

Cambridgeshire Childcare Sufficiency Assessment 2010-11

Full report including
Parental Demand Survey
Stakeholder feedback
CYP feedback
Childcare Supply

Report for: Cambridgeshire County Council

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Key Findings

- Just under half (45%) of parents used some form of childcare.
- Just under a fifth (18%) used formal childcare only, 16% used informal childcare only and 10% used a combination of informal and formal childcare. Thus just over a quarter (28%) of all parents used formal childcare.
- The main reason for accessing both formal and informal childcare was that parents could go out to work.
- The main reason for not accessing childcare is that one parent was always at home.
- The main type of formal childcare used was after school clubs, private day nursery, pre-school/playgroup, registered childminder and breakfast clubs.
- Grandparents remain the key source of informal childcare provision.
- A third (32%) of parents used some formal of childcare during the school holidays; holiday playscheme was the prime of formal care rated choice and grandparents provide the prime source of informal care.
- Respondents rated the quality of childcare across Cambridgeshire high (4.4 out of 5), the highest scoring localities were Huntingdon and St Ives and the lowest were Bottisham, Burwell and Soham.
- The availability of childcare places was scored much lower by parents (2.4 out of 5), the highest scoring locality was St Ives and the lowest was Wisbech.
- A small number of Cambridgeshire parents used childcare outside of Cambridgeshire; Hertfordshire, Suffolk and Norfolk were the main alternative counties. Parents in Wisbech and Bassingbourn, Melbourn, Comberton and Gamlingay were most likely to use childcare outside of Cambridgeshire.
- The satisfaction rating indicated that parents were reasonably satisfied with their current childcare arrangements (3.6 out of 5) with 94% of parents needs being met.
- The main reasons for childcare needs not being met were preferred childcare was not available, preferred childcare was not affordable and parents could not get their preferred times.
- Whilst over a third (39%) of parents thought that childcare was affordable, a quarter (25%) of parents found childcare difficult to afford with parents in Whittlesey and . Bottisham, Burwell and Soham finding childcare the most difficult to afford.
- Over three quarters (79%) of parents who used childcare were aware of the childcare element of the Working tax credit. Parents in Ramsey, Sawtry and Yaxley had the highest awareness and parents in Cottenham and Swavesey the lowest.

- The most notable other source of financial support was the childcare voucher scheme.
- Over half (54%) of parents who accessed the childcare element of the working tax credit felt that it had made childcare fees more affordable. This was particularly the case with parents in Ely, Littleport and Witchford and least so with parents in Wisbech.
- Over half (56%) of current users of childcare would continue to use all types of childcare in the future.
- New types of childcare that parents intended to access were; after school clubs, breakfast clubs, registered childminder, preschool/playgroup, nursery classes attached to an infant school, private day nursery and holiday playscheme.
- Over a quarter (25%) of current childcare users indicated that they wanted to use more hours of childcare. By locality the highest potential users were parents in Cottenham and Swavesey and Bottisham, Burwell and Soham, whilst the lowest usage was in Cambridge North.
- Nearly a third (31%) of parents were not well informed or poorly informed about childcare options and provision. Parents in Wisbech and Cambridge South were particularly uninformed.
- Word of mouth, followed by local schools, internet and local childcare providers were the main sources of information about childcare. Whilst the main sources of information about paying for childcare were word of mouth, local childcare providers and the internet.
- The family Information service (FIS) is not a well used source of information by parents for information about childcare or paying for childcare. There is a need to raise the profile of the FIS.
- Parents indicated they would like to know more about the role of Children Centres across Cambridgeshire.
- Awareness, current usage and future usage of the free nursery education entitlement was high with the main reason for not accessing being parental choice.
- Single parents have more issues with childcare than two parent families; they offered a lower quality rating, felt there was less childcare available, used more childcare outside of Cambridgeshire, were less satisfied with their childcare arrangements and fewer felt their childcare needs were being met. They also found childcare less affordable.

1. Introduction

This document comprises the outcomes of a Parental Demand Survey to inform the 2010 – 2011 Cambridgeshire Childcare Sufficiency Assessment.

The 2010 – 2011 Cambridgeshire Childcare Sufficiency Assessment will be the second *full* Childcare Sufficiency Assessment conducted by Cambridgeshire County Council, following on from the inaugural assessment of 2007 – 2008.

The primary objectives of the 2010 Parental Demand Survey were to:

- Obtain a comprehensive understanding of the demand for (different types of formal and informal) childcare across the county, and within specific sub-local authority areas
- Determine the preferences and childcare priorities of parents within Cambridgeshire, when they consider accessing formal and/or informal childcare
- Determine the extent to which the childcare needs of parents in Cambridgeshire are being met (or not being met)
- Determine the extent to which the demand for (types of) childcare has altered since the inaugural Childcare Sufficiency Assessment and Parental Demand Survey was undertaken in 2007 and 2008

As it was in 2007, the Parental Demand Survey was undertaken by Morgans Research Ltd, a market research company based in Wallington in Oxfordshire, working in collaboration with Coda Consultants, a specialist childcare research consultancy.

During May and June 2010, 1,452 parents were contacted and interviewed by Morgans Research through a computer assisted telephone interview (CATI process). In addition a further 210 face to face interviews were conducted in September to boost the numbers of parents with a child in the 0-4 age group.

The following report presents the outcomes of this survey.

2. Background

Cambridgeshire County Council, like all local authorities, has a duty to ensure there is sufficient childcare provision in their area of responsibility.

The Childcare Act 2006 requires local authorities to carry out a Childcare Sufficiency Assessment in their area at least every three years. Section 6(1) of the Childcare Act placed a duty on all local authorities to secure the provision of childcare in their area “so far as is reasonably practicable”. In assessing what is “reasonably practicable”¹, Cambridgeshire County Council has an obligation to take into account the state of the local childcare market, particularly the level of demand for childcare in particular sub-locality areas. In terms of sub local authority areas, Cambridgeshire County Council requested that the Parental Demand Survey adhere to three planning regions, and fourteen localities within these regions:

Planning Region 1 – East Cambridgeshire and Fenland

This incorporates the following five localities:

- Wisbech
- March and Chatteris
- Whittlesey
- Ely, Littleport and Witchford
- Bottisham, Burwell and Soham

Planning Region 2 – Huntingdon

This incorporates the following four localities:

- St Neots
- Huntingdon
- Ramsey, Sawtry and Yaxley
- St Ives

Planning Region 3 – South Cambridgeshire and Cambridge City

This incorporates the following five localities:

- Cambridge City North
- Cambridge City South
- Sawston and Linton
- Bassingbourn, Melbourn, Comberton and Gamlingay²
- Cottenham and Swavesey

¹ “Reasonably practicable” allows some flexibility. What is ‘practicable’ or ‘impracticable’ in one time and place may not be in another. The Childcare Act states that “Local authority decisions to address gaps in childcare through one method, rather than another, based on what they regard as reasonably practicable, should be documented and published to allow scrutiny and challenge”.

² In the report this is sometimes shortened to read: BMCG

2010 – 2011 Childcare Sufficiency Assessment Guidance, issued to local authorities by the Department of Children, Schools and Families in March 2010, stated that:

“local authorities should gather the views of parents or other carers in assessing levels of demand and families’ needs and preferences for childcare. These should include those who are not currently in work, who are employed or self-employed, who are in training or who are engaged in voluntary work”.

Additionally the guidance stated that:

“local authorities should also collect data on the characteristics of respondents, including: the employment/training/educational status of parent(s); household income levels; whether respondents are claiming the childcare element of the Working Tax Credit; the ethnic background of respondents; the age and number of children; whether they, or their children, have a disability”.

Finally, the guidance also directed local authorities to:

“take account of the range of factors influencing parents’ decisions about childcare...is it of suitable quality and affordability?”

Therefore, in conducting the 2010 Parental Demand Survey, Cambridgeshire County Council, Morgans Research and Coda Consultants ensured that requisite data and information was collected and reported on.

3. Methodology

In April 2010 a structured interview questionnaire was developed and finalised by representatives of Cambridgeshire County Council, Coda Consultants and Morgans Research. This interview questionnaire can be viewed in Appendix 1 of the report. The interview questionnaire combined closed and open-ended questions.

Subsequently during May and June 2010 the Morgans Research team conducted 1,452 telephone interviews with a combination of parents who were users and non-users of childcare throughout the Cambridgeshire County Council area, using a computer assisted telephone interviewing (cati) system. Each telephone interview took approximately 10-12 minutes. In order to optimise availability of parents and maximise response rates, telephone interviews were carried out from the Morgans Research Wallingford offices during the following times:

- Day time (typically 10am – 5pm);
- Evenings (until 8.45pm);
- Weekends (typically 11am – 4pm)

In terms of the telephone numbers of participating parents, Morgans Research purchased a database of residents within the Cambridgeshire County Council geographical area who were raising children between the ages 0 – 14 years.

During September, Morgans contacted various Children’s Centres around the County and attended a variety of sessions to undertake a further sample of face to face interviews.

4. Sampling dynamics

In order to identify the level of demand for childcare in identified sub-local authority areas it is essential that a representative sample of parents is interviewed.

Morgans Research purchased contacts from a supplier of database information who were able to identify households with children aged 0 – 14 years in Cambridgeshire.

The data below indicates how the dynamics of the survey progressed during an initial screening process and the subsequent undertaking of the telephone interviews by the Morgans Research team.

The total number of contacts (loaded onto the system)	8,203
Completed telephone interviews	1,452
Failed screening: no under 18s at household	2,568
Live sample (call backs, no replies etc)	3,117
Refusals	284
Incorrect sample details/wrong numbers	125
Other (including contacts not used)	657
Completed face to face interviews	210

In addition, a booster sample of 210 interviews took place in September 2010. These interviews were undertaken at Children's Centres, community venues, mother and toddler groups, baby and health clinics across Cambridgeshire, although most parents interviewed face to face lived in the following localities; Whittlesey, Bottisham, Burwell and Soham, St Neots, Huntingdon, Ramsey, Sawtry and Yaxley, St Ives, Cambridge South, Bassingbourn, Melbourn, Comberton and Gamlingay and Cottenham and Swavesey

5. Outcomes of parental demand survey

The following section outlines the result of the 1,452 telephone interviews and 210 face to face interviews that were undertaken by Morgans Research Ltd during May, June and September 2010.

5.1 Parental Profile

5.1.1 Number of respondents per locality

Table 1 indicates the number of parents who were interviewed in each of the fourteen locality areas which constitute the Cambridgeshire County Council area.

Table 1 - Number of respondents per locality

Locality	Number of respondents	% of respondents
East Cambridgeshire and Fenland		
Wisbech	97	5.8%
March and Chatteris	102	6.1%
Whittlesey	96	5.7%
Ely, Littleport and Witchford	107	6.4%
Bottisham, Burwell and Soham	115	6.9%
Huntingdon		
St Neots	123	7.4%
Huntingdon	156	9.4%
Ramsey, Sawtry and Yaxley	136	8.2%
St. Ives	100	6%
South Cambridgeshire and Cambridge		
Cambridge North	129	7.7%
Cambridge South	156	9.4%
Sawston	91	5.5%
Sawston and Linton	125	7.5%
Bassingbourn, Melbourn, Comberton and Gamlingay	129	7.7%
Cottenham and Swavesey	129	7.7%
Cambridgeshire	1,662	100%

The sample sizes for each of the fourteen localities were assigned in accordance with the relative population(s) of children and young people within each one and further boosted with face to face interviews.

5.1.2 Gender of responding parents

Table 2 indicates that three-quarters of the survey respondents/parents were mothers or female carers, and one-quarter were fathers or male carers.

Table 2 - Gender of respondents per locality

Locality	% Male	% Female
East Cambridgeshire and Fenland		
Wisbech	24%	76%
March and Chatteris	25%	75%
Whittlesey	28%	72%
Ely, Littleport and Witchford	19%	81%
Bottisham, Burwell and Soham	30%	70%
Huntingdon		
St Neots	20%	80%
Huntingdon	24%	76%
Ramsey, Sawtry and Yaxley	21%	79%
St. Ives	21%	79%
South Cambridgeshire and Cambridge		
Cambridge North	26%	74%
Cambridge South	29%	71%
Sawston and Linton	29%	71%
Bassingbourn, Melbourn, Comberton and Gamlingay ²	28%	72%
Cottenham and Swavesey	19%	81%
Cambridgeshire	24%	76%

Table 2 indicates that the highest proportion of fathers/male carers who were interviewed were resident in the Bottisham, Burwell and Soham locality.

The lowest proportion of fathers/male carers who were interviewed were resident in the Cottenham and Swavesey locality and the Ely, Littleport and Witchford locality.

5.1.3 Relationship with child(ren)

Table 2 presents the relationship which the responding parent had with their child or children.

Table 2 - Respondent's relationship with their child(ren) (base 1,662)

Locality	% Mother	% Father	% Step parent	% Foster parent	% Mixed ³	% Other
East Cambridgeshire and Fenland						
Wisbech	75%	24%	0%	1%	0%	0%
March and Chatteris	75%	24%	0%	0%	1%	0%
Whittlesey	71%	28%	0%	0%	0%	1%
Ely, Littleport and Witchford	81%	19%	0%	0%	0%	0%
Bottisham, Burwell and Soham	68%	30%	0%	0%	0%	2%
Huntingdon						

² In the report this is sometimes shortened to read: BMCG

³ More than one of the options presented in Table 6

St Neots	80%	19%	0%	1%	1%	0%
Huntingdon	73%	24%	1%	0%	1%	1%
Ramsey, Sawtry and Yaxley	76%	21%	0%	1%	1%	1%
St. Ives	79%	20%	1%	0%	0%	0%
South Cambridgeshire and Cambridge						
Cambridge North	73%	26%	1%	0%	0%	0%
Cambridge South	71%	29%	0%	0%	0%	0%
Sawston and Linton	71%	27%	1%	0%	0%	0%
BMCG	71%	28%	0%	0%	1%	0%
Cottenham and Swavesey	81%	19%	0%	0%	0%	0%
Cambridgeshire	75%	24%	<1%	<1%	<1%	<1%

Table 6 indicates that three quarters (75%) of respondents were mothers, and just under a quarter (24%) were fathers. The highest response from fathers was seen in the Bottisham, Burwell and Soham locality.

Three 'other' types of relationship were denoted by respondents:

- A grandparent
- A guardian for child with a residency order
- A parent of an adopted child

5.1.4 Ethnicity of responding parents

Table 3 presents the ethnicity of the respondents to the survey.

Table 3 - Ethnicity of respondents (base: 1,662)

Ethnicity	Number	Percentage
White British	1,548	93%
White European Other	43	3%
Other White	18	1%
White Irish	9	1%
Indian	9	1%
Chinese	5	<1%
Bangladeshi	4	<1%
Mixed White and Asian	3	<1%
Pakistani	3	<1%
Black Other	3	<1%
Mixed white and Caribbean	2	<1%
Black Caribbean	2	<1%
Black African	1	<1%
Asian	3	<1%
Bengali	1	<1%
Arabic	1	<1%
Japanese	1	<1%
Refused	6	<1%
Cambridgeshire	1,662	100%

Parents who were from a background other than White British were most frequently resident in the Cambridge North locality, followed by the Cambridge South locality.

96% of respondents stated that English was their first language. A total of 60 parents (4%) stated that another language was their (first) choice.

Other languages included; Russian (9), French (9), Italian (5), Polish (4), Dutch (3), Punjabi (2), Swedish (2), Greek (2), German (2), Spanish (2), Finnish (2) plus Chinese, Urdu, Hindi, Croatian, Hungarian, Serbian, Cantonese, Bengali, Bangladeshi and Romanian

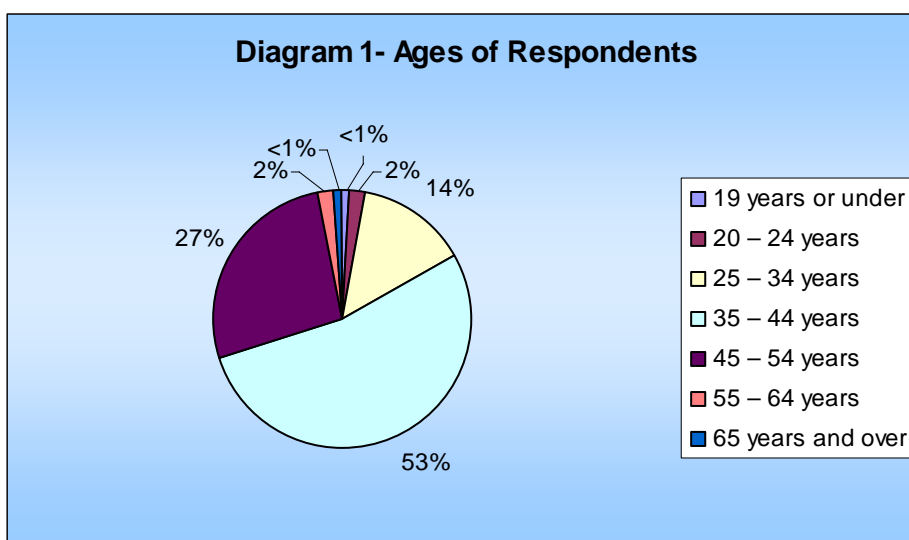
A summary of interviews and group discussions with BME parents can be found in appendix 1 page 94.

5.1.5 Ages of responding parents

Table 4 - indicates the number of parents interviewed from particular age categories. (base: 1662)

Locality	% 19 years or under	% 20 – 24 years	% 25 – 34 years	% 35 – 44 years	% 45 – 54 years	% 55 – 64 years	% 65 years and over
East Cambridgeshire and Fenland							
Wisbech	0%	2%	13%	53%	27%	2%	0%
March and Chatteris	0%	2%	11%	62%	23%	2%	0%
Whittlesey	2%	4%	15%	60%	17%	1%	1%
Ely, Littleport and Witchford	0%	0%	12%	54%	32%	2%	0%
Bottisham, Burwell and Soham	0%	3%	19%	53%	23%	2%	1%
Huntingdon							
St Neots	0%	5%	15%	50%	28%	1%	0%
Huntingdon	0%	0%	19%	52%	26%	2%	1%
Ramsey, Sawtry and Yaxley	1%	1%	16%	54%	28%	0%	0%
St. Ives	2%	3%	19%	53%	22%	0%	0%
Cambridgeshire South and Cambridge							
Cambridge North	0%	0%	7%	50%	33%	9%	1%
Cambridge South	1%	3%	12%	49%	33%	2%	0%
Sawston and Linton	2%	0%	8%	55%	36%	3%	3%
BMCG	0%	2%	9%	53%	34%	2%	0%
Cottenham and Swavesey	2%	3%	22%	48%	25%	0%	1%
Cambridgeshire	<1%	2%	14%	53%	27%	2%	<1%

Table 4 and diagram 1 (below) indicate that over half (53%) of parents were aged between 35 – 44 years. This age group was followed in frequency by parents aged 45 – 54 years. Parents aged 24 years, or younger, were most frequently interviewed in the Whittlesey locality.



5.1.6 Income levels of responding parents

Table 5 presents the annual household income level of the majority of parents who were surveyed.

Table 5 - Income levels of parents (base 1,662)

Locality	% Less than £10,000	% £10,000 – £14,999	% £15,000 – £19,999	% £20,000 – £39,999	% £40,000 – £65,999	% £66,000 and over	% Rather not say	% Don't Know
East Cambridgeshire and Fenland								
Wisbech	10%	11%	10%	37%	15%	2%	7%	6%
March and Chatteris	6%	11%	9%	44%	21%	2%	6%	2%
Whittlesey	6%	5%	7%	35%	21%	4%	10%	10%
Ely, Littleport and Witchford	7%	13%	4%	37%	21%	11%	5%	1%
Bottisham, Burwell and Soham	4%	4%	9%	32%	34%	8%	6%	3%
Huntingdon								
St Neots	6%	3%	8%	40%	13%	18%	11%	2%
Huntingdon	3%	6%	6%	23%	34%	17%	9%	2%
Ramsey, Sawtry and Yaxley	3%	4%	4%	40%	26%	10%	10%	4%
St. Ives	7%	4%	6%	26%	25%	17%	10%	5%
South Cambridgeshire and Cambridge								
Cambridge North	4%	9%	9%	20%	24%	20%	10%	5%
Cambridge South	10%	8%	3%	32%	24%	11%	10%	3%
Sawston and Linton	7%	3%	4%	30%	29%	23%	3%	1%
BMCG	6%	5%	1%	38%	20%	22%	6%	2%
Cottenham and Swavesey	5%	4%	2%	40%	27%	16%	5%	2%
Cambridgeshire	6%	6%	6%	34%	24%	13%	8%	3%

Table 5 indicates that the most frequent annual household income level of the responding parents was £20,000 – £39,999, followed in frequency by £40,000 – £65,999.

Just under a fifth (18%) of responding parents had an annual household income of less than £20,000.

Parents whose annual household income was over £66,000 per year most frequently lived in the Sawston and Linton locality (almost a quarter of the interviewees in that locality).

Parents whose annual household income was less than £10,000 per year most frequently lived in the Wisbech locality and Cambridge South locality.

5.1.7 Number of parents in a family

Table 6 outlines the percentage of responding parents who were raising children in either a two parent family or a single parent family.

Table 6 - Incidence of two parent and single parent families (base 1,662)

Locality	% One parent	% Two parents
East Cambridgeshire and Fenland		
Wisbech	13%	87%
March and Chatteris	16%	84%
Whittlesey	11%	89%
Ely, Littleport and Witchford	15%	85%
Bottisham, Burwell and Soham	15%	85%
Huntingdon		
St Neots	11%	89%
Huntingdon	10%	90%
Ramsey, Sawtry and Yaxley	8%	92%
St. Ives	15%	85%
Cambridgeshire South and Cambridge		
Cambridge North	16%	84%
Cambridge South	15%	85%
Sawston and Linton	5%	95%
Bassingbourn, Melbourn, Comberton and Gamlingay	11%	89%
Cottenham and Swavesey	12%	88%
Cambridgeshire	12%	88%

Table 6 indicates that 88% of responding parents were raising their children within a two parent family. 12% of responding parents were single parents. The research indicated that the two localities with the highest level of responding of single parent families were:

- Cambridge North
- March and Chatteris

5.1.8 Number of children aged 0 – 14 years in households

Table 7 presents the percentage of households, in each locality and across Cambridgeshire, within which there was a specific number of children.

Table 7 - Percentage of households with a specific number of children
(base 1,662)

Locality	% 1 child	% 2 children	% 3 children	% 4 children	% 5+ children	Average nos of children
East Cambridgeshire and Fenland						
Wisbech	45%	43%	6%	3%	0%	1.7
March and Chatteris	44%	41%	12%	3%	0%	1.7
Whittlesey	53%	41%	6%	0%	0%	1.5
Ely, Littleport and Witchford	49%	42%	8%	1%	0%	1.6
Bottisham, Burwell and Soham	49%	40%	10%	2%	0%	1.6
Huntingdon						
St Neots	59%	31%	8%	2%	0%	1.5
Huntingdon	48%	41%	9%	1%	1%	1.7
Ramsey, Sawtry and Yaxley	40%	50%	10%	0%	0%	1.7
St. Ives	44%	45%	10%	1%	0%	1.7
South Cambridgeshire and Cambridge						
Cambridge North	45%	43%	10%	2%	0%	1.7
Cambridge South	49%	38%	10%	1%	2%	1.7
Sawston and Linton	46%	45%	8%	0%	1%	1.6
BMCG	41%	38%	16%	5%	1%	1.7
Cottenham and Swavesey	44%	48%	8%	0%	0%	1.9
Cambridgeshire	46%	42%	10%	2%	<1%	1.7

Table 7 indicates that the most frequent number of children in the household of the responding parents was one (46% of parents), followed closely by two (42%). Therefore, only 12% of responding parents had 3 or more children in their households.

Across Cambridgeshire, the average number of children per household was 1.7.

The locality with the highest average number of children per household was Bassingbourn, Melbourn, Comberton and Gamlingay at 1.9.

5.1.9 Ages of all children

Table 8 presents the number of children from specific age groups that the 1,662 responding parents were (collectively) raising.

Table 8 – Number of children being raised by respondents (base 1,662)

Age	Number of children	Percentage of parents with a child in age category
0 – 12 months	128	8%
1 year	123	7%
2 years	132	8%
3 years	119	7%
4 years	114	7%

5 years	116	7%
6 years	132	8%
7 years	162	10%
8 years	169	10%
9 years	212	13%
10 years	232	14%
11 years	277	17%
12 years	264	16%
13 years	285	17%
14 years	239	14%
Total	2,704	

A collective total of 2,704 children were being raised by the 1,662 responding parents.

8% of responding parents were raising a baby aged less than 12 months.

14% of responding parents were raising a 3 year old and/or a 4 year old and thus eligible to access a free nursery education entitlement place.

In addition, 2% (31 in number) of responding parents were raising a child aged 15 – 17 years old who had additional/special needs or a disability.

5.1.10 Children and young people with additional needs or disabilities

Just under a tenth (9%) of parents had a child or young person with additional/special needs or a disability (147 parents).

7% of 0 – 14 year olds, being raised by parents across the entire Cambridgeshire locality had additional/special needs or a disability.

2% of responding parents were also raising a child aged 15 – 17 year olds who had additional/special needs or a disability.

Table 9 shows the number of children and young people with additional needs or disabilities by locality (base 152 children)

Locality	Number	Percentage
East Cambridgeshire and Fenland		
Wisbech	15	10%
March and Chatteris	15	10%
Whittlesey	8	5%
Ely, Littleport and Witchford	11	7%
Bottisham, Burwell and Soham	6	4%
Huntingdon		
St Neots	14	9%
Huntingdon	16	10.5%
Ramsey, Sawtry and Yaxley	11	7%
St. Ives	7	4.5%
Cambridgeshire South and Cambridge		

Cambridge North	11	7%
Cambridge South	13	8.5%
Sawston and Linton	5	3%
Bassingbourn, Melbourn, Comberton and Gamlingay	12	8%
Cottenham and Swavesey	8	5%
Cambridgeshire	152	100%

The localities with the highest incidence of responding households with children and young people with additional needs or disabilities were Huntingdon, Wisbech and March and Chatteris.

Table 10 presents the incidence of types of additional needs and disabilities of the children being raised by the responding parents.

Table 10 - Incidence of types of disabilities experienced by children and young people (base; 147 households)

Nature of Disability	Percentage of those with additional needs/ disability
Learning Disability	39%
Physical Disability	26%
Behavioural/Emotional Problems	23%
Autism	18%
Sensory Impairment	12%
Undiagnosed	1%
Other	2%
Refused	1%

Table 10 indicates that the most recurrent type of additional need/disability being experienced by the children of the responding parents was a learning disability (1.5% of *all* children being raised by responding parents), followed in frequency by a physical disability.

The Wisbech locality accounted for the highest number of children experiencing a learning difficulty (9 in number), followed by the Huntingdon locality (7).

5.1.11 Parents with a disability

A total of 70 respondents (4% of all) stated that they had some form of additional need(s) or a disability. Of the 70 parents, the main disabilities were;

- Physical disability (84%)
- Sensory impairment (6%)
- Mental health (4%)

5.1.12 Working status of responding parents

Table 11 presents the number and percentage of responding parents who indicated that indicated their working status at the time of the research. Parents were able to indicate more than one status, if that was the case.

Table 11 - Status of the responding parents (base 1,662)

Status	Overall Percentage	Parents with 0-5 year old	Parents with a 6 - 10 year old	Parents with a 11+ year old
Work full-time 30+ hours per week	39%	27%	41%	45%
Work part time 16 – 29 hours per week	26%	22%	28%	28%
Work part-time less than 16 hours per week	11%	9%	12%	10%
At home looking after children	20%	35%	18%	13%

Table 11 indicates that the most frequent status of a responding parent across Cambridgeshire was working full-time (39%), followed by working part-time (16 – 29 hours per week) (26%), and being at home looking after the child(ren) (20%).

In terms of the fourteen localities:

- The most frequent status of a responding parent from the Wisbech locality was working full-time (41%), followed by being at home looking after the child(ren) (27%) and working part-time, (16 – 29 hours per week) (22%).
- The most frequent status of a responding parent from the March and Chatteris locality was working full-time (38%), followed by working part-time, (16 – 29 hours per week) (28%) and being at home looking after the child(ren) (20%).
- The most frequent status of a responding parent from the Whittlesey locality was working full-time (33%), followed by working part-time, 16 – 29 hours per week) (29%) and being at home looking after the child(ren) (16%).
- The most frequent status of a responding parent from the Ely, Littleport and Witchford locality was working full-time (35%), followed by working part-time, (16 – 29 hours per week) (258) and being at home looking after the child(ren) (19%).
- The most frequent status of a responding parent from the Bottisham, Burwell and Soham locality was working full-time (46%), followed by working part-time, (16 – 29 hours per week) (23%) and working part-time, less than 16 hours per week (10%).

- The most frequent status of a responding parent from the St Neots locality was working full-time (37%), followed by working part-time, (16 – 29 hours per week) (24%) and being at home looking after the child(ren) (20%).
- The most frequent status of a responding parent from the Huntingdon locality was working full-time (45%), followed by working part-time, (16 – 29 hours per week) (18%) and being at home looking after the child(ren) (24%).
- The most frequent status of a responding parent from the Ramsey, Sawtry and Yaxley locality was working full-time (43%), followed by working part-time, (16 – 29 hours per week) (34%) and being at home looking after the child(ren) (13%).
- The most frequent status of a responding parent from the St. Ives locality was working full-time (32%), followed by working part-time, (16 – 29 hours per week) (23%) and being at home looking after the child(ren) (22%).
- The most frequent status of a responding parent from the Cambridge North locality was working full-time (43%), followed by working part-time, (16 – 29 hours per week) (24%) and being at home looking after the child(ren) (22%).
- The most frequent status of a responding parent from the Cambridge South locality was working full-time (36%), followed by working part-time, (16 – 29 hours per week) (28%) and being at home looking after the child(ren) (20%).
- The most frequent status of a responding parent from the Sawston and Linton locality was working full-time (34%), followed by working part-time, (16 – 29 hours per week) (33%) and working part-time, less than 16 hours per week (15%).
- The most frequent status of a responding parent from the Bassingbourn, Melbourn, Comberton and Gamlingay locality was working full-time (42%), followed by working part-time, (16 – 29 hours per week) (30%) and being at home looking after the child(ren) (18%).
- The most frequent status of a responding parent from the Cottenham and Swavesey locality was working full-time (34%), followed by working part-time, (16 – 29 hours per week) (26%) and being at home looking after the child(ren) (28%).

5.1.13 Status of a partner

Table 12 presents the number and percentage of the 1,456 responding parents who had a partner who indicated their working status at the time of the research. Responding parents were able to indicate more than one status,

Table 12 - Status of a partner (base 1,456)

Status	Percentage
Work full time 30+ hours per week	79%
Work part time 16 – 29 hours per week	8%
At home looking after children	5%
Work part-time less than 16 hours per week	4%

The most frequent status of a partner/second parent across Cambridgeshire was working full-time (79%), followed working part-time, 30+ hours per week (8%), and at home looking after children (5%).

In terms of the fourteen localities:

- The most frequent status of a partner/second parent from the Wisbech locality working full-time (79%), followed by being at home looking after the child(ren) (7%) and working part-time, (6 – 29 hours per week) (5%).
- The most frequent status of a partner/second parent from the March and Chatteris locality was working full-time (84%), followed by working part-time, (16 – 29 hours per week) (7%) and being at home looking after the child(ren) (5%).
- The most frequent status of a partner/second parent from the Whittlesey locality was working full-time (71%), followed by working part-time, (16 – 29 hours per week) (14%) and being at home looking after the child(ren) (4%).
- The most frequent status of a partner/second parent from the Ely, Littleport and Witchford locality was working full-time (86%), followed by working part-time, (16 – 29 hours per week) (7%) and being at home looking after the child(ren) (4%).
- The most frequent status of a partner/second parent from the Bottisham, Burwell and Soham locality was working full-time (71%), followed by working part-time, (16 – 29 hours per week) (15%) and being at home looking after the child(ren) (6%).
- The most frequent status of a partner/second parent from the St Neots locality was working full-time (78%), followed by working part-time, (16 – 29 hours per week) (14%) and being at home looking after the child(ren) (3%).
- The most frequent status of a partner/second parent from the Huntingdon locality was working full-time (76%), followed by working part-time, (16 – 29 hours per week) (9%) and working part-time, less than 16 hours per week (5%).
- The most frequent status of a partner/second parent from the Ramsey, Sawtry and Yaxley locality was working full-time (86%), followed by working part-time, less than 16 hours per week (2%) and being at home looking after the child(ren) (4%).

- The most frequent status of a partner/second parent from the St. Ives locality working full-time (79%), followed by being at home looking after the child(ren) (7%) and working part-time, (16 – 29 hours per week) (8%).
- The most frequent status of a partner/second parent from the Cambridge North locality was working full-time (79%), followed by working part-time, (16 – 29 hours per week) (11%) and working part time, less than 16 hours (4%).
- The most frequent status of a partner/second parent from the Cambridge South locality was working full-time (81%), followed by working part-time, (16 – 29 hours per week) (8%) and being at home looking after the child(ren) (6%).
- The most frequent status of a partner/second parent from the Sawston and Linton locality was working full-time (80%), followed by working part-time, (16 – 29 hours per week) (7%) and being at home looking after the child(ren) (8%).
- The most frequent status of a partner/second parent from the Bassingbourn, Melbourn, Comberton and Gamlingay locality was working full-time (77%), followed being at by home looking after the child(ren) (10%) and working part-time, (16 – 29 hours per week) (9%).
- The most frequent status of a partner/second parent from the Cottenham and Swavesey locality was working full-time (78%), followed by being at home looking after the child(ren) (5%) and working part-time, (16 – 29 hours per week) (4%). 8% of residents were members of the Armed forces.

