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EXECUTIVE SUMMARY

1. In Jersey, there are four providers of pre-school education/care for children aged under five years, other than home or family day carers. These are:
 - Education Committee nursery classes attached to States primary schools;
 - Children's Service;
 - Parish nurseries;
 - Private sector day nurseries/playgroups.
2. There are also a small number of nurseries attached to private schools which provide similar facilities to those offered by States primary schools. All private provision is registered by the Education Committee.
3. This review examines whether the States provision represents value for money and whether the objectives set for the service are being met. The recommendations are designed to build upon the good work achieved by practitioners since the first nursery class was introduced.
4. The first nursery class was introduced in 1985 at Grands Vaux primary school. Since then, a further eleven nurseries have been established at primary schools throughout the Island with another two nurseries due to receive their first intake of children at the start of the academic year 2003.
5. Education policy follows the UK and is based on current wisdom that investment at this stage of a child's education will increase benefits later on. This is supported by the introduction of the Foundation Stage, which includes both nursery and reception classes. As the new curriculum has only been in place for two years, it is too early to assess its effectiveness; therefore the review concentrates on the current nursery provision.
6. Whilst there is evidence of much good practice operating throughout the majority of schools, there are inconsistencies in the application of the "Revised Policy for Nursery Classes in Primary Schools".
7. There is no co-ordinated Island-wide Strategy for early years education and care. An Island-wide five year strategy which incorporated the relevant stakeholders' strategies and plans would be beneficial in ensuring that a comprehensive and cohesive provision catering for all forms of education and childcare is delivered.
8. Whilst there are statements regarding the importance of early years education, there are no explicit, clear aims and objectives with regard to the provision of nursery or foundation stage education in the 2002 Business Plan or the Five Year Strategy Plan 1999 – 2004. We would expect to see a clear set of measurable objectives linked to the additional expenditure planned for both the revenue and capital budgets.
9. The review included a questionnaire to parents. Responses show that the service is highly valued. The high quality of the service is supported by the results of Validated School Self Assessments (VSSE) undertaken in the various primary schools. However, some parents feel that there is inequity because of the number of places available and the way in which they are allocated. Equity is also an issue as the Education Committee cannot provide sufficient places for all children who want them.
10. The major difference between most private sector provision and States nursery classes is that States nurseries are intended to provide an educational experience and prepare children for entry into mainstream education, rather than childcare with an element of education. The service is staffed by qualified nursery teachers and nursery officers with the Diploma in Nursery Nursing. The minimum qualification required for private sector nurseries is a Diploma in Nursery Nursing for nursery managers/supervisors. Many private sector nurseries also offer childcare facilities for the under-3s.
11. States nursery education is not a suitable option for parents who also require longer-term childcare, as provision is mostly sessional i.e. either morning or afternoon only, although on average one third of places are made available for full-time provision. Whilst the admission policy is geared towards working and/or single parents (as well as children with special educational needs and referrals), the hours provided are often not convenient. This may impact on low earners who may have to pay for private sector provision.
12. The service is provided free of charge, although provision is made in the law for charging. Charging for the service to pay for provision, or for supporting developments in the private sector to raise standards, is an option for the future.
13. The costs of providing the service appear to be comparable with other providers in the private and parish sectors, although more detailed costing would provide more accurate information in this area.
14. The expectation is that the Foundation Stage curriculum, also introduced in the private sector, will help to achieve a similar attainment between children starting reception class although the level of qualification of staff in the private sector is significantly less than is the case for States nursery staff. Training for the private sector has been provided by Education Department staff, the Jersey Childcare Trust and TEP. Although out of our remit, we have noted the issue of pay within the private sector which is significantly less than the public sector. This could pose potential problems for the future as the private sector are trying to achieve a similar standard to that of the public sector. As part of a recently approved JCCT initiative, designated practitioners in Day Nursery settings will be trained specifically in the delivery of the Foundation Stage assisted by a peripatetic teacher who will support and monitor implementation. Resources will also be available in the form of funding to support places for children throughout day care settings and by awarding bonuses to the designated Foundation Stage practitioners. Additional requirements may result in increased charges unless alternative funding is found.
15. If the Education Committee is to succeed in achieving its aim of a more consistent standard of attainment for children entering full-time education, the Education Committee, Private Sector and external support groups such as the JCCT and TEP must continue to work in partnership in a three-pronged approach with the private sector and childcare organisations.
16. The Education Committee needs to consider:
 - the reasons for providing nursery education - including the States' role;
 - ensuring equity of provision for all children (not necessarily all provided by the States);
 - whether charging should be introduced as a means of funding the development of the service, and whether such charging should be linked to the benefits system;
 - the role of the private sector and, building on initiatives already underway, how standards can be improved to ensure a comparable provision, rather than just providing for the those who manage to obtain a free States nursery place.

17. According to current trends, the subject of early years education is fundamental to the future of the Island, particularly as Jersey has the highest percentage of working mothers in Europe. It is a highly emotive subject about which all stakeholders would agree the need for continuous and sustained investment. When making our recommendations we are aware of the current financial climate and constraints. Whilst the following recommendations do not all require additional investment, clarity and purpose of vision are essential.
18. It is therefore recommended that:-
- a co-ordinated five year strategy be developed, specifically for early years. It should explicitly identify the role of each sector, the development plan and expansion of current provision (including training and support of the workforce in the childcare sector), and a method by which to monitor and measure performance. This strategy should also co-ordinate the strategies of relevant external parties, e.g. the Jersey Child Care Trust Strategy. In order to deliver such an all-encompassing document, the Education Committee could set up a steering group consisting of the relevant stakeholders from the childcare sector;
 - there should be explicit, clear aims and objectives which support the Committees' commitment to early years/nursery education in the Education Committees' Strategic documents, along with the appropriate performance criteria which will demonstrate whether the policy is meeting objectives;
 - the "Revised Policy for Nursery Classes in Primary Schools" be consistently applied throughout all schools;
 - after consideration has been given to children with special educational needs, children at risk, children with siblings with special educational needs and parental illness, further consideration should be given to offering priority to families on low incomes. There should be a consistent, transparent process in place to assess the social/economic need of applicants for a States nursery place whilst maintaining an appropriate balanced mix of children in the class;
 - the policy, which represents good practice, should be consistently applied throughout all schools. If places become available during the year consideration should be given to allowing the next children on the waiting list to attend the free session. If no children are on the waiting list for that school, alternative schools should be contacted in order to obtain details of children on their nursery waiting lists. To ensure effectiveness this could be undertaken centrally;
 - costs relating to nursery education are identified separately;
 - the policy on pupil/adult numbers is adhered to;
 - the grading structure/qualification required for nursery officers and teaching assistants be reviewed to look at how they could be more comparable, now that the Foundation Stage is being implemented throughout the schools;
 - the provision of handbooks to parents should be consistently applied across all schools;
 - during the school year, individual teacher/parent counselling should be undertaken to discuss progress against the early learning goals.

INTRODUCTION

19. Increasingly in recent years, the Education Committee has invested significantly in providing facilities for nursery and education for the early years. This review, carried out on behalf of the Education Audit Committee by the Audit and Risk Management Division, examines the current and planned provision of foundation stage/nursery education (i.e. from 3 to 5 years) provided by the public sector to ascertain whether it offers the best value for money and whether the current arrangements are meeting the objectives set for the service. Whilst the review primarily examines the public sector provision and support, it also examines how this interacts with private sector provision. A copy of the full terms of reference is attached at **Appendix A**.
20. The terms of reference for the review originally included the Foundation Stage. The Foundation Stage curriculum, produced by the UK Qualifications and Curriculum Authority (QCA) and the Department for Education and Employment (DFEE) for children aged three through to the end of the reception years (nursery and reception) came into effect during September 2000. Throughout the UK the Foundation Stage has been established in local authority nurseries, nursery centres, playgroups, pre-school nurseries and primary schools, accredited childminders (in approved childminding networks), or schools in the independent, private or voluntary sectors. Incorporated into the Foundation Stage are the Early Learning Goals which provide six areas of learning by which children are assessed. Although not statutory in Jersey, the Foundation Stage Adviser has encouraged and supported the primary schools to introduce the curriculum for the Foundation Stage throughout the academic years 2000-2002. This initiative has been supported by the Education Committee and the Director of Education.
21. This report focuses on nursery education provided by the public sector as we found it difficult to review a curriculum which has only been implemented in Jersey for a period of just over one year.

Methodology

22. The review was overseen by a steering group of representatives from both the public and private sector. This Steering Group consisted of the following members who met four times throughout the period of this review:
Mrs Elizabeth Rees - Education Audit Committee
Mrs Yasmine Thebault - Foundation Stage Adviser
Mrs Sandra Mountford - Manager of Day Care Registration
Mrs Jane Macdonald - Jersey Child Care Trust
Mr Colin Masterman - Headteacher St John's Primary School
Mrs Julie Le Fondre - Avranches Day Nursery
23. Questionnaires were also distributed to the parents of all children who attend a nursery or reception class in States primary schools. The analysis of the responses to these questionnaires is attached at **Appendix B**.
24. Head Teachers of primary schools were also interviewed for their views on the Nursery Education/Foundation Stage.
25. This report is directed to Tom Mckeon, Director of Education. Copies have also been sent to:
Advocate Debbie Lang Chairman, Education Audit Committee
Mr Ron Satchell Education Audit Committee
Mrs Elizabeth Rees Education Audit Committee
Elizabeth Middleton Assistant Director (Resources), Education Department
Yasmine Thebault Foundation Stage Adviser, Education Department

Acknowledgement

26. A record of thanks to the individuals who assisted and provided information for the review is attached at **Appendix C**.

BACKGROUND

27. In Jersey, there are four providers of pre-school provision for children aged under five years, other than home or family day carers. These are:
- Education Committee nursery classes attached to States primary schools;
 - Children’s Service;
 - Parish nurseries;
 - Private sector day nurseries/playgroups.

There is also a small number of nurseries attached to private schools which provide similar facilities to those offered by States primary schools. All private provision is registered by the Education Committee.

28. The Education Committee are advised on the policy for early years education by the Foundation Stage Adviser, who at present is responsible for the training of nursery staff in both the public and private sectors.

