

Towards an Early Years Workforce Development Strategy for England



Policy Briefing

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Introduction

The need for an early years workforce development strategy

The quality and qualifications of the childcare and early years workforce are steadily improving and have never been better. The overwhelming majority – 85% – of early years registered providers are now ‘good’ or ‘outstanding’ according to Ofsted, an 18% rise in five years.¹ Childminders in particular have made great strides.² In addition, nearly three-quarters of the childcare workforce now hold a relevant Level 3 or higher qualification, a 12% increase since 2005.³ Evidence set out in this briefing demonstrates these two achievements are linked – better qualified early years practitioners deliver higher quality care. This progress is all the more remarkable given it has taken place against a backdrop of rising costs,⁴ persistent low pay,⁵ a dramatic decline in local authority support for training and professional development, and an increase in responsibilities placed on settings by government and regulators.⁶

But the sector has reached tipping point, with increasing evidence that early years practitioners are severely under strain. There has been a 5% decrease in the childcare workforce in Britain since 2005,⁷ with a significant drop in the number of childminders⁸ and a high staff turnover rate for nurseries.⁹ PACEY’s recent sector-wide survey, *Building Blocks: the state of the childcare sector in England*, discovered a childcare workforce highly motivated by the work they do, and highly respected and relied upon by parents, but on the verge of making decisions about whether their businesses are viable for the future.¹⁰ Just over a quarter of both group and childminding settings felt less or much less confident about their future business than 12 months ago. Almost 70% of all childcare providers said they had no plans to grow their businesses in the next year; over a quarter of them were less confident in the future of their business than they were a year ago. A fifth of childminders were uncertain as to whether they would still be working in childcare in twelve months’ time.¹¹ Moreover, this increased insecurity has come at a time when the Government is seeking to double the free childcare entitlement for 3- and 4-year-olds of working parents. To make the most of this substantial public investment – and leave a lasting legacy on the quality of early education and care for young children in England – it must be accompanied by a commitment to work with the sector to ensure the long-term sustainability of the workforce.

In 2012, the Nutbrown Review called on the Government to present a ‘long-term vision’ for the early years workforce.¹² Although this has not been fully realised, there have been a number of positive initiatives in recent years to improve the rigour and consistency of childcare and early years qualifications and attract new entrants to the sector. These include the move from Early Years Professional to Early Years Teacher Status (EYTS); an improved Level 3 entry qualification known as Early Years Educator (EYE); an early years apprenticeships scheme; and an early years stream of the Teach First leadership development programme. In response to concerns voiced by the sector, the Government recently made GCSE requirements an exit rather than an entry requirement for Level 3 qualifications and apprenticeships. While these reforms are very welcome, there is an urgent need for a more strategic and joined-up approach to workforce development from both the Government and the sector as a whole. For example, the current focus on new qualifications and entry requirements does not address how the 400,000 childcare professionals already working in the sector can be supported to further improve and progress their careers.

What is needed now is a coherent workforce development strategy that seizes on the increasing professionalism of the sector – and the momentum from the doubling of the free childcare entitlement – and supports and incentivises practitioners to continuously improve their skills, gain higher qualifications and progress their careers. The strategy must recognise the key barriers that prevent many members of the workforce from doing this at the moment, notably a

lack of time, funding and support to undertake continuous professional development (CPD); an absence of clear pathways up to Level 3 and beyond; and persistent low pay regardless of qualification level.

Other countries in the United Kingdom are taking a more strategic approach to workforce development of the childcare and early years sector, as are other sectors in England such as social care, social work and health visiting. The Scottish Government recently commissioned an independent review of the childcare workforce which has recommended the creation of a strategic group to oversee a 15 year vision and development plan for workforce reform.¹³ The Welsh Government is committed to a 10-year workforce plan that covers issues such as minimum qualification levels, graduate leadership, CPD and career pathways, with an implementation plan due to be published next spring.¹⁴

Cathy Nutbrown observed that the biggest influence on the quality of early education and care is its workforce.¹⁵ A more strategic approach to workforce development in England will enable the sector to attract talented new entrants, as well as motivate existing members of the workforce to remain in the sector and improve their skills. There is evidence that better trained and qualified childcare professionals are more confident and provide better outcomes for children – and that high quality settings are more sustainable over time.