5.1.14 Incidence of employment outside of traditional (Monday – Friday, 8.00am – 6.00pm) hours

The 1,258 responding parents who indicated that they were currently in paid employment were requested to state whether they consistently worked outside of the traditional Monday – Friday, 8.00am – 6.00pm hours.

Table 13 - Incidence of respondents working outside of traditional hours: Monday to Friday, 8.00am – 6.00pm (base 435)

Locality	Number	Percentage
East Cambridgeshire and Fenland		
Wisbech	26	39%
March and Chatteris	25	32%
Whittlesey	30	43%
Ely, Littleport and Witchford	35	42%
Bottisham, Burwell and Soham	32	35%
Huntingdon		
St Neots	33	38%
Huntingdon	45	40%
Ramsey, Sawtry and Yaxley	40	34%

St. Ives	22	32%
Cambridgeshire South and Cambridge		
Cambridge North	30	32%
Cambridge South	34	28%
Sawston and Linton	22	29%
Bassingbourn, Melbourn, Comberton and Gamlingay	32	31%
Cottenham and Swavesey	29	32%
Cambridgeshire	435	100%

Table 13 indicates that over a third (35%) of the responding parents, across Cambridgeshire, who were in some form of paid employment, consistently worked outside of traditional 8.00am – 6.00pm/Monday – Friday hours.

The locality with the highest incidence of such parents was Whittlesey where 43% of responding parents in some form of paid employment highlighted that they *consistently* worked outside of traditional Monday – Friday, 8.00am – 6.00pm ours, followed by the Ely, Littleport and Witchford locality (42%) and Huntingdon (40%).

Table 14 outlines the frequency with which these parents worked either:

- Weekends
- Evenings
- Overnight
- Early Mornings

It should be noted that parents were able to, and in fact did, denote more than one option above.

Table 14 - Periods outside of traditional hours that respondents work (base: 435)

Locality	% Evenings	% Weekends	% Early Mornings	% Overnight	% Other
East Cambridgeshire and Fenland					
Wisbech	77%	50%	54%	46%	0%
March and Chatteris	68%	68%	40%	36%	0%
Whittlesey	47%	50%	40%	23%	0%
Ely, Littleport and Witchford	83%	43%	60%	26%	0%
Bottisham, Burwell and Soham	63%	47%	34%	31%	3%
Huntingdon					
St Neots	55%	58%	52%	39%	0%
Huntingdon	64%	58%	44%	27%	2%
Ramsey, Sawtry and Yaxley	70%	58%	40%	25%	0%
St. Ives	77%	45%	41%	14%	0%
South Cambridgeshire and Cambridge					
Cambridge North	77%	43%	47%	17%	0%
Cambridge South	71%	47%	41%	38%	0%
Sawston and Linton	77%	45%	45%	27%	0%
BMCG	81%	50%	63%	34%	0%
Cottenham and Swavesey	66%	59%	34%	31%	0%
Cambridgeshire	69%	52%	46%	30%	1%

Table 14 indicates that evenings were the most frequent period that responding parents worked, outside of traditional Monday – Friday, 8.00am – 6.00pm hours.

Responding parents resident in the Ely, Littleport and Witchford locality and the Bassingbourn, Melbourn, Comberton and Gamlingay locality most frequently stated that they worked during evenings.

Responding parents resident in the March and Chatteris locality most frequently stated that they worked during weekends.

Responding parents resident in the Bassingbourn, Melbourn, Comberton and Gamlingay locality most frequently stated that they worked during early mornings.

Responding parents resident in the Wisbech locality most frequently stated that they worked overnight.

Further analysis indicated that responding parents who were working outside of traditional Monday to Friday, 8.00am – 6.00pm hours most frequently stated that they would like to *continue to* access the following five types of formal childcare in the future:

- After-school club (31% of applicable parents)
- Holiday playscheme – (21% of applicable parents)
- Private day nursery – (21% of applicable parents)
- Pre-school/playgroup – (17% of applicable parents)
- Registered childminder – (16% of applicable parents)

5.1.15 Incidence of partner’s employment outside of traditional (Monday – Friday, 8.00am – 6.00pm) hours

Table 15 - Incidence of respondent’s partners working outside of traditional hours: Monday to Friday, 8.00am – 6.00pm (base: 530)

Locality	Number	Percentage
East Cambridgeshire and Fenland		
Wisbech	30	41%
March and Chatteris	40	50%
Whittlesey	27	36%
Ely, Littleport and Witchford	47	54%
Bottisham, Burwell and Soham	31	34%
Huntingdon		
St Neots	33	32%
Huntingdon	52	41%
Ramsey, Sawtry and Yaxley	51	44%
St. Ives	22	29%
Cambridgeshire South and Cambridge		
Cambridge North	43	43%
Cambridge South	42	35%
Sawston and Linton	26	33%
BMCG	52	53%
Cottenham and Swavesey	34	34%
Cambridgeshire	530	40%

Table 15 indicates that 40% of the responding parent's partners, across Cambridgeshire, who were in some form of paid employment consistently worked outside of traditional Monday to Friday, 8.00am – 6.00pm hours.

The locality with the highest incidence of such partners was Ely, Littleport and Witchford where 54% of partners in some form of paid employment *consistently* worked outside of traditional Monday to Friday, 8.00am – 6.00pm hours, followed by the Bassingbourn, Melbourn, Comberton and Gamlingay locality (53%), and the March and Chatteris locality (50%).

Table 16 outlines the frequency with which these partners worked either:

- Weekends
- Evenings
- Overnight
- Early Mornings

It should be noted that responding parents were able to, and in fact did, denote more than one option above.

Table 16 - Periods outside of traditional hours that respondent's partner works
(base: 530)

Locality	% Evenings	% Early Mornings	% Weekends	% Overnight	% Other
East Cambridgeshire and Fenland					
Wisbech	77%	70%	47%	37%	3%
March and Chatteris	68%	83%	48%	40%	3%
Whittlesey	63%	48%	41%	26%	0%
Ely, Littleport and Witchford	79%	57%	62%	30%	2%
Bottisham, Burwell and Soham	71%	65%	55%	26%	0%
Huntingdon					
St Neots	61%	52%	36%	33%	6%
Huntingdon	69%	48%	52%	29%	6%
Ramsey, Sawtry and Yaxley	67%	65%	47%	35%	4%
St. Ives	82%	55%	50%	36%	0%
South Cambridgeshire and Cambridge					
Cambridge North	84%	37%	51%	37%	0%
Cambridge South	83%	50%	45%	31%	0%
Sawston and Linton	73%	73%	50%	35%	0%
BMCG	77%	85%	56%	46%	0%
Cottenham and Swavesey	85%	50%	53%	26%	0%
Cambridgeshire	74%	60%	50%	34%	2%

'Other' periods *included*: "he works abroad" and "he is on call".

Responding parents resident in the Cottenham and Swavesey locality (85%) most frequently stated that they had a partner who worked during evenings, this was closely followed by Cambridge North (84%) and Cambridge South (83%).

Responding parents resident in the Bassingbourn, Melbourn, Comberton and Gamlingay locality (85%) most frequently stated that they had a partner who worked during early mornings. This was followed by March and Chatteris (83%).

Responding parents resident in the Ely, Littleport and Witchford locality most frequently stated that they had a partner who worked during weekends (62%).

Responding parents resident in the Bassingbourn, Melbourn, Comberton and Gamlingay locality most frequently stated that they worked had a partner who overnights (46%).

5.2 Usage of formal childcare and informal childcare across Cambridgeshire

5.2.1 Incidence of use of formal and informal childcare

Responding parents were requested to state whether they currently accessed any type of formal⁴ childcare or informal⁵ childcare for at least one child in their family.

Table 17 - Incidence of usage of formal childcare and/or informal childcare
(base: 748)

Locality	% Yes	% No
East Cambridgeshire and Fenland		
Wisbech	44%	56%
March and Chatteris	40%	60%
Whittlesey	46%	54%
Ely, Littleport and Witchford	36%	64%
Bottisham, Burwell and Soham	45%	55%
Huntingdon		
St Neots	43%	57%
Huntingdon	44%	56%
Ramsey, Sawtry and Yaxley	51%	49%
St. Ives	49%	51%
Cambridgeshire South and Cambridge		
Cambridge North	50%	50%
Cambridge South	41%	59%
Sawston and Linton	44%	56%
Bassingbourn, Melbourn, Comberton and Gamlingay	47%	53%
Cottenham and Swavesey	49%	51%
Cambridgeshire	45%	55%

⁴ The term 'formal childcare' relates to all childcare which is required, by law, to be registered with Ofsted. It includes full-daycare and sessional day daycare provision in the form of private day nurseries; pre-school/playgroups; nursery classes attached to primary/infant schools; after school clubs; breakfast clubs; holiday playschemes; crèches and registered childminders

⁵ The term 'informal childcare' relates to all childcare which is not registered with Ofsted, but which is typically accessed by a significant number of parents. It includes: parent and toddler/drop-in groups; nannies (who can however voluntarily register themselves with Ofsted); au-pairs; grandparents; other family members; friends; neighbours and paid babysitters.

Table 17 indicates that 45% of parents who responded to Cambridgeshire's 2010 – 2011 Childcare Sufficiency Assessment Parental Demand Survey were currently accessing some form of formal or informal childcare for at least one child in their family. 55% were evidently choosing to provide childcare exclusively by themselves.

The locality where responding parents indicated that they most frequently accessed a type of formal or informal childcare was Ramsey, Sawtry and Yaxley (51%). This was the *only* locality where the number of parents accessing a type of formal or informal childcare exceeded the number of parents who were not accessing a type of formal or informal childcare.

The locality with the lowest usage of formal and/or informal childcare was Ely, Littleport and Witchford with just over one-third (36%) accessing.

Table 18 further clarifies the extent *for at least one child in a family* of either (a) formal childcare use only; (b) informal childcare use only or (c) the use of both formal childcare and informal childcare.

Table 18 - Incidence of usage of either formal childcare or informal childcare (base: 1,662)

Locality	% Formal Childcare Only	% Informal Childcare Only	% Both Formal and Informal Childcare	% No childcare usage
East Cambridgeshire and Fenland				
Wisbech	10%	19%	15%	56%
March and Chatteris	16%	18%	7%	60%
Whittlesey	17%	16%	14%	54%
Ely, Littleport and Witchford	17%	13%	7%	64%
Bottisham, Burwell and Soham	17%	22%	7%	55%
Huntingdon				
St Neots	14%	20%	10%	57%
Huntingdon	20%	12%	12%	56%
Ramsey, Sawtry and Yaxley	15%	26%	10%	49%
St. Ives	24%	9%	16%	51%
South Cambridgeshire and Cambridge				
Cambridge North	22%	18%	10%	50%
Cambridge South	15%	17%	9%	59%
Sawston and Linton	31%	8%	5%	56%
BMCG	17%	14%	17%	53%
Cottenham and Swavesey	23%	16%	9%	52%
Cambridgeshire	18%	16%	10%	55%
Parents with a 0-2 yr old	30%	9%	12%	50%
Parents with a 3-4 yr old	47%	6%	24%	23%
Parents with a 5-10 yr old	22%	16%	14%	48%
Parents with a 11-14 yrs old	9%	20%	7%	65%

One tenth (10%) of responding parents accessed *both* formal childcare and informal childcare for their child or child(ren). As highlighted in Table 17, 55% of responding

parents were not accessing any formal or informal childcare – they were providing childcare themselves.

Use of formal childcare only was highest (47%) amongst parents of a child aged 3-4 and lowest (9%) amongst those parents with an 11-14 year-old.

The highest percentage of parents most frequently accessing a type of formal childcare *only* was in the Sawston and Linton locality – 31% of *all* responding parents resident in that locality.

The highest percentage of parents most frequently accessing a type of informal childcare *only* was in the Ramsey, Sawtry and Yaxley locality – 26% of *all* responding parents resident in that locality.

The highest percentage of parents most frequently accessing a combination of formal childcare *and* informal childcare was in the Bassingbourn, Melbourn, Comberton and Gamlingay locality – 17% of *all* responding parents resident in that locality and nearly a quarter (24%) of all parents with a 3-4 year-old.

5.2.2 Number of children for whom parents were accessing *formal* childcare

Table 19 presents the numbers of children in those households that were currently accessing a type of formal childcare.

Table 19 - Number of children attending formal childcare provision (Base: 477)

Locality	% One child	% Two children	% Three children	% Four children
East Cambridgeshire and Fenland				
Wisbech	60%	28%	12%	0%
March and Chatteris	65%	30%	4%	0%
Whittlesey	69%	31%	0%	0%
Ely, Littleport and Witchford	88%	12%	0%	0%
Bottisham, Burwell and Soham	59%	30%	11%	0%
Huntingdon				
St Neots	69%	31%	0%	0%
Huntingdon	71%	29%	0%	0%
Ramsey, Sawtry and Yaxley	79%	18%	3%	0%
St. Ives	60%	38%	3%	0%
South Cambridgeshire and Cambridge				
Cambridge North	63%	32%	5%	0%
Cambridge South	68%	29%	3%	0%
Sawston and Linton	67%	33%	5%	0%
BMCG	69%	24%	5%	2%
Cottenham and Swavesey	74%	26%	0%	0%
Cambridgeshire	69%	28%	3%	<1%

Table 19 indicates that across Cambridgeshire, one child per household most frequently (69%) attended a formal childcare setting. Over a quarter (28%) of parents who accessed formal childcare stated that two children in their family

attended such a setting, with only 3% accessing such care for three of their children.

5.2.3 Number of children for whom parents were accessing *informal* childcare

Table 20 presents the numbers of children in those households that were accessing a type of informal childcare.

Table 20 - Number of children attending informal childcare provision
(base: 444)

Locality	% One child	% Two children	% Three children	% Four children
East Cambridgeshire and Fenland				
Wisbech	58%	33%	9%	0%
March and Chatteris	64%	28%	8%	0%
Whittlesey	43%	50%	7%	0%
Ely, Littleport and Witchford	52%	43%	5%	0%
Bottisham, Burwell and Soham	58%	27%	12%	3%
Huntingdon				
St Neots	53%	39%	8%	0%
Huntingdon	49%	46%	5%	0%
Ramsey, Sawtry and Yaxley	52%	42%	6%	0%
St. Ives	64%	28%	8%	0%
South Cambridgeshire and Cambridge				
Cambridge North	47%	47%	6%	0%
Cambridge South	63%	30%	5%	3%
Sawston and Linton	58%	42%	0%	0%
BMCG	45%	45%	8%	3%
Cottenham and Swavesey	47%	47%	6%	0%
Cambridgeshire	53%	39%	7%	<1%

Table 20 indicates that across Cambridgeshire, one child per household most frequently attended some form of informal childcare. Over two thirds (39%) of responding parents accessed informal childcare for two children in their family.

It was evident that there was a higher incidence of three children in a particular family accessing an informal childcare setting than there was for the same number of children in a family accessing a formal childcare setting – a difference, in all likelihood, attributable to cost.

5.2.4 Reasons for not accessing formal childcare or informal childcare

The 55% (914 in number) of responding parents who stated that they did not access any formal childcare provision or informal childcare – i.e. they provided childcare for their child or children themselves, only (or with the assistance of a partner) – were requested to state the reason, or reasons, why this was the case.

Table 21 - Reason(s) for a decision not to access formal or informal childcare provision in Cambridgeshire by parents with children in main age groups
(base: 914)

Reason	Total	0-2 yr old	3-4 yr old	5-10 yr old	11-14 yr old	15-17 yr old
One parent is always at home to provide childcare	76%	57%	68%	87%	78%	85%
Prefer to look after the child(ren) myself	33%	59%	34%	34%	26%	30%
Children are old enough to look after themselves	15%	0%	0%	3%	22%	30%
Childcare fees are too high	11%	12%	17%	15%	10%	0%
Prefer that child(ren) looked after by someone I know	7%	4%	11%	10%	6%	0%
Lack of childcare places of choice	2%	4%	4%	2%	2%	0%
Do not trust anyone else to look after child(ren)	2%	1%	4%	2%	2%	5%

Table 21 indicates that over three quarters (76%) of parents chose not to access any formal childcare or informal childcare because one parent was always at home to provide the childcare. This explanation was followed in frequency by one third (33%) of parents who preferred to look after their child or children themselves.

When the main reason for not accessing childcare was analysed by household income, parents with a household income of £15,000 to £39,999 were more likely to be at home;

<£10,000	77%
£10,000 - £14,999	77%
£15,000 - £19,999	82%
£20,000 - £39,999	79%
£40,000 - £65,999	74%
£66,000 plus	74%

A number of other reasons for not accessing formal childcare

- Child did not want to attend childcare outside of the home
- Parent(s) did not agree with the concept of childcare
- Childcare options did not meet needs of a certain religion

It should be noted that the top five reasons presented in Table 21, i.e.:

- One parent is always at home to provide childcare;
- Prefer to look after the child(ren) myself;
- Children are old enough to look after themselves;
- Childcare fees are too high;
- Prefer that child(ren) looked after by someone I know

were the corresponding top five reasons in all of the fourteen locality areas with the exception of the Bassingbourn, Melbourn, Comberton and Gamlingay locality. Here, two parents mentioned *lack of choice* whilst just one parent mentioned *prefer that child(ren) looked after by someone I know*.

5.2.5 Incidence of non-users of formal childcare and informal childcare wanting to access such provision, in the future

Table 22 indicates the percentage of parents who were not currently accessing any formal childcare or informal childcare who stated that they would, or would not, be interested in accessing either type of childcare provision in the future.

Table 22 - Incidence of non-users of childcare wanting to access provision, in the future (base: 143)

Locality	% Yes	% No
East Cambridgeshire and Fenland		
Wisbech	7%	93%
March and Chatteris	13%	87%
Whittlesey	19%	81%
Ely, Littleport and Witchford	9%	91%
Bottisham, Burwell and Soham	8%	92%
Huntingdon		
St Neots	20%	80%
Huntingdon	24%	76%
Ramsey, Sawtry and Yaxley	15%	85%
St. Ives	14%	86%
Cambridgeshire South and Cambridge		
Cambridge North	14%	86%
Cambridge South	15%	85%
Sawston and Linton	10%	90%
BMCG	12%	88%
Cottenham and Swavesey	33%	67%
Cambridgeshire	16%	84%

Table 22 indicates that, across Cambridgeshire, less than a fifth (16%) of non-users of both formal childcare and informal childcare had a desire to access such provision in the future.

However, over half (51%) of parents with a child aged 0-2 years old indicated that they would use childcare in the future and a third (32%) of parents with a 3-4 year old child.

Across Cambridgeshire these 16% of (current) non-users most frequently stated that they would like to access the following types of provision, in the future:

1. After School Club (23% of applicable parents)
2. Private Day Nursery (22%)
3. Preschool/ Playgroup (17%)
4. Registered Childminder (16%)

5.2.6 Reasons for accessing formal childcare

The responding parents who were currently accessing at least one type of formal childcare were requested to indicate the reasons, why they chose to do so.

Table 23 - Reasons for accessing formal childcare (base: 477)

Reason	Percentage
Enables respondent to go to work	68%
Enables child(ren) to socialise	30%
Prepares child(ren) for the school environment	23%
Enables respondent to work longer hours	10%
For respite	6%
Something for child(ren) to do in school holidays	4%
Enables respondent to study	2%

Around three quarters of parents with a household income of £40,000 plus used formal childcare to enable them to work (78% for parents with a household income of £40,000 - £65,999 and 73% with an income of £66,000 plus).

Parents with a child in the 5 to 14 age range were more likely to use formal Childcare so that they go out to work than parents with a younger child;

parents with a 0-2 year old	58%
parents with a 3-4 year old	49%
parents with a 5-10 year old	74%
parents with a 11-14 year old	74%
parents with a disabled child aged 15-17	50%

A number of additional reasons were stated by parents – *including*:

- *“It is a safe environment”*
- *“My child enjoys it”*
- *“Because it [free entitlement for 3 and 4 year olds] is free”*
- *“It is special care for disabled children”*

Table 23 indicates that users of formal childcare throughout Cambridgeshire most frequently stated the following three reasons for their decision:

- Enables them to go to work (68% of all users of formal childcare)
- Enables their child(ren) to socialise (30% of all users of formal childcare)
- Prepare child(ren) for school environment (23% of all users of formal childcare)

When asked to identify the single main reason for accessing childcare, nearly three quarters (62%) of parents stated that it enabled them to go out to work.

Further feedback from parents who were users of formal childcare indicated that:

Table 23b: Reasons for accessing formal childcare by locality (base 477)

Locality	Main reasons for using formal childcare		
	Enables them to go to work	Enables children to socialise	Prepares child(ren) for the school environment
East Cambridgeshire and Fenland			
Wisbech	52%	24%	28%
March and Chatteris	65%	26%	30%
Whittlesey	66%	17%	28%
Ely, Littleport and Witchford	60%	56%	20%
Bottisham, Burwell and Soham	67%	33%	30%
Huntingdon			
St Neots	55%	24%	31%
Huntingdon	76%	24%	20%
Ramsey, Sawtry and Yaxley	65%	24%	32%
St. Ives	68%	28%	20%
South Cambridgeshire and Cambridge			
Cambridge North	78%	27%	15%
Cambridge South	79%	34%	16%
Sawston and Linton	76%	27%	12%
BMCG	74%	31%	21%
Cottenham and Swavesey	60%	43%	26%
Cambridgeshire	68%	30%	23%

When asked to identify the single main reason for accessing childcare, nearly three quarters (68%) of parents stated that it enabled them to go out to work. By locality this was highest in Cambridge; South (79%) and North (78%) of parents.

5.2.7 Reasons for accessing informal childcare

The responding parents who were currently accessing at least one type of informal childcare were requested to indicate the reason, or reasons, why they chose to do so.

Table 24 - Reasons for accessing informal childcare (base 444)

Reason	Percentage
Enables respondent to go to work	71%
It is a more affordable option	19%
Enables respondent to work longer hours	12%
For respite	9%
Enables child(ren) to socialise	8%
Something for child(ren) to do in school holidays	5%
Enables respondent to attend a training course	2%
Enables respondent to study	1%
More convenient	3%
Enables child(ren) to spend time with grandparents	3%

When analysed by household income the parents in the following income brackets used informal childcare more frequently to enable them to work;

£20,000 - £39,999	74%
£66,000 plus	81%
£15,000 - £19,999	85%

Parents with a child in the following age brackets used informal childcare as a means of working;

parents with a 0-2 year old	69%
parents with a 3-4 year old	59%
parents with a 5-10 year old	72%
parents with a 11-14 year old	74%
parents with a disabled child aged 15-17	27%

A number of additional reasons were stated by certain parents – *including*:

- “I prefer my children to be looked after within the family”
- “I find this type of childcare more flexible”

Table 24 indicates that users of informal childcare throughout Cambridgeshire most frequently stated the following two reasons for their decision:

1. Enables them to go to work (71% of all users of informal childcare)
2. It is a more affordable option, than formal childcare (19%)

Users of informal childcare who lived in the Wisbech locality most frequently stated the following two reasons:

1. Enables them to go to work (58%)
2. It is a more affordable option, than formal childcare (24%)

Users of informal childcare who lived in the March and Chatteris locality most frequently stated the following two reasons:

1. Enables them to go to work (76%)
2. It is a more affordable option, than formal childcare (28%)

Users of informal childcare who lived in the Whittlesey locality most frequently stated the following two reasons:

1. Enables them to go to work (61%)
2. Enables them to work longer hours (29%)

Users of informal childcare who lived in the Ely, Littleport and Witchford locality most frequently stated the following two reasons:

1. Enables them to go to work (57%)
2. It is a more affordable option, than formal childcare (33%)

Users of informal childcare who lived in the Bottisham, Burwell and Soham locality most frequently stated the following two reasons:

1. Enables them to go to work (64%)
2. Enables them to work longer hours (27%)

Users of informal childcare who lived in the St. Neots locality most frequently stated the following two reasons:

1. Enables them to go to work (64%)
2. Enables them to work longer hours (19%)

Users of informal childcare who lived in the Huntingdon locality most frequently stated the following two reasons:

1. Enables them to go to work (78%)
2. It is a more affordable option, than formal childcare (16%)

Users of informal childcare who lived in the Ramsey, Sawtry and Yaxley locality most frequently stated the following two reasons:

1. Enables them to go to work (75%)
2. It is a more affordable option, than formal childcare (29%)

Users of informal childcare who lived in the St. Ives locality most frequently stated the following two reasons:

1. Enables them to go to work (80%)
2. It is a more affordable option, than formal childcare (20%)

Users of informal childcare who lived in the Cambridge North locality most frequently stated the following two reasons:

1. Enables them to go to work (72%)
2. It is a more affordable option, than formal childcare (17%)

Users of informal childcare who lived in the Cambridge South locality most frequently stated the following two reasons:

1. Enables them to go to work (73%)

2. For respite (15%)

Users of informal childcare who lived in the Sawston and Linton locality most frequently stated the following reasons:

1. Enables them to go to work (92%)
2. Enables child to socialise (8%)

Users of informal childcare who lived in the Bassingbourn, Melbourn, Comberton and Gamlingay locality most frequently stated the following three reasons:

1. Enables them to go to work (76%)
2. It is a more affordable option, than formal childcare (16%)
3. Enables them to work longer hours (16%)

Users of informal childcare who lived in the Cottenham and Swavesey locality most frequently stated the following two reasons:

1. Enables them to go to work (81%)
2. It is a more affordable option, than formal childcare (25%)

5.2.8 Types of formal childcare accessed within Cambridgeshire during term-times

Table 25 presents the frequency with which users of formal childcare were accessing different types of such provision, throughout the county (in April and May 2010), *during school term-times*.

Table 25 - Incidence of parents accessing different types of formal childcare within Cambridgeshire (base: 477)

Type of formal childcare	Percentage	Parents with a 0-5 yr old	Parents with a 6-10 yr old	Parents with an 11+ yr old
After school club	29%	11%	42%	44%
Private day nursery	23%	38%	n/a	n/a
Pre-school/playgroup	18%	29%	n/a	n/a
Registered childminder	18%	15%	24%	27%
Breakfast club	12%	5%	18%	18%
Nursery class attached to an infant/primary school	8%	14%	n/a	n/a
Children's Centre nursery	3%	5%	n/a	n/a
Nanny/Au-pair	1%	1%	1%	1%
Crèche	1%	1%	n/a	n/a
Special provision for children with disabilities	<1%	0%	0%	1%
Others	1%	1%	1%	1%

Table 25 indicates that, across Cambridgeshire, parents who were users of formal childcare most frequently accessed the following three types of provision, during term-times:

1. After-school club (29% of users of formal childcare, during term-times)
2. Private day nursery (23%)
3. Registered childminder (18%)

Further feedback from parents indicated that:

Users of formal childcare who lived in the Wisbech locality most frequently accessed the following three types of provision during term-times:

1. Breakfast club (28%)
2. Pre-school/playgroup (24%)
3. After-school club (20%)

Users of formal childcare who lived in the March and Chatteris locality most frequently accessed the following three types of provision during term-times:

1. Pre-school/playgroup (35%)
2. Registered childminder (30%)
3. After-school club (13%)

Users of formal childcare who lived in the Whittlesey locality most frequently accessed the following five types of provision during term-times:

1. Registered childminder (31%)
2. Breakfast club (17%)
3. After-school club (17%)
4. Private Day Nursery (17%)
5. Nursery Class attached to a primary or infant school (17%)

Users of formal childcare who lived in the Ely, Littleport and Witchford locality most frequently accessed the following three types of provision during term-times:

1. Registered childminder 28%)
2. After-school club (24%)
3. Pre-school/playgroup (20%)

Users of formal childcare who lived in the Bottisham, Burwell and Soham locality most frequently accessed the following three types of provision during term-times:

1. After-school club (37%)
2. Private day nursery (30%)
3. Registered childminder (26%)

Users of formal childcare who lived in the St. Neots locality most frequently accessed the following three types of provision during term-times:

1. After-school club (38%)
2. Preschool/ Playgroup (24%)
3. Private day nursery (21%)

Users of formal childcare who lived in the Huntingdon locality most frequently accessed the following three types of provision during term-times:

1. After-school club (45%)
2. Private day nursery (29%)

3. Breakfast club (20%)

Users of formal childcare who lived in the Ramsey, Sawtry and Yaxley locality most frequently accessed the following three types of provision during term-times:

1. After-school club (35%)
2. Pre-school/playgroup (26%)
3. Breakfast club (18%)

Users of formal childcare who lived in the St. Ives locality most frequently accessed the following three types of provision during term-times:

1. Private day nursery (40%)
2. Registered childminder (20%)
3. Preschool/ Playgroup (13%)

Users of formal childcare who lived in the Cambridge North locality most frequently accessed the following three types of provision during term-times:

1. After-school club (39%)
2. Private day nursery (29%)
3. Registered childminder (17%)

Users of formal childcare who lived in the Cambridge South locality most frequently accessed the following three types of provision during term-times:

1. After-school club (37%)
2. Private day nursery (18%)
3. Registered childminder (13%)

Users of formal childcare who lived in the Sawston and Linton locality most frequently accessed the following three types of provision during term-times:

1. Private day nursery (39%)
2. After-school club (36%)
3. Pre-school/playgroup (18%)

Users of formal childcare who lived in the Bassingbourn, Melbourn, Comberton and Gamlingay locality most frequently accessed the following four types of provision during term-times:

1. After-school club (31%)
2. Registered childminder (24%)
3. Private day nursery (21%)
4. Preschool/ Playgroup (21%)

Users of formal childcare who lived in the Cottenham and Swavesey locality most frequently accessed the following four types of provision during term-times:

1. Pre-school/playgroup (21%)
2. Registered Childminder (21%)
3. After School Club (19%)
4. Private Day Nursery (19%)

38 parents of children with additional needs and disabilities accessed formal childcare. The most frequently accessed type was an after school club during term-times (14 parents). In addition:

- 9 parents of children with additional needs and disabilities stated that they were accessing a pre-school/playgroup during term times
- 7 parents of children with additional needs and disabilities stated that they were accessing a registered childminder during term times
- 5 parents of children with additional needs and disabilities stated that they were accessing a nursery class attached to a primary/infant school during term times
- 3 parents of children with additional needs and disabilities stated that they were accessing a breakfast club during term times
- 2 parents of children with additional needs and disabilities stated that they were accessing a private nursery during term times
- 2 parents of children with additional needs and disabilities stated that they were accessing special provision for children with additional needs/disabilities during term times

	Private day nursery	Children's centre nursery	Preschool /playgroup	Nursery class attached to a primary or infant school	Registered childminder	Breakfast club	After school club
Cambridgeshire TOTAL	22.7	15.2	11.5	11.5	14.3	4.7	7.2
East Cambridgeshire and Fenland							
Wisbech	21.0	12.0	15.8	8.0	34.0	3.7	6.7
March and Chatteris	24.5	-	15.1	12.5	15.6	1.0	8.0
Whittlesey	20.5	-	9.5	12.2	24.2	3.3	4.8
Ely, Littleport and Witchford	16.8	12.0	9.3	9.0	5.3	4.0	3.7
Bottisham, Burwell and Soham	20.9	-	7.2	12.0	14.3	4.4	9.0
Huntingdon							
St Neots	21.2	-	17.7	15.0	5.0	6.0	9.9
Huntingdon	22.1	40.0	8.6	16.0	16.8	4.3	6.4
Ramsey, Sawtry and Yaxley	18.0	-	9.9	12.5	10.8	6.0	7.2
St Ives	21.1	-	13.0	11.6	8.4	2.0	11.8
South Cambridgeshire and Cambridge							
Cambridge North	30.4	-	5.0	12.5	11.5	3.0	7.7
Cambridge South	26.1	14.0	10.4	6.0	9.6	7.8	6.4
Sawston and Linton	24.2	4.0	10.8	9.0	10.0	4.7	6.9
BMCG	21.6	-	10.5	15.0	12.5	6.4	7.4
Cottenham and Swavesey	22.1	14.5	9.6	6.3	12.8	2.0	6.6
Cambridgeshire TOTAL	22.7	15.2	11.5	11.5	14.3	4.7	7.2

5.2.9 Average number of hours per week parents accessed formal childcare during term-times

Table 26a - Compares the average number of hours that different types of formal childcare were accessed, on a weekly basis, by locality (base: 477)

Table 26a indicates the average number of hours that different types of formal childcare were accessed, on a weekly basis, by locality.

Further examination of the data indicated that:

- Parents resident in the Cambridge North locality, on average, accessed the highest number of hours per week at a private day nursery (30.4 hours) followed by the Cambridge South locality (26.1).
- Parents resident in the St Neots locality, on average, accessed the highest number of hours per week at a pre-school/playgroup (17.7 hours) followed by the Wisbech locality (15.8).
- Parents resident in the Wisbech locality, on average, accessed the highest number of hours per week with a registered childminder (34 hours) followed by the Whittlesey locality (24.2).
- Parents resident in the Cambridge South locality, on average, accessed the highest number of hours per week with a breakfast club (7.8 hours) followed by the Bassingbourn, Melbourn, Comberton and Gamlingay locality (6.4).
- Parents resident in the St. Ives locality, on average, accessed the highest number of hours per week with an after school club (11.8 hours) followed by the St. Neots locality (9.9).

