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Conference or Workshop Item

**Title:** Inclusive daily childcare services for children with disabilities in England: review of conditions, standards and practice

**Creators:** Devecchi, C., Trory, H., Murray, J. and Evans, R.


**Version:** Presented version

[http://nectar.northampton.ac.uk/6707/](http://nectar.northampton.ac.uk/6707/)
Inclusive Daily Childcare Services for Children with Disabilities in England: Review of conditions, standards and practice

Dr Cristina Devecchi
Helen Trory
Dr Jane Murray
Professor Roy Evans

Commissioned by the Deutsches Jugendinstitut
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

Dr Cristina Devecchi

Dr Jane Murray

Helen Trory

Prof. Roy Evans

Dr Jane Murray
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
Terminology: identification and classification issues

Disability? Special education needs (SEN)?

Four categories of SEN:

• Cognition and Learning
• Behaviour, Emotional and Social Development
• Communication and Interaction
• Sensory and/or Physical Needs (DfES, 2003a)
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

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The number of 3 and 4 year olds benefiting from some free early years education</td>
<td>Number</td>
<td>1,137,560</td>
<td>1,158,760</td>
<td>1,186,370</td>
<td>1,224,470</td>
</tr>
<tr>
<td></td>
<td>% of population</td>
<td>95</td>
<td>95</td>
<td>96</td>
<td>95</td>
</tr>
<tr>
<td>The number of 3 year olds benefiting from some free early years education</td>
<td>Number</td>
<td>558,650</td>
<td>563,440</td>
<td>585,480</td>
<td>604,320</td>
</tr>
<tr>
<td></td>
<td>% of population</td>
<td>92</td>
<td>92</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>The number of 4 year olds benefiting from some free early years education</td>
<td>Number</td>
<td>578,920</td>
<td>595,310</td>
<td>600,890</td>
<td>620,150</td>
</tr>
<tr>
<td></td>
<td>% of population</td>
<td>98</td>
<td>98</td>
<td>99</td>
<td>98</td>
</tr>
</tbody>
</table>

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)
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).

<table>
<thead>
<tr>
<th>Type of provider</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private and voluntary providers</td>
<td>38%</td>
</tr>
<tr>
<td>Independent schools</td>
<td>3%</td>
</tr>
<tr>
<td>Nursery schools and nursery classes in primary schools</td>
<td>27%</td>
</tr>
<tr>
<td>Infant classes in primary schools</td>
<td>32%</td>
</tr>
</tbody>
</table>
(ii) Recent historical overview of childcare services in England

<table>
<thead>
<tr>
<th>Combined nursery centres</th>
<th>Playbuses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homes (nannies, au pairs, babysitters and childminders)</td>
<td>Social services day nurseries</td>
</tr>
<tr>
<td>Opportunity groups</td>
<td>Family centres</td>
</tr>
<tr>
<td>Private day nurseries</td>
<td>Nursery centres and classes</td>
</tr>
<tr>
<td>Private schools</td>
<td>Pre-schools and playgroups</td>
</tr>
<tr>
<td>Community nurseries</td>
<td>Workplace crèches</td>
</tr>
<tr>
<td>Hospital schools</td>
<td>Children’s centres</td>
</tr>
<tr>
<td>Out-of-school clubs</td>
<td>Early excellence centres</td>
</tr>
<tr>
<td>Private schools</td>
<td>Play centres</td>
</tr>
<tr>
<td>Early Years units</td>
<td>Sure Start local programmes</td>
</tr>
<tr>
<td>Maintained nursery, infant, special, first and primary schools</td>
<td>Nursery schools</td>
</tr>
<tr>
<td></td>
<td>Special day school/nursery/unit for children with SEN</td>
</tr>
<tr>
<td></td>
<td>Informal care (family/friends)</td>
</tr>
</tbody>
</table>
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
Current standards of childcare in England
Table 3: Quality of childcare 2008-2011 (OFSTED, 2011b)

<table>
<thead>
<tr>
<th>Period</th>
<th>Outstanding</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2008-December 2009</td>
<td>9%</td>
<td>57%</td>
<td>30%</td>
<td>3%</td>
</tr>
<tr>
<td>September 2008 – September 2010</td>
<td>10%</td>
<td>59%</td>
<td>30%</td>
<td>2%</td>
</tr>
<tr>
<td>September 2008 –March 2011</td>
<td>10%</td>
<td>60%</td>
<td>28%</td>
<td>1%</td>
</tr>
</tbody>
</table>
# The Early Years Workforce in England

<table>
<thead>
<tr>
<th>Nursery school helper</th>
<th>Nursery nurses</th>
<th>Nursery staff</th>
<th>Day nursery workers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults</td>
<td>Staff</td>
<td>Those working with under fives</td>
<td>Early years workforce</td>
</tr>
<tr>
<td>Those working with young children</td>
<td>Nanny</td>
<td>Speaking adults</td>
<td>Pedagogues</td>
</tr>
<tr>
<td>Workers</td>
<td>Practitioners</td>
<td>‘New’ teachers</td>
<td></td>
</tr>
</tbody>
</table>

**Table 4: variety of terminology used for childcare workforce**
Table 5: distribution of workforce qualifications (Hadfield, et al, 2011)

<table>
<thead>
<tr>
<th>Highest Qualification</th>
<th>Frequency (n=988)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cert Ed</td>
<td>36</td>
<td>4%</td>
</tr>
<tr>
<td>Degree</td>
<td>725</td>
<td>73%</td>
</tr>
<tr>
<td>PGCE</td>
<td>135</td>
<td>14%</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>84</td>
<td>9%</td>
</tr>
<tr>
<td>Doctorate</td>
<td>8</td>
<td>1%</td>
</tr>
</tbody>
</table>
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
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.