The public funding environment is set to remain challenging over the next five years. However the substantial investment in early education and childcare that is being made through the Tax-Free Childcare scheme and the doubling of the free childcare entitlement for working families provides a vital opportunity to support workforce development. This briefing makes a series of practical recommendations, many of which do not require additional public funding, which seek to remove barriers to entry and progression and support the sector to retain and make the most of the talented individuals already working in childcare and early years.

The link between high quality and qualifications

The first five years of a child's life have a long-term impact on his or her future health, well-being, and educational attainment.¹⁶ High quality childcare supports a child's full development, including creativity, curiosity and self-confidence, which is essential not just for school but later life. And only high quality childcare has been found to improve children's cognitive and social development outcomes and narrow the gaps between the most and least disadvantaged children.¹⁷ Unfortunately in England, too many children, particularly those living in areas of deprivation, are still attending early years settings that are not of a high quality.¹⁸

Early years specialists across the globe agree that the key to providing high quality childcare and early education is well-trained and qualified professionals.¹⁹ A number of studies have found quality to be closely associated with qualifications, leading many experts to assert that the key to high quality is upskilling the workforce. In England, the Effective Provision of Pre-School Education (EPPE) study found a close relationship between higher staff qualifications and higher quality provision.²⁰ According to Ofsted, non-domestic settings (such as nurseries) with three-quarters (75%) or more of staff qualified to Level 3 or above are significantly more likely to achieve better inspection results than those with less qualified staff.²¹ Other studies have found that unqualified staff have a negative effect on quality.²² Graduate leadership in particular has been associated with narrowing the gap between the most and least disadvantaged children.²³ However, a major US study found that practitioner quality is complex, and that there is no simple relationship between staff level of education, quality within the

setting or children's learning outcomes.²⁴ It should also be noted that most studies pertaining to quality have looked at 3- and 4-year-olds in group settings.

In any case, it seems that it is not the qualifications themselves that lead to high quality care, but the ability of better qualified practitioners to create a high quality pedagogic environment.²⁵ This is difficult to define, but the critical element appears to be the way in which practitioners involve children, simulate interactions with and between children and use diverse scaffolding strategies such as guiding, modelling and questioning.²⁶ Children need to be engaged in meaningful activities that promote their conceptual understanding of the world and construct positive adult-child relationships.²⁷ It is therefore vital to support and improve practitioners' competence to communicate and interact with children.²⁸

Another key benefit of higher qualifications is that they theoretically should lead to better pay. In countries with higher entry requirements, early years practitioners are paid more and their job has a higher status than in countries with lower pay.²⁹ In the Nordic countries, where three years or more of training at higher education level has long been an entry requirement for a childcare and early years career, pay is significantly higher than in England. For example, the average annual salary for a childcare worker in a group setting is £13,330 in England compared to £20,350 in Denmark and £22,450 in Sweden.³⁰ For childminders it is a similar picture. While in England, the average salary of a childminder is only £11,400, it is £21,500 in Denmark and £20,150 in Sweden.³¹

In England, qualification levels and requirements are also significantly lower than in many other countries.³² The overall proportion of graduates working in the PVI early years sector in England remains low at around 13%.³³ The Nutbrown Review called for all practitioners who deliver the Early Years Foundation Stage (EYFS), including childminders, to be qualified to Level 3 or higher by 2022. Good progress has been made: as of 2013, 84% of nursery workers and 66% of childminders in England hold a full and relevant Level 3 qualification.³⁴ However an obstacle to the full realisation of Nutbrown's recommendation is the rising cost of Level 3 courses, which have increased sevenfold in the last three years, from £250 in 2012 to £1,900, while local authority support has diminished.³⁵ GCSE requirements in English and Maths pose an additional hurdle.