Table 26b - Average number of hours per week users of formal childcare accessed provision across Cambridgeshire (base: 477)

Type of formal childcare	Average Weekly Hours	Parents with a: 0-2 yr old	3-4 year old	5-10 year old	11-14 year old	15-17 year old
Private day nursery	22.7	23.0	23.6			
Children's Centre nursery	15.2	17.6	16.9			
Registered childminder	13.3	26.1	16.1	12.5	10.3	20.0
Nursery class attached to an infant/primary school	11.5	11.7	12.5			
Pre-school/playgroup	11.5	10.7	12.4			
After school club	7.2			7.5	6.4	6.0
Breakfast club	4.7			4.8	3.7	

Table 26b indicates the *average* number of hours that different types of formal childcare were accessed, on a weekly basis, by applicable parents.

Responding parents who accessed formal childcare, on average accessed the highest number of hours, per week, at a private day nursery (22.7 hours/week).

5.2.10 Incidence of formal childcare being accessed during extended hours

7% of parents who were currently using a private day nursery across Cambridgeshire stated that they accessed the setting before 8.00am – these parents were most frequently resident in the Cambridge North locality (17% of such users), followed by the Huntingdon locality (14% of such users).

No parents accessed a private day nursery after 6.00pm.

17% of parents who were currently using a registered childminder across Cambridgeshire stated that they accessed the care before 8.00am.

11% of parents who were currently using a registered childminder across Cambridgeshire stated that they accessed this care after 6.00pm.

31% of parents who were currently using a breakfast club across Cambridgeshire stated that they accessed the setting before 8.00am.

Finally, 8% of parents who were currently using an after school club across the Cambridgeshire locality stated that they accessed this setting after 6.00pm.

5.2.11 Types of informal childcare accessed within Cambridgeshire during term-times

Table 27 presents the frequency with which users of informal childcare were accessing different types of such provision, throughout the county (in April and May 2010), *during school term-times*.

Table 27 - Incidence of parents accessing different types of informal childcare within Cambridgeshire (base: 444)

Locality	% Grand parents	% Friends	% Older siblings	% Other Relatives	% Neighbours
East Cambridgeshire and Fenland					
Wisbech	70%	18%	15%	15%	6%
March and Chatteris	64%	8%	16%	8%	4%
Whittlesey	71%	21%	7%	11%	7%
Ely, Littleport and Witchford	67%	14%	10%	14%	10%
Bottisham, Burwell and Soham	70%	18%	-	6%	3%
Huntingdon					
St Neots	64%	19%	6%	11%	3%
Huntingdon	62%	3%	14%	-	5%
Ramsey, Sawtry and Yaxley	65%	6%	10%	13%	4%
St. Ives	60%	16%	8%	8%	8%
South Cambridgeshire and Cambridge					
Cambridge North	42%	36%	17%	14%	6%
Cambridge South	48%	20%	28%	3%	5%
Sawston and Linton	67%	8%	8%	25%	8%
BMCG	68%	21%	11%	5%	5%
Cottenham and Swavesey	66%	28%	16%	13%	6%
Cambridgeshire	62%	17%	12%	9%	5%

Table 27 indicates that, across Cambridgeshire, parents who were users of informal childcare most frequently accessed the following three types of such provision, during term-times:

1. Grandparents (62% of users of informal childcare, during term-time)
2. Friends (17%)
3. Older siblings (12%)

It should also be noted that 2% of users of informal childcare stated that they had hired a baby-sitter, during term-times.

Further feedback from parents who were users of informal childcare indicated that:

- The highest average number of hours per week of informal childcare provided by grandparents was indicated by parents resident in the Bottisham, Burwell and Soham locality (25.1 hours per week), followed by the Sawston and Linton locality (19.0 hours per week).
- The highest number of hours per week of informal childcare provided by older siblings was indicated by parents resident in the Huntingdon locality (20.0 hours per week).
- The highest number of hours per week of informal childcare provided by other relatives was indicated by parents resident in the March and Chatteris locality (18.0 hours per week), followed by the St Neots locality (13.0 hours per week).
- The highest number of hours per week of informal childcare provided by friends was indicated by parents resident in the Huntingdon locality (14.5 hours per week), followed by the Whittlesey locality (10.0 hours per week).

5.2.12 Incidence of informal childcare being accessed during extended hours

A fifth (21%) of parents who were currently receiving help with childcare from grandparents stated that this typically started before 8.00am. These parents were most frequently resident in the Ely, Littleport & Witchford locality (36%), followed by the Cottenham & Swavesey & Ramsey, Sawtry & Yaxley localities at 33% & 32% respectively.

A third (35%) of parents who were currently receiving help with childcare from grandparents stated that this typically finished after 6.00pm. These parents were most frequently resident in the Cambridge North locality (53% of such informal childcare users), followed by the Ely, Littleport & Witchford locality (50%).

A tenth (20%) of parents who were currently receiving help with childcare from older siblings stated that this typically started before 8.00am. 44% of parents who were currently receiving help with childcare from older siblings stated that this typically finished after 6.00pm.

31% of parents who were currently receiving help with childcare from other relatives stated that this typically started before 8.00am. 31% of parents who were currently receiving help with childcare from other relatives stated that this typically finished after 6.00pm.

21% of parents who were currently receiving help with childcare from friends stated that this typically started before 8.00am. 39% of parents who were currently receiving help with childcare from friends stated that this typically finished after 6.00pm.

29% of parents who were currently receiving help with childcare from neighbours stated that this typically started before 8.00am. 50% of parents who were currently receiving help with childcare from neighbours stated that this typically finished after 6.00pm.

5.2.13 Usage of childcare during the school holidays

Table 28 presents details on:

- The percentage of all responding parents who had used formal or informal childcare support during a school holiday period in 2009,
- The percentage of all responding parents who had used or were planning to use formal or informal childcare support during a school holiday period in 2010,
- The percentage of all responding parents who had used or were planning to use formal or informal childcare support during a school holiday period in 2010 – *and* had used formal or informal childcare support during a school holiday period in 2009,
- The percentage of all responding parents who had not used any formal or informal childcare during a school holiday period in 2009 – *and* who had not used or were not planning to use any formal or informal childcare support during a school holiday period in 2010.

Table 28 - Use of formal and/or informal childcare during the school holidays (base: 1,662)

Locality	% Yes 2009 only	% Yes 2010 only	% Yes 2009 and 2010	% No
East Cambridgeshire and Fenland				
Wisbech	2%	4%	14%	79%
March and Chatteris	3%	5%	17%	75%
Whittlesey	3%	6%	20%	71%
Ely, Littleport and Witchford	2%	5%	16%	78%
Bottisham, Burwell and Soham	4%	4%	27%	64%
Huntingdon				
St Neots	2%	12%	20%	66%
Huntingdon	6%	8%	20%	66%
Ramsey, Sawtry and Yaxley	2%	7%	26%	64%
St. Ives	5%	18%	15%	62%
South Cambridgeshire and Cambridge				
Cambridge North	5%	7%	25%	63%
Cambridge South	3%	5%	24%	67%
Sawston and Linton	2%	8%	19%	71%
BMCG	4%	4%	30%	62%
Cottenham and Swavesey	5%	7%	24%	64%
Cambridgeshire	4%	7%	22%	68%

Table 28 indicates that over two-thirds (68%) of all responding parents had not used any formal or informal childcare during a school holiday period in 2009 – *and* had not used or were not planning to use any formal or informal childcare support during a school holiday period in 2010.

A third (32%) of parents had accessed formal or informal childcare support during the last 2 years , with over a tenth (225) accessing both a school holiday period in 2010 – **and** a school holiday period in 2009. In the Bassingbourn, Melbourn, Comberton and Gamlingay locality, nearly a third (30%) of parents in that locality had accessed childcare in 2009 and 2010).

5.2.14 Types of *formal* childcare accessed during the school holidays

Table 29 indicates the frequency with which specific types of *formal* childcare were accessed by (the 32% of) applicable parents during the school holiday periods in 2009 and/or 2010.

Table 29 - Types of formal childcare accessed during the school holidays (base: 539)

Type of formal childcare	Percentage
Holiday playscheme	22%
Private day nursery	15%
Out of school club that operates a holiday playscheme	13%
Registered childminder	10%
Special provision for children with additional needs	1%
Nanny/au-pair	1%
Pre-school/playgroup	1%
Children's Centre nursery	<1%
Workplace nursery	<1%
Creche	<1%

Table 29 indicates that across Cambridgeshire the most frequent type of formal childcare accessed by parents during the school holidays is a holiday playscheme, followed in frequency by a private day nursery.

In terms of formal childcare *during the school holidays*, parents of children with additional needs and disabilities most frequently stated that they were planning to access (in 2010) a holiday playscheme (30%). In addition:

- 15% of parents of children with additional needs and disabilities stated that they were planning to access an after-school club that operates a holiday playscheme
- 9% of parents of children with additional needs and disabilities stated that they were planning to access a registered childminder.
- 6% of parents of children with additional needs and disabilities stated that they were planning to access a private day nursery.
- 6% of parents of children with additional needs and disabilities stated that they were planning to access a pre-school/playgroup.
- 15% of parents of children with additional needs and disabilities stated that they were planning to access special provision for children with additional needs/disabilities.

Further feedback from parents who were users of formal childcare during the school holidays indicated that:

- Users of formal childcare during the school holidays who lived in the Wisbech locality most frequently accessed the following three types of childcare (during this period): holiday playscheme (20%); private day nursery (15%); registered childminder (10%).
- Users of formal childcare during the school holidays who lived in the March and Chatteris locality most frequently stated that they accessed the following three types of childcare (during this period): registered childminder (20%); holiday playscheme (20%);
- Users of formal childcare during the school holidays who lived in the Whittlesey locality most frequently accessed the following three types of childcare (during this period): out of school club that operates holiday provision (18%); registered childminder (18%); holiday playscheme (7%).
- Users of formal childcare during the school holidays who lived in the Ely, Littleport and Witchford locality most frequently accessed the following three types of childcare (during this period): registered childminder (17%); holiday playscheme (13%); private day nursery (13%).
- Users of formal childcare during the school holidays who lived in the Bottisham, Burwell and Soham locality most frequently accessed the following three types of childcare (during this period): private day nursery (20%); registered childminder (10%); holiday playscheme (5%).
- Users of formal childcare during the school holidays who lived in the St Neots locality most frequently accessed the following three types of childcare (during this period): private day nursery (24%); holiday playscheme (17%); out of school club that operates holiday provision (10%);
- Users of formal childcare during the school holidays who lived in the Huntingdon locality most frequently accessed the following three types of childcare (during this period): holiday playscheme (23%); out of school club that operates holiday provision (21%); private day nursery (19%).
- Users of formal childcare during the school holidays who lived in the Ramsey, Sawtry and Yaxley locality most frequently accessed the following three types of childcare (during this period): holiday playscheme (20%); out of school club that operates holiday provision (10%); private day nursery (8%).
- Users of formal childcare during the school holidays who lived in the St. Ives locality most frequently accessed the following three types of childcare (during this period): private day nursery (42%); holiday playscheme (21%); registered childminder (11%);
- Users of formal childcare during the school holidays who lived in the Cambridge North locality most frequently accessed the following three types of childcare (during this period): holiday playscheme (35%); out of school club (0%).

- Users of formal childcare during the school holidays who lived in the Cambridge South locality most frequently accessed the following three types of childcare (during this period): holiday playscheme (22%); out of school club that operates holiday provision (13%); private day nursery (15%).
- Users of formal childcare during the school holidays who lived in the Sawston and Linton locality most frequently accessed the following three types of childcare (during this period): holiday playscheme (38%); private day nursery (27%); Registered childminder (12%).
- Users of formal childcare during the school holidays who lived in the Bassingbourn, Melbourn, Comberton and Gamlingay locality most frequently accessed the following three types of childcare (during this period): holiday playscheme (27%); out of school club that operates holiday provision (13%); private day nursery (8%).
- Users of formal childcare during the school holidays who lived in the Cottenham and Swavesey locality most frequently accessed the following three types of childcare (during this period): holiday playscheme (22%); registered childminder (22%); out of school that operates holiday provision (20%).

Further feedback from parents who were users of formal childcare during the school holidays also indicated that:

- The highest average number of hours per week for accessing a holiday playscheme were reported by parents resident in the Whittlesey locality (41.0), followed by the Bassingbourn, Melbourn, Comberton and Gamlingay locality (34.2).
- The highest average number of hours per week for accessing an out of school club that offers holiday provision were reported by parents resident in the St. Ives locality (54.5), followed by the Bassingbourn, Melbourn, Comberton and Gamlingay locality (41.8).
- The highest average number of hours per week for accessing a private day nursery were reported by parents resident in the Cambridge North locality (45.3), followed by the Bassingbourn, Melbourn, Comberton and Gamlingay locality (38.0).
- The highest average number of hours per week for accessing a registered childminder were reported by parents resident in the Ramsey, Sawtry and Yaxley locality locality (56.0), followed by the Ely, Littleport and Witchford locality locality (42.5).

5.2.15 Incidence of formal childcare being accessed during extended hours in the school holidays

6% of parents who had (in 2009 and 2010) received childcare support via a holiday playscheme across Cambridgeshire stated that they accessed a setting before 8.00am.

3% of parents who had accessed a holiday playscheme across the Cambridgeshire locality stated that they accessed a setting after 6.00pm.

14% of parents who had received childcare support via a registered childminder across Cambridgeshire during the school holidays stated that the support started before 8.00am.

5% of parents who had received support via a registered childminder during the school holidays stated that the support went on until after 6.00pm.

5.2.16 Types of informal childcare accessed during the school holidays

Table 30a indicates the frequency with which specific types of *informal* childcare were accessed by applicable parents during the school holiday periods in 2009 and 2010.

Table 30a - Types of informal childcare accessed during the school holidays (base: 539)

Type of informal childcare	Percentage
Grandparents	41%
Other relatives	7%
Friends	6%
Older brother/sister	4%
Neighbours	2%
Paid babysitter	1%
Others	1%

Table 30a indicates that across Cambridgeshire the most frequent type of informal childcare accessed by parents during the school holidays was support from grandparents, followed in frequency by support from other relatives, or friends.

Further feedback from parents who were users of informal childcare during the school holidays indicated that:

- Users of informal childcare during the school holidays who lived in the Wisbech locality most frequently stated that they had support from the following three sources (during this period): grandparents (55%); friends (15%); other relatives (10%).
- Users of informal childcare during the school holidays who lived in the March and Chatteris locality most frequently stated that they had support from the following two sources (during this period): grandparents (52%); other relatives (16%);
- Users of informal childcare during the school holidays who lived in the Whittlesey locality most frequently stated that they had support from the following source (during this period): grandparents (43%);

- Users of informal childcare during the school holidays who lived in the Ely, Littleport and Witchford locality most frequently stated that they had support from the following source (during this period): grandparents (50%);
- Users of informal childcare during the school holidays who lived in the Bottisham, Burwell and Soham locality most frequently stated that they had support from the following source (during this period): grandparents (50%).
- Users of informal childcare during the school holidays who lived in the St Neots locality most frequently stated that they had support from the following two sources (during this period): grandparents (43%); friends (10%);
- Users of informal childcare during the school holidays who lived in the Huntingdon locality most frequently stated that they had support from the following two sources (during this period): grandparents (38%); older siblings (11%);
- Users of informal childcare during the school holidays who lived in the Ramsey, Sawtry and Yaxley locality most frequently stated that they had support from the following two sources (during this period): grandparents (51%); other relatives (10%);
- Users of informal childcare during the school holidays who lived in the St. Ives locality most frequently stated that they had support from the following source (during this period): grandparents (34%);
- Users of informal childcare during the school holidays who lived in the Cambridge North locality most frequently stated that they had support from the following source (during this period): grandparents (21%);
- Users of informal childcare during the school holidays who lived in the Cambridge South locality most frequently stated that they had support from the following two sources (during this period): grandparents (35%); older siblings (10%);
- Users of informal childcare during the school holidays who lived in the Sawston and Linton locality most frequently stated that they had support from the following source (during this period): grandparents (27%);
- Users of informal childcare during the school holidays who lived in the Bassingbourn, Melbourn, Comberton and Gamlingay locality most frequently stated that they had support from the following main source (during this period): grandparents (48%);
- Users of informal childcare during the school holidays who lived in the Cottenham and Swavesey locality most frequently stated that they had support from the following three sources (during this period): grandparents (41%); friends (11%); other relatives (11%).

Table 30b indicates the *average* number of hours that different types of formal childcare were accessed, during school holidays, by locality.

Table 30b - Compares the average number of hours that different types of formal childcare were accessed, during school holidays, by locality (base: 477)

	Private day nursery	Holiday playscheme	Out of school club that operates a holiday playscheme	Registered childminder
Cambridgeshire TOTAL	26.0	28.5	28.7	26.8
East Cambridgeshire and Fenland				
Wisbech	17.3	25.8	13.0	20.0
March and Chatteris	-	22.6	-	31.5
Whittlesey	32.0	41.0	34.6	19.2
Ely, Littleport and Witchford	17.0	7.3	10.0	42.5
Bottisham, Burwell and Soham	36.0	40.0	15.7	29.5
Huntingdon				
St Neots	20.7	23.7	16.3	54.0
Huntingdon	28.6	29.9	24.1	24.4
Ramsey, Sawtry and Yaxley	19.8	32.1	20.2	38.0
St Ives	20.3	30.9	54.5	28.8
South Cambridgeshire and Cambridge				
Cambridge North	42.8	25.0	36.1	28.8
Cambridge South	24.2	26.8	34.1	16.5
Sawston and Linton	27.1	24.0	22.5	17.3
BMCG	38.0	34.2	41.8	12.0
Cottenham and Swavesey	21.5	30.9	28.3	27.0
Cambridgeshire TOTAL	26.0	28.5	28.7	26.8

5.2.17 Incidence of formal childcare being accessed during extended hours in the school holidays

22% of parents who were currently receiving help with childcare from grandparents in the school holidays stated that this typically started before 8.00am – most frequently in the Ely, Littleport and Witchford locality (50%). 27% of parents who were currently receiving help with childcare from grandparents in the school holidays stated that this typically finished after 6.00pm – most frequently in the Ely, Littleport and Witchford locality (67%).

29% of parents who were currently receiving help with childcare from older siblings in the school holidays stated that this typically started before 8.00am. 38% of parents who were currently receiving help with childcare from older siblings in the school holidays stated that this typically finished after 6.00pm.

26% of parents who were currently receiving help with childcare from other relatives in the school holidays stated that this typically started before 8.00am. 26% of parents who were currently receiving help with childcare from other relatives in the school holidays stated that this typically finished after 6.00pm.

29% of parents who were currently receiving help with childcare from friends in the school holidays stated that this typically started before 8.00am. 31% of parents who were currently receiving help with childcare from friends in the school holidays stated that this typically finished after 6.00pm.

20% of parents who were currently receiving help with childcare from neighbours in the school holidays stated that this typically started before 8.00am. 60% of parents who were currently receiving help with childcare from neighbours in the school holidays stated that this typically finished after 6.00pm.

5.2.18 Reasons for not using or not planning to use childcare during the school holidays

Table 31 presents the reasons why 67% of responding parents chose not to access any formal or informal childcare during the school holiday periods.

Table 31 - Reasons for not accessing childcare during the school holidays (base: 1,123)

Reason	Percentage
One parent is always at home	53%
Prefer(red) to look after child(ren) myself	29%
One/both parents only work during term times	22%
One/both parent(s) work from home	7%
Size of childcare fees is too high	7%
Child is/children are too young	6%
Children were old enough to look after themselves	4%
Child(ren) did not want to attend holiday playscheme	3%
Lack of suitable holiday time childcare	3%
Grandparents/sibling looked after them	2%
Locations were difficult to get to and/or inconvenient	1%
Did not know what was available/lack of information	1%
Quality of local holiday provision is not good enough	1%

Table 31 indicates that the most frequent reason (across all fourteen localities) for a parent choosing not to access any formal or informal childcare support during the school holidays is that at least one parent (themselves or a partner), is always at home. This was apparent for over half (53%) of parents. In Wisbech this was the case for 71% of parents

29% of 'non-users' during the school holidays stated that they preferred to look after their child(ren) themselves – most frequently indicated by parents who live in the Cottenham and Swavesey locality (58%).

This reason was followed in frequency by one or both parents only working during school term times (22%) – most frequently indicated by parents who live in the Ely, Littleport and Witchford locality (30%).

5.3 Quality of childcare across Cambridgeshire

The quality of local formal childcare provision

Parents who indicated that they were using, or would like to use, formal childcare for at least one of their children were invited to comment on the quality of local formal childcare provision.

Table 32 - Parents rating of the quality of local formal childcare provision (base: 891)

Locality	% Excellent	% V Good	% Q Good	% Satisf'y	% Q Poor	% V Poor	% DK/NA	Rating
East Cambridgeshire and Fenland								
Wisbech	11%	17%	17%	9%	11%	2%	34%	4.0
March and Chatteris	22%	20%	24%	12%	10%	0%	10%	4.4
Whittlesey	22%	20%	19%	19%	6%	2%	13%	4.3
Ely, Littleport and Witchford	9%	38%	31%	16%	0%	0%	7%	4.4
Bottisham, Burwell and Soham	16%	21%	21%	11%	4%	11%	18%	4.0
Huntingdon								
St Neots	13%	33%	12%	19%	4%	0%	16%	4.3
Huntingdon	29%	30%	20%	7%	4%	0%	9%	4.8
Ramsey, Sawtry and Yaxley	24%	27%	19%	8%	5%	1%	16%	4.6
St. Ives	23%	38%	21%	5%	2%	0%	11%	4.8
Cambridgeshire South and Cambridge								
Cambridge North	23%	19%	22%	12%	3%	7%	14%	4.3
Cambridge South	13%	31%	19%	14%	4%	1%	18%	4.4
Sawston and Linton	13%	38%	18%	6%	11%	4%	7%	4.2
BMCG	22%	27%	24%	6%	12%	3%	6%	4.3
Cottenham and Swavesey	21%	28%	21%	11%	4%	1%	14%	4.6
Cambridgeshire	20%	28%	20%	11%	5%	2%	14%	4.4

The relatively high level of don't know/not applicable responses can be attributed to parents who are not currently using formal childcare (but who would like to) being unable to give a rating.

The mean overall score for quality (out of 5) was 4.4.

The highest scoring localities were; St Ives (4.8) and Huntingdon (4.8).

The localities with the lowest rating were Wisbech (4.0) and Bottisham, Burwell and Soham (4.0)

Single parents rated quality at 4.1 compared to two parent families at 4.5.

Rating of quality was highest amongst parents with children aged 0-2 years old (4.6), 3-4 years old (4.7) and 5-10 years old (4.5) and lowest amongst parents with an 11-14 year old (4.2) and a disabled child aged 15-17 years old (3.6).

5.4 Availability of childcare in Cambridgeshire

5.4.1 The localised availability of childcare provision

Parents who indicated that they were using, or would like to use, formal childcare for at least one of their children were invited to comment on the availability of local formal childcare provision/places.

Table 33 - Feedback on the availability of local formal childcare places (base: 891)

Locality	% There are too many	% The right number is available to local parents	% There are not enough places	% There is a significant lack of places	% DK/NA	Rating
East Cambridgeshire and Fenland						
Wisbech	0%	26%	32%	15%	28%	2.1
March and Chatteris	4%	37%	31%	8%	20%	2.5
Whittlesey	4%	35%	35%	4%	22%	2.5
Ely, Littleport and Witchford	2%	40%	47%	4%	7%	2.4
Bottisham, Burwell and Soham	0%	28%	32%	12%	28%	2.2
Huntingdon						
St Neots	0%	46%	19%	9%	25%	2.5
Huntingdon	1%	47%	31%	9%	11%	2.5
Ramsey, Sawtry and Yaxley	3%	38%	28%	10%	22%	2.4
St. Ives	0%	50%	20%	5%	25%	2.6
Cambridgeshire South and Cambridge						
Cambridge North	1%	36%	33%	10%	21%	2.4
Cambridge South	0%	33%	32%	18%	17%	2.2
Sawston and Linton	2%	36%	40%	13%	9%	2.3
BMCG	0%	46%	28%	12%	13%	2.4
Cottenham and Swavesey	0%	35%	35%	8%	21%	2.3
Cambridgeshire	1%	40%	34%	10%	15%	2.4

41% of parents overall think that there are too many or right number of childcare places available.

44% of parents overall think that there are not enough places or a significant lack of places.

The overall mean score rating (out of 5) was 2.4. The locality where parents rated the number of places available lowest was Wisbech (2.1) and the highest rating was in St Ives (2.6).

5.4.2 Use of childcare outside of Cambridgeshire

Parents who were users of formal childcare and/or users of informal childcare were requested to state whether, to the best of their knowledge, they accessed any provision outside of the borders of Cambridgeshire.

Table 34 - Use of childcare provision inside and outside of Cambridgeshire (base: 748)

Locality	% All of the childcare I use is located in Cambridgeshire	% Some of the childcare I use is located outside of Cambridgeshire	% All of the childcare I use is located outside of Cambridgeshire
East Cambridgeshire and Fenland			
Wisbech	86%	12%	2%
March and Chatteris	100%	0%	0%
Whittlesey	98%	2%	0%
Ely, Littleport and Witchford	95%	3%	3%
Bottisham, Burwell and Soham	92%	6%	2%
Huntingdon			
St Neots	96%	0%	2%
Huntingdon	91%	6%	3%
Ramsey, Sawtry and Yaxley	91%	1%	3%
St. Ives	96%	4%	0%
Cambridgeshire South and Cambridge			
Cambridge North	98%	0%	2%
Cambridge South	95%	3%	0%
Sawston and Linton	90%	3%	8%
BMCG	75%	17%	7%
Cottenham and Swavesey	89%	6%	0%
Cambridgeshire	92%	5%	2%

note: 3% stated: *don't know*

Table 34 indicates that 92% of users of formal and informal childcare currently accessed all such provision within Cambridgeshire.

Single parents were less likely (88%) to use all of their childcare within Cambridgeshire than two parent families (93%).

Of the 7% of users (50 parents) who currently accessed some or all of their childcare outside of the county, the most frequent location of such provision was Hertfordshire (which borders the Cambridgeshire South and Cambridge region).

The number of parents within each locality using childcare outside of Cambridgeshire is low. Parents in Wisbech used Norfolk, parents in Bottisham, Burwell and Soham used Suffolk, parents in Sawston and Linton used Essex and parents in Bassingbourn, Melbourn, Comberton and Gamlingay used Hertfordshire.

Table 35 - Locations where childcare provision was accessed outside of Cambridgeshire (by 50 parents who were users of childcare)

Location	Number
Hertfordshire	12
Suffolk	8
Norfolk	7
Bedfordshire	3
Essex	3
Northamptonshire	2
Lincolnshire	1
Others	14

Other locations highlighted by parents – the majority of which applied to the school summer holidays – were:

- Kent
- Dorset
- Gloucestershire
- Warwickshire
- Manchester
- Merseyside
- Birmingham
- Republic of Ireland
- Germany
- Spain

The most frequent reason provided for using childcare outside of Cambridgeshire was: *child(ren) stay with grandparents in that area* (38% of applicable parents), followed in frequency by *it is the closest option to where I live* (24%).

5% of applicable parents stated that it was a more affordable option.

12% stated it was because they liked a particular setting or a particular childminder.

5.4.3 Satisfaction with current childcare arrangements

Parents who were users of formal childcare and/or users of informal childcare were requested to classify their level of satisfaction with their current arrangements.

Table 36 - Degree of satisfaction with existing childcare arrangements (base: 748)

Locality	% Very Satisfied	% Satisfied	% Dis-satisfied	% Very Dis-satisfied	%DK/NA	Rating
East Cambridgeshire and Fenland						
Wisbech	60%	35%	5%	0%	0%	3.6
March and Chatteris	80%	20%	0%	0%	0%	3.8
Whittlesey	64%	36%	5%	2%	0%	3.5
Ely, Littleport and Witchford	71%	28%	8%	0%	0%	3.6
Bottisham, Burwell and Soham	65%	23%	8%	4%	0%	3.5
Huntingdon						
St Neots	75%	23%	2%	0%	0%	3.7
Huntingdon	69%	29%	0%	0%	1%	3.7
Ramsey, Sawtry and Yaxley	67%	28%	3%	0%	3%	3.7
St. Ives	69%	29%	2%	0%	0%	3.7
Cambridgeshire South and Cambridge						
Cambridge North	63%	31%	6%	0%	0%	3.6
Cambridge South	55%	39%	5%	2%	0%	3.5
Sawston and Linton	73%	25%	3%	0%	0%	3.7
BMCG	64%	34%	0%	0%	2%	3.7
Cottenham and Swavesey	56%	33%	6%	2%	3%	3.5
Cambridgeshire	65%	30%	4%	1%	1%	3.6

Table 36 indicates that 95% of responding parents were either *very satisfied* or *satisfied* with their current/existing childcare arrangements. Single parents were less satisfied (91%) than two parent families (96%).

The overall mean score (out of 5) for satisfaction with current/existing childcare arrangements was 3.6. Highest score for satisfaction was in March and Chatteris (3.8) and the lowest in Whittlesey (3.5), Cambridge South (3.5) and Cottenham and Swavesey (3.5).

Current childcare arrangements meeting needs

Essentially, 94% of parents who were accessing formal or informal childcare across the Cambridgeshire locality stated that their current childcare arrangements were meeting their needs.

Only in the Bottisham, Burwell and Soham locality was the percentage of parents who stated their current arrangements were *not* meeting their needs in double figures – at 12% for that locality.

Current childcare arrangements for single parents were less well met (88%) than for two parent families (95%).

5.4.4 Incidence of barriers to accessing childcare

The 6% of parents who were accessing formal and informal childcare, and who stated that their existing childcare arrangements did not meet their needs, clarified the reason(s) why this was the case.

Table 37 - Reasons why formal or informal childcare may not have been meeting a parents needs (base: 46)

Reason	Percentage
Preferred childcare not available	22
Preferred childcare is not affordable	18
Can't get preferred times	13
Inconvenient location	10
Inconvenient times	7
Doubts about quality	7

Table 37 indicates that the most frequent reason why a parent would state that their current formal or informal childcare arrangements were not meeting their needs was that their preferred type of childcare was not available (48% of such parents). This reason was followed in frequency by their preferred form of childcare not being affordable (39%) and not being available at the right times (28%).

5.5 Affordability of childcare in Cambridgeshire

5.5.1 Localised affordability of childcare provision

Parents who indicated that they were using, or would like to use, formal childcare for at least one of their children were invited to comment on how affordable the option of local formal childcare provision/places was for them.

Table 38 - Rating of the affordability of local formal childcare provision (base: 891)

Locality	% Very Affordable	% Affordable	% Sometimes difficult to afford	% Often difficult to afford	% Very difficult to afford	% DK/NA	Mean score
East Cambridgeshire and Fenland							
Wisbech	9%	30%	15%	13%	13%	21%	3.1
March and Chatteris	6%	37%	18%	16%	6%	16%	3.2
Whittlesey	2%	31%	17%	15%	20%	15%	2.8
Ely, Littleport and Witchford	2%	40%	42%	4%	4%	7%	3.3
Bottisham, Burwell and Soham	0%	33%	18%	18%	16%	16%	2.8
Huntingdon							
St Neots	13%	25%	25%	7%	16%	12%	3.1
Huntingdon	3%	38%	20%	19%	9%	10%	3.1
Ramsey, Sawtry and Yaxley	5%	33%	19%	15%	10%	18%	3.1
St. Ives	7%	32%	23%	23%	7%	7%	3.1
South Cambridgeshire and Cambridge							
Cambridge North	14%	33%	25%	10%	10%	10%	3.3
Cambridge South	6%	35%	22%	13%	11%	12%	3.0
Sawston and Linton	13%	42%	18%	11%	9%	7%	3.4
BMCG	3%	48%	27%	6%	6%	10%	3.4
Cottenham and Swavesey	2%	38%	26%	12%	9%	13%	3.1
Cambridgeshire	6%	35%	22%	13%	11%	12%	3.1
Parents with a 0-2 year old	3%	34%	23%	19%	13%	9%	2.9
Parents with a 3-4 year old	8%	39%	23%	13%	11%	6%	3.2
Parents with a 5-10 year old	6%	40%	26%	10%	9%	10%	3.3
Parents with an 11-14 year old	8%	31%	20%	14%	11%	17%	3.1

Table 38 indicates that the most frequent rating of the affordability of childcare provision was *affordable* (stated by 35% of responding parents), followed in frequency by *sometimes difficult to afford* (22%).

24% of responding parents rated their ability to afford local childcare provision as *often difficult to afford*, or *very difficult to afford*.

The overall mean score rating for Cambridgeshire as regards affordability was 3.1 (out of 5). The lowest ratings were in Whittlesey and Bottisham, Burwell and Soham

(2.8) and the highest in Sawston and Linton and Bassingbourn, Melbourn, Comberton and Gamlingay (3.4).
Single parents rated affordability at 2.7 compared to two parent families at 3.2.

