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Inclusive Daily Childcare Services for Children with Disabilities in England: Review of conditions, standards and practice

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Presentation outline

1. Background and scope of the paper
2. Generic childcare services, conditions, standards and practice in England
3. Childcare services for children with disabilities
4. In summary...



1. Background and scope of the paper

- Invitation and UK Team
- Country information
- Policy
- Focus, themes and research questions
- Terminology: identification and classification issues



Invitation and UK Team

Tina Gadow



Helen Trory



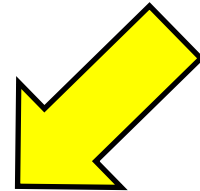
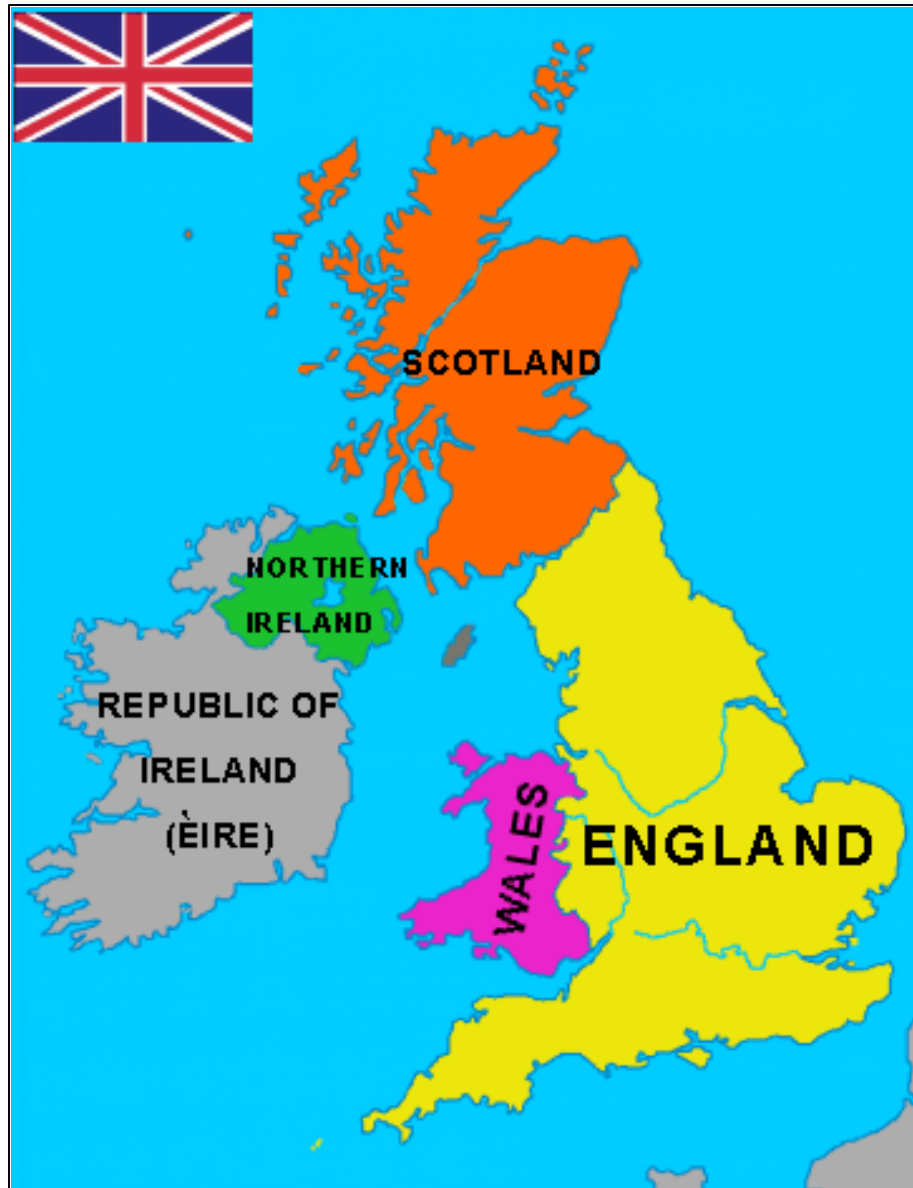
Dr Cristina Devecchi