Education Committee

29. The States nursery classes attached to the primary schools provide educational classes for children aged three to entry into primary school. The provision is free of charge, however a small levy may be incurred where additional lunch time supervisors are employed in addition to the provision funded by the Education Department. The majority of places are offered on a part-time sessional basis, with a session normally spanning a 2½ hour period. Full time places are allocated providing that certain criteria are met. Under the current admission policy these criteria are:
- referral from an educational psychologist, health visitor, or child care officer;
 - request from a single working parent;
 - request from a family where both parents work but there is a definite social and economic need.

Children’s Service

30. Blanche Pierre is a nursery which is operated by the Children’s Service. The Children’s Service provides free or assisted places for children who have been assessed by a social worker and identified as being in need. Blanche Pierre is located within the confines of Le Squez Estate and works closely with the States provided nurseries (especially Le Squez Nursery) which also provide dedicated spaces for children referred by the Children’s Service.

Parish Nurseries

31. There are only two parish nurseries (Avranches and Westmount) both provided by the Parish of St Helier. A policy decision was made to open the nurseries due to the increasing numbers of single parent families in the Parish. Westmount Day Nursery was opened in 1970. It is currently registered to take 52 children and caters for children aged from two years to primary school age. Avranches Day Nursery was built in 1994 and is registered for 92 children from three months to primary school age. Parents pay for placements in Parish Nurseries.

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Private Sector

32. The private sector provides different forms of child care ranging from day nurseries and play groups to family day carers and ranging in age from birth to four years. Parents pay for placements in private sector facilities.
33. The various types of provision and how they interface into mainstream education are demonstrated in Figure 1.

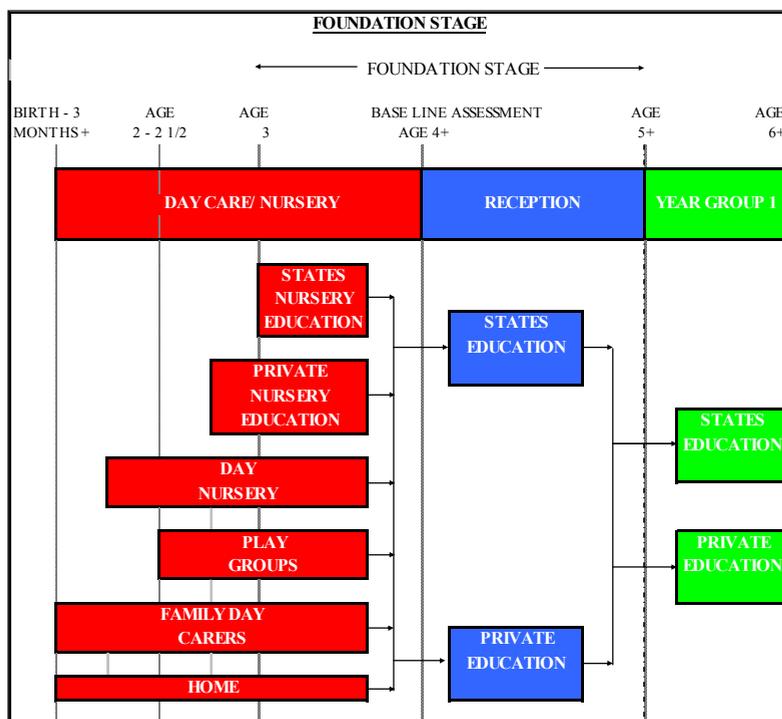


Figure 1

34. In accordance with the Children (Jersey) Law 1969 Part VII, all private sector providers of child care are required to register with the Education Committee and are bound by regulations set down by the Education Committee and therefore must meet certain criteria. This does not however include the curriculum for the nursery element of the Foundation Stage.

Jersey Child Care Trust

35. The Jersey Child Care Trust (JCCT), after approval by the States of Jersey, was established in November 1997 as a result of the Working Party Report on Child Care issued in September 1996. The JCCT primarily look at the “Accessibility, Affordability and Quality” of child care provision within Jersey. It also works towards raising the status of the child care workforce and examines other related issues such as pay and conditions, training and allowances etc. The JCCT receives an annual grant from the States of Jersey via the Education Committee which totalled £226,700 in 2002. Grants are paid to providers of child care providing the applications fall under one of the following categories:

- New idea grants;
- Registration requirements;
- Start-up grants;
- Sustainability for clubs

Public Sector Provision

36. Prior to 1985, States of Jersey primary schools catered for children aged between five and eleven years. An Early Year’s Adviser was appointed in September 1984, to co-ordinate and advise on the development of nursery and early years education. Research^[1] carried out in the UK supported the idea that long-term educational benefits were available through high quality nursery education. The first nursery class was introduced in 1985 at Grands Vaux primary school. Since then, a further eleven nurseries have been established at primary schools throughout the Island with another two nurseries receiving their first intake at the start of the academic year 2003.

Expenditure

37. States nursery education is funded from the Education Committee’s annual cash limit. Expenditure for 2001 was £878,000, with the budget for 2002 set at £1.1 million. However, this expenditure only relates to the direct revenue costs. Figure 2 shows the annual expenditure for States nursery classes along with the year on year percentage increase. **Appendix E** attached shows the expenditure for the individual nursery classes.

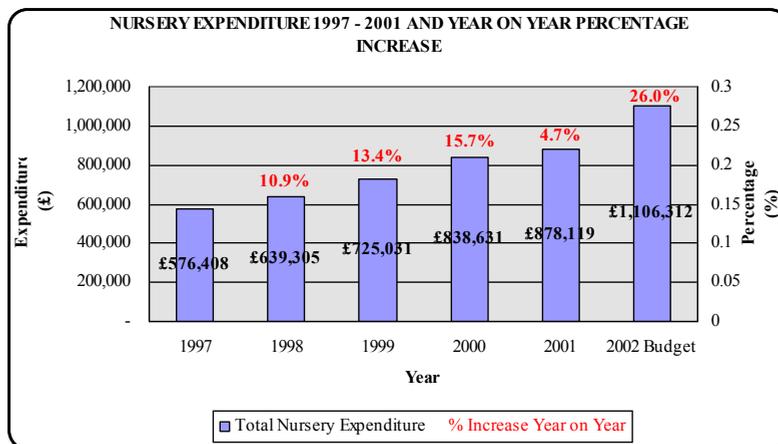


Figure 2

38. It should be noted that the nursery expenditure reflected in the graph is primarily attributed to staff costs. Other expenditure relating to the nursery classes, such as consumables and establishment expenses etc., is paid from the main school budgets and is therefore not readily identifiable separately from the other school expenditure.

Foundation Stage

39. The aim of the Foundation Stage “*is for young children to have a wide range of different experiences and have a wide range of skills and interests when they join a setting or school at the age of three, four or five.*”^[2] Guidance on the Foundation Stage has been issued to help practitioners plan to meet the diverse needs of children and to ensure they are achieving in the six areas of early learning goals. From discussions with Headteachers it was apparent that the teachers found the guidance an essential tool with which to plan for the short, medium and long-term. The six early learning goals are as follows:

- personal, social and emotional development;
- communication, language and literacy;
- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

FINDINGS

Policy

40. The Strategic Policy Review and Action Plan 1997 issued by the Policy and Resources Committee addresses the issue of reducing the demand for labour. One of the proposals to achieve such an objective is to “*encourage more women to take up paid employment or to remain in paid employment (e.g. through expansion of child care facilities)*”. The Education Committee has contributed to this process by providing nursery places and therefore allowing mothers to return to the workplace, hence contributing towards the Island’s economy. Work Wise and Employment Services (arms of the Employment and Social Security Committee) also work towards assisting people back into the work place as part of a wider aim. Over the years there has been a greater need for both parents to work which has resulted in a gradual change in the demand for childcare. This is emphasised by the increasing need for schools with wrap-around-care and the development in the private sector.
41. There is no co-ordinated Island-wide strategy for early years education and care. An Island-wide five year strategy which incorporated strategies and plans of stakeholders would ensure a comprehensive and cohesive provision for education and childcare is delivered. It should explicitly highlight the:
- role of each sector;
 - the development plan and expansion of current provision;
 - training and support;
 - way in which to monitor and measure performance.
42. **It is therefore recommended that the Education Committee develop a co-ordinated, Island-wide five year Strategy for early years, under the remit of a steering group consisting of stakeholders in education and childcare.**
43. In the Education Committees’ 2002 Business Plan, the Director states “*Young children and their families must be supported and investment in early years education, when children are disposed to learning and developing their foundation skills, should maximise opportunities for success.*” He also states “*There is a growing body of evidence which supports the view that we should concentrate support on the early years and subsequently empower learners to acquire increased independence as they engage in their life long journey of learning*”. These statements show that the Education Committee recognises the importance of early years education, which is also supported by the significant capital programme to develop nursery units currently under way. Yet there are no explicit, clear aims and objectives with regard to the provision of nursery or foundation stage education in the 2002 Business Plan, or the Five Year Strategy Plan 1999 – 2004. In particular we would expect to see a clear set of measurable objectives linked to the additional expenditure planned for both the revenue and capital budgets.
44. **It is therefore recommended that the Education Committee should agree explicit, clear aims and objectives which support the Committees’ commitment to early years/nursery education in the Education Committees’ Strategic documents, along with appropriate performance criteria which will demonstrate whether the policy is meeting objectives.**
45. At operational level, the ‘Revised Policy for Nursery Classes in Primary Schools’ (details of which are provided at **Appendix D**) produced in January 1998 provides comprehensive aims and objectives and guidelines for Headteachers and nursery staff, including aims and objectives for staff, admission policy, staffing, performance etc.. The policy represents good practice; yet although there is much evidence of such practice throughout the majority of schools there are inconsistencies in the application of the ‘Revised Policy for Nursery Classes in Primary Schools’.
46. **It is recommended that the ‘Revised Policy for Nursery Classes in Primary Schools be consistently applied throughout all primary schools.**

Performance

47. Nursery entry profiles are completed within the first 4-6 weeks of a child starting a nursery class, with a further profile completed at the end of the nursery stage. The profile is a means of assessing progress of children in the six early learning goals. Although implemented at the beginning of the 2001/2002 academic year, the results will not be assessed because over the trial period the forms changed considerably to make them consistent with the Foundation Stage Profile. This has made it difficult to compare the profiles from the beginning of the year with those completed towards the end of the year.
48. Baseline assessment is a form of assessing children within the first six weeks of entry into reception. Children are assessed on the following areas:
- reading;
 - writing;
 - speaking and listening;
 - maths;
 - personal and social skills.
49. The results from the baseline assessment are then measured against the results from Standard Attainment Task’s (SAT’s) which take place at the end of each Key Stage 1 - 3. The Planning and Projects Officer has also created a system called “Value Added” which looks at whether a child has improved over and above his/her expected results for SAT’s. Unfortunately as the Foundation Stage curriculum has only been introduced over the last year, it is too early to assess the benefits to the children as they would not have yet had time to complete the next stage and therefore be assessed on the Key Stage 1 SATs.
50. The baseline assessment itself is currently in the process of being replaced by a “Foundation Stage Profile”. It was felt that the assessment needed to be revamped to bring it in line with the Foundation Stage curriculum. The first profiles in Jersey will be completed at the end of the summer term in 2005 for children reaching the end of Foundation Stage, i.e. reception class. It is designed to assess each child’s progress and learning needs across the six areas of learning of the Foundation Stage Curriculum. It will be completed using practitioners’ day-to-day observations gained during normal classroom activity; avoiding the need for the children to complete tests or tasks.
51. Validated School Self Evaluation (VSSE) is also a form of performance measurement. These are carried out every five years, however preliminary discussions are taking place about the future of the VSSE process. The VSSE reports examined as part of this review all contained a section on early years/nursery provision where a nursery class was attached to the primary school. The majority of recent VSSE

reports show that the schools accurately reflected their nursery provisions and the way in which they could be taken forward and improved. Areas commended in the reports were the relationships between adults and pupils, as well as the partnerships between the staff and parents and the environments which had been created for the children.