Initiatives elsewhere to increase the qualification levels of childcare workers have met with success. For example, New Zealand has developed an early years workforce composed primarily of qualified teachers.³⁶ One of the key drivers has been funding supplements for settings dependent on the percentage of staff who are qualified teachers.³⁷ In North Carolina, the Smart Start programme provided salary supplements to workers who had progressed towards higher qualifications. The independent evaluation of the programme found it led to a significant increase in the quality of child care.³⁸

Closer to home, the Transformation Fund (TF) and the Graduate Leader Fund (GLF) supported practitioners in England to reach graduate level between 2006 and 2011. The independent evaluation of the GLF found evidence that specialised early years graduate training pathways can lead to improvements in quality in group settings within the PVI sector.³⁹ Settings which gained a graduate leader made significant improvements in quality for pre-school children as compared with settings which did not. The evaluation also found that the more time graduates spent in rooms with children, the greater the impact they had on the quality of provision in that room. However, graduates only spent a minority of their time (35%) working hands-on with children, and this tended to be with 3- and 4-year-olds rather than younger children, a phenomenon that continues to be the case in many group settings.

A major review of the quality of early childhood education and care for under 3s recommended that in addition to holding a full and relevant Level 3 qualification, all practitioners should have access to support from a graduate.⁴⁰ A recent OECD study similarly recommended that staff with lower levels of education work alongside staff with higher qualifications.⁴¹ For childminders, this could be through partnerships with schools, children's centres and nurseries.

In order to register with Ofsted, prospective childminders in England need only to attend a relevant introductory childcare training course: they do not need to actually pass it.⁴² This is a missed opportunity, given that those who do pass are more likely to go on to achieve a full and relevant Level 3 qualification. Since introducing a requirement to pass the introductory childcare course in Wales in 2002, Care and Social Services Inspectorate Wales (CSSIW) has reported an improvement in the quality of childminder provision. Childminders in Scotland will soon be required to complete a new quality standard before being allowed to register, which will include a training and induction programme focused on good outcomes for children and be linked to further career pathways.⁴³

Increasing qualification levels: PACEY recommendations

1. In order to support the aim of increasing quality within the sector, everyone working in childcare and early years, including childminders, should be supported to achieve a full and relevant Level 3 qualification within no more than three years of registration.
2. Prospective childminders in England should be required to pass the introductory childcare course as a condition of registration, as is the case in Wales. As in Scotland, this mandatory course should be linked to CPD and early years career pathways.
3. The Early Years Education Entitlement should be used to incentivise higher qualifications. For example, all group settings in receipt of the entitlement could be required to have a certain percentage of staff with Level 3 qualifications and regular contact with a graduate leader. Childminders could be required to be working towards a Level 3 qualification, and have regular contact with a graduate leader, for example through partnerships with schools, children's centres and nurseries.
4. Settings should receive a supplement from government or local authorities for employing more highly qualified staff, with bands operating in relation to the proportion of staff with Level 3 qualifications upwards.⁴⁴
5. A programme along the lines of the Graduate Leader Fund (GLF) should be re-established to support more members of the early years workforce to reach graduate level.

The case for continuing professional development (CPD)

Whilst qualifications are undoubtedly critical, research has shown that continuing professional development (CPD) is also essential in order to maintain a high quality and up-to-date early years practice.⁴⁵ CPD refers to regular ongoing opportunities for people already working in a sector to update or enhance their skills.⁴⁶ There is strong evidence that when early years practitioners receive high quality training, the learning and wellbeing of the children in their care improves.⁴⁷ PACEY's *Building Blocks* survey found that one of the key benefits of both qualifications and training is increased confidence, and that providers with higher Ofsted grades are more likely to have undertaken CPD.⁴⁸

CPD need not be expensive; it can be about learning from existing good practice and can be delivered through meetings, workshops, conferences, subject training (both face-to-face and online), field-based training, supervised practices and mentoring. In order to be most effective, training needs to be ongoing⁴⁹, targeted to the needs of practitioners⁵⁰ and linked to actual practice.⁵¹ The Nutbrown Review recommended a 'blended approach' to CPD, with 'high quality materials, work-based learning and support, visits to other [outstanding] settings, experiences which challenge thinking, attending conferences, and provision of mentoring from outstanding leaders and peers'.⁵²

Professional development is particularly important for childminders, most of whom work alone, without peer support, supervision or management – and have fewer opportunities for training and development.⁵³ Research has shown that supportive social relationships are key to successful professional development for childminders.⁵⁴ Childminders who belong to high quality⁵⁵ networks are more sensitive, responsive to children's needs and score higher on environmental rating scales.⁵⁶ A recent study of the quality of childminder provision in England found that one of the key factors affecting quality was participation in a Quality Improvement Programme or Quality Assurance Scheme, which involves extra training, advice and guidance and professional support.⁵⁷