When analysed by household income, the affordability rating was as follows;

<£10,000	2.9
£10,000 - £14,999	2.8
£15,000 - £19,999	2.9
£20,000 - £39,999	3.0
£40,000 - £65,999	3.3
£66,000 plus	3.6

Parents who were resident in the Cambridge North locality most frequently stated that, for them, local childcare provision was *very affordable*.

Just under half (46%) of parents across Cambridgeshire found that childcare was to some degree difficult to afford. The localities that found childcare most difficult to afford were; St. Ives 53%; Whittlesey 52%; Bottisham, Burwell, Soham 52%.

5.5.2 Affordability of formal childcare by type of provision

Table 39 presents the types of formal childcare that those 46% of parents who stated:

- Sometimes difficult to afford;
- Often difficult to afford;
- Very difficult to afford

were referring to.

Table 39 - Incidence of difficulties with being able to afford specific types of childcare (base: 414)

Type of formal childcare	% Sometimes difficult to afford	% Often difficult to afford	% Very difficult to afford
Private day nursery	39%	51%	47%
After school club	27%	25%	27%
Holiday playscheme	21%	25%	30%
Registered childminder	24%	18%	29%
Breakfast club	12%	11%	14%
Pre-school/playgroup	10%	14%	13%
Children's Centre nursery	7%	13%	15%
Special provision for children with disabilities	2%	6%	5%
Workplace nursery	3%	5%	6%
Creche	3%	7%	4%
Nanny or au-pair	3%	6%	6%

Further feedback indicated:

- Parents who were resident in the St. Ives locality most frequently stated that they found a private day nursery *difficult to afford* followed by the Sawston and Linton locality
- Parents who were resident in the Cambridgeshire South locality most frequently stated that they found a pre-school/playgroup *difficult to afford*,
- Parents who were resident in the March and Chatteris locality most frequently stated that they found an after school club *difficult to afford*, followed by the Ramsey, Sawtry and Yaxley locality.
- Parents who were resident in the March and Chatteris locality most frequently stated that they found a holiday playscheme *difficult to afford*.
- Parents who were resident in the Bottisham, Burwell and Soham locality most frequently stated that they found a registered childminder *difficult to afford*.
- Parents who were resident in the Huntingdon locality most frequently stated that they found a breakfast club *difficult to afford*.

5.5.3 Awareness of the childcare element of the Working Tax Credit

Parents who were accessing formal childcare (and informal childcare) were requested to state whether they were, or were not, aware of the existence of the *childcare element* of the Working Tax Credit.

Table 40 - Awareness of the childcare element of the Working Tax Credit
(base: 748)

Locality	% Yes	% No	% Don't know
Wisbech	81%	19%	0%
March and Chatteris	80%	17%	2%
Whittlesey	84%	14%	2%
Ely, Littleport and Witchford	82%	18%	0%
Bottisham, Burwell and Soham	81%	19%	0%
Huntingdon			
St Neots	77%	19%	4%
Huntingdon	76%	21%	3%
Ramsey, Sawtry and Yaxley	87%	13%	0%
St. Ives	84%	16%	0%
Cambridgeshire South and Cambridge			
Cambridge North	77%	22%	1%
Cambridge South	77%	22%	1%
Sawston and Linton	73%	27%	0%
BMCG	78%	22%	0%
Cottenham and Swavesey	70%	25%	5%
Cambridgeshire	79%	20%	1%

Table 40 indicates that a fifth (20%) of parents who were accessing formal childcare or informal childcare were not aware of the childcare element of the Working Tax Credit.

Parents who were resident in the Sawston and Linton locality (27%), and Cottenham and Swavesey locality (25%) were most frequently not aware of the existence of the benefit.

In terms of parents *actually accessing the childcare element* of the Working Tax Credit, the following feedback was received from parents who accessed applicable childcare.

Table 41 -Take-up of the childcare element of the Working Tax Credit (base: 590)

Reason	Percentage
I do not qualify to receive WTC because of my income level	38%
I am currently in receipt of the childcare element of the WTC	25%
I do not qualify for WTC as I do not use registered childcare	21%
I found the application forms too complicated	4%
I used to claim it, but no longer do so	3%
I have had a bad experience with WTC	3%
Application was turned down	1%

A quarter (25%) of parents who were currently accessing formal childcare across the Cambridgeshire locality stated they were receiving financial support via the childcare element of the Working Tax Credit.

Users of formal childcare who were resident in the Whittlesey locality were most frequently in receipt of the childcare element of the Working Tax Credit (34% of users of formal childcare), followed by parents who were resident in the Huntingdon locality (33%).

Parents who stated that they were not in receipt of the Working Tax Credit because their household income levels were too high were most frequently resident in the Sawston and Linton locality followed by the Ely, Littleport and Witchford locality.

Parents who stated that they were not in receipt of the Working Tax Credit because they did not access formal/registered childcare provision were most frequently resident in the St. Neots locality followed by the Ramsey, Sawtry, Yaxley locality.

Parents who were accessing the childcare element of the Working Tax Credit were requested to state whether it had helped to make their childcare (fees) more affordable.

Table 42 - Whether the childcare element of the Working Tax Credit has made childcare fees more affordable (base: 590)

Locality	% Yes	% No	% Don't know
East Cambridgeshire and Fenland			
Wisbech	40%	14%	46%
March and Chatteris	58%	18%	24%
Whittlesey	51%	16%	32%
Ely, Littleport and Witchford	72%	6%	22%
Bottisham, Burwell, and Soham	60%	17%	23%
Huntingdon			
St Neots	56%	10%	34%
Huntingdon	63%	13%	23%
Ramsey, Sawtry and Yaxley	48%	13%	38%
St. Ives	56%	12%	32%
Cambridgeshire South and Cambridge			
Cambridge North	57%	16%	27%
Cambridge South	59%	4%	37%
Sawston and Linton	46%	4%	68%
BMCG	45%	20%	35%
Cottenham and Swavesey	52%	11%	36%
Cambridgeshire	54%	13%	33%

Table 42 indicates that just over a half (54%) of parents who accessed the childcare element of the Working Tax Credit across Cambridgeshire believed that the benefit had helped them to afford their childcare fees.

Parents who did not believe that accessing the childcare element of the Working Tax Credit made the fees for their childcare support more affordable were most frequently resident in the Bassingbourn, Melbourn, Comberton and Gamlingay locality, followed by the March and Chatteris locality.

Table 43a - Additional forms of financial support towards paying for childcare accessed by parents across Cambridgeshire

Type of financial support	%	Parents with 0-2 yr olds	Parents with 3-4 yr olds	Parents with 5-10 yr olds	Parents with 11-14 yr olds
Childcare voucher scheme	12%	22%	19%	12%	4%

Table 43a indicates that the only notable alternative source of financial support towards childcare accessed by parents resident in the county was a childcare voucher scheme operated by an employer – 12% of parents who were using formal childcare were accessing such a scheme. This was most frequently used by parents with a child aged 0-2 and 3-4 years old.

Table 43b – Parents receiving childcare vouchers by locality

Locality	Receiving childcare vouchers
Wisbech	7%
March and Chatteris	2%
Whittlesey	9%
Ely, Littleport and Witchford	3%
Bottisham, Burwell, Soham	15%
St Neots	8%
Huntingdon	15%
Ramsey, Sawtry, Yaxley	10%
St. Ives	6%
Cambridge North	16%
Cambridge South	11%
Sawston and Linton	18%
BMCG	20%
Cottenham and Swavesey	10%
Cambridgeshire	12%

The highest incidence of parents receiving childcare vouchers was in the Bassingbourn, Melbourn, Comberton and Gamlingay locality (20%).

5.6 The future usage of childcare

5.6.1 Future childcare intentions of users of childcare

Parents who were accessing formal childcare or informal childcare were requested to state whether:

- They intended to access (more of) the same type of childcare in the future
- They intended to access a different type of childcare in the future
- They intended to access (more of) the same type of childcare in the future *and* a different type of childcare
- They did not intend to use formal childcare in the future

Table 44 - Future intentions of users of childcare in Cambridgeshire (base: 748)

Locality	% Yes, will use more of the same	% Yes, but will use a different type of childcare	% Yes, but will use the same and a different type	% No	% DK/NA
East Cambridgeshire and Fenland					
Wisbech	33%	2%	7%	58%	%
March and Chatteris	41%	10%	%	46%	2%
Whittlesey	45%	9%	%	43%	3%
Ely, Littleport and Witchford	41%	10%	3%	41%	5%
Bottisham, Burwell and Soham	40%	2%	6%	52%	%
Huntingdon					
St Neots	38%	6%	2%	51%	4%
Huntingdon	57%	7%	1%	32%	1%
Ramsey, Sawtry and Yaxley	29%	13%	4%	52%	1%
St. Ives	65%	4%	6%	24%	%
South Cambridgeshire and Cambridge					
Cambridge North	45%	9%	3%	42%	%
Cambridge South	48%	14%	2%	36%	%
Sawston and Linton	53%	10%	5%	30%	3%
BMCG	53%	7%	5%	34%	2%
Cottenham and Swavesey	35%	6%	2%	54%	3%
Cambridgeshire	45%	8%	3%	43%	2%
Parents with a 0-2 year old	56%	13%	6%	24%	1%
Parents with a 3-4 year old	53%	11%	6%	30%	1%
Parents with a 5-10 year old	51%	9%	3%	36%	1%
Parents with a 11-14 year old	30%	3%	2%	61%	3%

Over half (56%) of parents with a 0-2 year-old will use more of the same childcare, this also applies to over half (53%) of parents with a 3-4 year-old and over half (51%) of parents with a 5-10 year-old.

45% of parents currently using childcare would like to use the same childcare in the future and 43% of parents will not use childcare in the future (predominantly those parents with older children).

Table 45 indicates the *number of children* for whom applicable parents (i.e. columns, 1, 2 and 3 of Table 44) intended to either:

- Access (more of) the same type of childcare in the future
- Access a different type of childcare in the future
- Access (more of) the same type of childcare in the future *and* a different type of childcare

Table 45 - Number of children for whom parents intended to access formal and/or informal childcare in the future (base: 417)

Locality	% 1 child	% 2 children
East Cambridgeshire and Fenland		
Wisbech	61%	28%
March and Chatteris	67%	33%
Whittlesey	58%	42%
Ely, Littleport and Witchford	71%	29%
Bottisham, Burwell and Soham	52%	36%
Huntingdon		
St Neots	63%	38%
Huntingdon	58%	42%
Ramsey, Sawtry and Yaxley	72%	25%
St. Ives	65%	32%
Cambridgeshire South and Cambridge		
Cambridge North	62%	32%
Cambridge South	63%	32%
Sawston and Linton	67%	30%
Bassingbourn, Melbourn, Comberton and Gamlingay	61%	34%
Cottenham and Swavesey	74%	26%
Cambridgeshire	64%	33%

Table 45 indicates that parents most frequently intended to start accessing (more of) the same type of childcare in the future *and/or* a different type of childcare for *one child*. These parents were most frequently resident in the Cottenham and Swavesey locality, followed by Ramsey, Sawtry and Yaxley.

Parents who intended to access (more of) the same type of childcare in the future *and/or* a different type of childcare for *two children* were frequently resident in the Whittlesey locality and the Huntingdon locality.

Table 46 presents the types of formal childcare that applicable parents (see Table 44) *intended to continue using*

Table 46 - Types of formal childcare parents intend to continue to access (base: 357)

Type of formal childcare	Percentage
After school club	28%
Private day nursery	23%
Registered childminder	20%
Holiday playscheme	18%
Pre-school/playgroup	13%
Breakfast club	11%
Out of school club that offers holiday provision	10%
Nursery class attached to a primary/infant school	6%
Children's Centre nursery	2%
Workplace nursery	1%
Crèche	1%
Special provision for children with disabilities	1%
Nanny or au-pair	1%

Table 46 indicates that there will be a continued demand, in particular, for four types of formal childcare:

1. After school club
2. Private day nursery
3. Registered childminder
4. Holiday playscheme

Table 47 presents the types of formal childcare that applicable parents (see Table 44) *intended to use in the future*

Table 47 - Types of new formal childcare parents intend to access in the future (base: 84)

Type of formal childcare	Number
After school club	34
Breakfast club	15
Registered childminder	12
Pre-school/playgroup	11
Nursery class attached to a primary/infant school	10
Holiday playscheme	10
Private day nursery	10
Children's Centre nursery	4
Out of school club that offers holiday provision	3
Nanny or au-pair	2
Special provision for children with disabilities	1

Table 47 indicates that there will be a future demand in particular for six types of formal childcare:

1. After school club
2. Breakfast club
3. Registered childminder
4. Pre-school/playgroup
5. Nursery class attached to a primary/infant school
6. Holiday playscheme
7. Private day nursery

Those parents who stated that they either:

- Intended to access (more of) the same type of childcare in the future;
- Intended to access a different type of childcare in the future

were requested to state whether they would like to access more hours of childcare, in the future.

Table 48 - Intentions to use more hours of childcare, in the future (base: 417)

Locality	% Yes	%No	% Don't know
East Cambridgeshire and Fenland			
Wisbech	33%	61%	0%
March and Chatteris	19%	57%	5%
Whittlesey	17%	54%	13%
Ely, Littleport and Witchford	29%	52%	0%
Bottisham, Burwell and Soham	40%	52%	4%
Huntingdon			
St Neots	29%	54%	4%
Huntingdon	20%	67%	2%
Ramsey, Sawtry and Yaxley	19%	53%	%
St. Ives	27%	65%	3%
Cambridgeshire South and Cambridge			
Cambridge North	16%	68%	0%
Cambridge South	20%	56%	2%
Sawston and Linton	26%	56%	4%
BMCG	24%	66%	0%
Cottenham and Swavesey	41%	41%	4%
Cambridgeshire	25%	58%	3%

A quarter (25%) of parents who were currently accessing childcare or would like to access (more) childcare in the future stated that they would ideally like the number of hours of childcare to increase.

This intention was most pronounced in the Cottenham and Swavesey locality, followed in frequency by the Bottisham, Burwell and Soham locality.

5.7 Information on childcare provision and options

5.7.1 How well informed parents feel about local childcare options and provision

Parents who indicated that they were using, or would like to use, formal childcare for at least one of their children were requested to state how well informed they felt about local childcare options and provision.

Table 49 - How well informed parents felt about childcare options and provision in their local area (base: 891)

Locality	% Very Well Informed	% Fairly Well Informed	% Not well Informed	% Poorly Informed	% Don't Know	% NA	Mean score
East Cambridgeshire and Fenland							
Wisbech	2%	34%	26%	23%	4%	11%	2.2
March and Chatteris	24%	45%	14%	8%	8%	0%	2.9
Whittlesey	11%	59%	17%	6%	6%	2%	2.8
Ely, Littleport and Witchford	20%	44%	24%	7%	2%	2%	2.8
Bottisham, Burwell, Soham	14%	39%	25%	14%	9%	0%	2.6
Huntingdon							
St Neots	16%	42%	30%	4%	6%	1%	2.8
Huntingdon	21%	55%	13%	3%	6%	1%	3.0
Ramsey, Sawtry, Yaxley	10%	46%	25%	10%	6%	3%	2.6
St. Ives	25%	45%	16%	7%	4%	4%	2.9
South Cambridgeshire and Cambridge							
Cambridge North	18%	45%	21%	14%	3%	0%	2.7
Cambridge South	13%	38%	28%	15%	5%	0%	2.5
Sawston and Linton	13%	58%	20%	9%	0%	0%	2.8
BMCG	18%	37%	27%	9%	7%	1%	2.7
Cottenham and Swavesey	18%	54%	8%	13%	5%	2%	2.8
Cambridgeshire	16%	46%	21%	10%	5%	2%	2.7

Table 49 indicates that parents who were using, or would like to use, formal childcare for at least one of their children most frequently felt *fairly well* informed about local childcare options and provision (46% of applicable parents).

Parents who were resident in the March and Chatteris locality and the St Ives locality most frequently stated that they felt *very well* informed about local childcare options and provision.

Parents who were resident in the St. Neots and Cambridge South localities most frequently stated that they felt either *not well* informed or *poorly* informed about their local childcare options and provision, followed in frequency by parents who were resident in the Bassingbourn, Melbourn, Comberton and Gamlingay locality.

Nearly one third (31%) of all parents considered themselves either *not well* informed or *poorly* informed.

The overall mean score for Cambridgeshire was 2.7, with the highest rating in Huntingdon (3.0) and the lowest rating in Wisbech (2.2). Single parents felt less informed (2.5) than two parent families (2.8).

5.7.2 Source(s) of information used to find out about childcare

Parents who indicated that they were using, or would like to use, formal childcare for at least one of their children were requested to indicate their source(s) of information about childcare options and provision.

Table 50 - Sources of information about childcare (base: 891)

Information source	Percentage
Word of mouth	51%
Local school	31%
Internet	24%
Local childcare provider(s)	16%
Cambridgeshire Families Information Service	5%
Ofsted inspection reports	5%
Library	4%
Local community centre/space	3%
Health visitor	3%
Yellow pages	2%
College/university	2%
Local newspapers/magazines	2%
Opportunity Links	2%
County Council website	2%

Over half (51%) of parents found out about childcare options and provision through *parental word of mouth*, whilst nearly one third (31%) found out via *local schools* and just under a quarter (24%) via the *internet*.

5% of applicable parents (i.e. 40 in number), stated that they had obtained information about childcare options and provision through Cambridgeshire Families Information Service.

Others sources of information highlighted by individual parents *included*:

- *Parent Know How* Directory
- A local Jobcentre Plus
- A local church
- A local sports club
- Cambridgeshire Autistic Partnership
- The government's directgov⁶ web-site
- Carers handbook
- An au-pair agency
- An army handbook

⁶ <http://schoolsfinder.direct.gov.uk/>

5.7.3 Sources of information used to find out about paying for childcare

Parents who indicated that they were using, or would like to use, formal childcare for at least one of their children were requested to state their source(s) of information about paying for childcare fees.

Table 51 - Sources of information about paying for childcare (base: 891)

Information source	Percentage
Word of mouth	27%
Local childcare provider(s)	23%
Internet	21%
Employer	9%
HMRC	6%
Cambridgeshire Families Information Service	3%
Local school	2%
College/university	1%
Jobcentre Plus	1%

Table 51 indicates that parents who were using, or would like to use, formal childcare for at least one of their children most frequently found information about paying for childcare through *parental word of mouth*, followed in frequency by *local childcare providers*. 3% of applicable parents (i.e. 30 in number), stated that they had obtained information about paying for childcare through Cambridgeshire Families Information Service.

Others sources of information highlighted by individual parents *included*:

- A local health visitor
- Cambridgeshire Social Services Department
- A local Citizens Advice Bureau
- A local community centre

5.7.4 Information about local Children's Centres in Cambridgeshire

Parents who indicated that they were using, or would like to use, formal childcare for at least one of their children were requested to indicate how well informed they felt they were about the existence of, and the role of, the forty local Children's Centre programmes operating in Cambridgeshire.

Table 52 - How well informed parents felt about local Children's Centres
(base: 891)

Locality	% Very Well Informed	% Quite Well Informed	% I would like to know more	% Do not feel well informed	% I am not aware of the existence of Children's Centres	% Don't Know	Mean score
East Cambridgeshire and Fenland							
Wisbech	4%	9%	11%	21%	43%	13%	2.0
March and Chatteris	14%	27%	10%	14%	29%	6%	2.8
Whittlesey	15%	13%	11%	7%	48%	6%	2.4
Ely, Littleport and Witchford	11%	27%	22%	11%	27%	2%	2.8
Bottisham, Burwell and Soham	18%	21%	12%	11%	37%	2%	2.7
Huntingdon							
St Neots	13%	22%	12%	12%	34%	6%	2.7
Huntingdon	18%	27%	13%	18%	21%	2%	3.0
Ramsey, Sawtry and Yaxley	10%	18%	18%	14%	33%	8%	2.5
St. Ives	23%	16%	14%	16%	21%	11%	3.0
South Cambridgeshire and Cambridge							
Cambridge North	10%	19%	10%	16%	40%	4%	2.4
Cambridge South	10%	13%	21%	14%	32%	10%	2.5
Sawston and Linton	18%	11%	7%	29%	33%	2%	2.5
BMCG	10%	13%	12%	16%	45%	3%	2.3
Cottenham and Swavesey	14%	18%	13%	16%	28%	11%	2.7
Cambridgeshire	13%	18%	13%	15%	33%	6%	2.6

Table 52 indicates that one third (33%) of parents (33%) who were using, or would like to use, formal childcare for at least one of their children *were not aware of the existence* of local Children's Centre programmes within Cambridgeshire.

Nearly one half (48%) of parents in Whittlesey were not aware of the existence of Children's Centre programmes.

Just under a third (31%) of parents who were using, or would like to use, formal childcare for at least one of their children stated that they felt either very well informed or quite well informed about the work and role of Children's Centre programmes (in all probability, one in particular).

Parents who were resident in the St Ives locality most frequently stated that they felt *very well* informed about Children's Centre programmes.

The overall rating for how well informed parents were about local Children's Centres was 2.6 (out of 5), with Huntingdon and St.Ives parents the most well informed (3.0) and parents in Wisbech (2.0) the least informed.

Thirty eight parents who do not use formal childcare but who would consider using in the future stated that English was not their first language. Of these thirty eight parents;

- 5 stated that they feel *very well* informed about the role of local Children's Centres.
- 9 stated that they feel *fairly well informed about the role of local Children's Centres*.
- 4 stated that they feel *they could know more* about the role of local Children's Centres.
- 6 stated that they *do not feel well informed* about the role of local Children's Centres.
- 14 stated that they *were not aware of the existence* of local Children's Centres.

5.7.5 Sources of information about local Children's Centres

Parents who indicated that they were using, or would like to use, formal childcare for at least one of their children were requested to indicate their source(s) of information about local Children's Centre programmes.

Table 53 - Sources of information about Children's Centres (base: 891)

Information source	Percentage
Internet	31%
Local school	29%
The Council	14%
Children's Centres	4%
Local childcare provider(s)	3%
Word of mouth	3%
Library	2%
Cambridgeshire Families Information Service	3%
GP/Health Visitor	2%
Don't Know	17%

Table 53 indicates that just under a third (31%) of parents who were using, or would like to use, formal childcare for at least one of their children found information about local Children's Centre programmes through the *internet*, whilst just under a third (29%) found information through a *local school*.

3% of applicable parents (i.e. 29 in number) stated that they had obtained information about local Children's Centres through Cambridgeshire Families Information Service.

5.8 The free nursery education entitlement

5.8.1 Awareness of the free entitlement for 3 and 4 year olds

The (230) parents who had a three year old child and/or a four year old were invited to confirm whether they were aware of the existence of the free nursery education entitlement for children of those ages.

The number of parents per locality was as follows;

Wisbech	16	March & Chatteris	11
Whittlesey	16	Ely, Littleport & Witchford	11
Bottisham, Burwell and Soham	16		
St Neots	13	Huntingdon	28
Ramsey, Sawtry and Yaxley	15	St Ives	22
Cambridge North	12	Cambridge South	13
Cottenham and Swavesey	25	Sawston and Linton	16
Bassingbourn, Melbourn, Comberton and Gamlingay	16		

Table 54 - Awareness of the existence of the free entitlement for 3 year olds and 4 year olds (base: 230)

Locality	% Yes	% No
East Cambridgeshire and Fenland		
Wisbech	63%	37%
March and Chatteris	100%	0%
Whittlesey	94%	6%
Ely, Littleport and Witchford	82%	18%
Bottisham, Burwell and Soham	88%	12%
Huntingdon		
St Neots	92%	8%
Huntingdon	86%	14%
Ramsey, Sawtry and Yaxley	100%	0%
St. Ives	100%	0%
Cambridgeshire South and Cambridge		
Cambridge North	83%	17%
Cambridge South	85%	15%
Sawston and Linton	92%	6%
Bassingbourn, Melbourn, Comberton and Gamlingay	81%	19%
Cottenham and Swavesey	92%	8%
Cambridgeshire	89%	11%

Table 54 indicates that 89% of responding parents who had a three year old or a four year old were aware of the existence of the free nursery education entitlement.

In three localities 100% awareness of the free entitlement was recorded:
- March and Chatteris, Ramsey, Sawtry and Yaxley and St. Ives

5.8.2 Uptake of free entitlement places for 3 year olds and 4 year olds

All 204 parents who were aware of the free entitlement were requested to indicate whether they were currently accessing:

- All of the hours they were entitled to
- Some of the hours they were entitled to
- None of the hours they were entitled to

Nearly two thirds (62%) accessed all of the hours they were entitled to, over a tenth (14%) used some of the hours and a quarter (25%) did not access any hours they were entitled to.

However, when those (30) parents who were not longer eligible for the free entitlement e.g. those with a four year old already at school or an early three year old, were removed from the base, the take up of free entitlement places for 3 year olds and 4 year olds was as follows;

Table 55 - Uptake of the free entitlement places for 3 year olds and 4 year olds (with ineligible parents removed) base: 174

Locality	Number of parents	Yes – all of it	Yes – some of it	No – None of it
East Cambridgeshire and Fenland				
Wisbech	8	5	2	1
March and Chatteris	11	10	0	1
Whittlesey	14	8	5	1
Ely, Littleport and Witchford	9	8	0	1
Bottisham, Burwell and Soham	11	6	3	2
Huntingdon				
St Neots	12	11	1	0
Huntingdon	16	14	1	1
Ramsey, Sawtry and Yaxley	11	7	1	3
St. Ives	19	14	3	2
Cambridgeshire South and Cambridge				
Cambridge North	10	6	2	2
Cambridge South	9	6	2	1
Sawston and Linton	11	9	1	1
BMCG	12	8	3	1
Cottenham and Swavesey	21	14	4	3
Cambridgeshire	174	126 (72%)	28 (16%)	20 (11%)

Table 55 indicates that 72% of eligible parents who had a three year old and/or a four year old were accessing all of their free nursery education entitlement hours (at the time of the survey).

Table 56 presents the reasons why those (20) parents with three and/or four year olds chose not to access a free entitlement place.

Table 56 - Reasons for not accessing a free entitlement place excluding those not eligible (base: 20)

Reason	Number
Child too young	6
Prefer to look after child myself	9
Lack of availability at times I need	2
Priority is given to 4 year olds at a setting	1

Lack of trust	1
Religion	1

The main reason for not accessing the free entitlement was that the parent preferred to look after their child themselves.

5.8.3 Awareness of the fact that from September 2010 the free entitlement will increase to 15 hours per week for 38 weeks a year

Parents who were aware of the free entitlement were requested to indicate whether they were (also) aware of the fact that from September 2010 the free entitlement for three year olds and four year olds would increase from 12.5 hours per week to 15 hours per week.

Table 57 - Awareness of the fact that from September 2010 the free entitlement will increase to 15 hours per week (base: 174)

Locality	Number of parents	Yes aware	Yes – Already accessing 15 hours	Not aware
East Cambridgeshire and Fenland				
Wisbech	8	5	3	0
March and Chatteris	11	6	3	2
Whittlesey	14	4	3	7
Ely, Littleport and Witchford	9	4	1	4
Bottisham, Burwell and Soham	11	6	1	4
Huntingdon				
St Neots	12	4	6	2
Huntingdon	16	10	5	1
Ramsey, Sawtry and Yaxley	11	6	0	5
St. Ives	19	7	8	4
Cambridgeshire South and Cambridge				
Cambridge North	10	5	1	4
Cambridge South	9	4	0	5
Sawston and Linton	11	5	3	3
BMCG	12	6	1	5
Cottenham and Swavesey	21	9	6	6
Cambridgeshire	174	81(47%)	41 (24%)	52 (30%)

Nearly half (47%) of parents of three year olds and four year olds were aware of the fact that from September 2010 the free entitlement for three and four year olds was due to increase from 12.5 hours per week to 15 hours per week.

A quarter (25%) of parents were already accessing the 15 hours of free entitlement.

Nearly a third (30%) of parents were not aware that the free entitlement for three and four year olds was due to increase from 12.5 hours per week to 15 hours

per week from September 2010.

Parents who were aware of the fact that the free entitlement for three year olds and four year olds was going to increase were asked whether they would take-up the extra 2.5 hours per week support.

Table 58 - Intention to take up the forthcoming 2.5 hours per week increase in the free entitlement for 3 year olds and 4 year olds (base: 92 parents)

Locality	% Yes	% No	% Don't know
East Cambridgeshire and Fenland			
Wisbech	80%	20%	0%
March and Chatteris	83%	17%	0%
Whittlesey	40%	60%	0%
Ely, Littleport and Witchford	50%	50%	0%
Bottisham, Burwell and Soham	29%	57%	14%
Huntingdon			
St Neots	75%	25%	0%
Huntingdon	67%	33%	0%
Ramsey, Sawtry and Yaxley	71%	29%	0%
St. Ives	56%	44%	0%
Cambridgeshire South and Cambridge			
Cambridge North	60%	40%	0%
Cambridge South	67%	33%	0%
Sawston and Linton	50%	50%	0%
BMCG	86%	14%	0%
Cottenham and Swavesey	78%	22%	0%
Cambridgeshire	64%	35%	1%

Nearly two thirds (64%) of (the 92) parents with a three year old and/or a four year old did intend for their child(ren) to access the extra 2.5 hours per week. Of those parents who did not have this intention, a number of reasons were provided, which particularly *included*: (most frequently) *the child will be at school and it would be too many hours for the child in question* – for younger three year-olds.

5.8.4 Potential take-up of free entitlement over an extended period

Parents of three year olds and four year olds were informed that from September 2012 the 15 hours per week over 38 weeks of the year free entitlement will be stretched to allow fewer hours per week, but over a longer period of time e.g. 12 hours per week over 47 weeks. These parents were invited to indicate whether: if such an offer was available 'today' was this something they would use?

Table 59 - Potential take-up of free entitlement over an extended period (base: 230)

Locality	% Yes	% No	% Don't know
East Cambridgeshire and Fenland			
Wisbech	56%	38%	6%
March and Chatteris	55%	36%	9%
Whittlesey	50%	38%	13%
Ely, Littleport and Witchford	45%	55%	0%
Bottisham, Burwell and Soham	31%	69%	0%
Huntingdon			
St Neots	23%	62%	15%
Huntingdon	57%	39%	4%
Ramsey, Sawtry and Yaxley	47%	47%	7%
St. Ives	50%	45%	5%
Cambridgeshire South and Cambridge			
Cambridge North	50%	50%	0%
Cambridge South	38%	46%	15%
Sawston and Linton	50%	50%	0%
BMCG	44%	50%	6%
Cottenham and Swavesey	52%	36%	12%
Cambridgeshire	47%	46%	7%

Just under half (47%) of applicable parents stated that they would be willing to take-up this offer of greater flexibility with a child's free entitlement place, if it were available in 2010.

However, almost half (46%) of applicable parents stated that they would not be willing to take-up this offer of greater flexibility with a child's free entitlement place.

5.8.5 Parents of 2 year olds' awareness of the free entitlement for 3 and 4 year olds

The 132 responding parents who had at least one child aged two years old were invited to confirm whether they were aware of the existence of the free entitlement for three year olds and four year olds.

The number of parents per locality was as follows (this does reflect the additional face to face interviews undertaken in Cambridge South, Huntingdon, St Ives, Cottenham and Swavesey and Bassingbourn, Melbourn, Comberton and Gamlingay);

Wisbech	4	March & Chatteris	3
Whittlesey	7	Ely, Littleport & Witchford	8
Bottisham, Burwell and Soham	7		
St Neots	7	Huntingdon	15
Ramsey, Sawtry and Yaxley	7	St Ives	12
Cambridge North	6	Cambridge South	20
Cottenham and Swavesey	15	Sawston and Linton	10
Bassingbourn, Melbourn, Comberton and Gamlingay	11		

Table 60 - Parents of 2 year olds' awareness of the free entitlement for 3 and 4 year olds (base: 132)

Locality	Yes	No	Don't know
East Cambridgeshire and Fenland			
Wisbech	3	1	0
March and Chatteris	3	0	0
Whittlesey	6	1	0
Ely, Littleport and Witchford	7	1	0
Bottisham, Burwell and Soham	5	2	0
Huntingdon			
St Neots	6	1	0
Huntingdon	15	0	0
Ramsey, Sawtry and Yaxley	6	1	0
St. Ives	10	2	0
Cambridgeshire South and Cambridge			
Cambridge North	6	0	0
Cambridge South	16	3	1
Sawston and Linton	9	1	0
BMCG	9	1	1
Cottenham and Swavesey	14	1	0
Cambridgeshire	115 (87%)	15 (11%)	2 (2%)

Table 60 indicates that 87% of parents of two year olds were aware of the existence of the free nursery education entitlement for three year olds and four year olds. Parents of two year olds who were not aware of the offer were most numerically resident in the Cambridge South locality, followed by the St Ives and the Bottisham, Burwell, Soham localities.

6 Stakeholder Feedback

Childcare providers

Methodology

A sample of 20 Childcare providers from the private, voluntary, independent and school (P/V/I/S) sectors were identified for the consultation. Providers were either interviewed by telephone by the Childcare Sufficiency team, using a series of questions as prompts, or sent an email questionnaire to complete (the latter when it was difficult to speak to individuals in person). Providers questioned included both early years and childcare providers for pre-school aged children, and providers of out of school childcare (OSC), e.g. breakfast clubs, after school clubs and holiday clubs for school aged children and young people, and those offering more than one of the above services.

The National Childminding Association (NCMA) also circulated a similar questionnaire via email to its Childminders (CMs) across the county. This generated a response rate of 18.