Entitlement

52. In relation to the law regarding children below compulsory school age (five years), the Education (Jersey) Law 1999 states the following:
53. *“The Committee may establish nursery schools, and nursery classes in provided primary schools, and maintain any nursery school and nursery class established by it.”* It also states under Article 9 of the same law *“The States may by regulations make provision for a fee to be charged for attendance of a child below compulsory school age in a nursery school or nursery class established and maintained by Committee.”*
54. The Education (Jersey) Law 1999, under Children of Compulsory School Age - Article 11 states *“The Committee shall ensure that there is available to every child of compulsory school age full-time education appropriate to his age, ability and aptitude.”* However the law does not stipulate the **right** to entitlement for children under the compulsory school age. Therefore the Education Committee does not have a statutory duty to provide nursery education and indeed does not have a policy to do so. This raises an equity issue for those parents who wish their children to have a States nursery place to take advantage of the policy of investment in the early year’s education, but are unable to do so due to a lack of places.
55. The Foundation Stage Adviser, in collaboration with Day Care Services, Jersey Child Care Trust and the Training and Employment Partnership has addressed this by organising training to private sector nurseries on the new curriculum for the Foundation Stage so that private sector provision is in line with that provided by the public sector. This is hampered by the fact that the private sector nurseries do not employ qualified nursery teachers and are often not in the position to provide the investment that is available for States’ schools.
56. The Jersey Child Care Trust has recently had an initiative approved by the Education Committee regarding one of the targets in their Five Year Strategy. The proposal approved is as follows:
 - to employ a peripatetic Nursery Teacher to work, in the first instance, with staff in registered day nurseries towards delivering the foundation stage;
 - to train a minimum of two practitioners in each day care setting with additional pilots in two of the playgroups in the delivery of the foundation stage;
 - to provide remuneration to the designated practitioners who undertake the additional training for the extra responsibility;
 - to provide funding in the region of £40,000 to support places for children throughout day care settings.

A small task group is being set up to clarify the issues relating to the proposal.
57. One of the considerations for the current admission policy for nursery classes (which is currently under review and will be presented to the Education Committee in September 2002) is for preference to be given to children of single and working parents. This is non-prescriptive and does not include any financial qualifying limits. This may mean that parents on low incomes who cannot afford alternative nursery provision may be disadvantaged. Only the part of the admission policy relating to full-time places considers whether families have a social/economic need.
58. **It is recommended that after consideration has been given to children with special educational needs, children at risk, children with siblings with special educational needs and parental illness, further consideration should be given to offering priority to families on low incomes. There should be a consistent, transparent process in place to assess the social/economic need of applicants for a States nursery place whilst maintaining an appropriate balanced mix of children in the class.**

Demographics

59. Figure 3 shows the predicted numbers^[3] of children of nursery age (three to five year olds) between 2002 and 2006 and the accumulating numbers of full time equivalent (fte) nursery places in nursery units attached to States primary schools planned to be completed as part of the capital decision conferences for years 2001 to 2005. The graph also shows the equivalent number of sessional places.
60. Also shown is the number of private places^[4] which refers to places available throughout day nurseries and play groups in the private sector.

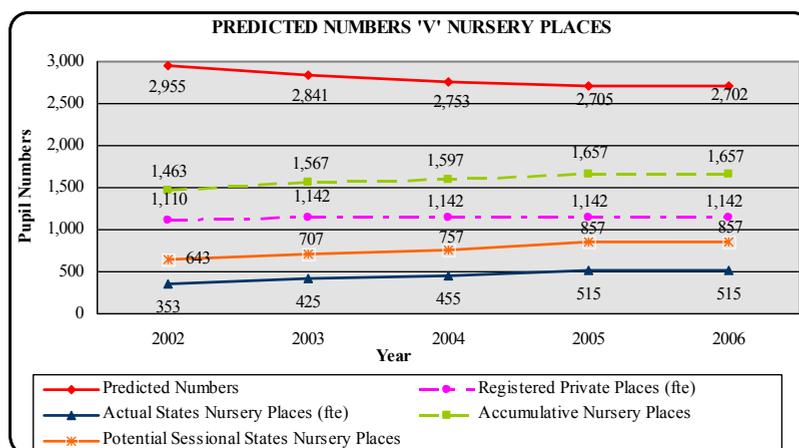


Figure 3

61. The predictions show a high in 2002 of 2,955 children aged 3 to 5 and that there will then be a decline over the subsequent four years. However, the fact remains that by the end of 2006 only 515 fte States-provided nursery places would be available which would accommodate

19% of the predicted child numbers, or, on a sessional basis^[5], this equates to 32% of children actually attending a nursery session. (Even if the Education Committee were to establish a nursery class at every primary school (based on 30 fee place nurseries) there would only be a total of 695 fee places available, which, based on 2006 predicted child numbers, would be 25.7% of children in the age group. Calculated on a sessional basis as above, 1,157 places (43%) would be available.)

62. It is recognised that not all parents wish their children to attend a States nursery. Reasons may include:
- convenience;
 - preference for the child to be at home;
 - location of provision;
 - inconvenient hours for working parents;
 - type of provision;
 - preference for a private nursery.
63. Figure 3 shows that the number of private places increases from 1,110 places in 2002 to 1,142 places in 2003 due to the expected opening of a new private sector day nursery at the end of 2003. The figures for the subsequent years are based on the number of places remaining constant, i.e. no more closures or opening of new facilities. However, it should be noted that this is the total number of places, which includes all ages up to five. The number of under-3's attending nursery is not known but States Statistics Unit predictions show that the numbers of children from new born to two years in 2002 represents 47.7% of the total number of children aged under five.

Pupil Numbers

64. There are currently twenty three non-fee paying States primary schools in Jersey of which twelve have nursery classes. Currently, the total number of children being educated by the nurseries in States primary schools is 506; this figure equates to 153 full time children, 194 children attending a morning session and 159 children attending afternoon sessions. Based on the full time equivalent these figures result in 329.5 children receiving nursery education. Had all places been fully allocated during the 2001/2002 academic year, a total of 353 children would have been accommodated.
65. As nursery education is not compulsory the numbers of children attending each class vary throughout the year making it difficult for the nursery teacher to ensure that the places available are filled. Nevertheless a few of the nurseries have significant numbers of places vacant, especially during the afternoon sessions. According to our analysis, potentially an extra 47 children could be given the opportunity to attend a nursery class, albeit for a term or part thereof. However parents on the waiting list may have made alternative provision with the private sector and may be required to give between half a term and a full terms notice to transfer the child. Figure 4 below shows the allocation of children to each nursery school as at 1st July 2002 and the variance per morning and afternoon sessions.

Nursery	Full-Time Children	Part-time Children		Total Children		Possible Number of Children	Variance	
		am	pm	am	pm		am	pm
Bel Royal	16	15	7	31	23	30	+1	-7
First Tower	17	21	12	38	29	40	-2	-11
Grands Vaux	0	18	18	18	18	18	0	0
Grouville	11	18	16	29	27	30	-1	-3
Le Squez	18	12	10	30	28	30	0	-2
Plat Douet	12	19	19	31	31	30	+1	+1
Rouge Bouillon	25	4	3	29	28	30	-1	-2
St John	7	23	23	30	30	30	0	0
St Lawrence	8	22	14	30	22	30	0	-8
St Mark	14	10	10	24	24	25	-1	-1
St Martin	11	20	16	31	27	30	+1	-3
St Saviour	14	12	11	26	25	30	-4	-5
Total	153	194	159	347	312	353	-6	-41

N.B. Bel Royal only opened in January 2002.

Figure 4

66. From discussions with Headteachers within the primary schools it was clear that those who managed a school without a nursery attachment felt that they were disadvantaged as some of the children who would normally be within their catchment area tended to remain at the alternative school where they had been given a nursery placement. This resulted in reception classes suffering from falling numbers which in turn had an impact on their funding due to reception budgets being allocated on the basis of Age Weighted Pupil Unit (AWPU). That said, it must be noted that the admission policy for children in nursery classes states *“Admission to nursery class does not guarantee a place in the reception class of the school”*.
67. **It is recommended that the policy, which represents good practice, should be consistently applied throughout all schools. If places become available during the year consideration should be given to allowing the next children on the waiting list to attend the free session. If no children are on the waiting list for that school, alternative schools should be contacted in order to obtain details of children on their nursery waiting lists. To ensure effectiveness this could be undertaken centrally;**

Revenue Funding and Capital Costs

Capital Costs

68. It has not been possible to accurately identify the cost of the construction of new nursery classes attached to primary schools as the majority have been part of a larger project, e.g. the rebuild of the school such as Grands Vaux School. The Quantity Surveyors cost the work as a complete project and do not break down the components in a way that identifies the cost of the nursery. However, Bel Royal Nursery (a project in its own right) was completed in August 2001 at a total cost of £510,000 (unit cost of £17,000 per fte place based on a 30 place nursery). Also the Education Committee's 2002 Business Plan lists the Committee's future capital schemes (not yet in the States Capital Programme) which includes the development of several school nursery classes. Each of these show an estimated capital cost of £550,000 (unit cost of £18,333 per fte based on a 30 place nursery). Therefore, based on the current plans for the provision of nursery units attached to primary schools the capital spend is estimated to be circa £3,300,000 over the next three years as shown in figure 5. Current States accounting procedures do not allow for the depreciation of capital. However, based on straight line depreciation over 40 years, we calculate that the notional hourly capital cost per nursery place for a 30 place nursery will be approximately 48p^[6] (45p for Bel Royal Nursery).

