

Early Years & Childcare Sufficiency Report 2025-2026



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Executive Summary

The 2025-2026 Royal Greenwich Childcare Sufficiency Report has – as always – been informed by specific research which had an objective to determine factors which influence the supply of childcare and the demand for childcare, across the locality. The research was undertaken in November → December 2025 – and comprised the following components:

- An assessment of the contemporary supply of childcare places
- An assessment of relevant demographic and socio-economic factors, which likely influence the ongoing demand for formal childcare places
- Structured interviews with a sample of early years and childcare providers that operate across Royal Greenwich
- An online survey with parents and carers who are resident across Royal Greenwich
- Consultation with children aged 1-14 years.

Key outcomes of the research, which Royal Greenwich will take on board/plan to address were:

From the perspective of childcare providers:

- **Feedback on occupancy levels signals that there is currently sufficient formal childcare accessible across Royal Greenwich**
- The early years childcare sector is continuing to observe an increase in demand for 30-hour places - in particular, since the September 2025 launch of the extended funded entitlement for eligible working families
- There is a continuing (as in 2024), increase in demand for places for babies, and 9 month – 12 month year olds
- The *diagnosed* SEND designation that is evidently most frequently being supported by childcare providers is Speech, Language and Communication Needs - followed in frequency by Autism
- Over half of the integral groupcare Private, Voluntary and Independent (PVI) sector early years childcare providers state that - in late 2025 - they are (still) experiencing difficulties with recruitment.

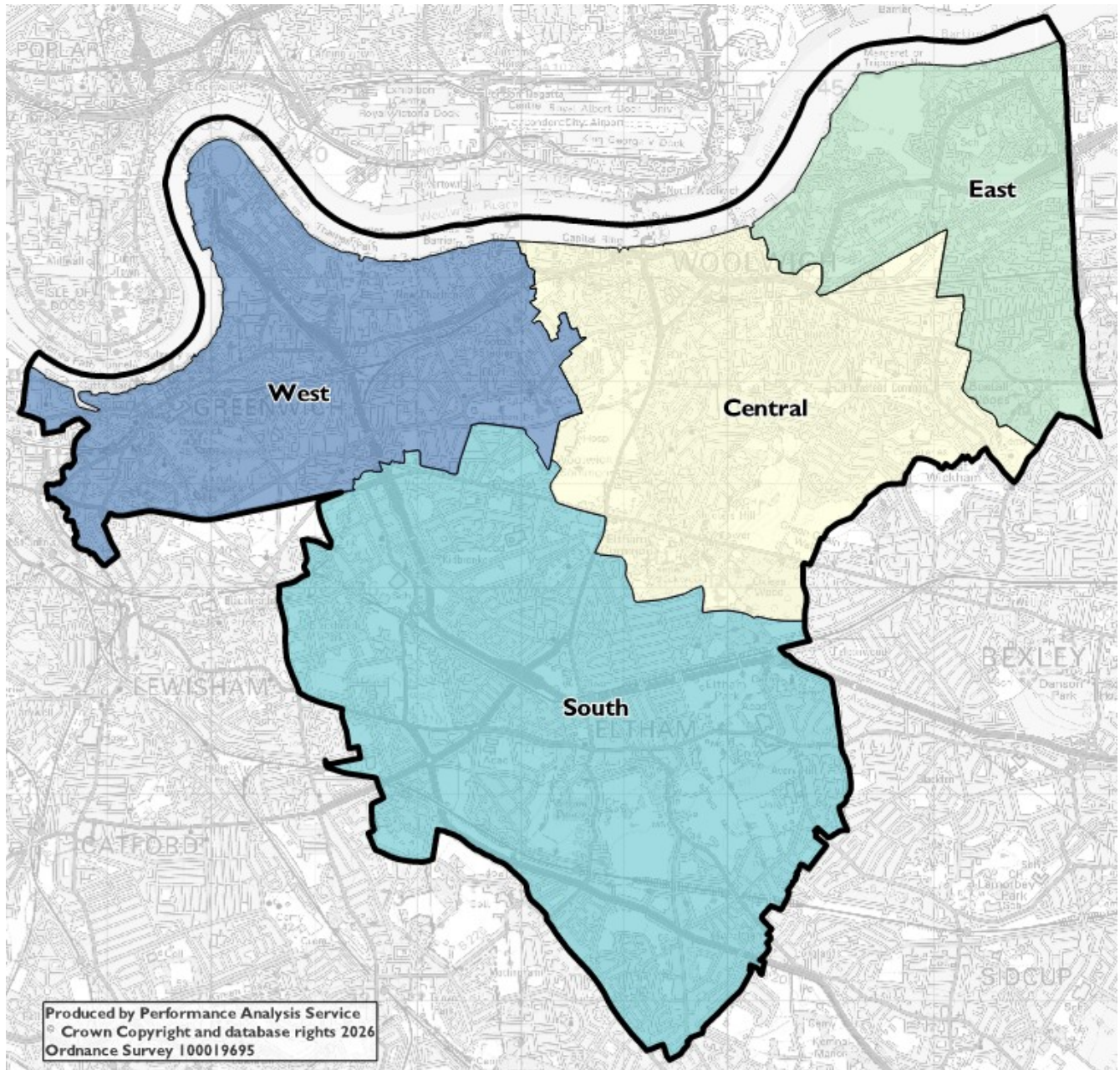
From the perspective of parents and carers:

- Accessing a (PVI sector or maintained sector) day nursery remains the most popular *formal* childcare option for parents of 0-4 year olds, including for funded childcare
- The most frequent type of wraparound childcare being accessed by relevant parents/carers is an: after school club at a primary or secondary school club run by a primary school
- Parents and carers of children with SEND value childcare providers that can evidence relevant (SEND-themed) skills, knowledge and expertise.

Greenwich Children's Centre area map

We use Greenwich Children's Centre planning areas (West, South, Central and East) when assessing sufficiency of early years and childcare provision.

Figure 1: Royal Greenwich Children's Centre Areas



Overall assessment and summary

We want to make sure children, and their families are at the heart of everything we do in the Royal Borough of Greenwich. We want all children, whatever their background or circumstances, to have the best possible start in life and thrive in Greenwich. Having sufficient, high-quality early years and childcare places that meet the needs of our children and families plays a key part in helping to achieve this.

Early years education, wraparound and holiday childcare contributes to the vision and following commitments and priorities of the [Children and Young People Plan \(CYPP\) 2024-2029](#), which is shaped by the voice of children and young people.