The following table shows the origin and status of organisations (private, voluntary, independent and school-run) across the County:

Provider	Status	Total South Cambs	Total City	Total Fenland	Total East Cambs	Total Hunts
CMs	P	6	0	2	5	5
Day Nursery	P	2	4	4	4	
OSC/BC	P		2	1	2	
OSC/ASC	P		2	1	2	
OSC/HC	P		2	1	5	
Pre-school	V	6	2	5	1	
OSC/BC	V	2	1		3	
OSC/ASC	V	1	1		1	
OSC/HC	V				1	
Pre-school/Nursery	S	1		2		
OSC/BC	S		1	1		
OSC/ASC	S	1	1	1		
OSC/HC	S	1				
TOTAL		20	16	18	24	16

Questions asked

Providers were asked about notable changes in the childcare picture since the last CSA, including whether there were any gaps in provision, what support parents and carers were requesting from them at the current time, and how they offered this advice and support. They were also asked how well they felt they were supported and were given the opportunity to offer any other comments or thoughts they wished to the study.

6.1.1 Fenland Results

Changes to the childcare picture since the last CSA

In Whittlesey and Chatteris, demand for baby places was reported as having increased since the last CSA, while in March, a day nursery reported baby places fluctuating as a response to Government policy.

The flexibility and increase in free entitlement has brought a lot more children in and helped people a lot financially. Two thirds of the providers offering early years places commented positively on the extended and flexible free entitlement. Interest in the free EY places was reported on having picked up in 4/4 of the Wisbech and village pre-schools. There are also more EAL children accessing EY places in Wisbech in the last 3 years.

In Chatteris, demand for free EY places has outstripped supply, with one school-run pre-school stating they are “overwhelmed with demand”. In Whittlesey, a pre-school commented that the interest in flexibility meant that they were open for longer hours, but catering for no additional parents, which they were worried about sustaining in the longer term.

In March, the demand for shift work continues to be an important factor, as in the previous CSA. The prevalence of shift work was also commented on in Whittlesey, as was the impact of the recession, where providers had noticed a big impact on their business, which now thankfully is picking up. In Wisbech the effects of the recession were also noted, particularly its impact on holiday provision in the town.

Gaps in provision in the district/localities

Out of hours childcare (before 8am and after 6pm) was deemed to be a gap in Whittlesey, March and Wisbech. In Wisbech it was suggested that the children’s centre childcare providers should be the ones to offer out of hours childcare, rather than the PVI sector. One provider in March believed that one family a month request out of hours childcare, that they can’t deliver.

In Chatteris, the need for more pre-school places and accredited childminders (where parents can access their free place) was commented on, as well as the need for places for 2 year olds once the town is accepted into the 2 year old funding programme, and possibly baby places if demand suddenly increases.

In March, childminders were felt to be full by one provider, so the suggestion would be to keep an eye on their capacity to meet demand.

In Wisbech the profusion of private provision was commented on by a few providers: one voluntary-run provider wanted the role of the voluntary sector acknowledged for the role it provides in being able to accommodate siblings of different ages in one space and the smaller nature helping with communications between staff and parents.

Current issues faced by parents and carers and how providers support parents

The main issues mentioned by the providers were affordability/paying for childcare, behaviour and parenting and meeting parents’ needs for wrap-around childcare.

The main sources of information and advice, or approaches of support were as follows (with frequency in brackets):

Children’s Centre (4); NCMA website (1); Internet (2); Area SENCO/Portage (2); Discussions (1); Childcare Information Service (1); Social workers (1); Other agencies (DAAT) (1); Supporting budget planning: (1)

The views on parental awareness about affordability of childcare and information about it varied immensely. Although eight providers said they thought parents were “aware”, nine providers reported parents to be “not very aware”.

In a quarter of responses, from very aware to not very aware, settings commented on the importance of the local children’s centre in getting messages on affordability through to parents.

Private providers believed their parents were more aware about financial support than voluntary providers, suggesting that more work should be done in supporting the voluntary sector in making this advice available to parents.

Additional information from providers close to bordering counties

Just under a quarter of settings questioned in Fenland were providers within 2 miles of a county border (further in Whittlesey, as there are few providers within 2 miles of the border). Two Whittlesey providers were asked to comment on mobility between there and Peterborough, two Wisbech providers on mobility in and out of Norfolk, and one provider was questioned close to the Lincolnshire border.

The feedback was as follows:

Border Setting	Roll	Number from across border
Norfolk 1 (DN - P)	43	4
Norfolk 2 (PS - V)	75	8
Lincolnshire (PS - V)	18	3
Whittlesey 1 (DN – P)	60	2
Whittlesey 2 (OSC – P)	16	2

The above data leads us to surmise that there is an average uptake of 10% of childcare on the Wisbech borders from Norfolk and Lincolnshire. There was little or no evidence available from providers about bleed of Cambridgeshire families into the border counties, although this would surely happen in equal measure?

Other issues

Providers were asked about other issues they wanted to mention.

One provider mentioned its wish to expand its provision, but the lack of funding available to do so because the Local Authority couldn’t evidence sufficient need. Another mentioned its inadequate building, and the Authority’s failure to find them an alternative premises.

Another provider expressed concern about the sustainability of provision and businesses in areas that have recently been flooded with childcare providers. The recommendation

from the provider was to consult more widely with providers in the market on new development, possibly through the establishment of an advisory board for childcare locally.

Finally, a provider commented on the lack of support around transition to primary school from early years provision, adding that it was patchy and inconsistent (Wisbech).

In conclusion

- The offer of the free places has stimulated demand to the extent that many providers, especially small, village pre-schools are at capacity.
- The economic situation seems to be impacting on elements of childcare business, e.g. holiday childcare, and resulting in an increase in unusual patterns of labour, e.g. shift work.
- An increase in “at risk” children was noted by providers responding from central Wisbech.
- There needs to be more accredited Childminders in areas such as Chatteris, and more obvious links between CMs and the schools they pick up from..
- More affordable and flexible out of school childcare was commented on.
- Affordability and parenting support remain the key issues for parents, according to providers.
- Children’s Centres have increased in prominence since last CSA, with providers finding them a useful source of support and advice, especially in March & Chatteris locality.
- Wisbech providers definitely benefit from business from across the borders of Lincolnshire, but especially Norfolk, and this is likely to be reciprocal.

6.1.2 South Cambridgeshire results

Changes to the childcare picture since the last CSA

In South Cambridgeshire the early years settings reported that parents welcomed the increase to 15 hours of funded education for 3 and 4 year olds. Most reported that they had many queries relating to how the increased hours could be used flexibly with many parents finding it difficult to understand, this was especially the case in settings where there was a large proportion of parents with English as their second language.

Given the increase in hours and more flexibility, settings reported that parents still wanted more flexibility showing that this was a key factor in choosing their childcare and reflecting that the economic climate has not adversely affected too many settings in South Cambridgeshire. This was also reported in wrap around care where settings were finding more parents asking for longer hours. This was especially the case in the Bassingbourn, Melbourn, Comberton and Gamlingay (BMCG) locality where many parents commute longer distances to their workplace.

Settings reported that they were aiming to be as flexible as possible to avoid losing children. Some reported that the need for greater flexibility was due to an increase in the number of single parent families requiring childcare.

Settings in new communities or where there had been an increase in housing reported pressure on places. Parents still looked at the quality of the settings with those with outstanding Ofsted reports proving to be the most popular, confirming that the quality of the childcare was paramount to parents.

Affordability of the childcare was not seen as the main issues in many of the settings in South Cambridgeshire where parents want flexibility and quality and most are able to pay for this. However we must not overlook that there are small communities within some of the localities where affordability is key to working parents. More settings were being asked to accept voucher schemes so many parents are aware of these schemes.

Settings in general felt well supported by the local authority and some early years providers mentioned that they were well supported by the PLA.

Gaps in provision in the district/localities

In Cottenham and Swavesey providers reported that there is pressure on preschool settings in pockets of the locality meaning that parents are not getting the preschool care that they want or they have to split their provision between preschools and day nurseries.

In the BMCG locality providers in some settings reported that there was pressure for preschool places and parents would take more hours and pay for them if they were available. In new and growing communities such as Cambourne, providers reported that they were struggling to meet the demand for early years and wrap around care. The demand and pressure on places has increased since the last CSA as the build of new houses has increased and more families with more children are moving into the area. Childminders in this locality also reported an increase in the number of children and many are newly registered since the last CSA in order to meet parental demand.

In Sawston and Linton locality some providers identified a need for more early years places in the north of the locality especially for under 2 year olds. However providers in the south of the locality reported that the childcare market was very well supplied.

Current issues faced by parents and carers and how providers support parents

Early Years providers reported that parents are asking them for information about their flexibility and the increased free entitlement. One provider noted that since the childrens centre had opened in their village this has helped with signposting parents to other professionals and more support and information is available at a local level.

Holiday provision was also mentioned by some rural providers in the BMCG locality who could not support their own holiday club but were being asked by parents for information regarding holiday provision. No other significant issues were reported

Providers found that giving information to parents through newsletters was an effective way of communicating with parents and others held coffee mornings for parents to gain general information whilst one to one sessions were kept for specific issues. Some providers in growing communities reported that they had an increase in non English speaking parents since the last CSA and had to find different ways to communicate, such as emailing an English speaking relative.

Many providers reported that more parents are taking their full 15 hours of funded support. They also reported that more parents are using childcare voucher schemes, indicating that parents and employers see the benefit in them.

Most providers reported that they had information on the Childcare element of working tax credit or they were able to signpost to it via the website.

Additional information from providers close to bordering counties

Of the 2 providers within a 3 mile radius of the borders of Cambridgeshire one of them reported that they took children from a neighbouring county and claimed funding from this authority.

In conclusion

- In South Cambridgeshire the overarching theme the providers are being asked about is increased flexibility. Providers in growing communities unsurprisingly are finding increased pressure on places both early years and wrap around care. However in rural settings they are trying to be more flexible in order to attract and retain the children to help with their sustainability.
- Accessibility is important to parents although providers did report that they have children from outside their immediate catchment area showing that parents will travel to find quality provision that meets their requirements.
- Affordability was not seen as a key issue in South Cambridgeshire in general, but there are pockets within the district where this should not be overlooked.

6.1.3 Cambridge City Results

Changes to the childcare picture since the last CSA

Many providers commented on the increased demands on them from an organisational perspective. They commented on all the changes relating to Early Years Foundation Stage, vetting and barring, Early Years Free Entitlement and the level of communications that they receive from many organisations. They felt that the increased paperwork took them away from spending time with the children and that this can have financial consequences for the setting as additional staff may be required.

All of the providers had experienced an increase in demand for childcare in the past three years, particularly increased demand for baby places in full day care. Parents seem to be requesting longer hours for the children currently attending as well as a demand for additional places. Not all providers were full but some now had waiting lists. The providers that were not full, however, did not report any financial difficulties. (NB. As a rule places are available in the north of the city, but not available in the city centre and south of the city.)

Some providers reported a massive increase in children with English as an additional language. Some providers reported this to be 40%, others up to 75% of the children attending. Providers in the more affluent areas were not experiencing the same increase.

Gaps in provision in the district/localities

Most out of school clubs were not aware of any gaps in the childcare market at this time. One full day care provider in the South of the city thought that there was a need for more full day care places in their area. However, a number of providers believed that there was a sufficient number of full day care settings in the north of the city and said that they would

not want to see any further provision open as this may have a detrimental effect on their business.

Current issues faced by parents and carers and how providers support parents

The response from providers seemed to be related to the area that they were in. Providers in less affluent areas commented that parents are struggling financially and it is increasingly hard for some parents to afford the childcare costs. Providers in more affluent areas were not experiencing this and were not aware of parents experiencing any difficulties.

All providers seem to have a good awareness of financial support that parents can access and all but one provided regular information to parents. Most providers ensured that leaflets and posters were available for parents. All the providers were registered to take vouchers and many said that this was very popular with parents.

Other issues

Most providers were aware of the support available to them through the LA and were happy with the level of support. One setting commented on the help that had been provided whilst the setting was experiencing difficulties; they were happy with the support and the outcome. A few providers said that they would like extra contact with their Early Years Foundation Stage Adviser.

In conclusion

- Increased demand generally across the city
- Less affluent areas have seen an increase of parents experiencing financial problems
- There has been a dramatic increase in the number of children with English as an additional language in some areas
- Provider report that there is too much paperwork
- Providers have good knowledge of financial support to assist in the affordability of childcare, available to parents.

6.1.4 East Cambridgeshire Results

Changes to the childcare picture since the last CSA

Many providers find that there are additional demands on them outside of delivering childcare. Providers commented on the increase in paperwork from many organisations and new initiatives, particularly relating to the EYFS requirements from Ofsted. This can impact on the sustainability of a setting as increased paperwork took them away from spending time with the children and additional staff may be required to meet the increased workload.

There was a varied response from childcare providers when asked about the demand for childcare as different settings reported differing experiences of demand for childcare over the past three years. Settings in some areas reported an increase in demand for all age groups whilst others had experienced a drop in some age groups and increase in others. Some settings had experienced a drop in demand for childcare in all age groups. These variations may be linked to the size of East Cambridgeshire and the differing communities.

Some settings have experienced an increase in demand from families coming to Britain from outside the UK. This was the case in a number of childcare settings situated near to military bases in the area.

Gaps in provision in the district/localities

Most providers were not aware of any gaps in the childcare market at this time. However one provider in an area where there has been a population increase thought that there may be a need for more pre school places to meet the demand that she was experiencing. The provider was not aware if other settings were experiencing the same increase in demand as she was.

Current issues faced by parents and carers and how providers support parents

Most providers report that they are not aware of parents facing any specific issues other than financial issues. However nearly all providers reported that some of their parents faced financial issues.

The majority of providers were aware of the financial support available to parents and sought to support parents with financial issues. Most settings provide regular information to parents. This information can take the form of posters and leaflets and informs parents of their EY entitlement, tax credits and childcare vouchers. Only one childcare provider reported that they did not provide this information to parents.

Other issues

Settings were aware of the support available to them through the LA and reported that they were happy with the level of support. Settings reported that advice is available when needed and that they receive regular support from the LA. One setting commented that they would like additional training available in the form of seminars and this was previously available but had now been stopped.

Settings commented that with the increase in paperwork, that they would like to receive more correspondence via email rather than post. Some EY settings also commented that schools seem busier and seem to have less time for the childcare settings than previously. This has resulted in less transition work and fewer links to schools for a couple of settings.

In conclusion

- Mainly increased demand for childcare places although some decreases in demand seen, dependent on the area.
- Many settings have seen an increase in parents experiencing financial problems
- Providers report that there is too much paperwork and increased pressures linked to EYFS and other new initiatives.
- Most providers have good knowledge of financial support and provide regular information to parents about the affordability of childcare.

6.1.5 Huntingdonshire Results

Changes to the childcare picture since the last Childcare Sufficiency Assessment.

Parents have higher expectations of providers in terms of flexibility in hours and quality in delivery.

On the whole most providers saw an increase in demand, however overall there has been no significant increase in charges. There is concern however that this may change in the coming months as the threat of job losses or the higher cost of living squeezes parents' ability to pay for childcare.

50% of respondents saw no change in the cost of delivering childcare. The full day-care providers have seen a drop in demand for the care of babies and contribute this to changes in the legislation regarding maternity entitlement.

Gaps in provision in the district/localities

The majority of providers were not aware of any additional need for childcare in their area, and where gaps were identified it seems to relate to additional out of school and Holiday provision being needed.

Potential opportunities to expand services are in out of school clubs delivering care for children in reception class but who are only in the class for half a day. Where parents work full time the out of school club can offer care for the other half of the day.

Current issues faced by parents and carers and how providers support parents

There is still a need for more providers to offer earlier starts and later finishes (out of hours care).

There is concern by parents over the threat of job losses or the higher cost of living squeezing their ability to pay for childcare.

64% of respondents have acknowledged that parents have an awareness of the financial support available to them for accessing childcare and that parents are more informed on what to expect from a provider when choosing childcare.

Other issues

Providers were very positive in acknowledging the support offered by the local authority, the relationships with the Early Years Foundation Stage Advisors looks to be strong and is a key link in enabling providers to access other local authority teams and support.

Provider concerns were more around accessing qualification training for staff.

In conclusion

- There is an increased awareness on the part of parents for understanding the entitlements they are able to access for childcare and a raised expectation by parents on providers to deliver high standards in the quality of care.
- Demand for more providers to offer out of hours care.

- Although providers have seen an increase in demand there is uncertainty on whether this is sustainable, given the current economic climate and the potential threat of job losses.
- The general feedback on the support offered by the local authority was very positive and beneficial to providers.

Stakeholders

The Childcare Act lists key stakeholders with which the local authority must consult when undertaking the Childcare Sufficiency Assessment.

The following represent the views of relevant personnel within the named organisations.

Childcare Information Service (CIS)

The Childcare Information Service offers childcare information and advice to parents and carers. Recently they have had enquires from parents needing care for school aged children where the school that the child attends does not have its own after school club. Transport then can become an issue especially if the family does not have its own car. So the importance of local and accessible childcare is key.

In the experience of staff from the CIS not all settings are confident about their ability to cope with a child with special needs or a disability.

In addition to this cost of childcare is important with many parents finding this an issue so staff explore funding streams available and discuss how the Early Years Funding works and the childcare element of Working Tax Credits.

Job Centre Plus

Job centre staff report that childcare is often one of the main barriers to parents finding suitable work. They are often asked information relating to the availability of childcare so they signpost to the CIS for Cambridgeshire. Parents state that they find it difficult to access childcare before and after school and in school holidays to fit around working hours advertised. This becomes more apparent for those parents who are seeking work that involves working shifts. This is further exacerbated in rural areas, where transport is an issue too.

Staff also report that parents are concerned with financial issues with many stating that the cost of childcare seems unaffordable. Job Centre staff then discuss the Childcare element of the Working Tax credit, using a 'better off' calculation to confirm the financial support available to them.

Nanny agencies

A nanny agency based in Cambridgeshire reported that parents who used their service were those who needed flexible childcare often for longer hours i.e. until 7 or 8pm at night and those who need 'emergency childcare'.

Families from Traveller Communities

An Early Years Family Worker who works with Travellers stated that there are barriers to break down within the communities as travellers have differing cultural beliefs regarding education and its benefits. In order to inform and influence the travelling community regarding early years education professionals must gain their trust and raise awareness of the benefits of early years education and the free entitlement. Work is being done to overcome these difficulties but often the families move on and new relationships need to be established.

NHS/Primary Care Trust

All staff employed by the health service in Cambridgeshire had previously had access to support from the Childcare Coordinators of Anglia Support Partnership. They reported that some parents who contact them have difficulty in finding childcare to meet the unsociable hours that they work. They also report that parents in some areas of the region i.e. Cambridge City are struggling with availability and cost of childcare. Some staff have delayed their return to work from maternity leave due to lack of suitable available childcare. They are presented with many questions regarding the financial implications, particularly the childcare element of working Tax credit and childcare voucher schemes.

Children's Centres

The message from children's centres is that they deal with a wide range of parents with numerous issues, but they have found that childcare is key in order to support these parents. One comments that thy 2 year old pilot was a real boost enabling them to identify learning and welfare needs early and enabling them to encourage the families to engage with other activities whilst their children are in childcare. Others have identified that their parents need longer hours for their childcare so the flexible entitlement should help with this. Others, especially in rural locations, said parents felt that there was limited local choice especially if they worked antisocial hours i.e. shift workers.

Children's centres signpost parents to sites such as Opportunity Links in order to search for childcare although many question the different types of childcare available and do not understand the differences. Most centres who responded have close links with NCMA coordinators regarding childminding.

Schools offering childcare

The message from schools offering childcare is that this is seen as a selling point for parents and those schools with onsite preschools and wrap around care for school aged children are very popular where parents are able to choose. The schools promote the childcare available in their schools, those in growing communities find pressure on their childcare places whereas those in rural location generally find that sustaining the care is an issue.

Consultation with County Council employees

During a lunchtime consultation with county council colleagues, five quick questions about use of childcare were asked.

There was a very low response rate of only seven people with children willing to answer our questions, so feedback was limited to the following:

- Childcare enables people to work
- The majority of respondents felt that childcare is too expensive and that there is not enough affordable, or subsidised childcare. Where childcare was felt to be affordable, it was for one child, with people commenting on not being able to afford childcare for more than one; in one case even restricting the number of children to one, because of costs of childcare.
- People mentioned their use of informal childcare, with two parents citing “setting up a network” and “reciprocal arrangements” to share childcare responsibilities between parents.
- Choice of available childcare, especially in Cambridge city was felt to be a problem, with one parent describing that childcare providers “had you over a barrel” if you weren’t happy with an aspect of the provision as there was no other choice of providers.
- There was a low awareness about childcare vouchers, with one Mum commenting that she “thought they were for pre-school childcare only”.
- Individual parents mentioned “tax credits” and “children’s centres” as sources of support for affording childcare but the variability of responses suggest that county council colleagues were by no means more aware than other parents about support available.
- Employees had positive comments about the Council as an employer: “The County Council have helped out with an annualised contract”.

Summary of qualitative research among parents and young children

Whilst acknowledging the diversity of those parents interviewed, it is evident that a key perceived barrier to formal childcare is cost; it is considered expensive. For some this is prohibitively so, notably those in low paid employment, or unemployed and potentially seeking training opportunities or work.

There is a sense that £3 to £3.50 per hour for formal childcare is an acceptable level, whilst £45 per day is excessive. However, all parents insist that they must have quality childcare – a trusted person/centre, offering stability, continuity and familiarity for the child/ren and parents. Thus, they are making judgements, assessments, over and above cost – childcare is not a commodity product.

The main reason for using/needing formal childcare is to enable the parents(s)/carers to work, or train to return to work. Younger, pre-school, children may attend a childcare facility in order to help develop social skills; prepare them for school; or, among families where English is not the language spoken in the home, to help the child learn English in readiness for schooling. Parents/carers of children with special needs/disabilities indicated their main need of childcare was for respite; often defined as providing quality time to spend with other children in the family. They also referred to childcare needs for other children in the family to cover the regular and often lengthy times they spend at the hospital: this can cause a financial burden.

Location and accessibility of formal childcare was a hurdle. In some locations access to nurseries was poor (eg Orchard Park); availability to known quality childminders/ nurseries was difficult due to over-subscription; and managing the requirements of children in different age groups, with different childcare needs, was complex. Understandably parents wanted suitable childcare close to home, readily accessible by personal or public transport. They also felt availability of places was too limited in accessible locations. Those with children in different age brackets highlighted their difficulties in achieving a realistic 'blend' of childcare to meet each child's needs. A major consideration was feasibility, ensuring the parent could 'drop-off' and 'collect' each child as required for each setting.

For parents of children with special needs, location and accessibility was an even greater issue because their ad hoc needs demanded settings able to cope with their child's disability. Understandably these needs are unique and diverse. Parents from BME communities seemed more concerned about their possible language barrier and being able to communicate with the childminder/nursery staff than with cultural issues. For foster parents, their specific hurdle related to accessibility was their requirement to use settings specifically approved by CCC and only upon agreement with CCC.

The majority of parents indicated that they tried to fulfil their childcare needs within the family. Thus, two parent families aimed to work in complimentary patterns (even shifts) if feasible and used informal childcare (grandparents) to support need. One parent families (typically mothers) did refer to sharing care with the father while 'teenage' parents' comments suggested their own parents were working and so not available to assist in an informal capacity, were not reliable, or were not local. Thus, it was often the very young parents (mothers) who were most isolated in their ability to access affordable childcare.

Parents were anxious about collecting children from the childcare setting. Being late was of concern. There is a sense that formal childcare is too prescriptive and greater flexibility

would be welcomed. This would take the form of being 'open' slightly later and offering irregular sessions to cover occasional need.

There were no references made to requiring over-night childcare. For most parents it was 'wrap-around' the school day childcare that was the routine requirement – a majority of mothers seemingly waiting until children were of school age before returning to the workplace (and then often part-time), or using informal childcare and shared care with the father if they had worked when the children were younger. Clearly this then extends to the needs for childcare during the school holidays, although parents referred to taking their own holidays (including unpaid) to cover these themselves when feasible. In part this is due to the costs of using full time formal holiday childcare schemes.

There were individual preferences for childminders versus nurseries/school settings. It is evident a variety of options are required that can meet needs. It is also apparent that parents do not feel well informed about local childcare options. They require a regularly updated record of settings and current availability, which also highlights the offering and capabilities (e.g. able to care for defined special needs, languages spoken, flexibility (e.g. hours, capacity for ad hoc requirements)). The emphasis would be on updated information, so that the parent/carer could focus their approach to those settings that met need and had availability. They would envisage this as some form of parent handbook, an information source available at the Children's Centres or specialist settings, ie the places the parents meet. There may be a requirement to incorporate some information in other languages (e.g. Polish, Bengali); however, literacy is also a consideration.

Perhaps the key requirement for children attending a formal childcare setting is that it is somewhere they can meet and have fun with their friends. They want the setting to offer them the opportunity to with their peer group. The environment should not be too confined or controlling but there should be a range of activities on offer. There are concerns that some settings are specifically for children of a defined group and this makes the child feel 'labelled' – most simply want to fit-in among their peers.

Parents and children may like the security of the known setting and staff within the school. However, for some children the venue (a church was an example given) has negative connotations and so they don't want to have further associations with such an environment.

Summaries of the qualitative interviews/groups

Foster carers

A total of two groups were organised, attended by 13 foster carers, plus other staff from the fostering service, at Huntingdon and Comberton. Foster carers were a mix of those who looked after younger children (under 5s), older children (5-14) or respite carers. At least two foster carers cared for children with special needs.

The time that foster carers looked after children varied and was not always known at the time children first come into their care. In some cases it may be just overnight, or for a matter of weeks. In other cases it can be right through to adulthood (as close to adopting the children as possible). However, in all cases, it is obvious that foster carers treat their foster children as if they are their own, regardless of time periods.

All decisions and planning is done via the Social Care team and the specific social worker assigned to each child. If the foster carer wishes to put a child into any form of childcare e.g preschool/playgroup, this has to be agreed with the social worker. If it is in the child's care plan then the cost is paid for otherwise the foster carer has to pay.

Foster carers with younger children like to use mother and toddler groups as these are considered good for the children and the foster carers from a socialising point of view.

The main need for childcare is when foster carers attend meetings and/or training sessions; to offer some respite for the foster carer; or for the social benefit of the child. Many foster carers have neighbours or friends who have been approved by social services and CRB checked to act as emergency cover. Alternatively they will make arrangements with other foster carers to cover their childcare support needs.

Most foster carers expressed a feeling of guilt if they tried to organise respite care but clearly indicated they would welcome the occasional opportunity to go out with their partner for dinner or the cinema. They also indicated that Social Care made them feel guilty for requesting respite care.

Thus, a common requirement is for a babysitter, with foster carers preferring to leave children with someone the child and carer knows well.

"You can't just leave them with anybody."

Some foster carers had used nurseries, preschool/playgroups, after school clubs and holiday clubs. The main issue was a lack of consistency as to whether they would be refunded any costs involved. Decisions regarding the use of care are made by Social Care and based on what is thought to be in the best interests of the child.

There was also a monthly youth club ("Just Us" group) set up for (older) foster children but older teenagers did not always want to attend. Also some foster children want to be the *"same as their mates"* and not seen to be in care, therefore they avoid 'special groups'.

There are potential access issues, which also mitigate against attendance of these monthly sessions. Lack of personal transport among foster carers and inadequate public transport can be barriers, especially for those who live a long way away.

However, some foster carers would like to see the age at which foster children are eligible to attend lowered in the belief this will encourage uptake and build regular attendance from an earlier age. This will help develop personal involvement and the making of friendships with other children who share 'similar' past experiences (being in foster care).

Main barriers to using childcare

- Volume of information the foster carer has to give a provider about the child
- Cost
- Family, friends or neighbours who help out not getting paid
- Providers not having the skills to deal with foster children

Information

The best sources of information as to available activities and clubs were: Sure Start centres; GP surgeries; libraries; and the information pack from the fostering service.

Many foster carers claimed they were *"not aware of what there is on offer out there"*.

Foster carers would like to see the pack from the fostering service updated and with more content. They would also like to have vouchers for family days out, especially in the summer holidays.

Other points

School holidays were a real worry for many foster carers, especially if their foster children did not attend local schools and thus had few friends living locally. They also worried that if the foster children attended a holiday club and played up during the first day or two, they would be excluded and thus have to spend all summer at home.

There was an acknowledgment that some older foster children have difficulty making friends and lack social skills.

Activities

The preferred activities included:

Horse riding; climbing walls; skiing (Milton Keynes); Grafham Water; Brampton (youth activity clubs); swimming; and judo.

Parents of Children with a Disability

Two groups were held: one at Impington Toddler Group, Histon, and one at Samuel Pepys School in Huntingdon.

Personal circumstances

At the first group there were seven parents in total, six mothers and one father, all of whom were married. Three of the children's mothers were at home looking after the children and 4 were working a few hours a week. The mothers worked: 15 hours as an administrator; 25 hours as a legal patent agent; 10 hours as a nurse; 5 hours as a teacher. The husbands worked full time as an NHS clinical scientist; as a consultant; a community worker; a manufacturing engineer; a scientific software developer; an electronics engineer; a medical sales representative. The playgroup leader had a disabled daughter of 12 years old; all the others had young (toddler age) children who were disabled.

Although the children all had one to one support their disabilities were all different.

At the second group there were five parents; four of whom were married and one was a single mother. One mother was a housewife, another was unemployed. The other mothers were: a teaching assistant; a playgroup leader; a school midday supervisor. Their husbands were: an engineer in the Merchant Navy (6wks on/off); an insurance manager working 40 hours per week; an actor/handyman on 35 hours; and a carer on 32.5 hours.

The children had a wide range of disabilities, with some having physical problems and others behavioural problems. Their ages ranged from 9 to 17 years.

Samuel Pepys School has 100 disabled pupils, drawn from across Cambridgeshire. Mostly pupils come in by bus.

All of the parents in Huntingdon were very pleased that there was an after school club due to start at the school in September 2010. They felt this would be very useful especially in giving their children some time to socialise with other children.

Formal childcare

Most parents with younger aged children used (or would start using in September) some formal childcare, mainly the free entitlement (but not the full entitlement), at day nurseries, or preschool/playgroups, most with one to one support.

Of the older children, most had some formal care outside of school hours including a childminder, and Community Support 'Advantage' (5 hours a week).

Not all of the parents were accessing care that met their needs.

"My son had one to one care but he would run away, I thought he would have the same 2 carers all the time but it has not worked out like that. He is now digging in his heels, he will not go out. Sometimes they come and he stays in his room and we go out but that is not the point. The care is not working, so this is when I found out about the after school club, it will be some sort of break. It is not really for me but my other children."

Free entitlement

The parents with younger children were using the free entitlement apart from one who will be starting in September when the child is old enough.

Why childcare

Parents were keen that their children should use childcare, for the children's social development and also so they could either work or spend time with their other children.

"It is very good for his development. It is in the local village so he is mixing with the children he will be going to school with."

"To socialise and to prepare him for when I go back to work full time after being on maternity leave."

Those families with a more physically disabled child welcomed respite care as this gave the parents a break and enabled them to do activities with their other children, which otherwise was not always possible.

"Our weekend respite is so fantastic, we have weekends when we can just get in the car and go like other families, it is marvellous to have time to do just that or even not to go out!"

"I was at breaking point as my other children started saying I cannot do (activity) because of (disabled child)."

Difficulties in finding childcare

Parents found it very difficult to find any out of school care, which catered for the different needs of their children. There is a lack of suitable facilities or skills.

"I employ a nursery nurse it was very difficult to find someone. My original childminder had to give up when my daughter got bigger, her house was not big enough nor did she have the necessary hoisting equipment. The nursery nurse looks after my son as well as picking him up from school; it was easier when they were not at school. The school was happy to have my son to Breakfast club but would not accept my disabled daughter."

"The twins are deaf they have implants so they need someone who signs. We have now found a baby sitter who signs and this is very important as we take out their implants after their bath so the only way of communicating is to sign."

Main factors in choosing childcare

The important consideration factors are: trust; and the skills, ability and training of the people who look after children with special needs.

"I would not be comfortable with a childminder; the nursery has professionals with experience of coping with a disabled child."

"Both of my twins are statemented so they have one to one support. The factor in choosing was the nursery reputation and how they were with special needs activities. The nursery was very welcoming and the Teaching Assistant is very good."

Support needed to enable childcare use

More after school clubs and breakfast clubs are needed that will be flexible and accept disabled children.

“Just an hour to do some work, get the dinner ready or do the shopping.”

The Huntingdon parents were very keen on the prospect of the new afternoon club which is due to start up in September; the great advantage they felt was that the children already knew and were comfortable with the setting. The staff will be recruited from the school so they will know the children and their particular needs.

“When children normally go to an afternoon club it is so people can work but here, on the whole, it will be for respite just a couple of hours.”

Parents also wanted more information, not only about childcare availability but also about entitlements and the process to go through.

“It would be nice to be told what help there is rather than you have to find out. General information on what you are entitled to. It was not until I came to this group that I found out the process.”

Parents with a disabled child face a range of problems including:

- Finding childcare providers that are trained to cope with disabled children
- Finding childcare providers that have the availability of trained staff to cope with disabled children – numbers of staff and times they’re working
- The elongated and difficult process of obtaining a statement
- The lack of freely available information
- Finding irregular care for other children when attending hospital appointments with the disabled child
- Being able to offer disabled children the same opportunities as other children

“My son communicates through signs; it has been problematic getting the training for people at the playgroup.”