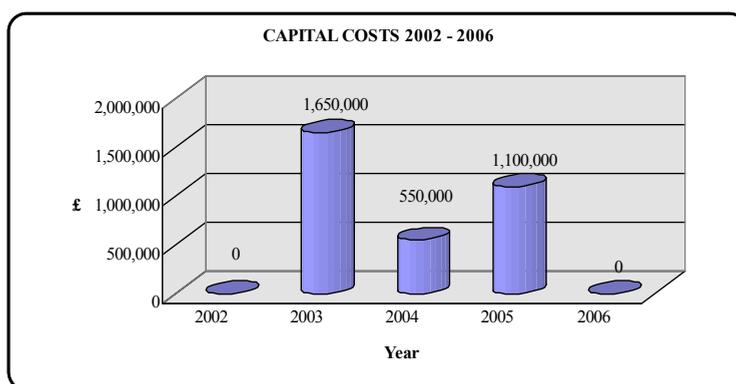


Figure 5

Revenue Funding

69. Historically, the nursery budget has always been kept separate to that of the main school budget. This is because nurseries are not funded by AWPU due to the requirement for the high pupil/adult ratios. Also, it is the view of the Education Department that because pre-school education is not statutory it should not be included in statutory budgets. Currently, the nursery budgets allocated to each nursery class primarily contain an amount for staff and a small amount for non-staff costs. The amount attributed to non-staff costs is based on the same amount used for reception (they are historic and relate to a previous method of allocating budgets) with a reduction on supplies and services for part time children as shown in figure 6.

Non-staff costs	Full-time pupil	Part-time pupil	Percentage of full-time	
	£	£	%	
Premises	1.55	1.55	100	
Supplies & Services	113.15	67.89	60	
Transport	11.75	11.75	100	
Establishment	18.00	18.00	100	
Total	144.45 pa	99.19 pa	68.7	

Figure 6

70. Presently, there is no allocation of secretarial time for nurseries. This was an issue which was raised on several occasions with the Headteachers who felt that the main school budgets suffer due to the lack of nursery funding for secretarial work. It could be argued that more secretarial time is required for the nursery and reception elements of the schools due to the contact with parents regarding admission etc.. Nor is there a proper apportionment for the cost of premises, inset, supply, maintenance, utilities or cleaning in the current nursery budgets.
71. In future, nursery budgets will consist of staff costs only. Additional funds will be allocated per full-time/part-time child as per figure 6 to the main school budget to allow Headteachers flexibility in how non-staff costs are used. However the figures shown in figure 6 are arbitrary and do not reflect historic actual expenditure in these areas. As nursery education is not statutory, it is important to know the cost of the provision.
72. **It is therefore recommended that costs relating to nursery education are identified separately.**

Pupil/Adult Ratios

73. The "Revised Policy for Nursery Classes in Primary Schools" clearly states that *"There must be one adult to ten children in the nursery class"*. The results of our analysis of pupil/adult numbers, demonstrated in figure 7 below, shows that Bel Royal, Plat Douet and St Martin's Nursery are over-subscribed for either the morning session, afternoon session, or both, by one child.

Primary School	Form Intake/Places	NURSERY			
		Pupil/Teacher Ratio		Pupil/Adult Ratio	
		am	pm	am	pm
Bel Royal	1 form/30 place	31.0	23.0	10.3	7.7
First Tower	1 form/40 place	38.0	29.0	9.5	7.3
Grands Vaux	1 form/18 place	18.0	18.0	9.0	9.0
Grouville	1 form/30 place	29.0	27.0	9.7	9.0

Le Squez	1 form/30 place	30.0	28.0	10.3	9.3
Plat Douet	1 form/30 place	31.0	31.0	10.3	10.3
Rouge Bouillon	1 form/30 place	29.0	28.0	9.7	9.3
St John	1 form/30 place	30.0	30.0	10.0	10.0
St Lawrence	1 form/30 place	30.0	22.0	10.0	7.3
St Mark	1 form/30 place	24.0	24.0	8.0	8.0
St Martin	1 form/30 place	31.0	27.0	10.3	9.0
St Saviour	1 form/30 place	26.0	25.0	8.7	8.3
UK – Nursery Schools ^[7]	Full Time Equivalent		15.6		6.0

Figure 7

74. We recommend that the policy on pupil/adult numbers is adhered to.

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Private Sector Comparisons

75. A table attached at **Appendix F** shows comparative information between public sector pre-school provision and private sector pre-school provision for a range of areas. They are discussed in more detail below.

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Charging

76. As previously mentioned under ‘entitlement’, the Education (Jersey) Law 1999 states *“The States may by regulations make provision for a fee to be charged for attendance of a child below compulsory school age in a nursery school or nursery class maintained by Committee”*. However the Education Committee have to date decided against charging for nursery places, although a small levy is charged to cover lunch-time. The private sector, in the main, comprises of organisations ‘for profit’ but little information is held with regard to charges as it is not part of the registration requirements, and as they are small private businesses there is no control over what is charged.
77. Figure 8, shows the approximate average fee per child per hour for the different pre-school providers. This is based on direct enquiries to nursery providers. The analysis also includes the hourly cost – including capital expenditure as calculated above – for States provision in two nurseries where premises revenue costs are known and a comparable figure could therefore be calculated. **Appendix G** details the unit costs for States provision, although at present, this excludes elements for premises and secretarial support.

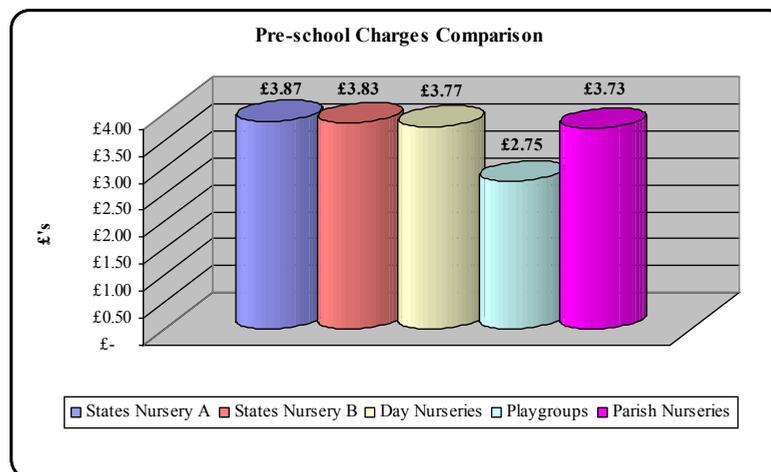


Figure 8

78. Enquiries made with the private sector providers show the highest fee charged per child per hour at £4.50 (for a day care nursery) with the lowest at £2.33 per hour (based on the child attending 3 hours per day in a playgroup).
79. The hourly cost per child for States nurseries A & B is marginally more expensive than the average private sector charge. This will be due mainly to the higher salaries paid (as shown in Appendix F) which are based on qualified teachers and that all support staff have attained a Diploma in Nursery Nursing (or equivalent). It should also be noted that not all costs for the public sector can be accurately identified. The type of provision is also geared to be an educational experience rather than childcare. Our calculations show that, based on the information available, the States of Jersey provide a service, the cost of which is financially comparable with the average charge in the private sector. The advantage gained by the lower salaries paid by the private sector is cancelled out by the profit element incorporated into private sector charges. It can be argued that private sector charges may have to increase if the foundation stage curriculum becomes a mandatory part of nursery provision for three to five’s.
80. An option for future funding would be to introduce charges for nursery education. This could be based on an ability to pay by being linked to the benefits system to ensure that the lower paid were not disadvantaged. The analysis shows that “break-even” charges would be comparable to the median private sector charges. The raising of such funds could be used to either directly fund the States provision and/or support the additional resources required by the private sector to provide the foundation stage curriculum.

Qualifications

81. It is difficult to compare the qualifications required by the public sector with the private sector as the service being provided is not ‘like for

like'. As already stated, the public sector is providing an educational service, whereas the private sector (day nurseries and playgroups) largely provide childcare with an element of education. Each States nursery class is operated by a qualified Nursery Teacher with the infrastructure, management and support of an educational establishment i.e. the primary school, and is subject to the policies and performance criteria required by the Education Committee. A private sector Day Nursery Manager who has responsibility for the nursery, is required to have a minimum qualification of the Diploma in Nursery Nursing. This is also the minimum requirement for a Nursery Officer who assists the teacher in the States nursery classes.

82. The JCCT, Highlands College and Day Care Services have been instrumental in supporting the training requirements determined by the Education Committee for the private sector.

83. Although the Education Committee endeavour to standardise the level of achievement amongst children between age three and five years in the public and private sector, the private sector argue that it will not be an easy task as they do not receive the funding which the States nursery classes receive. It is interesting to note that, whilst the States employ teachers, the private sector, on the whole, does not. Yet if the foundation stage is to be implemented across the board, it will be expected to deliver an equivalent educational experience to that provided by the States nurseries. This begs the question as to what level of qualification is required to deliver the programme – is the private sector under-qualified, or the public sector over-qualified? Or is too much being expected from the private sector to deliver the curriculum without additional resources? Increased costs would inevitably lead to an increase in fees unless direct funding was provided from elsewhere.

Training

84. Both sectors undertake additional training in areas relevant to education and child care. The Headteachers in the primary schools leave on-going development requirements to the individuals; however information/reading material on new initiatives and courses etc. is forwarded to the staff and communicated via staff meetings. The JCCT and Highlands also provide additional courses for the private sector at a cost of £5.00 per course per person. Workshops are provided by Day Care Services free of charge. The courses cover subjects such as 'Child Protection Training' and 'Working with Parents Workshop'. They are provided after working hours for the convenience of the staff and JCCT certificates are issued for all courses.