- Our present and future – increase work experience and employment opportunities and improve support in education settings
- Our safety – support to keep themselves safe online
- Our health – improved awareness and access to mental health and wellbeing support
- Our relationships – support parents to strengthen children’s social, emotional and mental health needs and support to maintain positive personal relationships
- Our voice – to have opportunities to influence decision-making at all levels
- Our support – to be able to access support from the right person, at the right time and in the right amount; support for children with additional support needs and support for families to cope with the cost-of-living crisis.

[Our Greenwich Plan](#) sets out Royal Greenwich commitments to its residents so that children and young people can reach their full potential. We continue to have a very strong track record of supporting the development and quality improvement of early education and childcare provision, meeting the needs of families and supporting them to engage in learning and get extra help when needed at the earliest opportunity.

We have a strong commitment to actively fulfilling our statutory duties and responsibilities as well as offering training; supporting and developing the workforce; challenging and improving practice; managing a mixed market; stimulating growth and expansion of provision and embedding business sustainability in the sector.

The national recruitment and retention challenges continue to impact providers, as well as the now settled changes in parental working patterns. Expansion in early years entitlement and wraparound provision have created opportunities for those providers reporting vacancies and those with waiting lists to expand. It has also increased availability of funding to schools and childcare providers to test new models of wraparound provision.

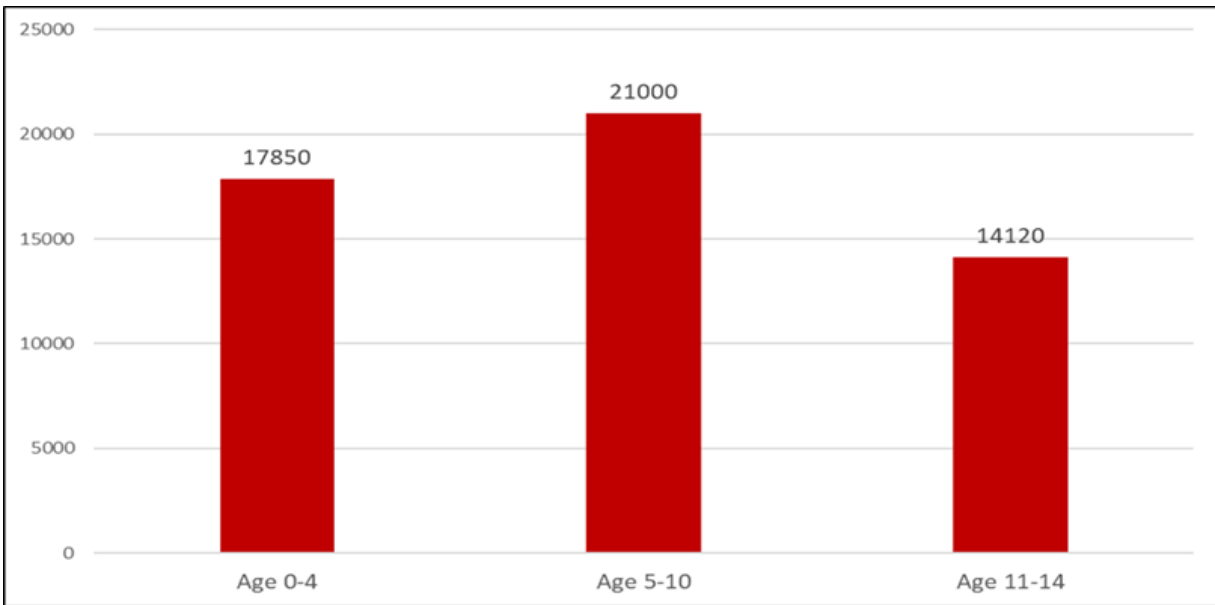
From **September 2025**, eligible working families have been able to access 1,140 hours of funded early education and childcare per year from 9 months to when they start reception class. The expansion has had and will continue to have a significant impact on parents’ and carers’ capacity and intention to return to work sooner and / or take up more hours at work. This also has an impact on staff recruitment in terms of the level of qualified and the ratio of staff needed to care for the youngest children. The expansion of early years, alongside the

expansion in wraparound provision, continuation of Holiday Food and Fun (HAF) programme and free Breakfast Clubs programme continues to have a significant strategic and operational impact on Royal Greenwich in terms of the range of provision and demand for services for school age childcare.

Profile of demand

Population estimates

Figure 2: Royal Greenwich population estimates by childcare age groups 2025



Source: GLA 2023-based demographic projections (May 2025)

The estimated population figures for 2025 are showing a gradual decline, with a fall of 2.8% in 0-4 and 2% in the remaining age cohorts compared to May 2024.

Children with Special Educational Needs and Disabilities

Children with lower-level additional needs

As of January 2025

- **7,867** children attending Greenwich schools receive **Special Educational Needs (SEN) support**; this reflects an increase of 4.5% on 2024 and 18% of the school population. The most prevalent primary need for SEN support pupils is Speech, Language and Communication needs (SLCN) (37%), followed by Social, Emotional and Mental Health (SEMH) (21%)

Children with higher-level additional needs

As of January 2025

- **2,228** children attending Greenwich schools have an **Education, Health, and Care Plan (EHCP)**; this reflects 11% increase from 2024 and 5% of the school population. Autistic Spectrum Disorder (ASD) is the most prevalent primary need, accounting for 49% of these EHCPs, followed by SLCN at 19%
- When focusing on Greenwich 0–25-year-olds for whom the authority maintains their EHCP, **3,244 CYP have an EHCP**; this reflects 18% increase from 2024 and c.3.5% of the 0-25 resident population. As with schools, ASD is the most prevalent need in this cohort at 45%.
- There are **110 children aged 0-4** in the resident EHCP cohort – this reflects a 34% increase from 2024. In terms of primary needs within the 0-4 cohort, SLCN is most prevalent at 58% (63 children), followed by ASD at 24% (26 children). 70% of the 0-4 EHCP cohort are boys, which is reflective of the overall skew within SEND to boys (72% of all age ranges) and disproportionate to the 50% boys makeup of the general CYP population.

Royal Greenwich have identified that demand is rising evident through number of referrals and Special Educational Needs Inclusion Fund (SENIF) submissions. Royal Greenwich has adopted universal and collaborative approaches scaled to manage complexity and capacity and offer a range of workforce development SEND training programme.

