previous settings attended and reason for move	1
Registration for 'out of school care' services e.g. breakfast club	1
Child's catchment school	1
Children's access to degree qualified practitioner	1

**Table C4: Number of respondents requesting data items relating to parents/users**

Data requested	Number of respondents requesting
Consultation conducted by Local Authorities around parental needs	1
Users' experience and expectations of service quality and flexibility	1
Parents' views as to accessing a funded place for 3 and 4 year olds	2
Parental rights	1

Socio-economic background of parents deferring	1
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**Table C5: Number of respondents requesting miscellaneous data items**

Data requested	Number of respondents requesting
Distribution of gained income resulting from increased childcare, by deprivation status and protected characteristics	1
ELC data linked to health information	1