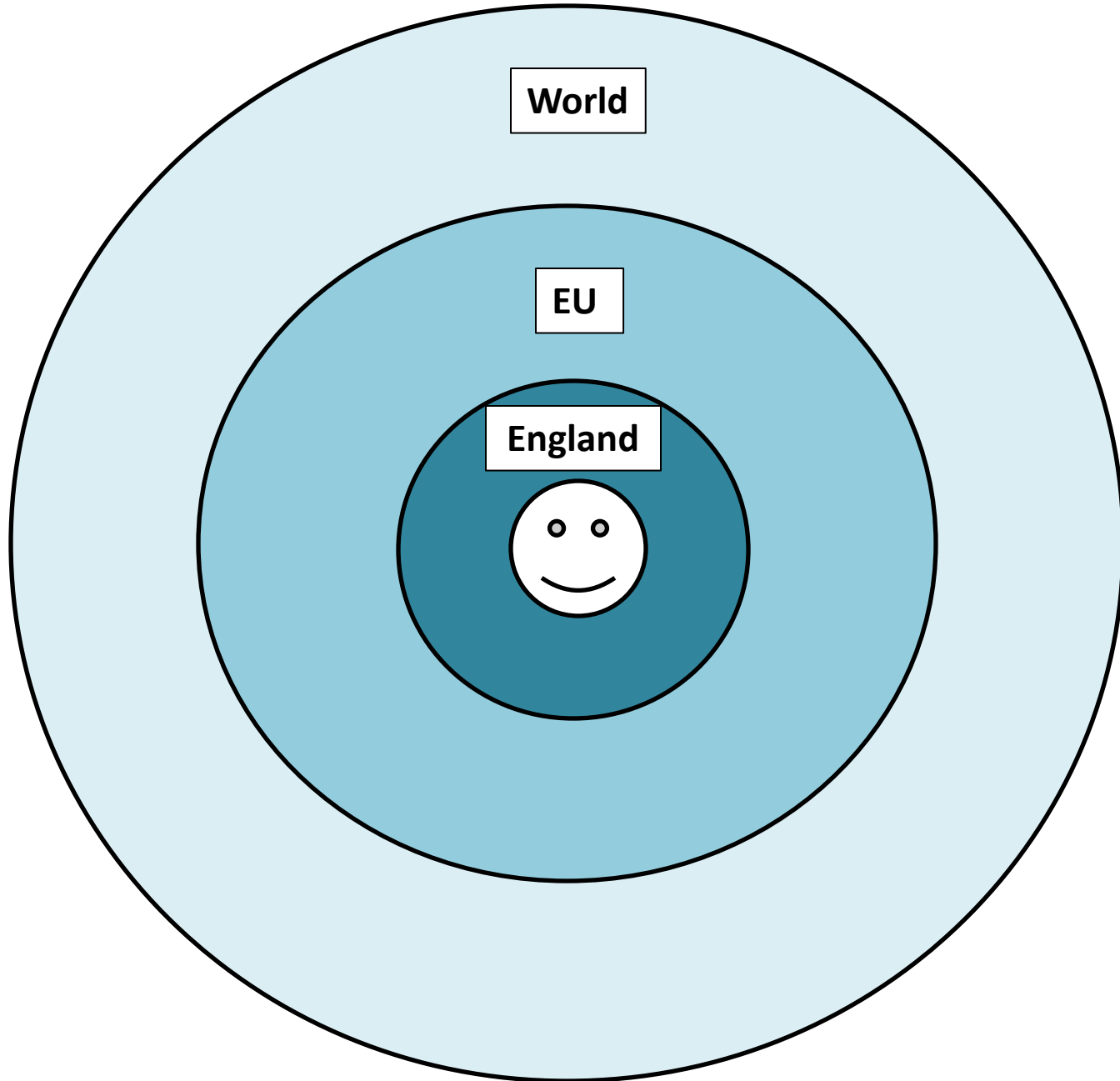
Dr Jane Murray

Prof. Roy Evans

Country information



Policy



Focus, themes and research questions

- Working paper
- Focus on conditions, standards and practices of inclusion and inclusive settings for children with disabilities in England.
- Main question: ‘How inclusive are daily childcare services in England’?
- Review of policy and practice in childcare services



Focus on specific themes and research questions...