Supply of childcare

Types of all childcare available

- There are 623¹ childcare providers – of which there are 4 maintained nursery schools and 65 primary schools (including faith and special schools). There is nursery provision available at 54 primary schools
- Just over half (56%) of 623 childcare providers are registered childminders who operate as private businesses (348).
- The second most common type of provision is the groupcare private, voluntary and independent (PVI) sector, with 128 early years PVI settings as of December 2025
- Nursery schools and nurseries within primary schools make up 9% of registered settings.

¹ As of 18.12.2025

Figure 3: All providers with estimated places

Provider type	Count of Provider	Estimated No of childcare spaces
Childminder	348	1,813
Extended School	57	1,599
Maintained Nursery	4	454
Primary School	65	2,087
Private, Voluntary & Independent (PVI groupcare)	128	5,982
Study provision	20	0
Special School	1	26
Grand Total	623	11,961

Childminders have different registrations.

- The early years register only - caring for children aged 5 and under
- The childcare register only - caring for children aged 5 to 7
- Both registers - caring for children of any age under 8
- The voluntary part of the childcare register - caring for children aged 8 and above
- Childminders can only care for 6 children under 8 of which only 3 can be under 5. However, since September 2023, childminders can care for more than three young children if they are the siblings of children they already care for or the childminder's own child²
- Of 348 childminders, 19 are registered with a childminder agency (private companies that register childminders).

Early years providers and places

- 84% of childcare providers (523) in Royal Greenwich offer early years provision; either funded early learning places, childcare, or both.
- The range of providers offer a maximum of 11,917 (estimated) early years childcare places, which is an increase of around 376 (3.2%) from last year following activity around growing places to meet demand for early years entitlements. This figure also includes schools that provide early years or wraparound care.
- There has been a small decrease in the number of early years registered childminders (from 303 to 293). Overall, the trend in Royal Greenwich for childminder numbers remains steadier than the national trend. The number of private, voluntary, and independent groupcare providers has increased (from 120 to 126).

² [New regulations change childcare ratios in England \(parliament.uk\)](https://www.parliament.uk)

The expansion of the early years entitlements to date has been well absorbed by the sector. The further extension of hours to 30 hours for babies aged 9 months and two-year-olds of eligible working parents from September 2025 has been supported through the availability of capital grant funding for providers to expand physical capacity, and through business advice and support to address recruitment and re-modelling.

Figure 4: Type of early years childcare and estimated places

Type of Provision	Number of providers	Number of registered places including estimates
Childminder	293	1,769
Maintained Nursery	4	454
Out of School	45	1,599
Private, Voluntary & Independent (PVI groupcare))	126	5,982
Primary school	54	2,087
Special School	1	26
Grand Total	523	11,917

The data in this table was correct on: 08/12/2025

** Some childminder places may also be available for older children.*

Source: Ofsted March 2025 and Royal Greenwich Local Ofsted Outcome Tracker

For private, voluntary and independent nurseries and childminders, the number of registered places represents the maximum number of children who can be on the premises at any given time. In practice, many providers choose to operate below their number of registered places.

Children may attend childcare full time or part time. Figure 4 records places for children who are attending full time, or for as many hours as the setting is open. In some cases, two or more children attending part time may use one full time equivalent place. For example, one child may attend in the morning, and one child may attend in the afternoon. Vacancy rates are a snapshot and often change rapidly. In some cases, providers may have a vacancy which is only available for a specific age group, or for a particular part time arrangement. In general, vacancy rates tend to be higher in the Autumn term, when children move to school.

Figure 5: Estimated full time equivalent places for 0-4s available and projected to 2030

	Childminder	Maintained Nursery	Out of School	PVI	School	Special School	Grand Total	Estimated 0-4 population change by 2030	FTE shift based on pop change	Est. minimum FTE required for 2030
Central	475		177	1315	744	26	2738	-3.9%	-107	2,631
East	354	78	125	478	442		1477	-1.2%	-18	1,459
South	638		759	1892	576		3865	-4.9%	-189	3,676
West	301	376	538	2297	325		3838	-5.0%	-192	3,646
Grand Total	1769	454	1599	5982	2087	26	11917	-4.1%	-489	11,428

Source: Ofsted March 2025 GLA 2023-based BPO demographic projections

A previously estimated *small increase* in the 0-4 population has seen a reversal, with an estimated decline of 4.1% by 2030, which may lead to a small over-supply. However, the full impact on parental employment and working patterns of the extension of the entitlement up to 1,140 hours for 9 month and two-year-olds has yet to be realised, and spare capacity enables parental confidence in a competitive market.

The early years entitlements capital grants programme of funding was launched in June 2024 with awards made to successful applicants from the Autumn term 2024 in advance of further expansions due in September 2025 to create additional capacity. A successful pilot programme was delivered, creating co-location partnerships between different types of providers in areas of the borough where demand exceeded supply. These partnerships have since been extended by the participating providers

School aged providers and places

Figure 6: Number of school aged providers and estimated places

Provider type	Count of Provider	Estimated No of childcare spaces
Childminder	348	1,813
Extended School	57	1,599
Maintained Nursery	4	454
Primary School	65	2,087
Private, Voluntary & Independent (PVI)	128	5,982
Study provision	20	0
Special School	1	26
Grand Total	623	11,961

- There are 471 providers for school age children during term time

- There are 65 primary schools (including faith schools and special schools) of which 7 schools have split sites, totalling 73 primary school sites across Royal Greenwich. There are 16 secondary schools including Pupil Referral Unit
- There are 57 group care providers of childcare for school age children (both school based, school commissioned and independent), offering out of school hours childcare with the expansion of the wraparound programme seeing an increase in the number of providers (increase from 49 to 57 with places growing by 10.5%)
- There are 20 registered providers of out of school study provision, both on and off school sites.
- There are 348 childminders who are registered to provide care for school age children.
- There has been a continued interest in school holiday provision in response to the Holiday Activities Fund. With the introduction of the wraparound programme and free breakfast clubs, HAF providers are moving towards being registered with Ofsted to offer year-round provision

Tracking supply of childcare for school age children is challenging as not all provision is required to be registered with Ofsted. There is likely to be some under-counting of the provision of breakfast and afterschool clubs and holiday clubs. Parents/carers may also use provision which is not considered 'childcare' or Ofsted registered, such as sports, arts or homework clubs after school or in the holidays.

Quality of early years education and childcare

Ofsted inspection grades and report cards

All childcare providers must register with and be inspected by Ofsted.

Childminders and private and voluntary groupcare providers are on the early years register. Schools and standalone maintained nursery schools are on the schools' register.

Nursery classes in independent schools do not generally have an Ofsted grade.