Increasing and changing demands from government and regulators, combined with dwindling support from local authorities,⁵⁸ necessitate high quality CPD delivered in flexible, cost-effective and innovative ways. Ofsted is committed to more challenging inspection processes to drive improvement from settings – or remove them from registration altogether. A new 'requires improvement' grade has replaced 'satisfactory', and there is an expectation that registered childminders and group settings should be accessing training to improve their practice and keep up to date. The 2-year-old progress check requires practitioners to share their professional judgement with health visitors and parents so that children are given the support they need early. There is an increasing focus on 2-year-olds from deprived areas, with 40% of the most disadvantaged now entitled to 15 hours of free childcare per week.

At the same time, fewer childcare professionals are receiving training and support from their local authorities, which now only have a duty to support 'requires improvement' settings. With vast discrepancies in the quality and accessibility of training offered by different authorities, in many places the onus is now on providers to identify and fund suitable training and support for themselves.⁵⁹

In view of these new challenges, and taking into account all of the available evidence, a recent influential study recommended that CPD for childcare professionals should:

- a) promote understanding of how young children develop (theory) and of how to apply this knowledge (practice)

- b) include practical opportunities to link theory and practice within a supportive environment
- c) help them to engage and support children and families with diverse needs and backgrounds
- d) develop their capacity to reflect on and adapt their practice
- e) develop their leadership and management skills and
- f) prepare them for working with health services and with children's social care.⁶⁰

The Nutbrown Review called for CPD to be prioritised by individuals and settings – and for more mentoring to be available to new practitioners. A majority of childcare practitioners say they value professional development, with 82% of providers saying that a minimum level of CPD is important.⁶¹ However, while most childcare providers are motivated to develop their own professional skills, there is a real risk that the rising costs of training and lack of availability and flexibility will impact on their ability to develop their own practice and progress their careers. It is frequently difficult and time-consuming for settings, particularly small ones, to identify suitable and affordable training. Given that most providers lack both time and resources, there is a pressing need to make this process far easier. Some interesting work is being done in Wales, where the Welsh Government, in partnership with the early years and childcare sector, has developed CPD Principles which are due to be launched shortly in an accessible web-based resource.

Crucially, there also needs to be a better link between CPD, career progression and obtaining further qualifications.⁶² At present there is no regulatory requirement for childcare professionals in England to undertake CPD. Social workers, on the other hand, must commit to CPD to remain registered with the Health Care and Professions Council (HCPC). Nurses and midwives have to register every three years with the Nursing and Midwifery Council to continue practicing, and one of the conditions of registration is 35 hours of CPD per year.⁶³ All teachers in Scotland must also undertake 35 hours of CPD per year.⁶⁴

Childcare and early education practitioners are also required to undertake CPD in a number of countries, including Finland, Sweden, Austria, Japan and Korea.⁶⁵ In Finland, professional development is mandatory for all early years workers, including childminders.⁶⁶ It is delivered by a range of providers,⁶⁷ and the costs are shared between the government, employer and the individual. In New Zealand, while CPD is not mandatory, a renewable licensing system for all early years professionals helps to identify development and training needs and ensure a high quality workforce.⁶⁸

Incentivising CPD: PACEY recommendations

6. In line with the recommendation in the Nutbrown Review, the childcare and early years sector, in conjunction with government, should develop a CPD and qualification web portal that sets out and makes all induction, training and qualification modules easily accessible. It should also provide information on career pathways (see recommendation 10 below) and where practitioners can access grants, loans, bursaries or other funding sources. This portal would act as a one-stop shop for anyone wishing to progress their early years career.
7. The childcare and early years sector should further develop and facilitate peer mentoring and support networks, along the lines of PACEY Local, to help practitioners grow and progress their careers.

8. Local authorities should remove barriers to accessible and affordable training and development for early years providers in their area. Although most local authorities no longer provide free training, many continue to require settings to attend local authority-approved courses. This limits choice and accessibility for many providers and potentially drives up costs. It also leads to significant duplication of effort on the part of local authorities.
9. Government should consider amending the registration and inspection framework to require a minimum level of CPD per year, as is the case for other professions such as social work and nursing (and for childcare professionals in other countries). Ofsted could require early years providers to provide evidence of this CPD as part of a revised leadership and management focus at inspection.