- i. Basic conditions of inclusion for children with disabilities and special educational needs in daily childcare services
- ii. Standards of inclusion for children with disabilities in daily childcare services
- iii. Practice of inclusion for children with disabilities in childcare services





2.Generic childcare services, conditions, standards and practice in England

- **Childcare services, conditions and practice for all children**
- **Conditions and practice of childcare services (0-5 years)**
- **Current standards of childcare in England**
- **The Early Years Workforce in England**



Childcare services, conditions and practice for all children

Some definitions...

Young children : children aged 0-5 years

Older children: children aged 5-14 years (HMG, 2006).

Childcare: any form of care, education and supervised activity for children, excluding 4 categories

Alongside ‘...social services and health services relating to young children, their parents and prospective parents; employment services for parents and prospective parents; and advice services for parents and prospective parents, “childcare” constitutes one element within “early childhood services”’

(DfE, 2011a).

Conditions and practice of childcare services (0-5 years)

- i) The take-up and costs of childcare services in England
- ii) Recent historical overview of childcare services in England
- iii) Current conditions and practices of childcare services for children aged 0-5 years in England.



(i) The take-up and costs of childcare services in England

		2008	2009	2010	2011	2012
The number of 3 and 4 year olds benefiting from some free early years education	Number	1,137,560	1,158,760	1,186,370	1,224,470	1,264,420
	% of population	95	95	96	95	96
The number of 3 year olds benefiting from some free early years education	Number	558,650	563,440	585,480	604,320	625,440
	% of population	92	92	93	93	93
The number of 4 year olds benefiting from some free early years education	Number	578,920	595,310	600,890	620,150	638,970
	% of population	98	98	99	98	98

Table 1: Summary of key figures for the number of 3-4 year olds benefiting from some free education places, 2008-2012 (DfE, 2012a: 2)

Type of provider	Percentage
Private and voluntary providers	38%
Independent schools	3%
Nursery schools and nursery classes in primary schools	27%
Infant classes in primary schools	32%

Table 2 reports the distribution of the number of 3 and 4 year olds benefiting from some free education by type of providers (adapted from DfE, 2012a: 3).

(ii) Recent historical overview of childcare services in England

Combined nursery centres

Homes (nannies, au pairs, babysitters and childminders)