From November 2025, Ofsted reports for providers will no longer have one overall grade like 'outstanding', 'good', 'requires improvement', and 'inadequate'. Reports will now use a colour-coded report card with a 5-point scale (from Exceptional to Urgent Improvement) for key areas, and "Met/Not Met" for safeguarding. Gradually, all providers on re-inspection will move from old grades to the new grading system.

How to understand the new grades

- **Exceptional:** Outstanding, transformative practice, widely shared.

- **Strong Standard:** Goes beyond compliance, consistently high quality.
- **Expected Standard:** Consistently meets requirements, providing a solid offer.
- **Needs Attention:** Some weaknesses, but children are safe; areas need development.
- **Urgent Improvement:** Breaches of rules seriously impact children; immediate action needed.

Some providers are still awaiting their first full inspection. These providers are excluded from Figure 7 calculation.

Figure 7: Ofsted outcomes for childcare and early learning provision

Type of provision (as of March 2025)	Total number of providers	Newly registered	Number achieving met, good or outstanding of those inspected	% achieving met, compliant, effective, good or outstanding of those inspected
Childminder	293	65	216	95%
Out of School	45	13	29	91%
Maintained Nursery School	4	0	4	100%
Primary School	54	8	44	96%
PVI groupcare	126	17	105	96%
Grand Total	522	103	398	95%

** The % achieving good or outstanding relates only to provision which has been inspected (calculation excludes newly registered provision), and the judgement relates to the early years and childcare provision, not overall effectiveness. 95% of Ofsted registered providers are compliant, met, good or outstanding.*

Funded early years education

In England, eligibility for funded early education and childcare has expanded since April 2024 with the final phase of the expansion happening in September 2025 in which eligible working parent families will be able to access 1,140 hours of funded early education and childcare per year for children from the term after they turn 9 months old up until they reach reception age.

- Universal entitlement of 570 hours per academic year is available for all three- and four-year-olds from the term after they turn three up until they start reception class in school.
- An additional 570 hours for three- and four-year-olds from eligible working families are available **where both parents** (including foster parents) **are working**, or from lone parent

families where that parent is working. The additional [entitlement](#) brings the hours to 1,140 per year.

- From September 2025, this entitlement has further extended so that working families of children from the term after they turn 9 months up until school age are entitled to 1,140 hours per year.
- To qualify, working parent families must meet [income eligibility criteria](#) no greater than £100,000 and earn at least the equivalent of 16 hours a week at the National Minimum or Living Wage over the coming 3 months.
- **Additional support** (known as Together for Twos in Greenwich) for [eligible two-year-olds](#) whose families receive qualifying benefits (including low-income families in receipt of in-work benefits), or those who meet additional [non-economic criteria](#) are also entitled to 570 hours per year. Other criteria in Royal Greenwich includes children in our care, children with an Education and Health Care Plan or in receipt of Disability Living Allowance, and children who left care under a special guardianship order, child arrangements order or adoption order. The criteria now support through Part 4 of the Immigration and Asylum Act 1999; child of a Zambrano carer and meet income criteria and leave to remain in the UK under Article 8 of the European Convention on Human Rights and meet income criteria.

Entitlements are usually taken as 15 or 30 hours per week for 38 weeks (known as a term time place) or up to 51 weeks (known as a stretched place) per year. They can also be split across two different providers. Information about all the childcare entitlements can be found on [Best Start in Life](#) website.

Take up of funded early education places

Figure 8: Take up of funded places in Autumn term 2025

Funded take up	9 month working parent	2 year Together for Twos	2 year working parent	3 & 4 year universal	3 & 4 year working parent	Grand Total
Childminder	182	22	148	34	75	461
Maintained Nursery	0	86	64	166	108	424
PVI	964	426	954	1046	812	4,202
School	0	1	13	775	335	1,124
Grand Total	1,146	535	1,179	2,021	1,330	6,211

- 69% of those children who were eligible for additional support as part of the Together for Twos took up a place in Autumn 2025
- 84% of three-year-olds and 88% of four-year-olds took up universal place in Autumn 2025
- As a direct impact of expansion of early years entitlements, 75% (up from 55% in 2024) of all early years funded places are now taken up in private, voluntary and independent provision including childminders. This is likely to continue to increase with flexible hours and patterns of take up offered by this sector type.
- Of the 3- and 4-year-old population in funded early education, 59% are now taking up provision in private, voluntary and independent provision including childminders, compared to 57% last year.

Figure 9: Incidence of Royal Greenwich providers delivering funded early education places

Type of Early Years Provision	Number of providers delivering funded early years place (Autumn 2025)
Childminders	127
Nursery classes in schools	28
Maintained nursery schools	4
Private, voluntary & independent nurseries	127
Total	285

Feedback from early years childcare providers, registered childminders and out of school childcare providers

Fundamental to understanding of the supply of – and demand for - formal childcare across the Royal Greenwich is the perspective of the localities' early years and childcare providers.

In Autumn 2025, childcare providers were invited to participate in a structured virtual or telephone interview to explore themes including: occupancy, demand for places, fees, and any challenges particularly associated with supporting children with SEND. The interviews addressed any potential impact of the changes to (the extended) early years entitlements.

During a three-week period between mid-November 2025 → early December 2025, 201 structured interviews were completed with engaging early years childcare, out of school and school nursery class providers – i.e.:

- 82 early years groupcare providers (65% of total potential sample) - i.e. private, voluntary and independent sector: nurseries and pre-schools
- 32 primary school-based nursery classes (60% of total potential sample)
- All four of Royal Greenwich's maintained nursery schools (100% of a potential sample)
- A sample of 50 childminders³
- 33 out of school and wraparound childcare providers (73% of total potential sample) - including representatives of after school clubs, before school/breakfast clubs and holiday schemes.

The feedback from these formal childcare providers is outlined below, along with more detailed information on the traditional and extended funded entitlements.

Occupancy

Early years childcare providers, out of school wraparound childcare providers and childminders were invited to state whether they had a waiting list at the time of the research interviews. In total, 31% of **all** providers reported that they had waiting list⁴. Waiting lists are an indicator of demand at a particular provider and are not reliable as indicators of unmet demand in an area.

45% of responding PVI sector early years childcare providers stated that they had a waiting list - which is a slightly higher rate to the previous year (2024) when 41% of providers consulted reported having a waiting list. The Central area accounted for the highest incidence of a waiting list existing for a PVI sector early years childcare provider.