85. The Education Department, the JCCT and TEP have been working in partnership to deliver informative sessions and training on the Foundation Stage. Over a two year period 24 sessions have been delivered to a mixture of delegates from both the public and private sectors. The majority of the sessions were delivered to Headteachers, Teachers and Support Staff by the Foundation Stage Adviser and trainers from the UK. The Education Committee provided a budget of £20,000 to assist with the costs of employing supply staff to enable Teachers, Nursery Officers and Teaching Assistants to attend an 'Initial Training Day' on the Foundation Stage. The Education Department, JCCT and TEP funded the costs associated with bringing experts over from the UK to deliver training on subjects such as 'Knowledge and Understanding of the World' and 'Creativity in the Foundation Stage'.

Salaries

86. **Appendix F** shows that, on average, salaries in the private sector are significantly lower than for States nursery staff. A qualified States Nursery Teacher is paid between £18.28 and £26.97 per hour. On average, the States Nursery Officer (NNEB) is paid more per hour (between £10.14 and £11.21 per hour) than the Nursery Manager/Supervisor with an equivalent qualification in the private sector (average £9.78^[8] per hour).

87. There is an internal issue within the public sector regarding salaries. Although we have not focused on the Foundation Stage (nursery and reception) many of the Headteachers that have a nursery attached to the primary school raised the issue of disparity between the salaries for Nursery Officers and Teaching Assistants in reception. With the Foundation Stage curriculum being delivered throughout the schools, Nursery Officers and Teaching Assistants are working closer together and in a sense are working to achieve the same objective.

88. Although not a requirement of the Education Committee many of the Teaching Assistants have acquired the Diploma in Nursery Nursing qualification yet the salaries are quite different. Nursery Officers are paid a civil servant grade 6 whereas Teaching Assistants are paid a civil servant grade 4. This results in the schools both with and without nurseries loosing their Teaching Assistants to vacant posts for Nursery Officers. In one instance the Headteacher decided to pay her Teaching Assistant a salary based on longer hours in order to make the post more attractive and prevent the loss of a valued member of staff. Solutions such as this also cause inequity amongst the posts. The comparative hourly rates are listed in figure 9.

Post	Grade	Hourly Rate	Post	Grade	Hourly Rate
Nursery officer	6/0	10.16	Teaching Assistant	4/0	8.30
	6/1	10.51		4/1	8.59
	6/2	10.86		4/2	8.88
	6/3	11.24		4/3	9.18

Figure 9

89. Possible solutions are as follows:

- the qualification required to be a Teaching Assistant would be a Diploma in Nursery Nursing and a grade 6 salary would be paid;
- Teaching Assistant grades would range from grade 4 to grade 6 depending on qualification and experience.

90. **It is recommended that the grading structure/qualification required for nursery officers and teaching assistants be reviewed to look at how they could be more comparable, now that the Foundation Stage is being implemented throughout the schools.**

Comparison with other Jurisdictions

United Kingdom

91. Since September 2000 the UK have implemented the Foundation Stage Curriculum throughout government nursery classes and private sector establishments which receive government grant funding as part of the Child Care Strategy. The UK does not, however, produce statistical data relating to pupil/unit costs on nursery classes because it is not a statutory provision. Information is produced on pupil/teacher and pupil/adult ratios for nursery schools but not for nursery classes attached to primary schools. Figure 7 shows that two nursery classes are marginally over the recommended pupil/adult ratio of 1:10.

Guernsey

92. It is not possible to make any comparison between government-provided nursery classes with Guernsey as they do not offer any public nursery classes in any form. All their pre-school provision is provided by the private sector.

Parents Views

93. A total of 1,253 questionnaires were distributed to parents who currently have a child/children attending a States nursery or reception class. Of those, a total of 556 questionnaires were returned (44%). An analysis of the results from the questionnaires is attached at **Appendix B**. It is important to note that the questionnaire focused mainly on the Foundation Stage and therefore does not only relate to nursery classes. Questions one and two asked for background information, i.e. what school the child attended and what age they started school.

Question 3

94. We attempted to establish the categories of parents using States nursery classes, i.e. working parents, single parents etc. Of the 556 replies the larger categories are father working full-time with mother working part-time at 39% followed by father working full-time, mother not working at 23%. The percentage of single working parents is 6% for full-time workers, and 2% for part-time working parents. These results from the respondents do not support one of the considerations in the admission policy which is to consider children of single and working parents.
95. One of the main criteria for admission is for single parents. These low numbers may indicate that either the demand is not there, or that the provision offered by States nurseries is not what is required by single parents. This is also the case where both parents work full-time, and is probably due to the hours provided. These categories, which may be in the greatest need of childcare – particularly in the low income groups – are the categories most likely to have to use the private sector and pay to obtain the hours required.
96. It is important to note that the main consideration for a nursery place is for those children with special educational needs and referrals from the Children's Service etc. Much work is done within the nursery setting in the field of special needs, such as pre-school language. Early intervention is paramount and makes a difference for when children attend mainstream education.

Question 4

97. When asked whether the parents had been given information about the Foundation Stage and whether they understood what it was trying to achieve, 450 replied yes, which equates to 81% of those responding. The comments indicate that parents were more informed where a school handbook had been distributed or because an induction had been held. However some of the replies relating to the question show that not everyone had a sound understanding of the Foundation Stage, this was more apparent for parents whose children attended a nursery class.
98. Some of the issues arising from parents comments were as follows:
- *There will be a meeting to inform parents about reception. I think it would be better a bit earlier. We were given nothing whilst our child was at nursery.*
 - *Feel that possibly a parent evening should be arranged at least once during a year at nursery to explain/re-iterate curriculum for Foundation Stage and deal with any queries.*
99. In order for the partnership with parents to be successful they must be fully aware of what the Foundation Stage is trying to deliver. If the experts in early years feel that early years education and nursery is an integral part of a child's educational life this should be reflected in the nursery. It should be noted that the Education Committee have developed a leaflet specifically on the Foundation Stage titled "A Guide for Parents", which has been sent to all schools and settings to distribute to parents of all children (both public and private sector), aged between three and five who receive education and care.
100. **It is recommended that the provision of handbooks to parents should be consistently applied across all schools.**

Question 5

101. When asked why their children attended the nursery, 277 parents replied because they live in the school catchment area, 206 parents also felt that it was important for their children to remain in the same primary school from nursery through to year 6. This is only an option available to those parents who live within a catchment area of a primary school that has a nursery class. As there is not a nursery class in every school some of the children may be disadvantaged and not have this choice. 165 replies showed that children already had other siblings at the school. Although not explicitly mentioned in the admission policy, many of the Headteachers indicated that a sibling already at the school is an aspect which is taken into consideration when allocating the nursery places. 104 of the respondents indicated that their child attended the nursery because it was free of charge, this represents only 19% of the total number returned. As this was not an important factor for their child attending the nursery it could be argued that they may have been able to afford a provision in the private sector, or to pay for States provision if it was decided to charge. Other reasons for their children attending the nursery accounted for 18.7%, some of which are as follows:
- *Because her childminder is on the doorstep of the school and has looked after my daughter since she was a baby, financially it helps.*
 - *Available quality care at time of need due to loss of private nanny and dissatisfaction with the private nursery.*
 - *Due to the special needs facilities at the school.*
 - *It is close to mother's workplace; it avoids the traffic in town and because we have two other children and our income is low.*
 - *Because there is no nursery in our catchment and I feel the nursery experience is very important.*
 - *I believe it helps the child to develop good social skills and expands their minds at an early age. I believe children need stimulating from an early age in order to prepare them for reception class etc.*
 - *Mainly because it's a fabulous school, very 'family' minded and the children are treated as individuals.*

Question 6

102. When asked whether they would send their children to a private nursery if States nursery provision was not available, 68% replied yes. However, many of these replies were on the premise that they would be able to afford it financially. The majority of this number felt that it was imperative that their child experienced some sort of interaction with other children to prepare them for school life. Only 22% felt that they would not send their children to a private nursery, this was either down to not being able to afford the provision or because they did not recognise private childcare as the best way to educate their child or did not require child minding facilities.
103. Views of parents were as follows:
- *No, I feel the States nursery offered my child a higher standard of education while a lot of private nurseries concentrate more on looking after them, but not teaching them so much which is great for the under 3's but not as they get older.*
 - *Yes, in order to continue to work.*
 - *Yes, I think it is important for children to mix with other children. They learn to interact together and socialise. They are also then prepared to start*

primary as they are used to being away from their parents.

- Yes, if it was cheaper than at present, there is little help for nursery children which makes couples not want to both work as it is pointless.

Question 7

104. A high percentage of parents (69%) did not answer this question which asked if any additional childcare, other than the nursery, was used. The largest proportion of care other than attending the nursery is that of the home (17%), which is supported by the outcome of question 3.

Question 8

105. We asked whether children had received other types of childcare prior to nursery in order to establish if parents were using private nurseries up to the age three and then taking advantage of the free provision offered by the States. Of the 556 replies, 163 parents stated that their child received parental/family care prior to their child attending the nursery class. 131 indicated private nursery education, 133 parents stated that their child attended a day nursery, and 127 children had attended play groups. The fact that fewer children attend the playgroups reflects on the quality and hours offered by playgroups. We believe that some parents may have confused private nursery education with day nursery provision; however, the answers show that a significant majority of the respondents sent their children to private sector nurseries prior to them being enrolled in States nurseries.

Question 9

106. The majority of parents (85%) felt that they were adequately informed with regard to their child's progress, although in some cases teachers needed to be prompted or approached. As it is an important stage for children, parents should be made aware of their progress. All children are individuals; therefore it is essential that parents are fully involved in their children's development. Not all parents (due to work commitments) are able to drop off/collect their child or be able to spend time in the nursery speaking to the teaching staff.
107. **It is recommended that during the school year, individual teacher/parent counselling should be undertaken to discuss progress against the early learning goals.**
108. Samples of the responses from parents are as follows:
- *Little information has been given to us but it does not matter as his enjoyment and progress is obvious to us. Informal information/advice is always available from the teacher when we have asked for it.*
 - *It is up to us to ask but the atmosphere is very open and friendly.*
 - *The teachers are very good. You can ask them anytime you want. They keep us informed with a letter.*
 - *They keep us more informed at reception than at nursery.*

Question 10

109. The responses to question 10 support the idea behind sending children to an educational nursery as opposed to a day nursery which is to ensure the children are adequately challenged through play. A total of 508 parents, (91%) felt that this was the case. A small minority of 6% replied "no" for varying reasons.
110. Comments were as follows:
- *There is always a variety of activities going on and a weekly theme. My daughter has learnt a lot about animals, rhyme, song and cultural themes, even social activities and how to deal with bullying. Trips and outings are also ongoing.*
 - *Yes, although I feel learning letter and number skills could be increased depending on child skill levels.*
 - *Yes, although reading books could do with being changed more regularly.*
 - *No, I feel the class is too large and length of am session (2 ½ hours) inadequate.*
 - *Not always depending on the area of play, i.e. I would like to see more play around letters and numbers. Play has been around colours which my child has known for ages. However other areas such as creative play/home corner/outside play are great and have given my child a new experience.*

Question 11

111. Question 11 asked respondents to rate the nursery and reception provision. A total of 68% felt the provision their child receives is excellent. A further 28% thought the provision to be good with only 4% who thought that the provision was average. None of the responses indicated that the nursery class which their child attended was of a poor standard.