Opportunity groups

Private day nurseries

Private schools

Community nurseries

Hospital schools

Out-of-school clubs

Private schools

Early Years units

Maintained nursery, infant, special, first and primary schools

Playbuses

Social services day nurseries

Family centres

Nursery centres and classes

Pre-schools and playgroups

Workplace crèches

Children's centres

Early excellence centres

Play centres

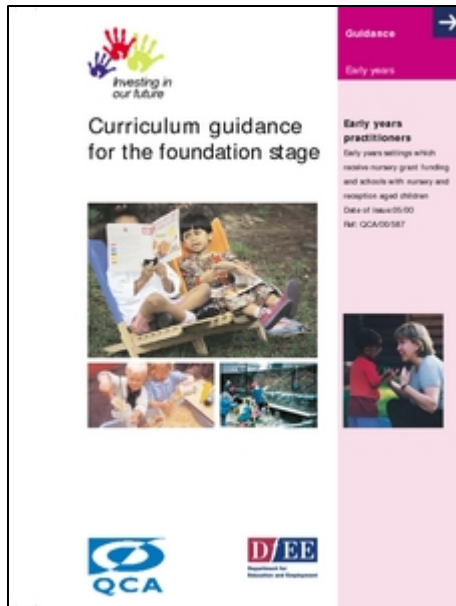
Sure Start local programmes

Nursery schools

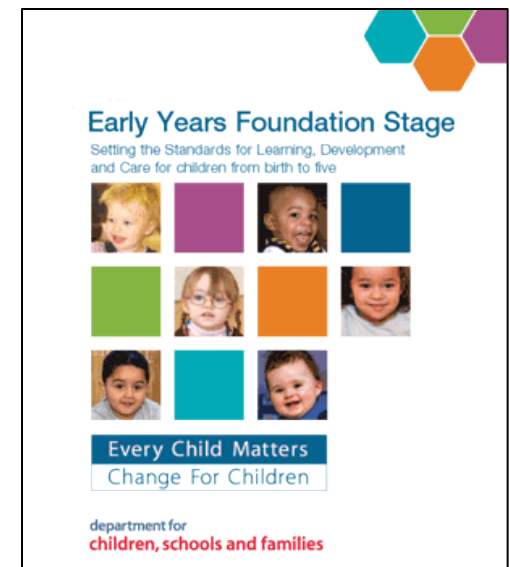
Special day school/nursery/unit for children with SEN

Informal care (family/friends)

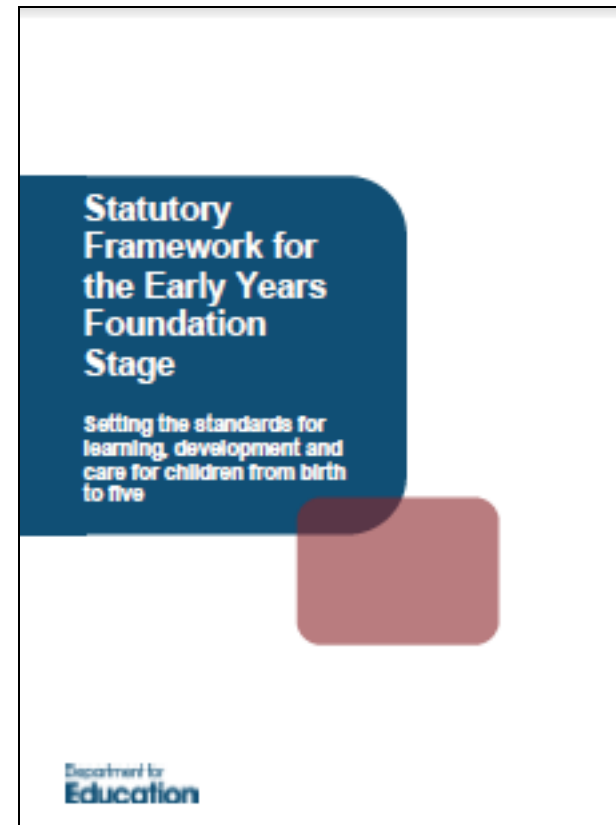
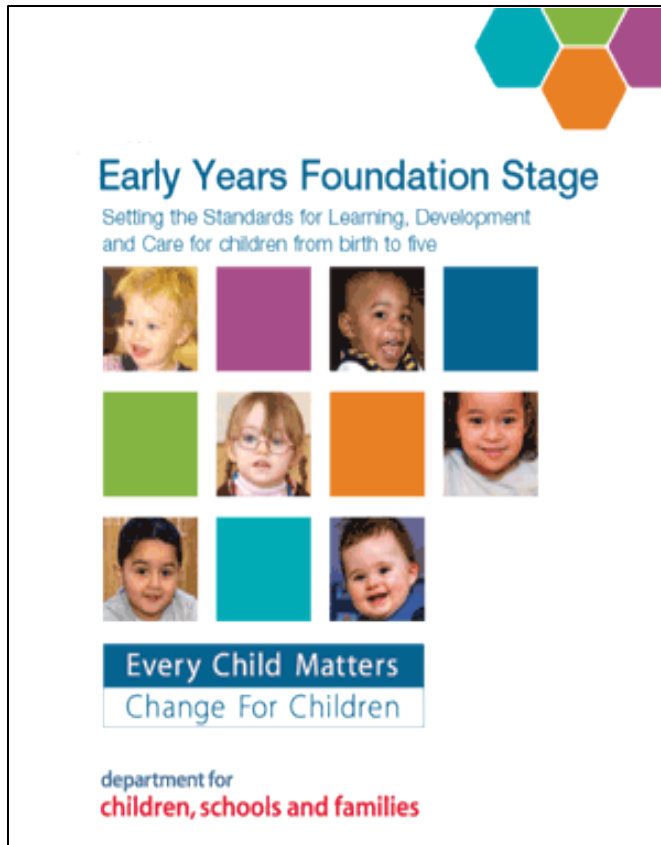
Three key documents into one (2008)