³ Royal Greenwich selected a sample of approximately 100 childminders who would represent a representative cohort, and within the timeframe, 50% were able to engage with the structured interviews process.

⁴ It should be noted that a waiting list should not be used as an indicator of *unmet* demand, as children may have received a place elsewhere or be on multiple waiting lists.

The average number of children on a waiting list was 14 – most frequently for the 1-year age group (124 children combined) – followed in frequency by the 0-8 months age group (120 children combined).

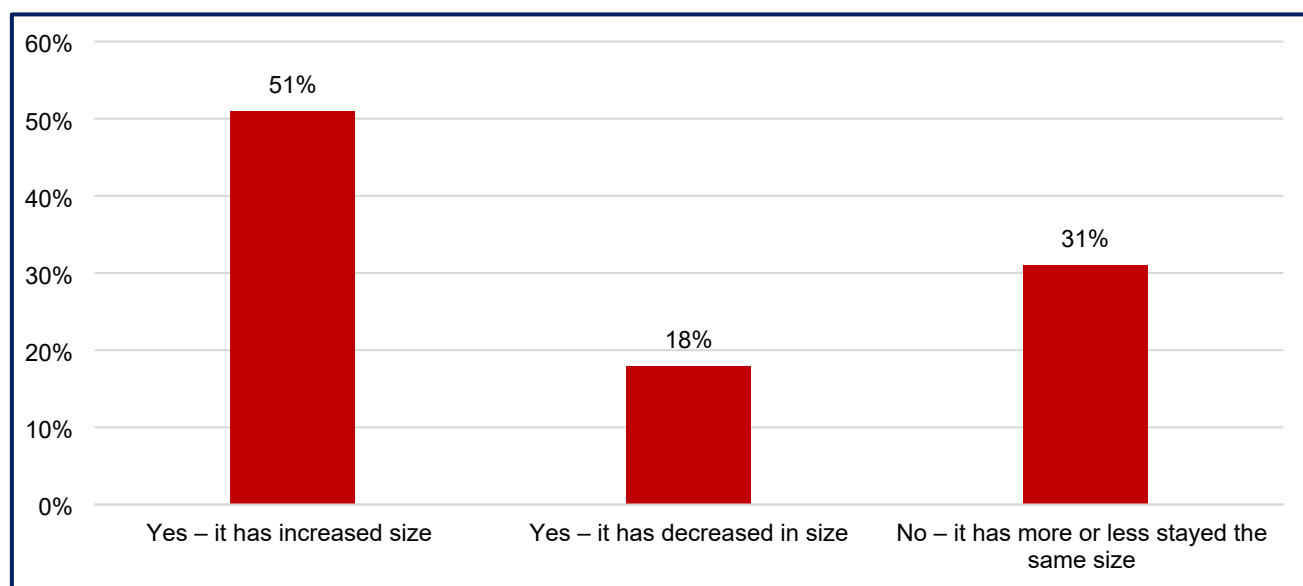
31% of *sampled* childminders reported that they had a waiting list – compared to 18% who reported a waiting list in 2024. The average number of children on a waiting list was 2.5 – most frequently for the 0-12 months age group.

29% of school-based nursery classes and maintained nursery schools stated that they had a waiting list. The average number of children on a waiting list was 11 – most frequently (and by a significant margin) for the 3 years age group.

0 of out of school wraparound childcare providers stated that they had a waiting list.

Of the 31% of early years childcare providers and childminders which stated that they had a waiting list, just over half stated that the size had increased in size, while 18% reported that their waiting list size had reduced.

Figure 10: Dynamics of Waiting Lists stated by relevant childcare providers*



Across the sixty-one relevant childcare providers who reported a waiting list, they indicated that 668 children were on all waiting lists, between the ages of 0-4 years.

69% of PVI-sector early years childcare providers stated that they had at least one vacancy at the time of the research. Of those providers with at least one vacancy, the average number of vacancies was 9 places/relevant setting. The highest incidence of vacancies was for children aged 2-years, followed by children aged 3-years.

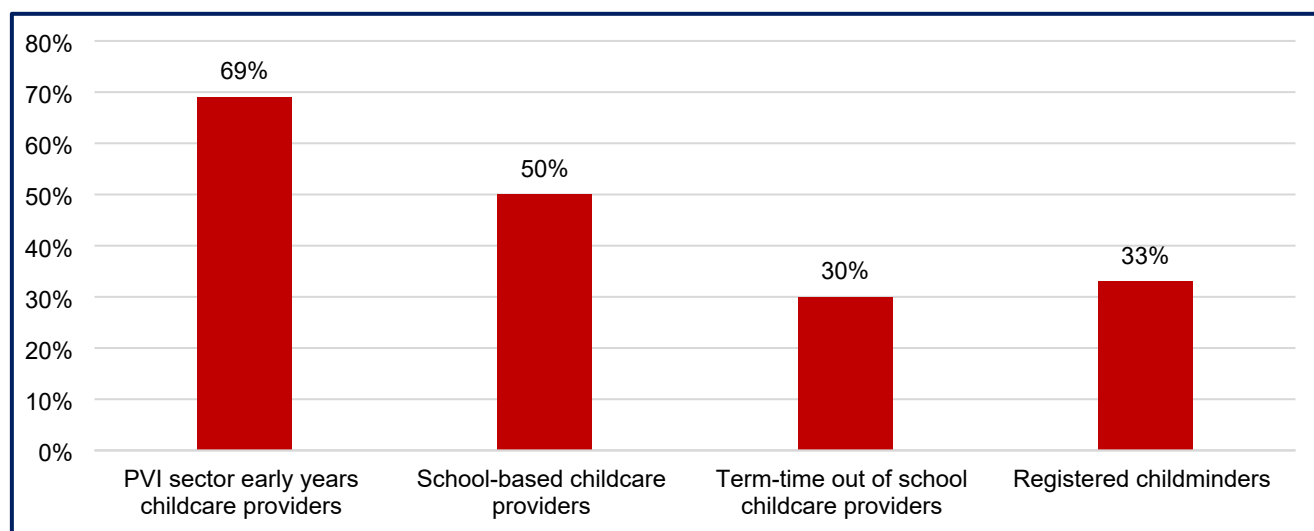
Exactly 50% of school-based nursery classes and maintained nursery schools stated that they had vacant places at the time of the research. The average number of vacancies was 9 places/relevant setting.

The highest incidence of vacancies were for children aged 3-years, followed by (and approximately twice as much as) children aged 4-years.