The need for clearer career pathways and progression routes

The childcare workforce has long been made up primarily of low-paid women with few qualifications and minimal training.⁶⁹ Although conditions and prospects within the sector are improving, pay and qualification levels in England remain far lower than in many other European countries⁷⁰ and the workforce is still overwhelmingly (98%) female.⁷¹

Despite the increasing professionalism of the sector, all too often there is a lack of a clear links between training, higher qualifications and better pay and opportunities. For example, supervisors or managers of group settings, who are generally required to have at least a full and relevant Level 3 qualification, do not have a significantly higher annual salary than the less qualified workers they manage (on average, they are paid £3,550 more per annum).⁷² In contrast, in Denmark and Sweden, supervisors and managers are paid significantly more than their staff (the annual salary difference is £12,450 and £6,800, respectively).⁷³ One of the reasons for this, according to a recent study, is the poor vocational qualification system in England, with its proliferation of weak qualifications.⁷⁴ In countries such as Germany, there is a closer match between occupation title and qualifications attained and clear financial incentives to obtain further training.⁷⁵

With the doubling of the free childcare entitlement in England, now is the time to map out a more coherent early years career made up of a range of well-defined roles linked to qualifications and clear routes to more senior positions, as well as to other related sectors such as teaching, social care and social work. PACEY's research shows that the majority of childcare professionals in England work in a variety of settings throughout their career – often starting out as a nursery assistant, then moving on to become a nanny before either returning to a more senior role in a nursery or establishing a childminding business. Some practitioners go on to establish their own nursery, whilst others move into new related careers, for example as teachers or teaching assistants, or social care workers or social workers. This existing fluidity and flexibility in the sector needs to be taken account when mapping out career pathways and progression routes.

The recent Scotland review into the childcare workforce called for 'greater coherence in career progression, better conditions and more advancement of the workforce through an entitlement to appropriate ongoing professional development, initial and higher qualifications; and greater parity of remuneration and service conditions.'⁷⁶ Key national bodies in Scotland have already

identified and defined a number of roles and responsibilities which are linked to an associated progression of qualifications.⁷⁷ Both England and Scotland have developed a 'Common Core' describing the essential skills, knowledge, understandings and values that all people with children and young people and their families should have that could be further built upon.⁷⁸

Other sectors have also made progress in this area. For example, a recent review into education and training for care assistants recommended the development of a clear training pathway and qualification, as well as innovative, work-based learning routes, to allow them to move more easily into working as nurses.⁷⁹ In the field of social work, a new Professional Capabilities Framework (PCF) sets out what social workers are expected to be able to do at each stage in their career. This is underpinned by a Knowledge and Skills statement which clearly lists everything practice supervisors and leaders need to know and be able to do. Three levels of social work practice are mapped out and backed up by assessment and accreditation.⁸⁰

In 2012, the Nutbrown Review called for an early years career path in England that is structured, clear and easy to understand. Six job titles were proposed from Early Years Assistant/Trainee to Early Years Teacher. The Review called for Early Years Teachers to have Qualified Teacher Status (QTS), with the same pay and benefits as the rest of the teaching workforce – a critical step to developing clear progression routes linked to increased reward over time.

In response, the Government created a new position of Early Years Teacher, but without QTS. Early Years Teachers are paid less than other teachers and cannot work in maintained primary schools beyond reception class. There are currently four routes in to Early Years Teacher Status (EYTS), lasting from three months to three years depending on existing experience and qualifications.⁸¹ There is still a need for an early years specialist route to QTS to attract the most talented and ambitious entrants to the early years profession. As the Scotland review observed, 'every strong profession has good initial graduate entry routes'.⁸² This would also help to address the current teaching shortage in England, as Early Years Teachers over time could also choose to work in primary and secondary schools.