Day Care and
Child Minding
(National
Standards)
(England)
Regulations
(QCA, 2001)



(iii) Current conditions and practices of childcare services for children aged 0-5 years in England



0-3



Current standards of childcare in England



Table 3: Quality of childcare 2008-2011 (OFSTED, 2011b)

	Ofsted Judgments of Early Years Providers' Quality			
	Outstanding	Good	Satisfactory	Inadequate
September 2008- December 2009	9%	57%	30%	3%
September 2008 – September 2010	10%	59%	30%	2%
September 2008 –March 2011	10%	60%	28%	1%

The Early Years Workforce in England

Nursery school helper	Nursery nurses	Nursery staff	Day nursery workers
Nursery assistants	Adults	Staff	Workforce
Nursery matron	Other adult staff	Those working with under fives	Early years workforce
Childminder	Those working with young children	Nanny	Early years professionals
Qualified nursery nurses	Workers	Speaking adults	Pedagogues
NNEB trained personnel	Professionals	Practitioners	‘New’ teachers

Table 4: variety of terminology used for childcare workforce

**Table 5: distribution of workforce qualifications
(Hadfield, et al, 2011)**

Highest Qualification	Frequency (n=988)	Percentage
Cert Ed	36	4%
Degree	725	73%
PGCE	135	14%
Masters Degree	84	9%
Doctorate	8	1%

3. Childcare services for children with disabilities

Policies and practice concerning inclusive childcare

Childcare Services for Children with Disabilities:

- **Support for children with disabilities: childcare services, guidance and choice for parents**
- **Issues regarding evidence: disability, special educational needs and variability in statistical data**

Policies and practice concerning inclusive childcare

Definitions of inclusion (Florian, 1998: 16)