33% of childminders stated that they had at least one vacancy at the time of the research. Of those childminders, the average number of vacancies was 5.5 places. In total, the highest number of vacancies were for children aged 1, followed by children aged 5-8 years.

30% of out of school wraparound childcare providers stated that they had vacant places at the time of the research. Of those providers, the average number of vacant places/relevant setting was 17 (places). In total, the highest number of vacancies were for children aged 5-7 years, with relevant vacancies at after school clubs being approximately double of that at (relevant) before school clubs.

Figure 11: Incidence of provider types having vacant places



All: (a) PVI sector and (b) school-based early years childcare providers/settings were invited to state whether they had observed or experienced any new trends - aligned to demand - at their establishment in the past 12 months, since autumn 2024.

63% of such providers stated that they had - and the five recurrent such trends were:

1. A notable increase in the demand for/enquiries about full-time places.
2. A notable increase in demand for only 30-hour places.
3. A continuing (as in 2024) increase in the demand for places for babies.
4. Parents continuing to have an enhanced awareness about accessibility to funded childcare places, since the extended funded programme was announced in Spring 2023.

5. A continuing increased demand for funded childcare places for children with SEND.

Similarly, all responding childminders were invited to state whether they had observed or experienced any new trends - aligned to demand - at their establishment since autumn 2024. 62% of such professionals stated that they had - and two recurrent trends were:

1. A continuing (as in 2024) increase in enquiries about places for 9 month year olds through to 2 year olds – in particular for 9 month – 12 months
2. Repeated words to the effect: *Parents do not want full time places any longer, they just want to use the '30 hours funding'*.

Finally, all out of school wraparound groupcare providers/settings were invited to state whether they had observed or experienced any new trends - aligned to demand - at their establishment in the past 12 months – since autumn 2024. 27% of such providers stated that they had - and the three recurrent such trends were:

1. A continuing reliance on grant funding, from sources such as the Holiday Fun and Food programme.
2. An increasing incidence of parents/carers stating that they cannot afford such support, because of the *cost of living*.
3. An incidence of parents/carers requesting flexibility of times of out of school childcare support, including for evenings and (enquiries about) weekends.

Hours of provision

Fees and Pricing

PVI sector early years childcare providers and childminders were asked to provide their hourly fees for each early years' age cohort. These are indicative only and have not been independently verified. Average fees are summarised in Figure 12 below:

Figure 13: Evident early years childcare average fees (as of late 2025)

Type of provision	Aged less than 1 year	Aged 1 year	Aged 2 years	Aged 3 years	Aged 4 years
2025 Hourly fees					
Early years groupcare/settings	2025 = £8.97 5 2024 = £10.24	2025 = £8.98 2024 = £10.24	2025 = £8.79 2024 = £9.08	2025 = £8.30 2024 = £8.96	2025 = £8.42 2024 = £8.62
Childminders	2025 = £9.26 2024 = £9.04	2025 = £9.03 2024 = £8.88	2025 = £8.66 2024 = £8.47	2025 = £8.31 2024 = £8.19	2025 = £8.09 2024 = £8.15

As in 2024, formal early years childcare fees tend to be higher for the younger age groups, and this is consistent for both childminders and early years childcare settings. Childminders

⁵ It is considered that the averages may have reduced as funded childcare rates are relatively more generous - and this benefit is being passed on to new parents/carers/customers.

(also, as in 2024) tend to charge less per hour than early years childcare settings. This continues to reflect the differences in overhead costs for childcare on domestic premises compared to non-domestic premises where business rates are charged and there is a higher ratio for babies to adults ⁶. Costs for the youngest children in groupcare have fallen due to increased numbers of under 2s taking up funded childcare. Figure 13 presents the average sessional⁷ fees stated by the responding out of school wraparound childcare providers.

Figure 14: Out of school wraparound childcare average sessional fees (as of late 2025)

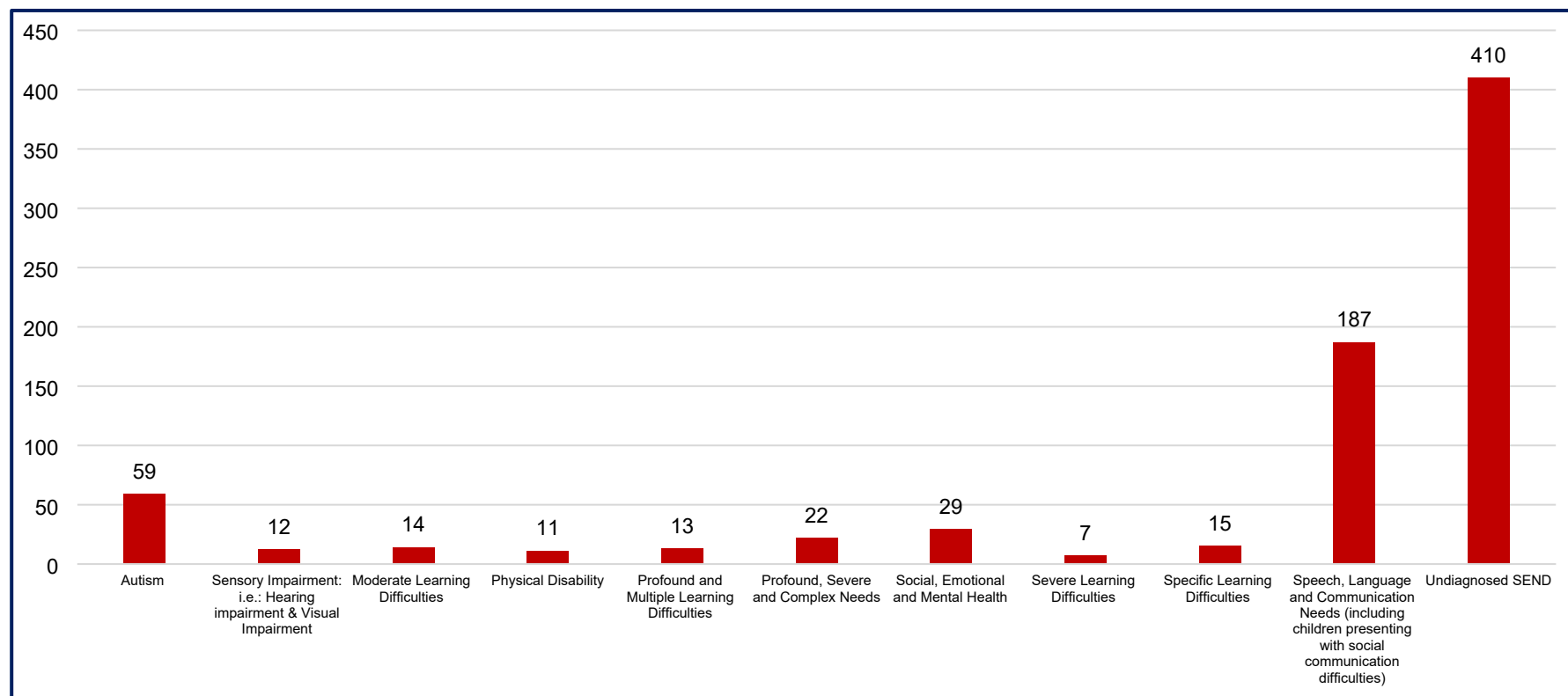
Type of provision	Aged 0-2 years	Aged 3&4 years	Aged 5-7 years	Aged 8-11 years	Aged 12-14 years
2025 Sessional fees					
After School Club	n/a	£13.33	£15.92	£15.92	n/a
Before School (Breakfast) Club	n/a	£5.00	£5.50	£5.50	n/a
Holiday Club or Playscheme	n/a	£36.00	£26.50	£26.50	£24.50