The early years sector's greatest asset is the more than 400,000 people already working in it. Not all of them aspire to be graduates or Early Years Teachers, and it is essential that there are varied progression routes that enable them to progress too. The sector has yet to address how to make the most of its talented non-graduate staff, for example how to develop their skills; support them to grow in their chosen area of expertise (for example caring for children with disabilities or special educational needs); or to move into different roles. There is currently no clear pathway for progression without GCSEs in English and Maths, and there is a need for greater support to help Level 2 and Level 3 practitioners in particular achieve these. There has been a drop in take-up of early years apprenticeships since the GCSE requirements came into force, with 43% of nurseries unable to find apprentices with the right level of qualifications.⁸³ A greater recognition of strengthened functional skills equivalents (FSE) as an alternative to GCSEs would go some way in helping Level 2 practitioners to progress their careers.

At the moment it is also difficult for many early years practitioners, particularly those on a work-based training route, to find the time and resources to enrol in higher education leading to a Foundation Degree or a full BA degree. There is a need for improved links between the vocational and tertiary education systems to enable them to do this. Settings should be incentivised to support their staff to undertake further study, for example by making a contribution towards tuition fees, or providing paid or unpaid study leave. More also needs to be done to inform the workforce of existing funding, bursaries, loans and other support available to help them progress to Level 3 and beyond.

Improving career pathways and progression routes: PACEY recommendations

10. A task force of representatives of the childcare and early years sector, in conjunction with government, should clearly and comprehensively map out the early years profession, including entry points and different career pathways and specialisms⁸⁴ within and beyond the sector. The task force should also consider how to improve university routes for existing practitioners. Finally, it should look at how to better promote the early years profession to the wider public, particularly to potential entrants who may not have previously considered it.⁸⁵
11. The mapping exercise should clearly set out what steps Early Years Teachers (EYT) can take to gain Qualified Teacher Status (QTS), as recommended by the Nutbrown Review, so that they have access to the same pay and conditions as the wider teaching profession.

Conclusion

The need for long-term investment in the early years workforce

Recent research has pointed to huge economic gains from investment in the early years and its workforce. The Nobel Laureate James Heckman has asserted that it yields greater economic returns than investment in any other sector of education, including schools and training and apprenticeships.⁸⁶ It is perhaps for this reason that so many recent major reviews of childcare and early education have made recommendations concerning the early years workforce. For example, a better-trained workforce was a key recommendation of the Tickell Review on the Early Years Foundation Stage (EYFS)⁸⁷ and the top recommendation of delegates to the Sutton Trust's 2012 social mobility summit.⁸⁸ Earlier this year, the House of Lords Select Committee on Affordable Childcare recommended that as a priority, the Government should review the allocation of resources within the early education and childcare support budget to ensure that settings can employ highly qualified and fully trained staff.⁸⁹

Many childcare providers will see some uplift in pay due to the new living wage and the increase in the hourly rate paid to providers for delivering government-funded early education and childcare. However, this alone will not be enough to ensure that the workforce continues to improve. There is a need for a workforce strategy that sets out a clear plan to reward and motivate existing practitioners to stay in the profession and progress their careers. Scotland and Wales are already doing this, as are other countries and professions. Motivation on the part of childcare practitioners is not the issue; the key barriers are lack of time and funding – and the fact that often higher qualifications often do not lead to better pay and opportunities. In this new, more professional era of childcare and early education, three core components are necessary to provide the highest quality care and education possible for children and their families:

- a) the commitment of childcare professionals to continuously improve (both to benefit the children in their care and to progress their careers)
- b) access to the affordable, flexible CPD that childcare professionals need to do so; and
- c) this commitment being recognised, with CPD and higher qualifications leading to better pay and opportunities within the sector and beyond.

This policy briefing has made a number of practical recommendations to both government and the sector as a whole to try to make this vision a reality. The doubling of the free childcare entitlement provides a significant opportunity for government to build on: further investment in the workforce will pay dividends in the long run and is needed to ensure that working in the early years is not a less well paid, lower status and less skilled job than working with older children.⁹⁰