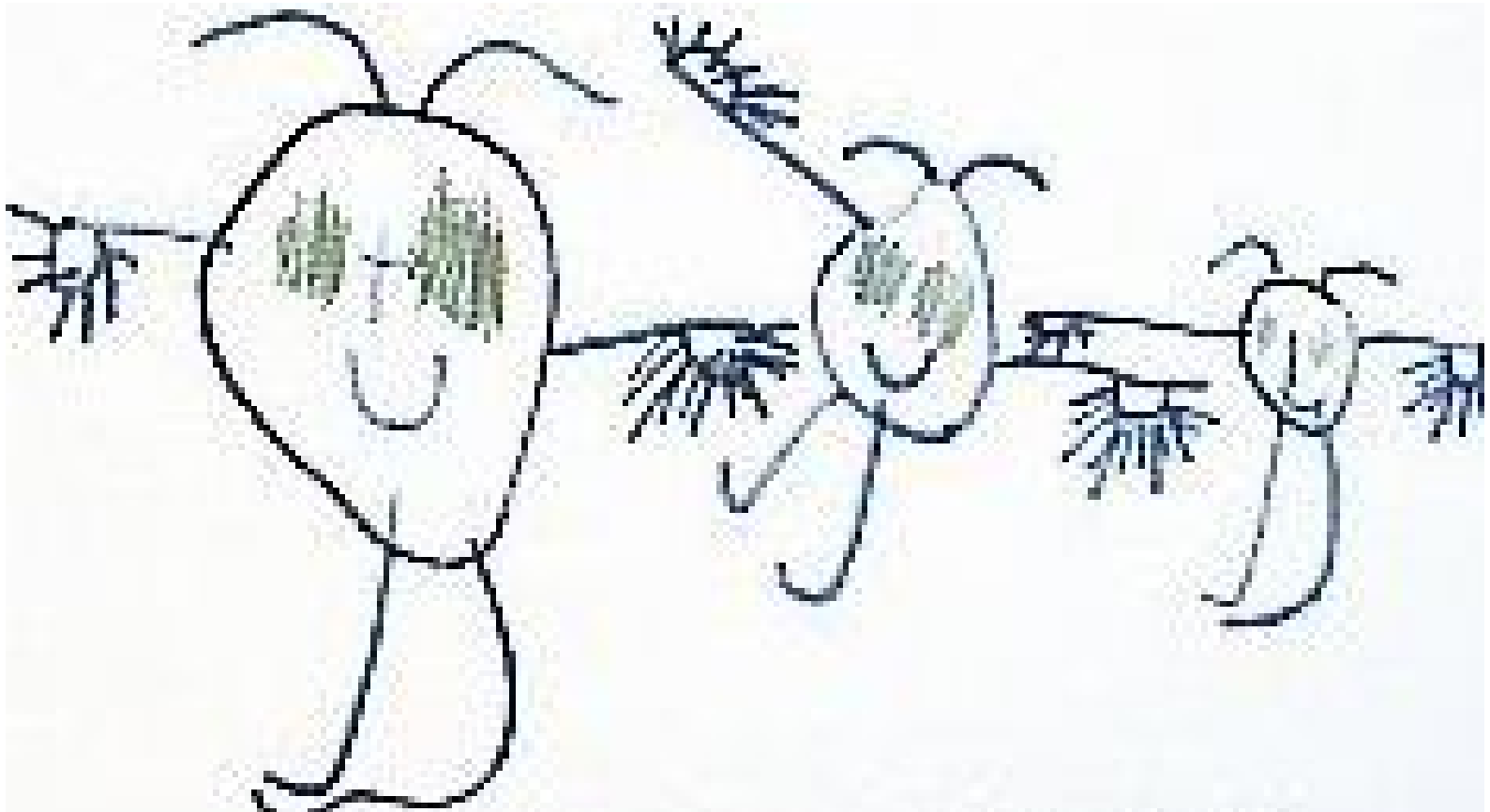
Being with one another How we deal with diversity. How we deal with difference (Forest and Pearpoint, 1992)

Inclusive schools are problem-solving organisations with a common mission that emphasises learning for all students (Rouse and Florian, 1996a)

A set of principles that ensures that a student with a disability is viewed as a valued and needed member of the school community in every respect (Uditsky, 1993)

An inclusive school is one which is accepting of all children (Thomas, 1997)

‘My mummy taking me to school’





Proposed Children and Families Bill

‘Too many parents have faced bureaucratic barriers. We are making it easier for parents to access help for their children. And we will empower parents and young people, giving them greater control over the services they receive, by putting them in charge of personal budgets’.



Childcare Services for Children with Disabilities:

- **Support for children with disabilities: childcare services, guidance and choice for parents**
- **Issues regarding evidence: disability, special educational needs and variability in statistical data**



Support for children with disabilities

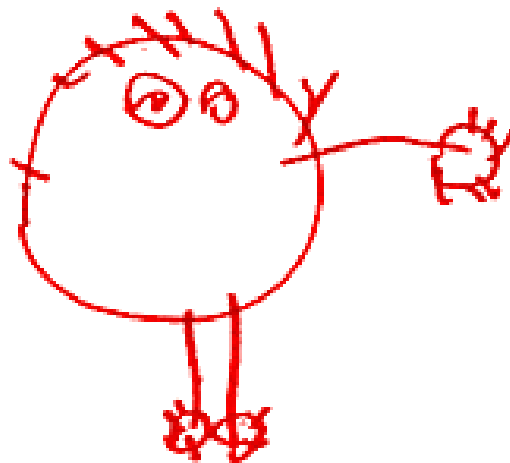
Newman, McEwen, Mackin and Slowley, (2010:13) noted that within the Department for Education and Skills (DfES) and the Department of Health (DoH) (2003a):