“He needs a statement for medical needs. The school applied for extra help for his medical needs it should only take 6 weeks but so far it has taken 2 months as it has gone to appeal as the school was not happy with the hours they have been given.”

“It is really hard to find childcare when taking the other twin to appointments. There was a crèche at Addenbrookes, it has now closed, and sometimes an appointment can take 4 hours. My husband takes the day off work, which uses up most of his holiday.”

“The twins can only stay to lunch one day a week because the nursery does not have enough assistants available.”

“The difficulty was with the County Council. They were slow with funding for preschool, so we had to come in to act as his one to one support. When the staff were Makaton trained, they thought it was so good they have done it with the other children who are not disabled. We are starting the process for him being statemented early.”

“We are in early days but I want to make sure he has the same opportunities that other children have.”

The parents who had other children were juggling the lifestyles and working arrangements to give their other children enough time and attention. Within this group, those with young disabled children who required hospital visits found these appointments took up a large amount of time. The appointment for medical treatment or therapy could take a couple of hours and then with travelling time on top, parents had to find a significant amount of irregular childcare for other siblings.

“My daughter has a lot of appointments, I try to make them in the morning so I can still collect my son or I have to arrange for my son to be picked up from school.”

“The day nursery he goes to is in Suffolk. It has no funding for his one to one support; the school has just had a grant for a special chair for him.”

“My concerns are for later when he starts school, he would need to be collected after school. A childminder would not be appropriate.”

“It is frustrating that the different departments are not integrated. When professionals are visiting my son sometimes they come to preschool, they do not inform both us and the preschool. We have turned up at preschool to be told that the appointment has been cancelled!”

Requirement for respite

Some parents with physically disabled children and children with more severe special needs did get some respite care which enabled them to either rest or spend dedicated time with their other children. Respite care was greatly appreciated but the general view was that it was not nearly enough.

“We get respite care three nights a month, we could do with more. I use the time to spend with our son.”

The Huntingdon parents were hoping to use the afterschool club to give them some time with other children, or to work, or just a break. The parents felt there was help out there but the problem was finding the right flexible care and accessing it.

“For me just a couple of afternoons a week, at the after school club, so I can do something with my other child. On Tuesdays she goes to a dance club. At the moment my son gets home from school and we go and collect my daughter but if he is tired or needs extra medicine I have to get someone else to collect her. By having the after school club it will give me more time before he comes home.”

“I think the main thing is that it would give you the opportunity to do something with your (other) children, which would be difficult to organise with your disabled child with you.”

“My respite care was organised through the hospital and my social worker.”

Coping in school holidays

The children at Toddlers were young and some parents had not yet worked out how they were going to cope in future. Other parents had plans in place.

“My son went to an Early Years Holiday scheme. They secured the funding; it gave me time to spend with my baby.”

“The Montessori nursery goes right through the holidays. It is very important to have time with my daughter.”

For parents with older children, summer holidays presented additional problems especially as there was little choice available. Although the local holiday clubs said they were inclusive and did not discriminate against disabled children, the parents said these clubs did not meet the needs of their children.

Affordability

The parents felt that childcare was too expensive. There was an issue of juggling how many hours it was worth working so they would not lose the disability allowance. Also if they worked too many hours they would not have time to take the children to all their appointments and spend any time with their other children.

“Having two children makes childcare prohibitive.”

“It is expensive that is the main reason we do not get more childcare.”

“Cost of childcare takes the major part of my salary. I am worried about the bridge between nursery and school and who will collect him. So there is a real possibility of one of us having to give up a job.”

“We are not in a position to pay for anything.”

None of the parents felt they could afford any extra childcare above the funded childcare they received.

“Only funded care is possible, we could not possibly afford to pay ourselves.”

“I have to work 16 hours to get Tax Credits but if I earn more than a £100 I lose carer allowance.”

All of the parents were aware of Tax Credits but only a few received them. The application process was perceived to be complicated.

“It is complicated to do, a waste of your time as we are not eligible.”

Information

Some parents knew where to turn to for information. Sources mentioned included: Opportunity Links (Childcare Information Service); Early Learning Support Teacher; Information Centre Histon; County Council website.

“The County Council website was very helpful and sent me a list of childminders.”

Other parents felt there was a lack of information and that they had benefitted from attending parent groups. However, they also felt there were missed opportunities to provide information at locations where most parents went e.g. disabled children's clinics.

"A simple leaflet about what is available. Not everyone goes to the Child Development Centre so it would have to be at all the places people go, at all disabled children clinics. Word of mouth, coming here has been very helpful."

Some of the parents had been given advice by the school nurse. However, one mother, in particular, was still very unsure of what to do and where to find out information. The majority thought a Social Worker was the right person to contact but felt other parents were reluctant to have a Social Worker assigned because of a perceived social stigma.

Some parents had become more involved with the school at a personal level, to meet people who had similar experiences and problems. In that the children are bussed in, the parents do not meet at the school gate in the normal way.

"Everyone kept asking me who my Social Worker was, I did not realise I needed one. I did not want to be involved with a Social Worker, I felt very vulnerable."

"It depends on the child, if there are health issues it has to be the medical route. For children with behavioural problems it has to be the school."

"The information should be: this is what you can have, this is what you can apply for, and we suggest you have a key worker; not what do you want because people just clam up. When you have a disabled child you go into shock."

Support

The most effective sources of support were family, friends and the parent groups, as well as individual support organisations.

"Friends, groups like this. I originally came when my daughter was young and I've made lifelong friends. When the group leader finished I took over. I am so pleased when I hear parents making plans to meet outside toddler group, so they can have friends to support them."

"I would turn to Mencap, I have a baby sitter who comes from Mencap, she comes for an evening once a month."

"Home Start helped when he was ill for the first year of his life."

"Portage worker was very helpful coming in fortnightly; she was funded by the Council."

Future

Having disabled children affected all of the parents with regard to what work they could do; the hours they could work; and the location in which they could work. Their children may have many appointments for hospital review and therapy and this restricts the ability to work of at least one of the parents in the family.

The mothers thought parents of special needs children could not do a job unless it was during the term time. Even then the job must offer lots of flexibility, as children with special needs were more likely to require parental accessibility than others: problems regularly arose.

The after school club will offer some required/wanted flexibility; perhaps staying a bit later at work, catching up on other things, being with a sibling. The afternoon club was also going to run a fortnightly Saturday Club.

"I could not go to work full time, today my daughter was sent home as they considered her to be ill, but she was not that ill. My son is not well a lot of the time; I am concerned he would be constantly sent home."

"Yes, we have a lot of hospital appointments and therapy. Having twins, the only time we have free is Tuesday afternoons."

"At the moment my mum looks after him 2 days a week while I work and I will carry on working 2 days a week."

"I will have to stay in the village if I work in case there is a medical emergency."

Black or Minority Ethnic (BoME) Parents

Three separate groups were held with 20 parents from a minority ethnic background: Ely (Eastern European); Cambridge (Asian and Eastern Europe); and Arbury (Asian).

One group met as a social session to help parents get to know each other; whilst the other two were language classes (parents learning English).

Background - personal circumstances

At the first group there were four Polish parents and one Russian parent, all of whom were female, married and had husbands who worked full time. Three of the mothers also worked full-time, the other 2 were at home. All of them had children under 5 years of age.

At the second group all of the parents (one Polish and 3 Asian mothers) had children under 2 years old. Whilst their mother was in the language class the children attended the crèche. In addition one parent sent her child to a pre-school one morning a week with the plan to use the free entitlement when the child became eligible.

Two of the mums were married; their husbands were both working full time, one as a chef and the other checking computer parts. One parent was single, although her child's (unemployed) father helped look after their daughter. Two of the mums were at home looking after the family. One worked part time (20 hours a week) as a cleaner and she was also taking an ICT course.

At the third group; eleven parents (mothers) were present. Nine parents were Bengali and two Indian. They were all married and only one worked (part time), the others were at home looking after their children. Just over half of their husbands worked, either full or part time, one husband was a full time student and the others were unemployed.

Four parents used preschool/playgroup, and had an older child/children that attended an after school club. Two parents used informal childcare (one for 40+ hours a week) and 3 parents used a nursery. Some were not childcare users as their children were aged 10 years plus and there was always one parent around after school and during the school holidays.

Reasons for using childcare

The main reasons for using formal childcare were: to prepare children for school; to help the children learn to speak English before they went to school; and to allow them to socialise with other children.

“My oldest has a free place for 7.5 hours. We have Grandparents who live with us, they are happy to look after the children. I also have friends who like to look after the children.”

Most parents not using childcare would like to, mainly so their child/children could mix and socialise and to help them to start to speak English.

“I would like her to have contact with other children.”

“My son is starting in September it will build his confidence, he is happy at toddler group.”

“To improve the language, we only speak Bengali at home but when they go to school they speak English.”

The Asian mothers wanted their children to learn basic activities and to be with other children, they also mentioned discipline. They did not access all the hours that the children were entitled to because of a lack of availability. In this regard they were concerned that their three year olds did not yet have places.

Reasons for not using childcare

The parents who did not work, were not using childcare until the children were eligible for their free entitlement. They did not need childcare as they were at home looking after their family. However, availability for the free entitlement is an issue: for example one child was due to go to nursery in April but as a result of there being no places available, his start date had been put back until September.

“I am not looking for a job. The older children are at school and I am at home to look after the younger children.”

Barriers

The main barrier to using childcare was a lack of information, which was primarily due to the language difficulties. Several mothers did not know where to go to find out about childcare or the types that were available.

Language was a major barrier which impacted on parents as they felt unable to go and see the different nurseries available and check them out for suitability because they considered their command of English was inadequate.

This language barrier also impacted as the child got older. The parent was unable to talk to childcare providers and teachers because of the language obstacle. Too often as the child gets older and speaks English fluently they act as translators.

The Asian mothers were all restricted by language and relied on their husbands and friends to translate. None of them were clear as to the free entitlement or what nurseries were available. They were generally confused as to the different types of childcare and what exactly each offered.

Therefore a lack of understanding of the system, how to use it effectively and what it offered, was seen as a problem.

Cost of childcare was also a (major) barrier.

“It was difficult, I did not know where to go or what was available. I did not know I had to put her name down first, in Poland there is a different system.”

“I am not looking for a job it is easy for the older children who at school, but it is more difficult for the younger children. There is a different way of caring for children in Poland. I find it confusing here. I know that childcare for young children is very expensive. I would not earn enough to pay for childcare.”

“It is difficult to go out to work for 8 hours when school is only 6 hours.”

“Language is not the only problem. Not knowing where to go to get information and what to do. Being in a foreign country not knowing the system, I did not what was available and how to enrol.”

“There is a private nursery near to where I live but I do not think they would do free entitlement and I don’t know where to find out about childcare.”

“Language is not always the problem; it is not knowing where to go to get information and what to do.”

“My child did not speak any English when he started nursery but by the end he spoke very good English, understanding everything.”

“I had a problem talking to the teachers at primary school but now my child helps with translation.”

Changes needed to be able to use childcare

All of the parents felt that there was a problem for non-English speakers accessing childcare and finding out what was available. A number of Polish mothers who had stayed at home to look after their children felt isolated and had not had the opportunity to improve their English.

The Health visitor was seen as a key contact by the Polish community.

The Polish parents felt that more could be done to explain things and provide information in Polish.

“Maybe if there was a health visitor who spoke Polish, they could advise parents about the next steps to take as the child gets older.”

“The Health Visitor is the first point of contact, she should have Polish leaflets. There are other nationalities but the biggest community is Polish”.

“At my child’s school there was a little boy who came in every day fifteen minutes late, his Mother thought school started at 9 o’clock but it actually started at 8.45, it was a while before someone realised the problem. I think that Headmasters know what nationalities are joining the school they should make sure that parents are given the information in a language they understand.”

“(There should be) some kind of meeting place like this Polish group, to discuss about the different types of childcare and the different costs, perhaps with an interpreter.”

“I have been in Ely for 8 years but did not know that there was Polish group until the Polish shop opened and I saw it advertised. There are Polish shops in most of the surrounding towns and these could be used to advertise groups and information.”

Issues

Most BME parents were concerned about the cost of childcare; it is considered very expensive and so would take up any earnings. Thus most felt it was not financially worthwhile to work.

Childcare provision in the school holidays was also an issue.

“The pre-school does not work during the holidays, so I am wondering what will happen.”

“It was OK when we only had one child but now we have two it is too expensive.”

“Childminders are very expensive especially if you have more than one child.”

“At the moment my partner looks after my daughter when I am working but if he finds work, I don’t know what I will do. It will not be worth working as a cleaner when I have to pay for childcare.”

Financial assistance

Awareness of financial support available depended upon ethnic and cultural issues. The Eastern European women reported being more involved and more aware of financial matters, whereas the Asian women described their husbands have responsibility for all financial matters. For example, most of the East European mothers were aware of and used tax credits. However, amongst the Asian mothers there was a lack of awareness.

Information and support

The mothers thought Health Visitors were (and should be) a good source of information along with the internet: eg Direct Gov with a link to information in Polish/other languages.

“I know many people who do not speak English have a real problem; there is a large Polish community.”

“I will probably just call a friend and ask them. Places like this (Polish Group in Ely) could be used more and have a message board.”

“My Health Visitor had English leaflets when she visited but then came back with a translator.”

“I have no problems with childcare I am happy with everything, it is great and better than in Poland.”

The Asian parents thought parent groups, or parent and child groups were a useful source of information. They also referred to the library as a good source of information and leaflets. Again language can be an issue and so having telephone numbers /contact points that they can take home to their translators is a requirement.

Asian mums will turn to the Community Bengali Workers, and their teachers at language classes for support. Others rely on family and friends to find out about childcare.

The Asian community also highlighted the importance of the GP surgery as an information point. They hold the GP in high esteem, go fairly regularly, and so see the surgery as a useful place for leaflets in different languages.

“When I went to playgroup the lady there gave me a form for nursery.”

"It is important to have a telephone number available so my husband could phone up information when he was at home."

The future

Three of the Eastern European parents were already working. A language barrier is the main problem for the two parents not working. They felt that they would have to learn more English before they could start to look for work, then they would need childcare.

"When my English is improved I want to get a job, then I would need childcare."

"I would be more comfortable with a Polish carer. Seasonal workers are coming and a lot are now staying on."

"I am taking a childminder course because I have been asked so many times to look after their children, in the future I would like to be a teaching assistant."

"I dream about being able to study when my children are older and my husband can look after the girls. I might have to use a private nursery when my mother is no longer with us."

All the Asian mothers wanted to improve their English and felt that they would have to do so before they could get a job and then they would need childcare. They were concerned about the cost and did not feel they would earn enough to pay for childcare.

Workless Parents

A total of 21 workless parents were interviewed during a day at the Wisbech Job Centre Plus office. The ages of respondents ranged from 23 to 49 years. All were British, with 13 men and 8 women interviewed. Status was: 5 married; 6 had partners; 10 were single parents. Only 3 had partners who were working and one had a partner who was studying.

The ages of their children ranged from 6 months old to 14 years old.

Use of childcare

Five of the workless parents with preschool children were using their full free entitlement at a preschool or nursery, the main reason being to prepare the children for school and to allow them to socialise.

The parents could not anticipate what childcare they might need until they got a job, and so it was low on their priority list. They were all having great difficulty in finding work. As they were not working they looked after the children themselves in the home, either alone or with their partner.

"I am not sure what type of childcare I will need until I find a job."

"I cannot afford it when I am out of work."

"I am not working but doing voluntary work during school hours. I am at home and want to look after my son; I do not want to pay for someone else to look after him."

One parent has had difficulty finding anywhere that will take her son for the free entitlement because he has behavioural problems.

"There were no places available. I have been trying to find a place since he was two. I have now given up and will wait until he starts school in September."

Issues and barriers

The overwhelming reason for not using childcare was that these parents were not working so could not afford it, and because they were at home they felt childcare was unnecessary. Many of those interviewed were expecting to earn low wages, which would not cover the cost of childcare; it will not be affordable and as such out of their reach. One parent thought they might get shift work and would need out of hours childcare but the others just had no idea of what care they would need in the future.

"Our eldest was in childcare for 6 hours a week when I was working, but we cannot afford it now I am out of work."

"You have to work in a highly paid job before childcare becomes affordable."

One parent mentioned that because they live in a rural area, transport was a problem - taking and picking up children from childcare.

Several parents had trust issues with leaving their children with childcare providers.

"I don't trust people; I have only ever left my children with family. When I worked my mother looked after the children."

"I had problems with a registered childminder; her husband who was not registered looked after the children a lot of the time. They had bull dogs, I was told the dogs were kept in a cage but when I collected my child early two of them were in the house."

Holidays were not a problem with these families at the moment as at least one parent was at home. Some would look at holiday schemes when they found work in the future.

Sources of Information

The parents all had definite ideas on where to find out about childcare. Seven of the parents would turn to the Job Centre; five would go to the internet, mentioning Direct Gov; three thought word of mouth would be their source; two would ask the Tax Credits office for a list. CAB; School, Ofsted and the midwife were also mentioned.

"(I would go to) the Job Centre or Ofsted but not word of mouth after a bad experience with a childminder who was recommended by a friend."

In terms of help and support most of them would turn to family or friends for help, one person mentioned Job Centre and a couple thought the CAB.

Impact of not working

Many of the parents were struggling with the financial and emotional impact of being out of work. Some of them were out of work for the first time and found it difficult to cope with this; not going out to work but being at home all the time.

"Not working destroys the family I had been working for 16 years but now I cannot find work. I do not read so I cannot get a SCS card which is required for insurance. I do not need to read to do bricklaying or hang a door. Childcare is not the problem."

"We are not paid enough, being out of work has a big effect, it is very hard just surviving."

"Financial hardship, we live in poverty. I have sleepless nights worrying about putting food on the table."

Future Plans

Most of the parents were trying to find a job. A couple of people mentioned that there were no local jobs and so then there was a problem of transport; to find work they would either have to travel or move residency. One person had moved to Wisbech for a job which did not then materialise; so he is now stuck and he does not have a car to travel to look for other work.

"There are no jobs locally and it is not worth taking temporary work because it is difficult to get back onto benefits, you have to wait to qualify again."

"I hope to find a job so I can meet every day needs. We need more training and more jobs to help those without jobs."

One parent was joining the army in September. Three parents were studying to improve their opportunities within the job market. One parent, who looked after his children during the day, owned a suitable building and was now planning to start his own nursery. At present he was training and hoped to start the nursery in the near future.

Childcare was not the top priority for these parents, on the whole they hoped to use informal care once they found a job. Many of them thought that they would not be able to afford childcare, because they simply will not be earning enough to cover the costs. A couple mentioned doing shift work in the evening, so that a partner or family could look after the children. Only one person thought she might use childcare out of hours and one thought she might look at holiday clubs in the future.

New Communities

A group of parents from a new community at Orchard Park were interviewed. All 17 respondents were female, 12 were British, whilst five represented BME families: Asian, Dutch, Spanish, Polish and Kenyan.

Twelve of the mothers were married; 3 had partners; 2 were single parents.

All bar one of their husbands / partners worked, with 14 of them working full-time and 7 working part-time. 8 of the mothers were 'stay at home', 1 mother was disabled, unable to work and her husband was her full time carer, 1 mother was on maternity leave, 3 worked part-time and 4 worked full-time.

The ages of the children varied from 3 months to 13 years old. One mum's child had a physical disability.

Thoughts and opinions on childcare in the area

Six of the mothers were accessing formal childcare for their children. This included nurseries, playgroups and childminders, while only one of the women opted for informal childcare from the child's grandmother. Ten of the parents did not access any form of childcare. One parent managed to avoid the need for childcare by doing complimentary shift work even though both her and her partner worked full time.

The majority of parents with children in childcare did so because they had to work. One parent noted that it was important that their child socialised to prepare them for entering school and another chose to access a playgroup because their child enjoyed it.

Most of the group had not experienced any difficulties with the childcare in the area. However a lack of appropriate and specialist childcare was mentioned, notably by the mum with the child with a disability. It was also mentioned that the playgroup had become oversubscribed and alternatives were not appropriately advertised.

"There are not established childminders; there is only one playgroup which is getting very busy."

"My daughter has a physical problem and needs extra support, which the nursery could not provide."

The main reasons that parents chose their specific childcare were: friendly and caring childcare staff; a good rapport from the off-set (first impressions); clean, bright and spacious childcare facilities; cost; suitable session times; good Ofsted reports; and the importance of its location being close to home.

"The nursery staff are friendly, caring and the setting is clean and bright and airy."

"There is a lot of indoor space and they are very friendly which my daughter responds well to. The times were suitable, spread throughout the week."

The main reason for not needing to access childcare was that the mums were at home and so available to look after the children. Other mums were childminders and so this enabled them to be around for their own children.

The high expense of childcare was also emphasised as a barrier, as was the difficulty of finding suitable childcare if parents had more than one child. This was particularly difficult when children were in different age groups and needed to access different types of childcare. For example, one (older) child could access after school care and/or a childminder locally but the mother had to travel to access a nursery for her younger child.

One parent noted that their child was too old for childcare and thus used family members if they needed to, whilst another parent highlighted how there was no appropriate specialist childcare locally for her daughter with special needs.

A few parents also explained that they had experienced barriers when trying to access childcare, for example difficulties in finding an appropriate person to carry out the childcare and the fact that there was no nursery facility in Orchard Park.

“I am thinking of going back to work but it is a bit of a nightmare. The main problem is that the children are at different stages, they finish at different times and need collecting at different times. The other issue is the cost of childcare.”

“It’s a difficult decision to find the right place and the right person.”

“When he starts going to pre-school I will have to find a childminder to pick him up from school.”

The majority of parents did not have any specific issues within the new community in relation to childcare. However, three parents commented on the lack of a nursery in Orchard Park, which prevented them from going back to work or had forced them to find suitable childcare further away from their home. Parents felt that an addition of more nurseries to the area would be very helpful.

A couple of parents commented that Orchard Park would be improved with the addition of some shops. One parent also mentioned that communication through Orchard Park was not very effective with regards to childcare and other applicable services – she suggested that a communication board or website should be created.

“It makes it more difficult not being able to have all the children at childcare on one site.”

“At Orchard Park, there is no local nursery available for children, which does not help.”

One parent highlighted that she had little experience with accessing childcare and this, in itself, was a difficulty. Another parent highlighted that she would have to apply for one-to-one care at the school for her child and this could become an issue. These mothers were highlighting the problems of not knowing, or being unsure, how to access support needed.

Two out of the three parents with children at the applicable age, were receiving the free nursery entitlement of fifteen hours a week. The other parent is unable to access it due to the lack of appropriate childcare. Nearly all of the parents that had children who would be eligible for the free entitlement in the future said that they will access their full entitlement. One parent had not been told about the scheme and another was unsure whether she will use it for her child.

When asked whether they would have used the 11 hours over 50 weeks

if it were available today, six parents said that they probably would, while seven believed they would not.

The majority of parents did not have any problems when it came to coping with children during school holidays. This is due to them either being at home full-time or only working during term times. One parent was unsure what she would do in the future during the holidays, while another parent explained that she changed her hours at work during the summer and this enabled her to care for her own child.

Most parents felt that the cost of childcare was very expensive, particularly if they needed to access a nursery on a full-time basis. The parents put great emphasis on the cost of childcare preventing them from returning to work.

The parent who was disabled said that expense was not an issue as Social Care funded their childcare needs.

One parent suggested that £3 an hour would be an affordable price to pay for childcare. The parents from both Holland and Spain commented that childcare in their 'home' countries had been far more affordable due to lower rates and help from the government.

"It is expensive especially if you use a full time nursery. I would not earn enough to pay for it."

"We started off in a private nursery it was too expensive while I am not working. I also prefer to go to playgroup."

All parents interviewed were aware of tax credits, however only ten of them actually received them. One parent received childcare vouchers to help with childcare costs.

The most popular ways of sourcing information were: word of mouth (friends and family); the Sure Start centre; the school; the council; websites such as directgov.uk and opportunity links. The other sources of information mentioned included: the NHS childcare team; their health visitor; Ofsted; the local hospital service; and leaflets.

The parents emphasized the need for a nursery at Orchard Park.

One parent also commented that in her opinion childminders were not paid enough for the amount of responsibility they take on, as well as the excess paperwork they have to do.

Teenage Parents

Three groups were attended; Cherry Hinton, Cambourne and the Fields Centre (Cambridge) and 16 young parents were consulted either as a group or face-to-face: individually or in pairs.

The ages of the parents ranged from 18 to 21 years and at least half had 2 or more children.

Most lived with a partner or husband, although 7 were single parents.

Few worked and those that did worked part time. Several were planning to undertake training. Future careers in childcare and nursing/midwifery were popular choices.

"I am seeking work (via the internet) and would like to train as a midwife. This involves a nursing course for 1 year and then 3 years training as a midwife. I would need childcare to do this and I know Addenbrookes (hospital) has a crèche."

Most partners were employed full time and those that were unemployed were seeking work.

All those who attended the groups were parents whilst still a teenager. Most had experience of Romsey Mill, which was viewed very positively.

Use of childcare

Few used childcare. Most attended the parent and child groups with similar age mums.

Those that did use formal childcare gave their reasons as: to help their children socialise; learn to interact with other children; and help develop their vocabulary.

Informal childcare

Use of informal childcare was limited and unlikely because grandparents were themselves still young and often still working (often full time) even *if* they lived nearby.

Four of the young parents had moved to Cambourne as children and their parents still lived in Cambourne and worked in the area.

Some young parents felt that they could not rely on their unemployed partners to help with childcare.

Financial Barriers

Being able to drive would improve employment prospects for Cambourne based young parents given the rural nature of the area but there was concern as to how they would afford to run a car unless they were earning 'reasonable money'. This was seen as another fiscal barrier to work combined with the perceived cost of childcare.

Few had any idea about the real cost of childcare. Most of their children were very young and there was a sense that they had 'just not got that far'. However, those with jobs or

planning training/careers were aware of costs and either used partners or grandparents, or were seeking funding to assist with childcare costs.

Nurseries were thought to cost £45-50 per day and childminders were estimated at about £3.50 per hour. This childminder rate was considered acceptable.

“That is do-able if the children are in nursery/ school for part of the day.”

Some young parents understood that the childcare allowance of the Working Tax Credits (WTC) did not cover all the costs and had little faith in the cost effectiveness of childcare unless they worked full time and earned a ‘reasonable wage’.

“I used to get WTC childcare allowance but they only paid 80% so you were still worse off if you worked – especially if you were on the minimum wage.”

There were also concerns about how they would cope in the holiday times and, if and when they started work, how they would cope if they had to work changeable shifts. There were concerns about the flexibility of childcare.

“When you are at college you only get 80% during term time so if you have a work placement during the holidays you can’t afford to do it and childminders often need you to book a regular slot.”

“If I were to go into nursing I would be OK initially but I don’t know how I would manage the irregular shifts.”

Whilst some young parents had looked at taking qualifications, there were concerns over the cost of doing so. Even though they were aware substantial funding to help was available, they were concerned that there would be a shortfall, either because of the paying for training element, or to cover child care costs.

“You have to find exam and registration fees yourself.”

“You can get up to £160 per week on ‘care to learn’ but that only covers childcare for four days – no provider will give you five days for that.”

Plans for the Future

A nursing/midwifery career was a popular choice, but only as a longer term ambition when the children were older (nursery age at least). Thus, intention to study was a future aspiration.

A number of parents indicated that in order for them to take up study or training, they needed the financial and personal support of an employed partner.

“I just feel it is all a little bit too much at the moment.”

Finding work in schools or alternative term-time only employment was seen as the way ahead for several of the young parents.

Most young parents see themselves working once their children start school. Some said they would like to train or do voluntary work to support their curriculum vitae for when the

opportunity to seek work arose. A number of young parents were concerned at the difficulty of obtaining references.

"I do not see myself going back to work until the children are at least at nursery."

Other Barriers

There was a belief that employers were put off by them having children.

The Job Centre encourages them to get a job but they are concerned that what they could earn will only cover rent and childcare costs and so they remain better off on income support.

There is concern that even if offered a job they don't know where to look for childcare. They perceive that there is childcare available but that they don't get told about this and so they feel insecure about trying to access it. They need more information.

One mum was presently working as a childminder, at a 'childminding in a domestic care setting', but she felt that the Ofsted changes that had taken place during her maternity leave had not been properly explained and that the attitude of her employer had changed. She sees working as a private nanny as a way forward but needs her own transport and possibly additional training to achieve this.

One parent would like to train as a lifeguard and had asked her partner to look after the children so she could attend training but he was 'unreliable' and had 'access issues from Social Care'.

There was lack of awareness of potential funding support sources. Young parents were not sure where to access support.

Access to level one vocational study was important because many had left school without GCSEs, in some cases because of their pregnancy.

Transport was an issue – the need for a car to move around and improve mobility was identified but this was coupled with concerns over the costs of running a car and even learning to drive.

Childcare preferences

There were mixed views regarding the use of formal childcare, the main preference was for childminders or nurseries.

"I prefer childminders, it is more one to one and they are more flexible."

"I prefer Nurseries – childminders have children of all ages and at nursery things are geared more for the right age group."

"Things are not too bad for babies and pre-schoolers but once you get to about seven there seems to be less to do outside school."

Information Sources

Knowledge of where to go for information was very poor with most parents simply making enquires directly to providers, mostly local nurseries and childminders.

The Support workers at the mother and baby groups and at the Children's Centres were seen as the most knowledgeable and trusted sources of information.

The preference was to be sent a letter about how to find childcare with details of what childcare was available and accessible.

"There is no point looking for childcare you can't get to."

A few just Googled childcare or childminders in Cambridgeshire and some had used the 'Opportunity Links (Childcare Information Service)' scheme.

"It is difficult to find a childminder who does the appropriate school run who is decent and has spaces – especially if you have more than one child."

Free entitlement

There was a general (but not total) lack of awareness of the free entitlement places; how to access and register for childcare; and even about how to get children into school. Some parents had eventually applied for free entitlement places but had left it too late and so had not been able to access places at their preferred location because of a lack of availability.

Mothers of younger children appeared vague about childcare options for children aged 3+.

Those parents that were aware of the options saw the free entitlement as a means of making a return to work more viable, assuming suitable wrap-around childcare could be found.

The free entitlement hours were seen as an opportunity for 'time to get things done' without the children around.

Other issues and suggestions

A couple of parents suggested there should be a Parents Manual. This was seen as a way of helping young parents understand how to bring up a child.

There was a strong feeling that there was a lack of support for parents once the health visitor stopped visiting.

Young parents were put off attending mother and child sessions with older mothers as they felt unwelcome and looked down upon.

Main Difficulties

The young parents identified a number of difficulties in terms of bringing up a child and trying to consider finding a job or resume studying. These included:

- Looking for jobs when having young children around all the time, even at home

- Having children around when trying to use the internet
- Lack of awareness as to what Romsey Mill and other support services/children's centres can offer.
- The cost of childcare, especially after 4.30pm

"Costs £45 a day for nursery, I can't earn that much in a day".

- The lack of funding to help with childcare once a parent who wants to train or study turns 20 years of age
- The lack of availability of childcare places

Shift Workers

Interviews were conducted at two sites where shift workers were employed; a concrete products manufacturer in St Ives and a hospital in Huntingdon.

The first site employed many full time staff who worked shifts. Interviews were completed with 6 males aged 30-46 who all worked full time on shifts, that alternated weekly. All were married or had a partner. All had children aged between 11 months and 10 years of age.

At the second site 7 females (all married and of whom 5 were BME parents) were interviewed. They were aged between 31 and 43 years and all worked (long) shifts that changed weekly. Most had husbands working normal, standard hours or regular hours; although one husband worked night shifts. All had (at least 2) children aged between 10 months and 14 years old.

Shift work

The main impact of shift work on their children/lifestyle/use of childcare included:

- One parent not being around at meal times and to put the children to bed, so less quality time spent with children
- Short term extension of childcare use when longer shifts worked and other parent not available
- Difficulty in the partner getting even a part-time job due to changing of shift patterns of main wage earner
- Big impact on sleep patterns, particularly a reduction in sleep time to allow for their personal involvement with their children (wake children up, make them breakfast, take them to school, pick them up from school etc.), especially those with younger children
- Partners took flexible jobs, enabling them to change their hours to suit the shift work patterns and changes in shifts and thus be available for childcare

All parents were juggling childcare with most doing alternate shifts with their partner. Thus this created an environment in which the parents spent little time together. Their lifestyle was very much dictated by work shifts patterns and working around childcare.

"I do not spend much time with my husband, I am working when he is at home, and it is very exhausting."

"It is difficult, we are tired after work, but children are a great happiness."

"It is very hard, we have to adjust our schedules to work when the other is off. My husband works nights then has 3 days off to look after the baby. The older children also help. Childcare is too expensive, we cannot afford it."

"Not a problem. I have chosen shifts to fit in with our lifestyle, my husband is around when I am working."

"My husband is a pub Landlord so is around to feed the children but not to spend time with them, my 11 year old gets fed up if I am unable to take him to clubs because I am working."

Childcare used

Current use of childcare included:

- Breakfast club and After school club for older children
- nursery for younger children
- good use of free entitlement by 3-4 year olds
- some use of informal childcare (grandparents)

No use of childcare before 8am or after 6pm was made as parents juggled work so one was always at home.