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- ⁴ Over half of childcare providers recently reported that costs have increased for all elements of care provision over the last 12 months. For instance, 75% of providers reported that the cost of food provided for children in their care had increased. Around 63% of all providers reported an increase in transport and training costs. See PACEY (2015), *Building Blocks: The State of the Childcare Sector in England* (Bromley: PACEY), www.pacey.org.uk/buildingblocks.
- ⁵ Childcare remains a persistently low paid occupation, with the Low Pay Commission suggesting that 41% of the childcare workforce is paid less than £7 per hour. Simon et al. (2015).
- ⁶ For examples, there are increased responsibilities around safeguarding through the prevent duty; health through the Integrated Review; and supporting children with disabilities and special educational needs through the SEND code of practice.
- ⁷ Simon et al. (2015).
- ⁸ 15,000 childminders resigned their Ofsted registration between September 2008 and April 2015. See Ofsted (2015).
- ⁹ Staff turnover within the nursery sector is around 14%, rising to 19% for Level 2 staff, with the majority moving out of the sector. See NDNA (2015), *NDNA Workforce Survey 2015* (Huddersfield: NDNA), www.ndna.org.uk/NDNA/news2/Surveys_and_reports/NDNA/News/Reports_and_surveys/Surveys_and_reports.aspx?hkey=e6779d0f-5669-408f-a99e-c7280f86d0dd.
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- ³⁸ D. Bryant, K. Bernier, E. Peisner-Feinberg and K. Maxwell (2002), *Smart Start and Child Care in North Carolina: Effects on Quality and Changes over Time* (Chapel Hill, NC: FPG Child Development Institute, University of North Carolina at Chapel Hill).
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- ⁴⁰ Mathers et al. (2014).
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- ⁴² In addition, prospective childminders are also required to pass a paediatric first aid course and hold a current DBS check (Disclosure and Barring Service).
- ⁴³ 'New Compulsory Standard to be Introduced for Childminders', *Nursery World*, 18 November 2015, www.nurseryworld.co.uk/nursery-world/news/1154835/new-compulsory-standard-to-be-introduced-for-childminders.
- ⁴⁴ Stewart and Gambaro (2014), p. 17.
- ⁴⁵ OECD (2012).
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- ⁴⁷ R. G. Fukkink and A. Lont (2007), 'Does Training Matter? A Meta-analysis and Review of Caregiver Training Studies', *Early Childhood Research Quarterly* 22: 294-311.
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- ⁵⁵ High quality networks are staffed with trained coordinators who regularly communicate with providers, visit their homes, provide training and give formal feedback support quality well. See J. Bromer, M. Van Haitsma, K. Daley and K. Modigliani (2008), *Staffed Support Networks and Quality in Family Child Care: Findings from the Family Child Care Network Impact Study* (Chicago: Herr Research Center for Children and Social Policy, Erikson Institute).
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- ⁵⁸ The decrease in support from local authorities in England is at odds with other countries such as Norway, France and Germany, where local authorities play a key role in sustaining and improving childcare provision. See Stewart and Gambaro (2014), p. 20.
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- ⁶⁰ Mathers et al. (2014), p.43.
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- ⁶³ This may soon rise to 40 hours under the new re-validation process. See C. Goddard (2015), 'Children's Workforce Guide to Training and Qualifications', *Children and Young People Now*, 29 September - 12 October 2015, p. 8.
- ⁶⁴ See the General Teaching Council for Scotland, www.gtcs.org.uk.

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- ⁶⁹ C. Vincent and A. Braun (2010), "And hairdressers are quite seedy" ... the moral worth of childcare training'. *Contemporary Issues in Early Childhood* 11: 203-214.
- ⁷⁰ Mathers et al. (2014).
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- ⁷⁷ Scottish Social Services Council (2015), Workforce Solutions, <http://workforcesolutions.sssc.uk.com/>.
- ⁷⁸ Scottish Government (2012), *A Guide to Getting it Right for Every Child* (Edinburgh: Scottish Government), www.gov.scot/Resource/0045/00458341.pdf. A Common Core framework was developed in Wales by the Care Council for Wales, but it has not been taken forward by Welsh Government.
- ⁷⁹ Goddard (2015), p.8.
- ⁸⁰ Approved Child and Family Practitioner, Practice Supervisor and Practice Leader.
- ⁸¹ The four routes are: graduate entry (including the School Direct and Teach First which allow participants to teach in a school while earning their teaching qualifications); graduate employment based; undergraduate entry; and assessment only. See www.gov.uk/guidance/early-years-initial-teacher-training-a-guide-for-providers#training-routes.
- ⁸² Siraj (2015).
- ⁸³ NDNA (2015).
- ⁸⁴ For example SEND or a particular age group.
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