Question 12

112. Question 12 asked parents whether they felt their children were experiencing or developing skills in the following areas:
- personal, social and emotional development;
 - communication, language and literacy;
 - mathematical development;
 - knowledge and understanding of the world;
 - physical development;
 - creative development.
113. All areas of the early learning goals had high responses which were 95%, 90%, 91%, 88%, 91% and 92% respectively. Although 487 parents felt their child was developing with regards to knowledge and understanding of the world, comments reflected that some of the parents did not have a thorough understanding of what "knowledge and understanding of the world" incorporated.
114. Comments were as follows:
- *He is the youngest in the class but still manages to develop in all areas – this is due to the positive support and care he receives from the teacher and assistant.*
 - *I feel there is no structure.*
 - *Targets are met in all areas*
 - *My child is slow at speaking so it slowed her learning a bit more, but is making progress.*
 - *Again due to large class sizes there is not always opportunities (or opportunities are limited) with things such as creative development.*
 - *I have no hesitation in congratulating the teachers in all areas of their teaching abilities.*
 - *Other children in her class are younger and I feel this is holding her back a bit. Otherwise well done.*

- *I think the nursery unit covers all areas very well.*
- *My children have gained vital confidence and a true love of learning through the enthusiasm and solid knowledge of child development of their teachers.*
- *At home she is, but unless we receive a time table how do we know? I presume under the leadership of the head teacher, the nursery team follow the curriculum and are therefore meeting all the criteria.*

Question 13

115. When asked what parents expect foundation stage education to deliver, 90% felt it should be educational development programmes with social skills and interaction with other children. Just over half (51%) felt that it should be childcare which therefore implies that perhaps the children only attend the public provision because it is free of charge. However as previously mentioned, when asked in question 5 as to why their children attend the nursery only 19% indicated because it was free of charge. Please note that it was not possible to identify from the responses which children attended the nursery or reception classes. Some parents found the question confusing and therefore did not complete it fully and some did not complete it at all. Therefore the response to question 5 may be lower because parents whose children attended reception did not answer it. 12% felt that other areas were important such as manners, behaviour, self worth, a secure environment and general happiness through play and interacting with other children.

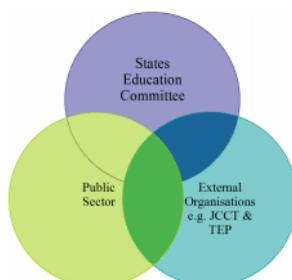
Question 14 – other issues raised by parents

116. Many parents used this section to express their thanks to the Headteachers, teachers and support staff in both nursery and reception for the commitment and enthusiasm which is shown towards educating their children. They also mentioned that they thought it was important that, although young, it is important that children receive structured education during the early years and not just play and child care facilities. It was apparent that parents thought it was essential for their children to attend States nursery classes as it prepared them for the experiences and tasks which their children would encounter in structured educational reception classes. Other issues raised are as follows:
- the starting times and hours at which children may attend – parents felt that they did not accommodate the working parent;
 - the admission policy regarding the terms in which children start was also an issue;
 - the gap between the youngest and oldest children in nursery. Some parents felt that the older, bigger children took up more attention which left the younger, quieter children receiving less attention;
 - some parents indicated that they would like the opportunity for more parental involvement;
 - the lack of pre-school nurseries attached to some primary schools. Parents felt this was inequitable as some of their children missed out on an educational nursery experience and had to pay relatively high fees in the private sector. For this reason one suggestion was that fees to the equivalent nursery class hours be paid to the parents so that they can fund the fees.
 - experienced teachers should be responsible for teaching early years, not newly qualified teachers;
 - more updates and feedback from teachers on child's progress are required;
 - if States nursery education was not available, parents who are not financially well-off would not be able to afford to send their children to other provision;
 - more information is required on the application process for nursery and how the system of catchment areas work;
 - continuity from nursery into reception, even if the school was not in the catchment area;
 - better ratio of teachers to children.

CONCLUSION

117. According to current trends, the subject of early years education is fundamental to the future of the Island, particularly as Jersey has the highest percentage of working mothers in Europe. It is a highly emotive subject about which all stakeholders would agree the need for continuous and sustained investment.
118. An overall strategy for early years provision which includes input from all providers would ensure a cohesive and co-ordinated approach and ensure the best use of funds.
119. Although there is no statutory requirement, the Education Committee is making a significant investment in early years education through both the capital programme and revenue programmes, as well as providing training and liaison with the private sector. This is in line with its policy and is supported by the introduction of the Foundation Stage, which includes both nursery and reception classes. This is in the very early stages, so it is not possible to assess whether objectives relating to improved standards are being met. It is important, therefore, that clear objectives are set and a performance framework agreed to ensure that the policy is being delivered.
120. States nursery classes are intended to provide an educational experience rather than childcare, and whilst the admission policy is geared towards working and/or single parents (as well as children with special educational needs and referrals), the hours provided are often not convenient. This may impact on low earners who may have to pay for private sector provision.
121. Whilst there is evidence of much good practice operating throughout the majority of schools, there are inconsistencies in the application of the "Revised Policy for Nursery Classes in Primary Schools".
122. The responses from parents show that the service is highly valued by parents. The high quality of the service is supported by the results of VSSEs undertaken in the various primary schools.
123. States nursery education is not a suitable option for parents who also require childcare, however, some parents feel that there is inequity because of the number of places available and the way in which they are allocated. Equity is also an issue as the Education Committee does not provide sufficient free places for all children who want them.
124. The revenue costs of providing the service appear to be comparable with other providers in the private and parish sectors, although more detailed costing would provide more accurate information in this area.
125. The service is provided free of charge, although provision is made in the law for charging. Charging for the service and perhaps using income to pay for provision, or for developing provision in the private sector to raise standards to a comparable level, is an option for the future.
126. The expectation is that the Foundation Stage curriculum also introduced in the private sector will help to achieve a similar attainment between children starting reception class, although the level of qualification and pay for staff in the private sector is significantly less than is the case for States nursery staff.
127. A number of issues have been raised during the review which need to be considered by the Education Committee, including:
- the reasons for providing nursery education - including the States role;
 - ensuring equity of provision for all children (not necessarily all provided by the States).
 - whether charging should be introduced as a means of funding the development of the service, and whether such charging should be linked to the benefits system.
 - the role of the private sector and, building on initiatives already underway, how standards can be improved to ensure a comparable provision, rather than just providing for those who manage to obtain a free States nursery place.
128. An important aspect of child care provision (whether it be public sector nursery classes, private sector day nurseries or play groups) is the way in which it is delivered. As with the vision statement adopted by the Education Committee "*Education – partnerships to fulfil potential*" the right provision will only be delivered providing partnerships are in place and the individual sectors work together in order deliver a comprehensive service. If the Education Committee is to succeed in achieving its aim of a more consistent standard of attainment for children entering full-time education at reception class, the Education Committee, Private Sector and external support groups such as the JCCT and TEP must continue to work as in partnership in a three-pronged approach.

Three-Pronged Approach



Statement of the Chief Internal Auditor

129. In accordance with the standard procedures of the Audit & Risk Management Division, I hereby acknowledge that this report contains the full and complete findings of an audit review carried out on behalf of the Education Audit Committee between October 2001 and July 2002 and that I have reviewed this report and the associated working papers.

.....
Kevin Hemmings
Acting Chief Internal Auditor

.....
Date

EDUCATION AUDIT COMMITTEE

REVIEW OF FOUNDATION STAGE / NURSERY EDUCATION

OBJECTIVE OF REVIEW

To review the current and planned provision of the foundation stage/nursery education (from 3 to 5 years) and ascertain whether it offers the best value for money. To ascertain whether the current arrangements are meeting strategic objectives and whether the balance of public/private sector provision is appropriate. The review will primarily examine the public sector provision and support; however it will also review how the States provision interacts with the private sector provision.

SCOPE OF REVIEW

1. **Review strategic and policy objectives with regard to the Foundation Stage/Nursery Education, how effectiveness is measured and ensure that the Education Department has established proper arrangements for setting clear objectives and reasonably accurate performance indicators to measure how well policy objectives are being met.**
 - ascertain policies/legal requirements, e.g. Education Law, aims and objectives of the service, provision and entitlement etc.
 - ascertain performance indicators used
 - review performance against performance criteria, e.g. compare baseline assessments for children entering the foundation stage to outputs into key stage 1
 - clearly ascertain who has the right of entitlement to nursery education and what options are provided
 - compare with other similar jurisdictions elsewhere to attempt to ascertain best practice
2. **Review the organisational structure and staffing levels.**
 - ascertain staffing levels
 - ascertain training provision/cost
 - ascertain ratio of qualified/unqualified staff and types of qualification and ascertain pupil teacher ratios
 - ascertain ongoing training programmes for both qualified and unqualified and levels of uptake
 - compare pay and conditions between the public and private sector provisions
 - compare with similar organisations, e.g. private sector and UK etc.
3. **Review financial and other budgetary control procedures used.**
 - review management information systems
 - ascertain funding arrangements
 - review budget setting procedures and methodologies
4. **Review costs.**
 - ascertain and analyse revenue costs over 5 year period
 - ascertain capital costs over 5 years
 - ascertain appropriate unit costs (e.g. per pupil, per unit)
 - compare costs with private sector charges and with similar provision in the UK.
5. **Review activity levels.**
 - ascertain current provision and demographic prediction for under five's.
 - compare projected numbers with current and planned provision
 - review efficiency and effectiveness of provision (planned outputs versus actual outputs)
 - ascertain role of the private sector
6. **Review the service to make recommendations as to whether it can be:-**
 - a) carried out more efficiently;
 - b) carried out at less cost without impairing the service;
 - c) utilise more private sector input.