‘A child under 3 years of age shall be considered disabled if he/she: (i) is experiencing significant developmental impairment or delays, in one or more of the areas of cognitive development, sensory or physical development, communication development, social, behavioural or emotional development; or (ii) has a condition which has a high probability of resulting in developmental delay.’

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”. (SEN Code of Practice, 2001)

In England, 58,612 children are having special educational needs provision made at the end of the Early Years Foundation Stage (5 years)

(DfE, 2011)



- Between 288,000 and 523,000 disabled children in England (Mooney, Owen and Statham, 2008)
- The highest incidence of needs in children under 4 years in settings are speech delay, behaviour issues, autistic spectrum disorders (ASD), development delay, hearing or visual impairment and Down's syndrome (Pinney, 2007)



Support for children with disabilities: childcare

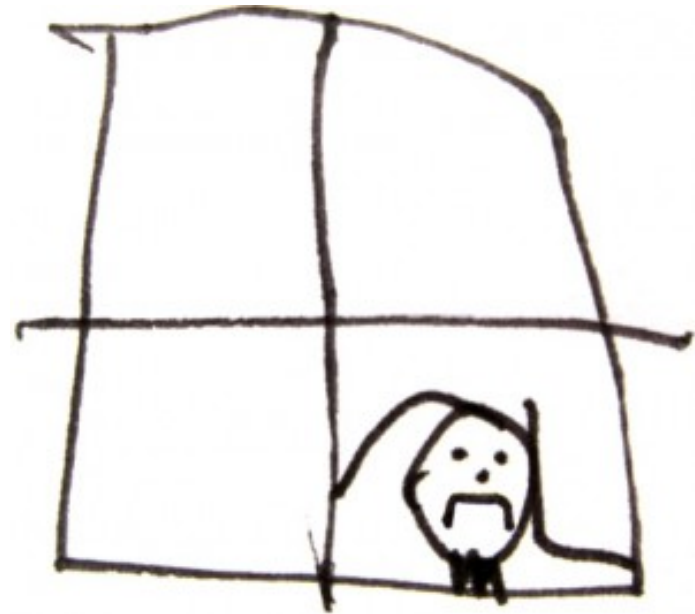
- Parents experience choice + confusion
- 'Appropriate childcare for disabled children is scarce and expensive. This varies according to the disability of the child' (Campbell-Barr et al., 2010: xiii)



Barriers to childcare support for children with disabilities in England

Barriers identified include

- Suitability
- Appropriateness
- Affordability
- Costs
- Lack of information
- Staff attitudes
- Concerns about safety
- staff skill levels
- Lack of appropriate staff training
- Transport and funding charges (CDC, 2008).



Solutions?

- Effective multi-professional working practices to support the child and enable parents to access information and make appropriate choices.
- Initial assessment of need
- Co-ordination of multi-agency support for families
- Better information and access for families
- Improved professional knowledge and skills
- Service review and development
- Partnership across agencies and geographical boundaries
- Early identification and early intervention



4. In summary...

- Considerations about the importance of early childhood education and care (ECEC) have grown considerably in the last three decades in England, in Europe and at the wider international level.
- Increased focus on the benefits of affordable and effective childcare.
- This working paper outlines the UK (England) context and examines the extent to which childcare provision is inclusive for children with disabilities.
- There are still many challenges to be overcome.
- While inclusion is currently enshrined in English legislation, this is threatened.
- Problems are further compounded by a lack of systematic and rigorous research, and a lack of reliable statistical data.
- This paper, therefore, suggests that more research should be carried out to gain a better understanding of the extent to which childcare in England supports the inclusion of children with disabilities and special educational needs.