Most families constantly juggled working hours to minimise the need for childcare and used grandparents, friends or neighbours as a fill in.

"If we used more than the free entitlement we would be working just to cover the childcare."

"My mother looks after the children. We pay for her to come over from the Philippines for six months and then she goes back for 2 weeks and my father then comes over for the next six months, it works very well. It is much cheaper than paying £600 a month to the nursery. We take leave for the two weeks to look after the children when the Grandparents are changing over, we definitely prefer the Grandparents to care for them, it is how we traditionally look after children from generation to generation. The four year old goes to Breakfast club 2 days a week".

"I am trying to work out our shifts so that we do not need any childcare apart from the free entitlement."

Main factors in choosing childcare

All of the respondents that had children in formal childcare said that they had to use childcare to enable them to work and had no other options.

Most parents also referred to the quality of childcare they accessed as being an important factor in their choice of childcare.

Choice of specific childcare setting was mainly due to word of mouth from other parents.

Others also used informal childcare and this allowed them to keep working. They used grandparents and friends as they lived close by.

A small number of parents had accessed information provided by the council or had found information themselves via the internet.

Why childcare used

- All users of formal and/or informal childcare said that they only chose to use childcare because of work and most said that they would rather not have to use it
- Some used the nursery to prepare their child for school and to allow them to socialise

Difficulties experienced in finding childcare

Difficulties experienced included:

- Closing down of childcare settings
- Long waiting lists for nursery – have to put child's name down as soon as wife becomes pregnant
- General lack of places
- Difficulties in trying to put children into an after school club because it had been at full capacity

Reasons for not using childcare

The main barrier to all of the parents was the cost of childcare. They had to consider whether it made economic sense to pay for childcare when the cost would use up the income earned.

"I have 4 children it is too expensive so I am not using any childcare."

"The main barrier is cost of childcare, to use much. But also my son is 11, it is tricky age they do not want to be the oldest child at the holiday club."

Parents thought that in order for them to use childcare in the future, the costs associated with childcare would have to be reduced. Also, particularly for younger children, an extension of the 15 hours entitlement would be useful.

Free entitlement

All the parents, with 3 and 4 year old children, were aware of and used their full entitlement; those who had under 3's were going to use the full entitlement when it became available.

Parents would also use the flexible hours offering once available as this was seen as a way of helping parents in planning their childcare and would help reduce childcare costs (particularly during the summer holidays).

"Making the entitlement available over a longer period of weeks would be fantastic as it would help a parent's outgoings to become more constant on a month to month basis."

Issues

None of the respondents had any specific issues with their current childcare. They all suggested that they would prefer to look after their children themselves in an ideal world and they also all commented on the expense of childcare in the area.

How parents cope in school holidays

School holidays put additional pressure on parents. They add significantly to costs of childcare and require parents to make alternative arrangements. These included:

- juggling holiday entitlement to allow them to look after their children

- using more informal childcare
- using holiday camps

“We will juggle the childcare during the summer by using our annual leave and for the remaining couple of weeks we will use the nursery for both our 2 and 5 year old.”

“Childcare becomes very expensive in the holidays if we have to access holiday clubs for the children.”

Affordability

Cost is a big influence on the use of childcare and potentially the over-riding factor. Although all the respondents that were accessing childcare said that the emphasis for them was primarily quality, they did all mention the huge expense of childcare.

Financial assistance

All parents were aware of tax credits and over three quarters received these, with several also in receipt of working tax credits. No parents mentioned the childcare element of working tax credits.

Other parents received childcare vouchers from work and used them towards paying for a nursery.

Those receiving the child tax credit and working tax credit had them added to their annual income and it contributed towards childcare costs.

Information

Nobody at the St Ives meeting required any additional information.

The best information about childcare were: through schools; word of mouth; health visitors; and personally visiting the childcare settings to gain a personal perspective.

Young people

3 groups were held with a total of 26 young people aged between 11 and 14 years in Sawston, St Neots and Wisbech, one of which catered for young people with special needs.

Two venues were formal (paid for) after school clubs and the other was a school offering sports based activities, which some of the young people attended as childcare to give their parents more time for work.

Young people were aware of the difference between after school club (childcare) and after school activities (varied menu) and fully understood the reasons why they attended.

A quarter of the young people attended after school club by choice as they enjoyed it and two thirds of the young people attended one or two nights a week through necessity as their parents were working.

Not all young people in the groups attended an after school club.

Background

Sawston: The afterschool club, 'The Fun Zone' was a free standing building with its own car park next to the school. There was a stage, drinks area and quite a lot of room for pool, table tennis, and other activities. The whole atmosphere was more like a youth club, rather than being a class room for an afterschool club. There was access to the games field, so they could play football and other outside activities. All nine children attended the after school club.

St Neots Community College: has a large afterschool club that runs from 3pm to 5pm and they also run a youth club running from 7 to 9 in the evening, three days a week. They have 250 members and usually about 10 to 15 children attend per session. A third of the children come because the parents are working. There were 9 students at the meeting some of whom used the afternoon club and others who did not. The College has links with Samuel Pepys School for the disabled, who send the older children with autism over during their last couple of years at school.

About a third of those coming to the club had special needs; they continued to come up to age 14, or even older. Their parents liked to know that they were in a safe environment in the period after school, not only so they can work but also so they can have a bit of extra time to themselves.

Thomas Clarkson Community College: has sports status, which gives the students the opportunity to play sport after school. A wide choice of different sports are offered including: football; table tennis; dodge ball; trampolining; badminton; cricket; rounders; rugby; and archery. Art activities are also offered. The sessions were all for an hour after school, with the clubs being funded by the school. There is a large number of non-English pupils in the school.

Favourite activities after school

Main preferences included hanging out with friends and joining in with the activities at the clubs: e.g. crafts such as making Candy Floss and candles; playing 40/40; hide and seek; and games of cricket and football on the playing fields. The Wii and Xbox were also popular.

Those attending liked doing activities together which they were unable to do during the school day, one afternoon they had linked their Nintendos so they could play together.

They enjoyed spending time with friends who they did not see much of during the school day.

"I come for fun, not much else to do."

"I like to hang out with friends."

"Being able to do stuff together which we can't do in school."

Other favourite activities included playing pool, bingo and the fortnightly disco which was (re) starting in the autumn.

"I come as much as I am allowed; I prefer to hang out with my mates."

"To see my friends and get out of the house."

All of the young people who used the after school clubs were interested in the particular sports or art classes they attended. They liked to meet up with friends and learn new things and play sport. There were matches in some sports on Wednesdays. Only a few young people **had** to come to the after school club for childcare; most came because they wanted to and enjoyed the activities.

"There should be more variety, if all the subjects had after school clubs more people would come."

Reasons for not using the afterschool club

Those young people who did not attend after school clubs were quite negative about them and were happier not to attend and be independent. Perceived affiliations also negatively influenced willingness to attend 'clubs' – e.g. school or church, run clubs.

"I ain't got the time. I want go out with my mates."

"I want to hang out with my friends and play football and go bowling."

"Walk the dog, play football."

"The church run holiday clubs but I don't want to go to the church."

School holidays

Activities young people liked to do included cinema, swimming, fishing, computer games and internet.

“Seeing friends and to just hang out.”

Some of the young people had parents at home during the school holidays so there was no pressure to find them things to do.

There was a holiday scheme called Proud to be Loud for children with special needs. This was run for the younger children and from this some were chosen to go on to Fun for Teens, as team leaders. This involved going to team meetings and planning activities. Several children had been on Holidays at Home which operates five days a week, with a trip out each day.

“I like to make new friends work in a team and go on trips.”

“I like to go fishing; there are loads of places around here.”

Most young people said that their parents were quite happy for them to go out with their friends during the holidays.

Young people in Wisbech liked to hang out with their mates, after school and in the holidays. They liked to go shopping in Norwich or Kings Lyn with their friends. They considered it easy to get there by bus.

However, they were very uncomfortable going to the local park, due to the presence of people drinking alcohol and gangs who carried knives. In addition they thought that the park was full of rubbish.

The young people went swimming but said it was crowded; it was free for under 16s and over 65s. The swimming pool has recently been rebuilt with mixed changing rooms which neither the boys nor girls liked.

“There are footie tournaments in the holidays, a couple of times during holidays.”

“I can’t go to the park, druggies go there.”

“We have to go to Peterborough to do anything like go ice skating. In Kings Lynn they have a stupid plastic ice rink, it has a plastic floor and it is like air hockey.”

“The swimming pool is full of old people who moan at you.”

Several were planning to go on holiday with their families or to visit relatives in other parts of the country. None of the group was attending holiday play schemes. They thought that the town of Wisbech was becoming really run down and that there were a lot of ‘foreigners’ (non-English speakers) there.

School pupils

Introduction

Five schools in Cambridgeshire took part in the survey, resulting in a sample of 177 children from a variety of year groups. The children were asked to respond to 10 questions, an analysis of which is provided below:

Q1: What sort of childcare do you go to?

- 82 respondents (46 %) used formal childcare
- 57 respondents (32%) of respondents are cared for by “Other”; a grandparent or older sibling.
- 14 using a CM (8%)
- 53 use after school club (30%)
- Only 9 respondents use breakfast club. (5%)

Qs 2-5: What do you like doing/least like doing before/after school?

Question	Play outside	Crafts	TV/computer games	Indoor games	Other
Q2: What do you like doing most before school?	46	12	104	29	37
Q3: What do you like doing most after school?	92	24	86	31	43
Q4: What do you like doing least before school?	46	67	29	52	28
Q5: What do you like doing least after school?	30	43	29	54	31

- TV and computer games are the overwhelming favourite before school with 48% of pupils, suggesting that many children would prefer to do something lower key before school.
- After school, the picture is somewhat different, with outdoor play being the top choice, the choice of 52% of respondents.
- The spread of responses to questions 2 to 5, reminds us of the importance of offering a range of activities to meet diverse needs of children in OSC.
- When you consider the responses to questions 7 and 8 (below), about improving the choices for before and after school play, outdoor play scores more highly,
- Responses to Q7 & 8 may indicate that children are often used to playing on computer games or watching TV in the mornings before school, but would actually prefer to play outside?

Q6: What do you like best about the adults who look after you?

	Easy to talk to	Play games with me	Do crafts with me	They make Good food	Keep me Safe
Q6: What do you like best about the adults who look after you?	62	64	39	89	113

- The response to the question about childcare staff keeping children safe was overwhelming. 64% of respondents ticked this statement, by far the greatest response.
- Provision of good food was the second most popular response!
- There was equal response to staff being easy to talk to and playing games with the children.

Q7& 8 : If you could improve what you do before school/ after school, what would it be?

	More outdoors	Different crafts	More indoors	Quiet space	Other
Q7: If you could improve what you do before school, what would it be?	59	33	48	61	66
Q8: If you could improve what you do after school, what would it be?	70	40	42	50	60

- Outdoor play is a very popular choice, and highlights the importance of the provision of outdoor play in after school childcare.
- The importance of a quiet space, especially before school should also be noted.

Q9: Why do you go to childcare?

- We received 110 responses to this question,
- 70 children (64%) responded that they attend childcare “Because my parents/carers go to work”.
- 28 respondents (25%) stated the second reason “To play with friends”,
- 12 respondents (11%) stated “Other”, e.g. parent in training etc.

Q10. How do you travel to school?

	Car	Bus	Walk	Bike/ Scooter
Q10. How do you travel to school?	72	7	104	60

- 104 respondents walk to school, 59%
- The second most popular form of transport was the car, used by 72 respondents (40%)
- 33% of respondents travelled to school by scooter or bike

Conclusion/points of note

The key findings from this exercise are as follows:

1. Informal childcare is widely used.
2. Most accessing formal childcare are using after school care rather than a breakfast club.
3. Most children attend childcare because their parents work, or train, though some are there for social reasons.
4. A diverse variety of activities is needed to meet the needs of pupils using out of school care.
5. More attention should be given to accessible outdoor play, both before and after school.
6. For children, the most favoured attribute in the adults that look after them was that they make them feel safe. This is support, if any were needed, for the ongoing high prioritisation of staff suitability, and staff training in support to children and young people in out of school settings.
7. Children also liked adults who play games with them and prepare good food.

Cambridgeshire Employers Study – Parental Demand

Employers interviewed

26 employing organisations were interviewed, evenly spread in size from 1000+ down to 1-9 employees (the lowest number being 4).

Employers were mostly drawn from the private sector but also included charities, public sector and those that worked in government advisory roles – in two cases internationally.

Seven Employers were approached in the Cambridge area and the remaining nineteen across Huntingdon, Royston, St. Ives, St Neots, Ely, Wisbech, Chatteris and March.

Types of business included service sector, retail, manufacturing, R&D, education, healthcare, pharmaceuticals, food processing, printing and postal.

Manufacturing, in particular, represented a mix of traditional and new industries and practice. Factory packaging and food production featured alongside employers specialising in emerging technologies. Typically this latter type included extensive product development and R&D.

Titles and roles of decision makers

The job titles of those interviewed broadly followed a pattern according to company size.

Larger employers had dedicated HR Managers and even Staff Engagement or Compliance Officers. However, among these there was some incidence of remote Head Offices – potentially less aware of local issues – and these may then offer an on-site Personnel Assistant as the appropriate contact for employees.

In addition to this a number of employers (all larger than 150 employees) bought in the services of privately operated telephone based HR services to advise on statutory entitlements and some aspects of company policy - although these were not cited directly in relation to childcare or flexible working practices.

Often the day to day decisions on flexible working were made by senior line managers including Operations or Manufacturing Managers. This was typical of many employers in companies employing more than 50 people. In these instances senior HR would only be aware of more significant decisions that could not be dealt with by the line manager and were subsequently escalated to higher management level.

Senior Managers then were potentially removed from the day to day culture of what would or would not be considered acceptable and also unaware of the reasons given for absence or changes to working arrangements at the individual employee level.

“Mostly I look after these things but only if it is something the line managers can’t deal with, if that is the case it may be passed up to (me) in Personnel.”

One organisation had a dedicated HR contact for childcare advice and another had a team of social support personnel who were available to advise on a range of issues including benefits, legal rights, housing and childcare.

A mix of Senior HR and line manager levels were interviewed.

Among the 'smaller employers' there was a higher incidence of overlap between HR and general administration duties. Contacts included office managers; financial and business administrators; and in the very small employers it was typically the MD who was the decision maker regarding core hours and flexible working practices.

Demographics

The overall view was that males represented a higher proportion of the workforce than females, with sixteen out of the twenty-six respondents citing 50% or higher ratio of males compared to twelve organisations citing 50% or more for females (with two estimating a 50/50 split). Companies employing 100 people or more tended to have a higher proportion of males with the notable exception of healthcare. However, only three employers had the actual gender ratio figures to hand.

It was regularly stated that the employer was less inclined to know an employee's family circumstances when considering the male employee. A high proportion indicated that it was not appropriate to hold that kind of information on their employees; or they thought this was the case.

"We can't ask people about their family circumstances – we just don't hold that kind of information, it's not appropriate - and we're not allowed to make that kind of distinction - are we?"

Only three of the employers that were willing to provide an estimate of numbers of working parents, claimed that less than 20% of their employees had children under the age of 14. Two of them cited an older workforce as the reason – including a department store that employed almost exclusively older women (though the part time hours offered did enable a number of them to undertake childcare duties as grandparents).

The sectors that employed mostly women were skewed markedly towards healthcare and retail or sales roles. Sectors employing mostly men were skewed towards product development, engineering, security, manufacturing, food production (growing/packing) and logistics. Light engineering and manufacturing showed the most even gender ratio.

Effect of the recession

About three quarters of employers interviewed had been adversely affected by the recession. Of those half said they had needed to reduce the workforce and the other half had either not done so (yet), or had stopped contracting out for temporary workers or reduced staffing through natural wastage.

The remaining quarter claimed to have had one of their best years ever and reported strong growth.

Temporary workers

Most organisations said they *did* have additional staffing needs from time to time but that this was customer driven and followed no obvious seasonal pattern. However, for others there were clear seasonal patterns evident, namely Christmas and summer. These were 'peak times' due to regular staff holidays and customer demand. Temporary staff were

often drawn from a pool of known individuals (former or 'overtime friendly' employees) or university/ college students on breaks from study-times.

Additional staff required for large manufacturing or food production orders tended to come via external agencies or as a result of fresh recruitment.

More specialist roles were filled from suitable recruitment agencies or by taking on graduate trainees directly from university.

“Medical staff and others do work 24/7 so we need shifts and a mix of full time and part time. Some (of these shifts) are fixed and others are 'rolling'. It all depends what the service needs are for that area.”

About a third of all organisations consulted said they never used temporary staff.

Working patterns

Three quarters of the companies employed more than half their workforce on a full time basis, with a significant number indicating virtually all employees were full-time, up to 91-100%. The remaining quarter of employers employed a majority of part time staff. These were mainly those in the retail and services sectors. These employers were also those that were more inclined to be employing females.

A little under half of the employers approached did not require any formal staffing outside normal office hours, whilst a small number indicated that one or two specialist roles (delivery drivers, service engineers) may require 'anti-social' out of hours working at least sometimes. Another small number suggested that extra or unsocial hours may be requested to meet customer demand on an irregular basis but that this was voluntary (though important to the company).

Senior managers that were required to spend some time away conducting business nationally or internationally did so as part of their basic employment expectation. Thus, these were not cited as additional hours. However, there were a small number of notable exceptions involving women in senior roles. They had clearly re-configured their working arrangements to accommodate the staff.

Shift work

A number of employers offered fixed shifts as part of a flexible working package to cover service demands whilst maintaining a regular pattern for employees. Only a very small number of businesses approached during the wider course of the study were dependent exclusively on a rolling shift pattern. In most instances it was offered alongside a 'fixed shifts' option with a tendency for the changing shifts to be taken up by workers that do *not* have children.

“We tried to find some shift workers for you, when I actually came to look I found most of the people working the shifts were younger, single people with no children – it came as a surprise to me because we have a lot of shifts!”

“The 'kids' (anyone up to their mid twenties!) prefer the long shifts – they like having the three days off to go and do their thing!”

“The rolling shifts are run by the older guys, we keep our staff here, some have worked for years, the children are grown up but the 2-10 and 6-2 is a way of life for them.”

Organisations in the social service sector were more inclined to offer traditional 2-10, 10-6 and 6-10 type shifts or intensive 12 hour shifts with a ‘two on, three off’ type pattern to cover nights. Notably within healthcare this responsibility fell disproportionately to women, though less so in other social service sectors. Only a small number of manufacturing companies relied exclusively on shifts. For the most part, a mix of fixed and rotating patterns was offered.

A number of larger organisations offered the option to place family members on opposite shifts to one another so one could always be at home to meet social or familial responsibilities. This was popular with employees who were able to maximise earning potential without incurring childcare costs.

When all work ‘outside normal office hours’ was taken into consideration, evenings and early hours were referred to equally, overnight a little less so. The most commonly cited non-office hours were weekends. However, in social and retail roles ‘weekends’ are considered to be core hours, whereas in the context of manufacturing this was more likely to be occasional overtime and technically, at least, optional.

Ability and willingness by employees to cover additional hours was valued by employers who may have occasional needs. However, these ‘unusual’ needs may prove difficult to cover if the employer has too high a proportion of staff with family responsibilities. The employer could struggle to get the required over-time covered and this can clearly cause issues, even for companies that demonstrated a family-friendly attitude to employment.

“We are very much driven by demand from the supermarkets. If we do not respond we do not get work and no one has a job, it is that simple. Longer hours (working) could mean longer hours in childcare and that is just too expensive if you are paying out more than half your wages in childcare. It would have to be cheaper - or people are better off using family - that is typically who we get here. The benefits system is detrimental to the earnings limit; it is so low that if they work more they get it taken off them. This makes it difficult for me to respond. If I ask them to work extra hours they just get it taken back off them so it makes it difficult for me to employ too many in that situation.”

A number of employers in diverse sectors and requiring different skill levels reported that offering family-friendly working patterns improved the calibre of staff available to them because this attracted workers who might otherwise be lost to the employment pool.

“We provide all the help in terms of advice and flexibility; it allows us to have a better choice of employees.”

Self rostering within working teams and a general inter-changeability of full and part time shifts were cited as ‘other’ patterns – most notably in social care roles.

Role of employer in providing or supporting childcare

The single most consistent attitude held by employers towards support with childcare was that they, as the employer, should not be prescriptive. The employers believed that it must be the parents’ decision to sort out childcare and agreement must be made between the

employee and the employer regarding working patterns that enabled parents to make their own arrangements.

This mostly took the form of:

- offering working practices that were thought to be child friendly
- making childcare easier for newly employed parents
- a willingness to be flexible, whenever possible, to enable parents to make alternative arrangements if circumstances changed

“I don’t believe there is a role (for us) other than to be flexible if we can be and let people make their own arrangements.”

These attitudes were consistent across the skill and income spectrum, cited by beauticians, food stores, factory managers and high tech R&D. Reasons given were diverse:

“We need to be supportive of parents and be flexible where possible but we will not find or provide childcare - that is up to the parents. It is not easy for an employer to do much because families vary; there is no simple off the shelf solution, what we might put in place it could be all wrong - that has to be up to parents.”

“They (Cambridgeshire County Council) should be available in an advisory capacity. It is dangerous for employers to be prescriptive; it puts the reputation of the employer at the mercy of the quality of the provider. If we are seen to endorse (then) we are responsible and we do not have the resources or knowledge base to ensure (good practice) that is the local authority’s role.”

“For a small business it is difficult to carry too much paid time off. The secretary once worked school hours and that worked ok, we can’t afford to have someone away for too long.”

Family friendly policies and support

Spontaneous responses to the question ‘...please describe the support offered’ were most commonly about informal policies of ‘flexibility where feasible’ although the details as to what was ‘feasible’ or not was subject to interpretation. ‘We would be willing to talk about an arrangement if the subject came up’ was by far the most common response at this stage, with some employers offering examples. Flexibility for ‘emergency’ use of paid holiday leave and an acceptance that unpaid leave may be required was also commonly indicated – but often as a short term measure only.

Both these practices were understood to be evidence of family friendly policies although attitudes varied from upbeat commitment to flexible working to a very cool tolerance of occasional emergency leave.

“We will talk about our policies, childcare vouchers, what would happen if.... If there is an emergency there is unpaid leave, in the long term we may be able to adjust hours, it depends on the role. If the problem was more permanent - two months or more - we may have to consider if we can make it work at all.”

“We can allow paid leave for things other than sickness three times per year, if someone is phoning in every other week we have to say it is unpaid.”

Self-rostering, salary sacrifice, flexible carer schemes, discount deals with private external childcare providers, specialist staff care support teams or temporary working from home were all mentioned once or twice in respect of family friendly policies and support; and other respondents mentioned these later upon reflection.

Support in finding local childcare

Help in finding childcare mostly took the form of informal advice - either from the respondent, office team or via informal use of a staff intranet system. Advice could involve discussing personal experience of local childcare provision; helping to Google the subject; trawling the various government websites. This approach was reasonably widespread but only four of the larger employers offered any formal source of information on childcare providers and, of these, three directed parents to a linked nursery (though one also held a link to Cambridgeshire Family Information Service F.I.S).

“There is a link on the staff intranet to a Cambridgeshire agency (I don’t know offhand which one) that holds that information.” (This proved to be Cambridgeshire F.I.S).

“My daughter is in the office and she knows about these things and tells anyone she thinks it may be relevant to.” (Her daughter has used local childcare)

There was a concern that being too generous with childcare support could be a threat to competitiveness.

“I get the feeling that our arrangements are quite child friendly and that we often get sacrificed for someone else’s work - the wife’s boss will go mad if she takes time off or something of that order, they don’t say that up front but sometimes you think that is happening and also people claim sick time for themselves when it is really a child that is unwell. I feel we are left to take the lion’s share of the responsibility. This is not fair; other companies should be made to pull their weight.”

In marked contrast to provision of vouchers and workplace nurseries, family friendly working policies were not specifically regarded as a positive inducement to recruitment. Willingness to be adaptable was for many something that happened as needed and at interview the prospective employee was expected to have their own strategy in mind.

“You don’t start a job interview by talking about complications.”

However, most of those offering vouchers or with access to a nursery did mention these spontaneously as benefits to parents at the recruitment interview stage.

About a fifth of those asked said there was no specific person employed who would/could advise on family friendly issues. Any strategies that were available tended to be informal.

Workplace nurseries

Three organisations offered work place nurseries of sorts but all were independently run and also available to families not employed at the place of work. Two of these were set up

on industrial or science parks where they provided a value added feature (mostly) for the use of resident companies.

Even here use of the facility was clearly flagged as optional – with many parents choosing alternative arrangements.

None of the employers interviewed expressed an interest in setting up a workplace nursery because of issues which included: inappropriate settings; cost; risks; and information barriers. In the main employers simply felt it was not their role to get involved in childcare provision.

“Demand could come and go - but the costs would not.”

“This is not the job we set up to do – it is not our expertise.”

Three organisations had staff incentive schemes that included discounted rates at certain providers. This tended to be negotiated with childcare chains on a national level.

Uptake of such incentive schemes was high where it was offered and was seen as positive for recruitment and staff retention. However, it was rated slightly less highly as a staff motivator, because the employers simply viewed that parents ‘would have to make arrangements somewhere anyway’.

Childcare vouchers

These were popular, just over half the employers offered them, and a number of employers expressed interest in setting up a voucher scheme in the future. They were seen as a positive way to facilitate working parents without taking on direct responsibility for the arrangements.

Some employers were concerned that the scheme had direct costs to them to run it – they were unaware that this was a tax relief scheme - and so thought of it as financially inappropriate. Another concern was that it would require too much ‘red tape’, a cynicism that such government initiatives were made deliberately inaccessible.

“We have to draw the line in terms of what we can afford, we don’t offer childcare vouchers.”

“I have tried to work with various initiatives in the past - training was a memorable one.... We had to put this minimum number on to be accepted and for a small company that was ridiculous ... so if we wanted to implement childcare vouchers what would happen?”

“I did not know it was a tax incentive, I thought we would have to pay; also I think they use informal childcare mostly.”

Two respondents explained that they had set a voucher scheme up after seeing one in action at a previous place of employment.

A number of people expressed surprise at the low uptake of the voucher scheme and wondered ‘out loud’ if line managers were making people aware of the scheme. High use of informal care was another possible reason.

Like workplace nurseries, uptake was seen as positive for recruitment and retention but slightly less so for motivation.

“Childcare vouchers are popular - that could be promoted as they are quite simple to administer and as it is a tax saving it is not too much trouble for the company. I used to run a scheme at my previous company.”

Work life balance

There was an additional concern around becoming too directly involved in supporting childcare and this was the need to be – and be seen to be – even handed with benefits. If too much was done to support parents this could be seen as discrimination relative to others.

“It is a re-evaluation to ensure it (family support package) is effective for parents and being as fair as possible. We have a discount pot and it needs to be useful to all – not just parents.”

“(We offer) advice on the voucher scheme, tax credits and the on-site nursery, also our salary sacrifice scheme and flexible carers leave - though this is not specific to childcare, it could be used for any family situation.”

“I feel we have a very supportive ‘carers leave’ policy and it is useful to parents, but it is just as useful to grandparents and people with elderly relatives or sick partners – it has to be available to everyone who needs it.”

Known problems and key improvements

There was a rarely challenged assumption throughout the study that women would (and probably should) hold principle responsibility for childcare. This was true across the skills and income spectrum and whilst not singled out as a problem per se, it did shape the issues that were seen as problematic.

“If a child is ill, mum has to stay home - I think we are all a bit old school around here.”

“My daughter had a super job (as a senior forensic scientist) but still struggled to find the cost of childcare. Services were good but when she had the third child she had to leave.”

“We are unable to offer flexible working for the most part; when someone has travelled from China to attend a product development meeting you cannot have the project leader away on flexi time. One woman arranged to move to more lab based work so she could have some flexibility to do the school run.”

“We would try to be helpful if it came up but we employ blokes.”

“Parents often do not work in the same place or town anyway so there are travel times to consider out of Cambridge too, if you want a flexible work force this has to be considered. Having to drag a child too far is not good for the child. Getting around Cambridge on the A14 can take anything between half an hour and 2 hours and if you work 9-5 guess which one it is!”

“We need nursery spaces that are good quality and affordable. We have had people asking if the nursery could open until 9.00pm. We close at 6.00pm. It is a fine line. We want what is good for the parent but also the child too. Nannies and childminders are more flexible for the late shifts. We do understand this can make things difficult for single parents.”

Some employers close to the county boundary, or larger organisations offering a large number of professional roles, also reported that women were less likely to commute into Cambridgeshire for work for this reason so childcare would ‘more logically’ be sited nearer to home (outside Cambridgeshire).

Cost

This was the most commonly cited barrier to childcare.

“It is a low pay industry and if you are paying for childcare you are working for nothing. It is just not cost effective.”

“Cost is a big concern locally; my daughter had a super job but still struggled to find the cost of childcare.”

“From the organisations that approach me about being eligible for our discount programme there seems to be huge provision but cost is an issue. They understand what their costs are to provide quality but worry that parents can’t afford them.”

Problematic provision for older children and the summer holidays

Employers were aware of the problems that summer holidays present employees, particularly those with older children.

“We also have links to a company that runs out of school activities for children of all ages - including older ones – that is popular. We do have a policy where we encourage parents to save up for that over the preceding 12 months so the cost is covered and it is less of a struggle when the time comes. Parents are happier over the holiday period when the holidays are sorted. The holiday club is always oversubscribed.”

“It could help to make some of the provision viable - especially school holiday provision – that we know is a struggle sometimes.”

“Once a child gets to school it can be more difficult because the schools often start even later and there are few breakfast clubs. Another hole is for the 10-11 year olds, the childminders don’t really want them - they are better geared for the younger ones but they are too young to be left. This stage can be a real problem unless you have family.”

Employer attitudes to the benefits of adequate childcare provision

Just over a third of employers believed access to suitable childcare provision was highly important to recruitment, retention *and* avoidance of absenteeism.

The remaining two thirds indicated that **recruitment** benefited most when there was good childcare provision even though many underplayed this benefit relative to their own family

friendly policies. This is in keeping with the opinion that most people assess childcare options *before* deciding what jobs are available and suitable rather than the other way round.

“Individuals choose us because they can work round us - we keep staff anyway.”

Retention and **absenteeism** were both helped equally by positive childcare provision but were considered slightly less sensitive to it. In terms of retention, people left for many reasons, therefore family commitments - that could not be accommodated with a change of working pattern - were *not* thought to be a particularly common reason for leaving.

However, a number of respondents neither knew the reasons behind staff leaving nor did they think it appropriate that they did know.

Similarly, amongst this ‘two thirds’ of employers, formal childcare provision was *not* seen as highly relevant to reducing absenteeism.

“It is for short term sickness mostly because if there is no family available you cannot send a sick child to the nursery anyway.”

“When one of our employees had to go home (to Eastern Europe) for a few months (because of a child and elderly relative) we arranged a period of leave for her, it was rare and we were quite willing to accommodate it on a case by case basis.”

This perspective was confirmed when the question was later reversed and organisations were asked if childcare provision had ever caused problems for recruitment or retention. Only three said yes and reasons given reflected perceptions of cost and availability for the small number of parents concerned.

“It is usually just a glitch on the day - not so much a long term problem and it can’t be helped - I don’t know how to get round it really.”

“If you are worried about your kids it is difficult to concentrate on anything properly.”

“It (childcare) is expensive and a shock to people coming back from maternity leave.”

Awareness and uptake of WFTC

In sixteen (more than 50%) of the employers awareness of WFTC by employees was either ‘excellent’ or ‘more than half’ of employees were aware. Three employers thought awareness was poor but seven simply did not know. The number of ‘don’t knows’ rose to thirteen out of the twenty six when employers were asked to estimate uptake. Since claiming WFTC no longer involves the employer that information was described as *“...invisible to us”*.

Those rating awareness as ‘excellent’ did tend to estimate a higher proportion of uptake but, as uptake was also linked to the proportion of eligible individuals employed, these figures varied and were often at odds with the perception of awareness. The most common estimate of uptake was ‘over half’.

Ten employers did claim to inform employees about WFTC but the degree to which this information was disseminated was ‘active’ varied. The most common approach was to

mention Tax Credits at induction, but this might form part of an induction pack rather than be raised in discussion. Other approaches included:

- information being available from HR when requested
- support with using the internet
- the provision of relevant telephone numbers
- being mentioned at maternity or paternity leave
- information put on notice boards
- links to the relevant websites being available on the staff intranet or referred to in staff handbooks

Some of the employers who offered Voucher schemes mentioned WFTC at the same time.

Some employers, including a number that did not actively inform employees about WFTC, simply felt that the relevant people *'just seem to know'* because they are *'switched on'* or *'just talk to each other'*.

The role of Cambridgeshire FIS

Only two employers claimed to have heard of Cambridgeshire Family Information Service (F.I.S) and of those only one had made contact.

"I think they provide part of the information available through Opportunity Links (C.I.S) and that covers most of these subjects."

Eleven employers did not wish to be in contact with the FIS and fifteen did.

Access to local childcare provision lists; information on Childcare vouchers; free nursery entitlement; working family tax credit; and (slightly less often mentioned) information on maternity and paternity leave were all asked after.

The clear role for Cambridgeshire County Council as identified by employers was as a source of up to date and accessible information on all of the above issues. For some it was about having information to hand for people when they needed it, whether to hand out directly or 'signpost' to a parent so that they could find it themselves.