RESULTS FROM THE QUESTIONNAIRE TO PARENTS

A total of 1,253 questionnaires were distributed to the parents of children who attended a States nursery or reception class. As at the 1st July 2002 556 have been received this equates to a return of 44%.

Question 3

Do you work?							
	No	Father only part time	Father only full time	Mother only part time	Mother only full time	Single parent part time	Single parent full time
Number	32	0	129	15	15	32	11
%	6%	0%	23%	3%	3%	6%	2%
	Father part time/mother part time		Father full time/mother part time		Father full time/mother full time		Not Answered
Number	1		219		100		2
%	0%		39%		18%		0%

Question 4

Have you been given information about the Foundation Stage by the school (nursery & reception classes), and do you understand what the Education Department are trying to achieve?				
	Yes	No	Unknown	Not answered
Number	450	85	3	18
%	81%	15%	1%	3%
Comments				
<ul style="list-style-type: none"> • I find the term curriculum given out by the head teacher very informative and it helps to keep the continuity of the education by knowing at home what is being taught each week • Yes – I am kept updated regularly as the school often sends out letters. • A very informative booklet was handed to us on induction day. • We appreciate the wide variety of skills being targeted by the Foundation Stage. But feel an over emphasis on structured reading and writing and achieved at the expense of physical education and opportunities for the children to explore imaginative play. • Very briefly, I would appreciate more advice on how we can help our children at home to develop and know what they are doing in school each day. • Other than to provide education - not really. • The school has an excellent home/teacher relationship with regular appraisals. • We received "A Guide for Parents – Foundation Stage". • Yes I work in a playgroup implementing the Foundation Stage. • Very good information about nursery, plus a home visit prior to commencing. • The information I have seen is that put up in the waiting area at the nursery. I have not personally received information from the nursery, so anyone not collecting the children themselves would not know about it. • Not really – more information and what the objectives are would be more beneficial. 				

Question 5

Why does your child attend this nursery?						
	a)	b)	c)	d)	e)	Not answered
Number	277	206	165	108	104	94
A percentage would not be representative as many parents specified several reasons for their child attending a nursery.						

Question 6

Would you send your child to a private nursery if States nursery provision was not available?				
	Yes	No	Unknown	Not answered
Number	378	121	2	55
%	68%	22%	0%	10%
Comments				
<ul style="list-style-type: none"> • I would and I did, but when they reach a certain age – I don't feel private nurseries can provide as much stimulation. • My child was at private nursery but had to move as it was closing. I also feel the facilities are better and staff are better trained in States provisions. • Yes, but if available would prefer a nanny. • Yes, I think children need some sort of provision away from parents (through play) to gear them for the school transition. However private nurseries are very expensive. I had to give up work as it was too expensive to keep him at nursery and my wages used to go directly to the nursery. • I would have to as a single working father. • In my present position this would not be an option financially. If my circumstances were different then definitely as I feel it is vital to social skills. • We have used private nurseries in the past as the school nursery hours do not accommodate the working parent. • Private is very costly and I don't feel they achieve the same as a pre-school nursery. Pre-school knows what will be expected of them when they join school and teach them accordingly. • I had to send my child to a private nursery. The school that was in the catchment area didn't have a school nursery; however there was a private one across the road. We wanted our child to meet other children that were going to that school before she went to make it easier for her. 				

Question 7

Does your child receive any other form of child care in addition to States nursery provision?						
	a)	b)	c)	d)	e)	Not answered
Number	8	11	34	45	95	386
* %	1%	2%	6%	8%	17%	69%
* Some parents specified more than one option.						

Question 8

What child care did your child receive prior to attending this nursery?						
	a)	b)	c)	d)	e)	Not answered
Number						
%						

Number	131	133	127	72	163	69
* %	24%	24%	23%	13%	29%	12%

* Some parents specified more than one option.

Question 9

Do you feel that the teachers keep you adequately informed with regards to your child's progress in nursery and reception classes?				
	Yes	No	Unknown	Not answered
Number	474	77	3	2
%	85%	14%	1%	0%
Comments				
<ul style="list-style-type: none"> • We have to keep asking and we haven't spoken to the key worker to check progress. • As a working mum it is difficult to get information as we have little contact. • Teachers are very forthcoming with progress reports and also very approachable. • The home/school diary is very helpful. We receive a letter at the beginning of each term which clearly explains the targets. Staff are approachable and available. • I would personally like more frequent updates but I understand and appreciate that this is not practical bearing in mind child numbers/teachers extra duties. • Yes, because I help put in class whenever possible. • No, I never seem to know what they are doing. • Exceptional, I have been very impressed with the continual feedback and weekly planners. Also staff are very approachable. • No, we would like to have more frequent teacher meetings and more frequent reports. 				

Question 10

Do you feel your child is being adequately challenged whether it be learning through play or set tasks?				
	Yes	No	Unknown	Not answered
Number	508	31	10	7
%	91%	6%	2%	1%
Comments				
<ul style="list-style-type: none"> • My son finds the homework easy and doesn't like doing it because it is too easy. • My child is being fully challenged and has benefited considerably to the extent that she is now reading level 7/8 books. • Not really – held back by behaviourally challenged children taking the teacher's time. • Yes, I have seen how quickly she has developed since September 2001. • I am particularly impressed with her progress through communication, language and literacy and mathematical development. • I feel the nursery is particularly attentive towards providing an appropriate nursery experience to the child as an individual so that it is sufficient experience for the reception class. • Yes, how much should we expect from this tender young age group? Children are also individuals. • The staff are fabulously imaginative and energetic and have offered wonderful play opportunities and topics. • No, I feel the class is too large and length of morning session (2 ½ hours) inadequate. 				

Question 11

How would you rate the nursery and reception provision your child receives?					
a) excellent; b) good; c) average; d) poor.					
	a)	b)	c)	d)	Not answered
Number	379	154	21	0	2
%	68%	28%	4%	0%	0%

Question 12

Do you feel your child is experiencing or developing skills in the following areas of learning?								
a) personal, social and emotional development;			b) communication, language and literacy;					
c) mathematical development;			d) knowledge and understanding of the world;					
e) physical development;			f) creative development.					
	a)	b)	c)	d)	e)	f)	Unknown	Not answered
Number	526	501	506	487	507	513	6	2
%	95%	90%	91%	88%	91%	92%	1%	0%

Question 13

What do you expect foundation stage education to provide?							
a) educational development programmes; b) child care; c) social skills; d) interaction with other children; e) other, please specify.							
	a)	b)	c)	d)	e)	Unknown	Not answered
Number	503	284	508	508	69	6	7
* %	90%	51%	91%	91%	12%	1%	1%

* Some parents specified more than one option.

Comments							
<ul style="list-style-type: none"> • Manners, how to behave and not to hit/smack. • A loving secure environment and clean and safe classroom equipment. • To work hand in hand with parent's to assist in these areas. • I think most things are covered, but I think moral values are very important. • I think learning to swim should be part of the curriculum for all school children. • A time of fun and play. A secure, consistent world. A sense of being liked and accepted. • I think the foundation stage should be intended to foster the skills of listening, learning and interacting in a group. • The foundation stage is the most important start in our children's education. By the time they reach year 1 their creative skills have been quashed and they are fed and fed with information. Learning becomes boring and they no longer have the freedom to grow as individuals, as the classes are so large. Please create more nurseries attached to schools as it teaches the children to mix more easily with other children their own age group. More attention is given to them so they grow and develop into round adjusted children. • Self worth to the children, so that they know they are so special so they can be confident young people. • Security and a warm environment to develop confidence. Parental Support. Models of acceptance behaviour. 							

- *A safe, fun, secure environment which is both stimulating and challenging.*

Question 14

Are there any other issues which you would like to comment on in relation to the foundation stage (curriculum used in States nursery and reception classes)?

Comments

- *I feel more could be done to accommodate working class parents, i.e. nursery starting earlier – which I would be happy to pay for.*
- *I feel there is a large gap between the oldest and youngest. Often the older and bigger children are taking up a lot of attention and the quieter and younger children are given less attention.*
- *I think it is important children receive structured education from an early age, not just play and child care facilities. My child has learnt a tremendous amount in her first year (nursery).*
- *Happy the emphasis is on social interactions and not academic skills at this stage.*
- *Generally very pleased with nursery – only criticism would be over-emphasis on ‘choices’. Would prefer more direction with tasks having obvious aims and outcomes, so that children don’t drift.*
- *I think all children starting reception should start full time in September, or it should be up to the parents. I don’t think it is fair that some children miss out for a whole term by only going part time.*
- *The balance of activities and environmental space in the nursery enabled our daughter to develop at her own speed without fear of failure. We feel the great emphasis on literacy and numeracy, especially time spent writing at the reception age has been sometimes counter productive to her confidence. We consider other European countries such as Germany, Sweden and Norway albeit a more productive approach to educating in early years rather than the UK example.*
- *We feel there should be a lot more States nursery pre-school children, rather than having to pay playgroups.*
- *I think it is extremely unfair that I have paid for three children to attend private nursery as there was no nursery provision at the school available. I have not had any choice about whether I needed to work or not – I had to! I also feel that it is unfair that there is not a universal policy of children starting full time in September if their parents request this. Some head teachers allow it – other will not.*

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REVISED POLICY FOR NURSERY CLASSES IN PRIMARY SCHOOLS

The policy document, previously mentioned on nursery classes provides for guidelines and procedures for the following:

Policy aims and objectives

The aims of the nursery staff should be:

- to recognise the value of children's play in learning;
- to provide opportunities for children to develop as individuals;
- to develop skills and attitudes to help children to acquire a wide range of concepts through first hand experience;
- to foster and promote all communication skills;
- to provide an environment in which children can develop socially and emotionally through their interaction with others.

Admission policy

Consideration should be given to:

- children with special educational needs;
- children from families with particular needs;
- children suspected of being at risk;
- children of single and working parents;
- lengths of time children have been on the waiting list.

Admission to nursery class does not guarantee a place in the reception class of the school. Children in nursery class transfer to reception class at the agreed age – earlier admission is not possible.

Full-time places in nursery classes are allocated, using the following criteria:

- referral from educational psychologist, health visitor, or child care officer;
- request from single working parent;
- request from a family where both parents work but where there is a definite social and economic need.

Policy on Partnership with Parents

The head teacher is responsible for the allocation of nursery places.