⁶ It should be noted that there may be variations to fees based on the number of hours a family uses, with reductions for longer hours, or discounts for siblings. There may also be additional optional charges for consumables and services, e.g., meals and nappies, which are not included in the price per hour. There is also likely to be considerable variation across Royal Greenwich - with fees tending to be higher in South and West areas (as indicated in the full surveys in 2023 and 2024).

⁷ Out of school childcare providers preferred to state their fee from a sessional perspective, rather than an hourly fee.

Support for children with SEND

Figure 15: Number of children with diagnosed and undiagnosed SEND supported across all 2025 respondents



Across all four types of childcare providers, it was evident that the *diagnosed* SEND designation that was most frequently being supported was speech, language and communication needs, followed in frequency by Autism.

70% of all responding childcare providers reported that themselves (typically a childminder), or at least one of their staff (a setting), had a SEND-themed qualification.

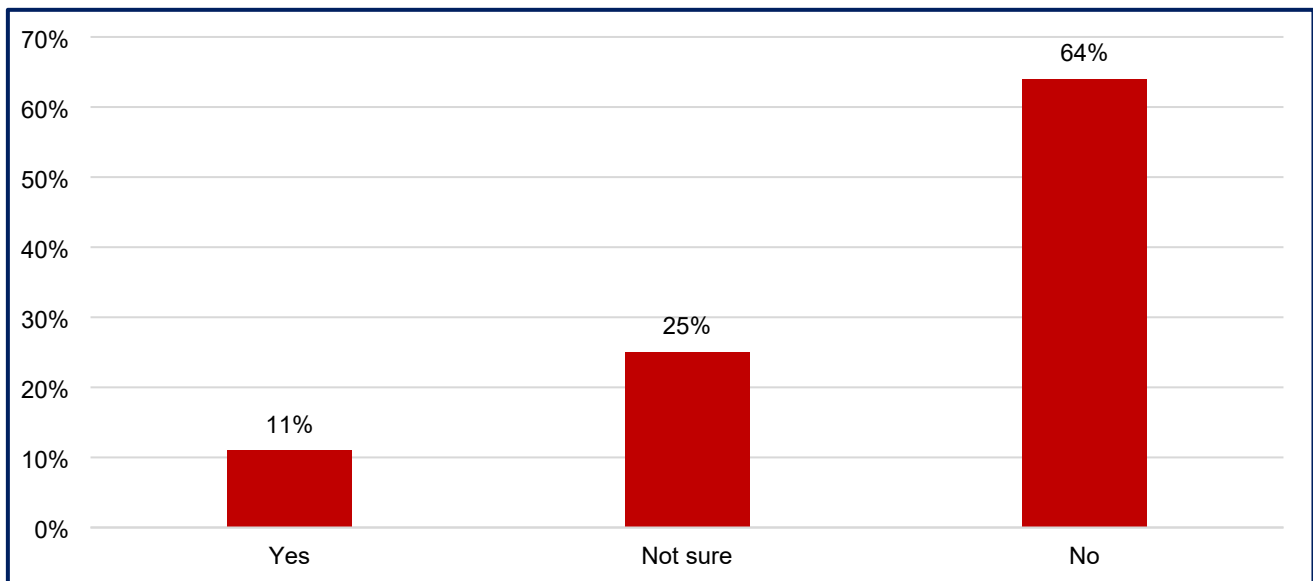
As in 2024, when 18% of childminders stated that they had such a qualification – there was a lower incidence of childminders having a SEND-themed qualification (although in 2025 this had increased slightly to 24%).

The five most frequent types of SEND-focused qualification were:

1. Level 3 SENCO qualification
2. Foundational SEND qualification
3. Autism-themed qualification (including Attention to Autism)
4. Makaton training/qualification
5. Royal Greenwich's Introduction to SEND