"In all we benefit from getting people back into employment as an employer and just generally for the area as I think people feel better so the more you can help the better. Make sure the relevant information is available to us if people ask but also make it available to parents direct so they can choose their own solution."

"If I worked in a place where these issues came up it would be important. I think access to good advice is important as a general principle. Most employees prefer to deal with this sort of thing within the family and we have a very low staff turnover. It would be good to be able to direct people to the information they need, a website would be good or a telephone number for more specific issues. I want to be able to say if the matter arose - here, you can contact these people."

"They need to provide the childcare for parents to access, be there for them not us. We could hold information, we could be the point-of-contact to signpost parents to the information they need."

There were mixed preferences for written formats, websites, or the option of making a phone call.

“Just be on the end of the phone if we need them - if we have an enquiry.”

“It would be nice to have general information. When you are pregnant you get a book telling you about entitlements and rights. I wish there were something similar for employers, with the updates - it would help us not to have to chase new developments in legislation. A website would be good. A one-stop-shop for employers. The employment law update that we get from Jordan’s Law (by private subscription) is a good model. We just log in. We do use the government websites too but it can be a trawl.”

A number of employers would like to be flagged about any significant new developments in changes to their obligation to employees with families.”

“It is very important that the information you have is accessible to employers. We need to be up to date but there are lots of things to keep up to speed on, so do please put it on a plate for us.”

“We would like updates on changes - and maybe they could ask us for information. As a private school sometimes we are aware of these (childcare) needs and sometimes we are asked by parents, it could be a benefit to both sides. We get feeders on child protection issues but no more than that.”

Other employers also envisaged a networking role for the County Council.

“It is a signposting role; maybe develop a network of local employers on a ‘this is what we can do for you’ basis. If someone was setting up a site we could let people know about it. People come in from Kings Lynn and Bury St Edmunds, it could help to make some of the provision viable - especially school holiday provision that we know is a struggle sometimes.”

Others feel that there is no further role for the County Council.

“They do support us very effectively in the sale (or non-sale) of age restricted products so we have a good relationship with them but I cannot imagine a bigger role for them.”

“There is not much role for the local authority. We use websites like Direct.Gov and expect them to provide the information. It is a national issue unless there is a county specific issue and I can’t think of any. Rural issues seem to be similar nationally.”

Employers

There is a consistent cultural assumption that looking after the children is still a female responsibility. This seemed not to be contested, even by relatively senior women interviewed during the course of the study.

There appeared to be a willingness and often a preference for use of informal care where it was available, mainly as it was affordable and more flexible.

Parents are seen to be responsible for making their own childcare arrangements; employers can support flexible working and the local authority can help to provide it and support employers in being flexible.

It is important that family friendly policies should form part of a wider work/life balance from which all employees may benefit.

A shortage of nursery places was identified; they tended to be seen as having 'proper facilities' for children. However, childminders were seen as potentially more flexible.

The provision short-coming that was most often mentioned by employers was the lack of cover for a few hours either side of the working day to allow for meetings overrunning and commuting times – identified as 'extended' around Cambridge in particular.

The structure of the benefits system was also seen by many as a disincentive to those employing people, in particular women, on a part time basis. There was also a specific problem when additional hours were needed to cover short term service demand.

The cost of childcare was widely seen as a barrier to work, particularly in low pay industry sectors.

Few employers expressed plans to develop further support for families except those who routinely evaluate broader employee benefit packages - usually on a national scale. One contact included a more specific commitment to extend existing parental leave policies to grandparents and 'others' and another explained that forthcoming re-structuring would be 'closely evaluated by the unions' for its effects on parents. This was entirely in keeping with the wider concern about fairness in concessions and benefits made available to employees.

Family friendly policies were generally regarded as a positive way forward by most employers though it seems likely that attitudes vary between workplaces. Decisions about and working culture with regards to flexible working may often be left to relatively junior line managers on a day to day basis.

There was some interest in setting up voucher schemes.

There was a very low awareness of Cambridgeshire F.I.S and its principal role identified was to provide an updated source of information about obligations to employees who are parents and benefits and support available to children. Cambridgeshire FIS should be the signposting hub, both for their own use as employers and as somewhere employers can direct parents.

Childcare Supply

In December 2010, there were 1493 early years and childcare providers in Cambridgeshire, providing a total of 27,910 childcare places

Childcare registrations broken down by type are as follow:

Provider type (by registration)	Number in Cambridgeshire
Childminder	873
Out of school care	152
Holiday Play scheme	120
Pre-school playgroup	118
Extended day playgroup	61
Day Nursery	92
Maintained nursery schools & classes	31
Nursery units of independent schools	12
Private nursery schools	22
Creche	12
TOTAL	1493

NB: While the figure for childminders is 873, this figure is all childminders registered and active. This figure may be lower as some are not caring for children at present.

Childcare places available by district are as follows:

Childcare places for 0-4 year olds:

Total places available	2007	2008	2010
Cambridge City	3732	3008	3932
East Cambridgeshire	1582	2213	2083
Fenland	1555	1524	1877
Huntingdonshire	4030	4167	5934
South Cambridgeshire	3282	3508	4665
TOTAL	14181	14420	18491

NB: Including maintained nursery provision

There has been a significant increase (4,310) in the number of early years places across the County as a whole. Huntingdon and South Cambridgeshire has seen the most increase with 1904 and 1383 places respectively.

Childcare places for 4-11 year olds:

Total places available	2007	2008	2010
Cambridge City	2673	2230	1770
East Cambridgeshire	828	679	727
Fenland	991	848	754
Huntingdonshire	4721	3762	4096
South Cambridgeshire	2931	2183	2072
TOTAL	12144	9702	9419

There has been a decrease of childcare places (2,725) for school age children in recent years. Cambridge City has seen a significant drop of 903 places.

LOCALITY	Registered places per 100 children (aged 0-14)	
	2007	2010
Wisbech	14.8	16.0
March and Chatteris	18.1	18.1
Whittlesey	16.1	22.2
Ely, Littleport and Witchford	21.6	21.5
Bottisham, Burwell and Soham	20.2	20.9
St Neots	29.3	27.3
Huntingdon	34.6	33.8
Ramsey, Sawtry and Yaxley	23.5	25.0
St Ives	39.7	32.9
Cambridge North	30.0	27.6
Cambridge South	38.2	32.1
Sawston and Linton	30.3	26.7
Bassingbourn, Melbourn, Comberton and Gamlingay	21.1	22.4
Cottenham & Swavesey	23.0	20.6

Appendix 1 – Parental demand questionnaire

Cambridgeshire Childcare Sufficiency Assessment – Parental Demand Survey **ver 5**

Interviewer name:	
Date of interview:	Location:
<p>Introduction</p> <p>Good morning/afternoon/ evening. My name is from Morgans Research. I am calling on behalf of Cambridgeshire County Council. We are conducting a childcare needs assessment with parents and carers resident across Cambridgeshire.</p> <p>We are working for the Children's and Young peoples service based in Cambridge. They have commissioned us to talk with parents across Cambridgeshire about their use of childcare, barriers to use and the types of childcare you would ideally like to use.</p> <p>Our discussion will take approximately 5 to 10 minutes depending on the number and age of your children and use of childcare.</p> <p>I'd like to assure you that all the information you give will be kept in the strictest confidence and used for research purposes only. It will not be possible to identify any particular individual or address in the results.</p> <p>Should you wish to verify the bona fide nature of the project you can call Faye Betts at the Cambridgeshire Children and Young Peoples team on 01954 283373 to check. Alternatively, we are members of the Market Research Society and you can call them on 0500 39 6999.</p>	

Background Details

Name of Respondent	
Postcode of Respondent	

QH. How many children are there aged 0-17 years in your household?	QI. How old are the children in the household? YOUNGEST FIRST TYPE IN AGES	QJ. Do any of your children aged 0-14 years have any additional needs or disabilities?	QK. Do you have a child aged 15-17 years who has additional needs or a disability?
One <input type="checkbox"/>	Child 1	Child 1 Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> REF <input type="checkbox"/>
Two <input type="checkbox"/>	Child 2	Child 2 Yes <input type="checkbox"/> No <input type="checkbox"/>	
Three <input type="checkbox"/>	Child 3	Child 3 Yes <input type="checkbox"/> No <input type="checkbox"/>	
Four <input type="checkbox"/>	Child 4	Child 4 Yes <input type="checkbox"/> No <input type="checkbox"/>	
Five plus <input type="checkbox"/>	Child 5	Child 5 Yes <input type="checkbox"/> No <input type="checkbox"/>	
NONE <input type="checkbox"/> QK	Child 6	Child 6 Yes <input type="checkbox"/> No <input type="checkbox"/>	

QL. What is the nature of the additional needs or disability of this child?	CHILD 1 (QJ1)	CHILD 2 (QJ2)	CHILD 3 (QJ3)	CHILD 4 (QJ4)	CHILD 5 (QJ5)	CHILD aged 15-17 (QK)
Physical Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavioural or Emotional Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory Impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undiagnosed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (write in):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QM. Would you describe your household as a one parent family or a two parent family?	
One parent	1
Two parent	2
Other (write in):	3

QN. Which of the following circumstances applies to yourself?		QO. (If applicable) which of the following circumstances applies to your partner	
Home looking after children	1	Home looking after children	1
Work full-time 30 + hours QP	2	Work full-time 30 + hours QP	2
Work part-time 16-29 hours QP	3	Work part-time 16-29 hours QP	3
Work part-time -16 hours QP	4	Work part-time -16 hours QP	4
Registered unemployed	5	Registered unemployed	5
Unemployed but not registered	6	Unemployed but not registered	6
Member of Armed Forces	7	Member of Armed Forces	7
Full-time student	8	Full-time student	8
Part-time student	9	Part-time student	9
On a training scheme	10	On a training scheme	10
Voluntary work	11	Voluntary work	11
Carer	12	Carer	12
Retired	13	Retired	13
Other (write in):	14	Other (write in):	14

QPa. Do you regularly work outside of traditional (Monday to Friday) 8.00am - 6.00pm hours?			
Yes <input type="checkbox"/> No <input type="checkbox"/>			
If Yes, what period(s) apply?			
Evenings	1	Weekends	3
Overnight	2	Early Mornings	4
Other (write in):	3		
QPb. Does your partner regularly work outside of traditional (Monday to Friday) 8.00am - 9.00pm hours?			
Yes <input type="checkbox"/> No <input type="checkbox"/>			
If Yes, what period(s) apply?			
Evenings	1	Weekends	4
Overnight	2	Early Mornings	5
Other (write in):	3		

Childcare Usage

Q1. Do you currently use childcare for any of your children? By childcare we mean the use of formal childcare such as childminders, day nurseries, playgroups, out of school clubs and activities and holiday schemes and or the use of informal arrangements such as yourself, a partner, older siblings, family including grandparents, friends or neighbours.	
Yes I do <input type="checkbox"/> No, childcare only provided by parent(s) <input type="checkbox"/> Go to Q1C	
Q1A. If Yes, do you use any Formal Childcare – registered with Ofsted – for:	
Child 1	<input type="checkbox"/>
Child 2	<input type="checkbox"/>
Child 3	<input type="checkbox"/>
Child 4	<input type="checkbox"/>
Child 5	<input type="checkbox"/>
Child (15-17)	<input type="checkbox"/>
Q1B. If Yes, do you use any Informal Childcare – which is not registered with Ofsted – for:	
Child 1	<input type="checkbox"/>
Child 2	<input type="checkbox"/>
Child 3	<input type="checkbox"/>
Child 4	<input type="checkbox"/>
Child 5	<input type="checkbox"/>

Child (15-17)	<input type="checkbox"/>
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GO TO Q2A

Q1C. Why do you NOT use any childcare (except for you and a partner)?	
Prefer to look after child(ren) myself	1
One parent is always home to provide childcare	2
Consider that children are old enough to look after themselves	3
Lack of childcare places of choice	4
Cost of childcare is too high	5
Doubts about quality	6
Inconvenient locations	7
Lack of transport	8
Prefer my child is look after by someone my child knows	9
I don't trust anyone else to look after my child	10
Inconvenient times	11
Lack of awareness of what childcare is available/Lack of information	12
Other (write in):	13

Q1D. Would you like to use formal childcare for any of your children?						
Yes <input type="checkbox"/>	No <input type="checkbox"/>	IF NO GO TO END (unless have 2, 3 or 4 yr old)				
If Yes, for which child/children would you use formal childcare?	Child 1	Child 2	Child 3	Child 4	Child 5	Child (15-17)
Private Day Nursery						
Q17ba NUMBER OF HOURS PER WEEK						
Children's Centre Nursery						
Q17bb NUMBER OF HOURS PER WEEK						
Pre-school/playgroup						
Q17bc NUMBER OF HOURS PER WEEK						
Nursery class attached to primary or infant school						
Q17bd NUMBER OF HOURS PER WEEK						
Nursery class attached to an independent school						
Q17bE NUMBER OF HOURS PER WEEK						
Workplace Nursery						
Q17bf NUMBER OF HOURS PER WEEK						
Crèche						
Q17bg NUMBER OF HOURS PER WEEK						
Registered childminder						
Q17bH NUMBER OF HOURS PER WEEK						
Special provision for disabled children or additional needs						
Q17bJ NUMBER OF HOURS PER WEEK						
After School Club						
Q17bK NUMBER OF HOURS PER WEEK						
Breakfast club						
Q17bL NUMBER OF HOURS PER WEEK						
Holiday Playscheme						
Q17bM NUMBER OF HOURS PER WEEK						
Out of school club that operates holiday provision						

Q17bN NUMBER OF HOURS PER WEEK cont						
Nanny/Au-Pair						
Q17bP NUMBER OF HOURS PER WEEK						
Other (write in):						
Q17bQ NUMBER OF HOURS PER WEEK						
Other (write in):						
Q17bR NUMBER OF HOURS PER WEEK						

GO TO Q4

Q2a. Why do you use Formal Childcare? Multi-coding allowed		
Q2b. What is the main reason for using formal childcare? ONE answer only		
Enables me to go to work	1	1
Enables longer/extended working hours	2	2
Enables me to study	3	3
Enables me to attend training	4	4
Enable child(ren) to socialise	5	5
To get child(ren) ready for school environment	6	6
Something for child(ren) to do in the school holidays	7	7
For respite	8	8
Other (write in):	9	9

Q2c. Why do you use Informal Childcare? Multi-coding allowed		
Q2d. What is the main reason that you use Informal Childcare? ONE answer ONLY		
Enables me to go to work	1	1
Enables longer/extended working hours	2	2
Enables me to study	3	3
Enables me to attend training	4	4
Enable child(ren) to socialise	5	5
To get child(ren) ready for school environment	8	8
Something for child(ren) to do in the school holidays	9	9
For respite	10	10
It is a more affordable option than formal childcare	12	12
Other (write in):	13	13

Q3. During school <u>term-times</u> please tell us what specific types of childcare you use for your child/children?	Q3a1. Childcare used		Q3a2. For how many hours do you use this type of childcare during a typical week?		Q3a3. Do you ever use this childcare anytime before 8am?		Q3a4. Do you ever use this childcare after 6pm at all?	
	Child 1 and Child 2							
Formal Childcare	C1	C2	C1	C2	C1	C2	C1	C2
Private Day Nursery					Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Children's Centre Nursery					Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Pre-school/playgroup					Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Nursery class attached to primary or infant school					Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Nursery class attached to an independent school					Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Workplace Nursery					Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>

Crèche					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Registered childminder					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Special provision for children with additional needs or disabilities					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Breakfast club					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
After school club					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Nanny/Au-Pair					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Other (write in):					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Do not use formal childcare in term time								
Informal Childcare	C1	C2	C1	C2	C1	C2	C1	C2
Grandparent					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Older brother/sister					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Other relatives					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Friends					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Neighbours					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Paid baby sitter					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Do not use informal childcare in term time								

Q3. During school term-times please tell us what specific types of childcare you use for your child/children? Child 3 and Child 4	Q3a1. Childcare used		Q3a2. For how many hours do you use this type of childcare during a typical week?		Q3a3. Do you ever use this childcare anytime before 8am?		Q3a4. Do you ever use this childcare after 6pm at all?	
Formal Childcare	C3	C4	C3	C4	C3	C4	C3	C4
Private Day Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Children's Centre Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Pre-school/playgroup					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Nursery class attached to primary or infant school					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Nursery class attached to an independent school					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Workplace Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>

Crèche					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Registered childminder					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Special provision for children with additional needs or disabilities					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Breakfast club					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
After school club					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Nanny/Au-Pair					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Other (write in):					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Do not use formal childcare in term time								
Informal Childcare	C3	C4	C3	C4	C3	C4	C3	C4
Grandparent					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Older brother/sister					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Other relatives					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Friends					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Neighbours					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Paid baby sitter					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Do not use informal childcare in term time								

Q3. During school term-times please tell us what specific types of childcare you use for your child/children? Child 5 and Child 15-17	Q3a1. Childcare used		Q3a2. For how many hours do you use this type of childcare during a typical week?		Q3a3. Do you ever use this childcare anytime before 8am?		Q3a4. Do you ever use this childcare after 6pm at all?	
Formal Childcare	C5	C 15-17	C5	C 15-17	C5	C 15-17	C5	C 15-17
Private Day Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Children's Centre Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Pre-school/playgroup					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Nursery class attached to primary or infant school					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Nursery class attached to an independent school					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Workplace Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>

Crèche					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Registered childminder					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Special provision for children with additional needs or disabilities					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Breakfast club					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
After school club					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Nanny/Au-Pair					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Other (write in):					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Do not use formal childcare in term time								
Informal Childcare	C5	^C 15-17	C5	^C 15-17	C5	^C 15-17	C5	^C 15-17
Grandparent					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Older brother/sister					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Other relatives					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Friends					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Neighbours					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Paid baby sitter					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Do not use informal childcare in term time								

Q4. Did you use childcare in the school holidays, in 2009 or plan to in 2010, for any of your children?

Yes 2009 Yes plan to 2010 Yes did in 2009 and plan to 2010 No go to Q4b

If Yes, please indicate which child you used/plan to use in the school holidays (then go to Q4a)	Child 1	Child 2	Child 3	Child 4	Child 5	Child 15-17
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4a. Please provide details on the type(s) of childcare used /plan to use in the school holidays?	Q4a1. Childcare used		Q4a2. For how many hours did you use this type of childcare during a typical week in the school holidays?		Q4a3. Did you ever use this childcare anytime before 8am?		Q4a4. Did you ever use this childcare after 6pm at all?	
Child 1 and Child 2								
Formal Childcare	C1	C2	C1	C2	C1	C2	C1	C2
Holiday Playscheme					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Out of school club that operates holiday provision					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Private Day Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>

Children's Centre Nursery					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Pre-school/playgroup					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Workplace Nursery					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Crèche					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Registered childminder					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Special provision for children with additional needs or disabilities					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Nanny/Au-Pair					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Other (write in):					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Other (write in):					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Informal Childcare	C1	C2	C1	C2	C1	C2	C1	C2	C1	C2	C1	C2	C1	C2	C1	C2	C1	C2	C1	C2
Grandparent					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Older brother/sister					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Other relatives					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Friends					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Neighbours					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N
Paid baby sitter					Y	N	O	N	Y	N	O	N	Y	N	O	N	Y	N	O	N

Q4a. Please provide details on the type(s) of childcare used during the school holidays.	Q4a1. Childcare used		Q4a2. For how many hours did you use this type of childcare during a typical week in the school holidays?		Q4a3. Did you ever use this childcare anytime before 8am?		Q4a4. Did you ever use this childcare after 6pm at all?	
Child 3 and Child 4								
Formal Childcare	C3	C4	C3	C4	C3	C4	C3	C4
Holiday Playscheme					Y	N	O	N
Out of school club that operates holiday provision					Y	N	O	N
Private Day Nursery					Y	N	O	N
Children's Centre Nursery					Y	N	O	N
Pre-school/playgroup					Y	N	O	N
Workplace Nursery					Y	N	O	N

Crèche					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Registered childminder					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Special provision for children with additional needs or disabilities					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Nanny/Au-Pair					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Other (write in):					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Other (write in):					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Informal Childcare	C3	C4	C3	C4	C3	C4	C3	C4
Grandparent					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Older brother/sister					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Other relatives					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Friends					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Neighbours					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Paid baby sitter					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>

Q4a. Please provide details on the type(s) of childcare used during the school holidays. Child 5 and Child 15-17	Q4a1. Childcare used		Q4a2. For how many hours did you use this type of childcare during a typical week in the school holidays?		Q4a3. Did you ever use this childcare anytime before 8am?		Q4a4. Did you ever use this childcare after 6pm at all?	
Formal Childcare	C5	C 15-17	C5	C 15-17	C5	C 15-17	C5	C 15-17
Holiday Playscheme					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Out of school club that operates holiday provision					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Private Day Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Children's Centre Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Pre-school/playgroup					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Workplace Nursery					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Crèche					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>
Registered childminder					Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> O <input type="checkbox"/>

Special provision for children with additional needs or disabilities					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Nanny/Au-Pair					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Other (write in):					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Other (write in):					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Informal Childcare	C5	^C 15-17	C5	^C 15-17	C5	^C 15-17	C5	^C 15-17
Grandparent					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Older brother/sister					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Other relatives					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Friends					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Neighbours					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>
Paid baby sitter					Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/> <input type="checkbox"/>

Q4b. Why did you <i>not</i> use childcare in 2009 or don't plan to use in 2010?	
Preferred to look after child(ren) myself	1
Child is/children are too young	2
Size of fees was too high	3
Lack of suitable holiday childcare	4
Times were not suitable	5
Locations were difficult to get to and/or inconvenient	6
Did not know what was available/Lack of information	7
Child(ren) did not want to attend local holiday schemes	8
Quality of local holiday provision is not good enough	9
Doubts about reliability	10
One of us (parent) always at home	11
One/both parent(s) only works during term time	12
One/both parent(s) work from home	13
Other (write in):	97

ASK ALL

Q5. How would you rate the quality of local formal childcare provision?		Q6. What are your thoughts on the number of childcare places that are available in your local area?	
Excellent	1	There are too many	1
Very Good	2	The right number is available to local parents	2
Quite Good	3	There are not enough places	3
Satisfactory	4	There is a significant lack of places	4
Quite Poor	5	DK/NA	5
Very Poor	6		
DK/NA	7		

ASK USERS ONLY

Q7. Which of the following statements best applies to you?	
All of the childcare I use is located in Cambridgeshire	1
Some of the childcare I use is located outside of Cambridgeshire	2
All of the childcare I use is located outside of Cambridgeshire	3
Q7a. If parent stated Code 2 or 3: Which local authority area is the childcare you use, outside of Cambridgeshire, located in?	
Peterborough	1
Northamptonshire	2
Bedfordshire	3
Bedford town	4
Hertfordshire	5
Essex	6
Suffolk	7
Norfolk	8
Lincolnshire	9
Other (write in):	10
Don't know	11
Q7b. Why do you use childcare outside of the Cambridgeshire locality?	
It is the closest option to where I live	1
It is the closest option to my place of work/study	2
It is a more affordable option	3
I like a particular setting/childminder	4
Preferred times are offered	5
Other (write in):	6
Don't know	7

ASK ALL

Q8. How affordable do you believe your local childcare provision is?	
Very Affordable	1
Affordable	2
Sometimes difficult to afford	3
Often difficult to afford	4
Very difficult to afford	5
DK/NA	6
Q8a. If parent stated Code 3, 4 or 5: What type(s) of childcare does this apply to?	
Private Day Nursery	1
Children's Centre Nursery	2
Pre-school/playgroup	3
Workplace Nursery	4
Crèche	5
Registered childminder	6
Special provision for children with additional needs	7
Breakfast club	8
After school club	9
Holiday Playscheme	10
Nanny	11
Other (write in):	12

ASK USERS ONLY (non users go to Q18)

Q9. Overall how satisfied are you with your current childcare arrangements?	
Very satisfied	1
Satisfied	2
Dissatisfied	3
Very dissatisfied	4
DK/NA	5

Q10. Do your current childcare arrangements meet your needs?	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
If No, why is the case?	
Preferred childcare not available	1
Preferred childcare is not affordable	2
Inconvenient times	3
Inconvenient location	4
Doubts about quality	5
Can't get preferred times	6
Other (write in):	7

Paying for Childcare

Q11. Are you aware of the existence of the childcare element of the Working Tax Credit?	
Yes <input type="checkbox"/>	No <input type="checkbox"/> Go to Q11b
If Yes, which of the following statements best applies to yourself:	
I am currently in receipt of the childcare element of the Working Tax Credit	1
I do not qualify to receive Working Tax Credit as I do not use registered childcare	2
I do not qualify to receive Working Tax Credit because of my income level	3
I used to claim it, but no longer do so	4
I found the application process too complicated	5
Application was turned down	6
Had a bad experience	7
Other (write in):	8
NA/DK	9

Q11a. Does the childcare element of Working Tax Credit help to make childcare more affordable?	
Yes <input type="checkbox"/>	No <input type="checkbox"/> Don't Know <input type="checkbox"/>

Q11b. Do you currently receive any of the other following forms of support with paying for childcare?	
Childcare Vouchers	2
Subsidised Workplace Nursery	3
Direct Payments	4
Fair access to care for disabled children	5
Care to Learn Scheme	6
Other (write in):	7
None of these	8

Future Usage of Childcare (ask all current users of formal childcare)

Q12. Will you be using formal childcare in the future?		
Yes, will use more of the same	1	Ask Q13, Q14 and Q16
Yes, but will use a different type of childcare	2	Ask Q13, Q15 and Q16
Yes, will use more of the same AND a different type	3	Ask Q13 – Q16
No	4	Go to Q18

Q13. For which child/children do you intend to use formal childcare in the future?	Child 1	Child 2	Child 3	Child 4	Child 5	Child 15-17
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q14. What type(s) of formal childcare do you intend to continue to use for each child?	Child 1	Child 2	Child 3	Child 4	Child 5	Child 15-17
Private Day Nursery						
Children's Centre Nursery						
Pre-school/playgroup						
Nursery class attached to primary or infant school						
Nursery class attached to an independent school						
Workplace Nursery						
Crèche						
Registered childminder						
Special provision for children with additional needs or disabilities						
After School Club						
Breakfast club						
Holiday Playscheme						
Out of school club that operates holiday provision						
Nanny/Au-Pair						

Q15. What different type(s) of childcare would you prefer to use for your child?	Child 1	Child 2	Child 3	Child 4	Child 5	Child 15-17
Private Day Nursery						
Children's Centre Nursery						
Pre-school/playgroup						
Nursery class attached to primary or infant school						
Nursery class attached to an independent school						
Workplace Nursery						
Crèche						
Registered childminder						
Special provision for children with additional needs or disabilities						

After School Club						
Breakfast club						
Holiday Playscheme						
Out of school club that operates holiday provision						
Nanny/Au-Pair						
Other (write in):						
Other (write in):						
Other (write in):						

Q16. Would you like to have additional childcare hours per week for your child/any of your children?						
Yes <input type="checkbox"/> No <input type="checkbox"/>						
If Yes, How many additional hours of childcare per week would you ideally like to use for each child?	Child 1	Child 2	Child 3	Child 4	Child 5	Child 15-17
Go straight to Q18						

Information (ask all)

Q18. How well informed do you feel about local childcare options and provision?	
Very well informed	1
Fairly well informed	2
Not well informed	3
Poorly Informed	4
Don't know	5
N/A	6

Q18a. What sources of information have you used to find out about local childcare?	
Cambridgeshire Families Information Service	1
Local School	2
Local Childcare Provider(s)	3
<i>Parent Know How</i> Directory	4
Yellow Pages	5
Ofsted Inspection Reports	6
Word of Mouth	7
Library	8
College/University	9
Health Visitor	10
Jobcentre Plus	11
Local community centre/space	12
Other (write in):	13
None	14

Q18b. What sources of information have you used to find out about paying for childcare?	
Cambridgeshire Families Information Service	1
Local Childcare Provider(s)	2
Word of Mouth	3
Jobcentre Plus	4
Employer	5

College/University	6
Internet	7
HMRC	8
Other (write in):	9
None	10

Q18c. How would you classify your awareness of the role and work of local Children's Centres in Cambridgeshire?	
I feel very well informed	1
I feel quite well informed	2
I feel I could know more	3
I do not feel well informed	4
I am not aware of the existence of Children's Centres	5
Don't Know	6

Q18d. Where would you go to get information about Children's Centres?	
Family information Service	1
The Council	2
School	3
Other (specify)	4
Don't know	5

Free Entitlement for 3 and 4 year olds

Question only to be answered by respondents with a 3 year old or a 4 year old.

Q19. Are you aware of the free part time place available to all 3-4 year olds?		Q19a. Do you currently use your free part time entitlement?	
Yes – Go to Q19a	1	Yes – ALL of it – Go to Q20	1
No – Go to Q20c	2	Yes – SOME of it – Go to Q19b	2
		No – NONE of it – Go to Q19d	3

Q19b. How many hours per week do you access the free entitlement?	
Write number:	
Q19c. Why do you not take up all of your free entitlement?	
Lack of availability at times I need	1
Setting(s) cater for irregular patterns of usage	2
Too many hours for my child(ren)	3
Priority is given to 4 year olds	4
4 year old is already at school	5
Other (write in):	6
Go to Q20	

Q19d. Why do you not currently take up your free entitlement place at all?	
Lack of availability at times I need	1
Setting(s) cater for irregular patterns of usage	2
Too many hours for my child(ren)	3
Priority is given to 4 year olds	4
4 year old is already at school	5
Other (write in):	6
Go to Q20	

Q20. Were you aware that from September 2010 the free entitlement will increase to 15 hours per week for 38 weeks per year?	
Yes – Go to Q20a	<input type="checkbox"/>
Yes, as am already accessing 15 hours – Go to Q20c	<input type="checkbox"/>
No – Go to Q20c	<input type="checkbox"/>

Q20a. Will you take up the extra two and a half hours when it becomes available?	
Yes	<input type="checkbox"/>
No – Go to Q20b	<input type="checkbox"/>
Don't know	<input type="checkbox"/>

Q20b. Why will you not take up the extra 2.5 hours?	
Lack of availability at times I need	1
Setting(s) cater for irregular patterns of usage	2
Too many hours for my child(ren)	3
Priority is given to 4 year olds	4
Other (write in):	5
Go to Q20c	

Q20c. From September 2012 the 15 hours per week over 38 weeks of the year will be stretched to allow you to take fewer hours per week but over a longer period of time e.g. 12 hours per week over 47 weeks. Were this available today is this something you would use?	
Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Free Entitlement for 2 year olds

Question only to be answered by respondents with a 2 year old.

Q21. Are you aware of the free entitlement for all 3-4 year olds?		IF Yes: Q22. Do you intend to take up your free entitlement places?	
Yes	1	Yes – ALL of it –	1
No – Go to Q22	2	Yes – SOME of it –	2
		No – NONE of it –	3

QA. Gender of Respondent	Male <input type="checkbox"/>	Female <input type="checkbox"/>
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QB. Which of the following age categories applies to you?	
19 years or under	1
20 – 24 years	2
25 – 34 years	3
35 – 44 years	4
45 – 54 years	5
55 – 64 years	6
65 years +	7
Refused	8

QC. What is your relationship with your child(ren)?	
Mother	1
Father	2
Step parent	3
Foster parent	4
Mixed (more than one)	5
Other (write in):	6

QD. What is your ethnic origin?	
White British	1
White European Other	2
White Irish	3
Other White	4
Mixed White and Caribbean	5
Mixed White and Black African	6
Mixed White and Asian	7
Mixed Other	8
Black Caribbean	9
Black African	10
Black Other	11
Indian	12
Pakistani	13
Bangladeshi	14
Chinese	15
Other (write in):	16
Refused	17

QE. What is your first language ?	
English	1
Polish	2
Rumanian	3
Chinese	4
Urdu	5
Bangladeshi	6
Punjabi	7
Gujarati	8
Bengali	9
Cantonese	10
Other (write in):	11

QF. If known what is your total annual household income?	
Less than £10,000	1
£10,000 – £14,999	2
£15,000 – £19,999	3
£20,000 – £39,999	4
£40,000 – £65,999	5
£66,000 plus	6
Rather not say	7
Don't know	8

QG. Do you have any additional needs and/or a disability?	
Yes <input type="checkbox"/> No <input type="checkbox"/>	
If Yes, what type of additional needs/disability do you have?	
Physical Disability	1
Sensory Impairment	2
Rather not say	3
Other (write in):	4
Refused	5

Thank and Close

QX. If we were conducting further research would you be happy to take part?

Yes No

QZ. Please may I check your name? TYPE IN NAME

Thank you for your time and comments.

Please be assured that all of your responses will remain confidential.

Appendix 2 - provider questionnaire

Organisation...

Name of contact and role within organisation.....

1. How has the childcare picture changed for you in the last 3 years? (e.g. users of childcare, other provision locally, need for childcare, costs, delivery etc)
2. What are the current issues your parents and carers seem to be faced with, or what questions are they asking you currently?

How do you assist or support these parents and carers? Any issues with this?
(C.I.S. EY staff, national websites).

3. Can you identify any gaps in the provision of childcare local to you?
4. How aware are the parents of information relating to childcare/financial support?
5. How well supported by the Local Authority do you feel as a provider?

And, finally, are there any other issues you would like to raise that you think might be relevant to our study? (relating to childcare, your involvement, any difficulties you face etc.)