When a place is offered, a home or school visit may be arranged by the nursery teacher so that information can be exchanged informally and the philosophy of the nursery can be explained to the parent.

A nursery booklet welcoming parents and giving information about the nursery should be given to all parents. It is important to ensure that parents whose first language is not English have access to all the information available.

Parents and children should be invited to visit the nursery for several short sessions before the child starts the nursery.

Parents should be encouraged to stay and settle their children into the nursery. The settling in period needs a lot of consideration and discussion with individual parents to decide what will be in the best interests of their children.

Parents should be able to borrow packs, books and games to share with their children at home.

There should be an area in the nursery to display information for parents.

Learning objectives should be displayed to parents so that they can contribute to assessments by sharing observations of their child's learning at home.

An 'open evening' contact with parents should be arranged on a regular basis. Parents enjoy seeing their own children on film or slides and these could provide a starting point to bring parents together. Nursery staff should try to find out areas of interest to parents; they should encourage parents to exchange ideas and opinions and to learn from each other.

Policy on nursery staffing

- There must be one appropriately qualified and experienced nursery teacher in charge of each nursery class;
- There must be one adult to ten children in the nursery class.
- Nursery Officers must be qualified NNEB or NVQ level 3.

Policy on visitors to the nursery

A balance needs to be maintained; young children can be overwhelmed when there are too many adults present in the nursery. The number of visitors and the time they spend in the nursery must be carefully evaluated. The needs of the children in the nursery must always be the first consideration of the nursery team.

Continuity and progression

Staff exchange between school and nursery to include all receiving schools. There should be shared:

- activities;
- resources;
- celebrations;

- special events;
- outings;
- facilities (e.g. hall, library etc.)

There should be regular meetings of the whole group.

Nursery children need to have regular informal visits to the reception class, with reception children returning the visit occasionally.

Nursery children need to be familiarised with playground, hall, toilets, etc., of their own school.

Before transition to the reception class, the reception teacher and nursery staff must arrange to meet to discuss individual children and records may be passed on at this point.

It would be helpful if the nursery and reception teachers jointly planned their half termly themes, addressing the key issues.

Policy on the nursery curriculum

The nursery planning must provide a broad, balanced and differentiated curriculum where the emphasis is on purposeful play. Planning must include clear learning objectives and criteria for assessment.

Detailed planning in the long, medium and short term needs to take place to ensure that all areas of the curriculum are covered and progression takes place in the children's learning.

The nursery team should meet on a weekly basis to review the work undertaken, note individual children's progress or needs, and plan the following week. Continuous assessment and evaluation are central to effective planning.

Policy, objectives and performance at classroom level

The Foundation Stage curriculum aims to underpin future learning in the following areas^[9]:

- **personal, social and emotional well-being:** in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted;
- **positive attitudes and dispositions towards their learning:** in particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners;
- **social skills:** in particular by providing opportunities that enable them to learn how to cooperate and work harmoniously alongside and with each other and listen to each other;
- **attention skills and persistence:** in particular the capacity to concentrate on their own play or on group tasks;
- **language and communication:** with opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and to each other, to practise and extend the range of vocabulary and communication skills they use and to listen carefully;
- **reading and writing:** with opportunities for all children to explore, enjoy, learn about and use words and text in a broad range of contexts and to experience a rich variety of books;
- **mathematics:** with opportunities for all children to develop their understanding of number, measurement, pattern, shape and space by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them;
- **knowledge and understanding of the world:** with opportunities for all children to solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives;
- **physical development:** with opportunities for all children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to be healthy and safe;
- **creative development:** with opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

Nursery Expenditure by School

	1998	1999	2000	2001	2002
	Nursery Expenditure	Nursery Expenditure	Nursery Expenditure	Nursery Expenditure	Nursery Budget
	£	£	£	£	£
Bel Royal	-	-	-	12,202	83,454
First Tower	84,086	88,913	90,073	91,405	104,573
Grands Vaux	48,564	51,801	56,882	73,130	61,893
Grouville	-	6,052	77,266	63,267	86,114
La Moye	-	-	-	-	27,392
Le Squez	66,708	75,277	72,689	73,965	82,550
Mont Nicolle	-	-	-	-	71,774
Plat Douet	32,626	74,432	78,220	85,255	79,632
Rouge Bouillon	62,994	68,697	72,062	79,623	88,065
St John	69,896	74,779	79,871	85,361	85,961
St Lawrence	68,931	74,297	82,584	83,190	83,120
St Mark	70,217	72,801	77,516	72,853	77,249
St Martin	66,932	68,344	75,368	79,962	88,319
St Saviour	68,350	69,638	76,099	78,267	85,632
Total	639,305	725,031	838,631	878,119	1,106,312

Public/Private Sector Comparisons

Type of pre-school provision	States Public Nursery Provision	Private Sector Provision
Potential number of children	Total of 353 places in 12 nursery classes	Day Nurseries – 647 children in 15 day nurseries Playgroups – 555 children in 20 playgroups
Hours	am/pm session = 2 ½ hours. Full-time = 5 hours plus lunch. Some part-time sessions may be extended which include lunch.	Day Nurseries – Ranging from 07h45 – 18h00 Open all year round or all year excluding holidays Playgroups – Four/Five hours ranging between 08h30 and 13h30 Some open all year round, with others open during term time only.
Ages	Three to four years	Varies depending on provision. Ranges from birth to pre-school age.
Approximate Charges	Free of charge. A levy may be charged for lunch and snacks.	Day Nurseries - £2.53 - £5.00 per hour Playgroups - £2.33 - £3.17 per hour
Staffing	1:10 pupil/adult ratio consisting of a teacher and two nursery officers.	Day Nurseries – 1:3 for children aged 0-2 years 1:4 for children aged 2-3 years 1:8 for children aged 3-5 years Each group must have at least 2 adults present at all times. Nursery Manager must not be included in the minimum staff/child ratios. Playgroups – 1:4 for children aged 2-3 years 1:8 for children aged 3-5 years Each group must have at least 2 adults present at all times. In groups larger than 24 the Supervisor must not be included in the minimum staff/child ratios.
Qualifications	Nursery Teacher – Qualified Teacher Status (QTS) is required. QTS can be obtained via the following routes: GCSE in maths and English (C or above) plus a degree plus a Batchelor in Arts/Science/Education or a subject degree plus a post graduate. Nursery Officer – Diploma in Nursery Nursing or National Vocation Qualification to Level 3 (NVQ3).	Day Nursery Manager – Minimum requirement is a Diploma in Nursery Nursing. They are also encouraged to undertake an advanced Diploma - Management level 4. Playgroup Supervisor/Deputy – Minimum requirement is a Playgroup leader certificate. The UK Diploma in Playgroup Practice is also accepted.
Salary	As at 01/06/01: Nursery Teacher – a newly qualified teacher would start on £18.28 per hour. If the teacher had an honours degree they would receive £20.65 per hour. The salary could rise to £24.29 per hour after which salary is performance based ranging from £24.89 - £26.97 per hour. If teachers have added responsibility they will receive extra payments ranging from £1.31 to £7.84 per hour. Nursery Officer – are paid a salary from £10.14 - £11.21 per hour.	2002 Pay Rates: Manager/Supervisor - £9.00 - £10.00 Deputy/Assistant Manager - £7.01 - £8.00 Nursery Nurse/Officer - £7.01 - £8.00 Nursery Assistant - £6.01 - £7.00

States Nursery Classes' Pupil/Unit Cost

Nursery	Nursery Pupil Numbers				Staff Costs £	Consumables			Premises £	Secretarial £	Total Cost £	Pupil/Unit		Total Cost £	Pupil/Unit	
	Possible	Actual	Actual	Actual		Possible	Actual	Actual				Possible	Possible		Actual	Actual
	FTE	FT	PT	FTE		FTE	FT	PT				FTE	£		£	£
						144.45	144.45	99.19	18.73							
Bel Royal	30	16	22	27.0	79,650.55	4,333.50	2,311.20	2,182.18	-	-	83,984.05	2,799.47	84,143.93	3,116.44		
First Tower	40	17	33	33.5	97,775.51	5,778.00	2,455.65	3,273.27	-	-	103,553.51	2,588.84	103,504.43	3,089.68		
Grands Vaux Grouville	18	-	36	18.0	61,624.24	2,600.10	-	3,570.84	-	-	64,224.34	3,568.02	65,195.08	3,621.95		
Le Squez	30	18	22	29.0	76,742.21	4,333.50	2,600.10	2,182.18	-	-	81,075.71	2,702.52	81,524.49	2,811.19		
Plat Douet	30	12	38	31.0	79,707.60	4,333.50	1,733.40	3,769.22	-	-	84,041.10	2,801.37	85,210.22	2,748.72		
Rouge Boullion	30	25	7	28.5	82,641.38	4,333.50	3,611.25	694.33	-	-	86,974.88	2,899.16	86,946.96	3,050.77		
St John	30	7	46	30.0	80,383.90	4,333.50	1,101.15	4,562.74	-	-	84,717.40	2,823.91	85,957.79	2,865.26		
St Lawrence	30	8	36	26.0	80,268.16	4,333.50	1,155.60	3,570.84	-	-	84,601.66	2,820.06	84,994.60	3,269.02		
St Mark	25	14	20	24.0	75,898.07	3,611.25	2,022.30	1,983.80	-	-	79,509.32	3,180.37	79,904.17	3,329.34		
St Martin	30	11	36	29.0	77,714.46	4,333.50	1,588.95	3,570.84	-	-	82,047.96	2,734.93	82,874.25	2,857.73		
St Saviour	30	14	23	25.5	80,448.34	4,333.50	2,022.30	2,281.37	-	-	84,781.84	2,826.06	84,752.01	3,323.61		

[1] Start Right Report – The Importance of Early Learning by Sir Christopher Ball, March 1994.

[2] Curriculum guidance for the Foundation Stage issued by the Qualifications and Curriculum Authority 2000 (QCA) and the Department for Education and Employment DFEE.

[3] Source; 2001 Census

[4] Source; Day Care Services – Education Department.

[5] Based on 1/3 of places only being full-time, the rest sessional i.e. either morning or afternoon

[6] Formula: (£18,333/40years) / (38 weeks*25hours)

[7] Department for Education and Skills (DFES)

[8] Source - The Jersey Child Care Trust Salary Survey Update March 2002.

[9] Curriculum Guidance for the Foundation Stage