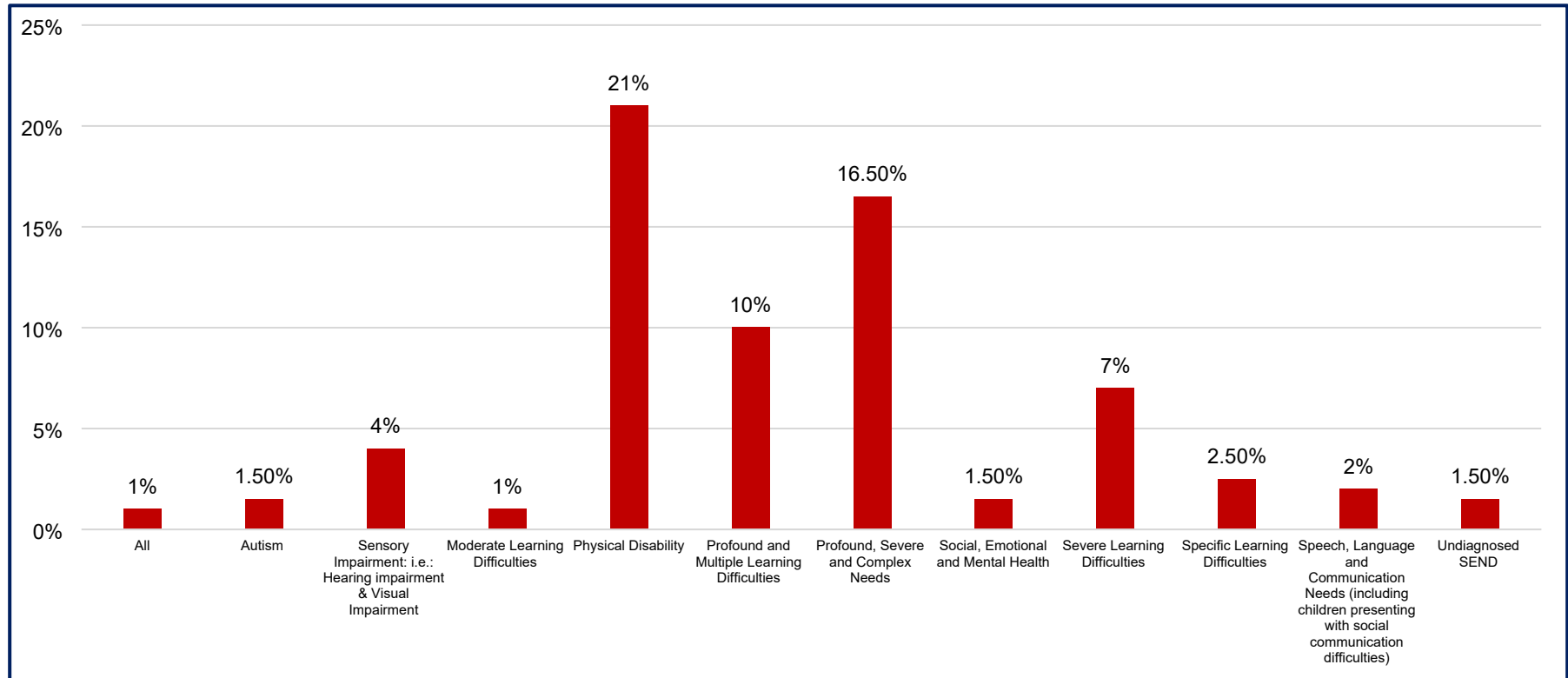
On a related theme, childcare providers/settings specified whether staff turnover during the period had affected their ability to maintain consistent SEND support.

Figure 16: Incidence of staff turnover affecting an ability of a setting to maintain consistent and quality SEND support



Those settings that stated: Yes, were most frequently located in the South area. All four types of childcare providers were requested to state if there were any specific SEND types that they did **not feel** that their setting (or themselves as a childminder) were 'well equipped' to effectively support.

Figure 17: Incidence of a provider stating that they did not feel they were 'well equipped' to effectively support a specific SEND type(s)



On a similar theme, **all representatives of responding childcare providers were invited to rate their provision's confidence in supporting children with SEND on a scale of 1-10.**

For **PVI sector early years childcare groupcare providers**, the average rank on a scale of 0-10 –with 1 being: completely unconfident and 10 being: completely confident was:

7.6 – with the most frequently stated rank being: 8.

Central area accounted for the **lowest** average rank (6.2).

East area accounted for the second lowest average rank (6.7).

West area which accounted for the highest average rank (9).

For **childminders**, the average rank on a scale of 0-10 – with 1 being: completely unconfident and 10 being: completely confident was:

6.25 – with the most frequently stated rank being: 8.

South area accounted for the **lowest** average rank (4.5).

East area accounted for the second lowest average rank (5.3).

Central area accounted for the highest average rank (8.5).

For **school-based nursery classes and maintained nursery schools**, the average rank on a scale of 0-10 – with 1 being: completely unconfident and 10 being: completely confident was:

7.2 – with the most frequently stated rank being: 8.

Central area accounted for the **lowest** average rank (4.5).

Areas which accounted for a maintained nursery school being located within tended to state a score of 9.

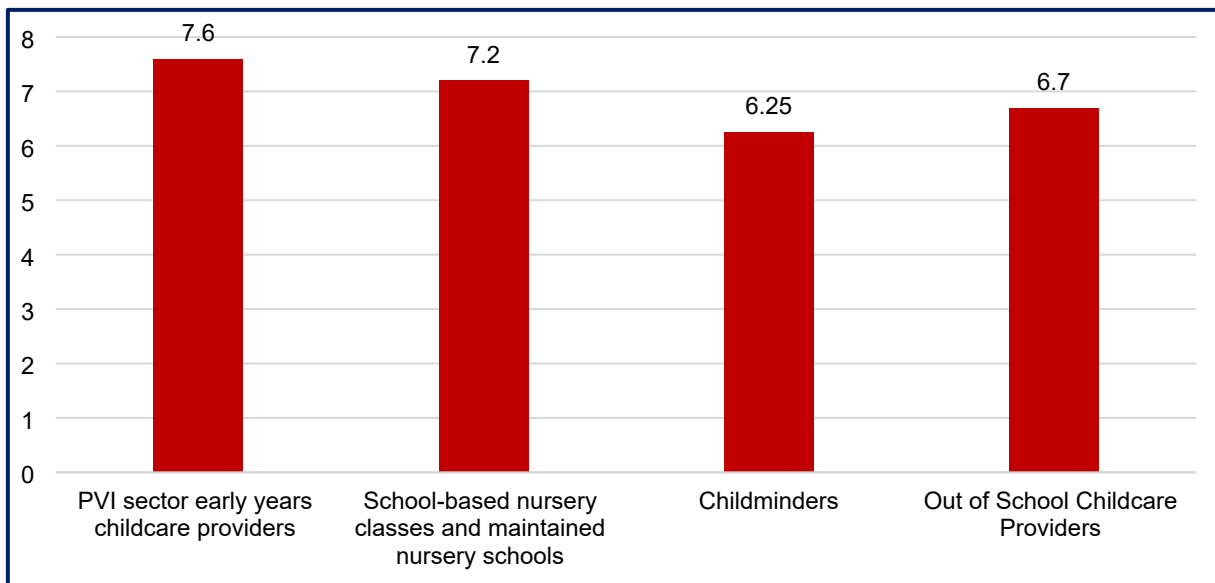
Finally, for **out of school wraparound childcare providers**, the average rank on a scale of 0-10 – with 1 being: completely unconfident and 10 being: completely confident was:

6.7 – with the most frequently stated rank being: 8.

East area accounted for the **lowest** average rank (1.5).

West are accounted for the highest average rank (8).

Figure 18: Average ranks (out of 10) stated by responding representatives of childcare providers (by type) in each Children's Centre area in terms of confidence with SEND pupils



Of those rating themselves '5' or below, the most common reasons that groupcare childcare providers had evidently a relatively low confidence level were:

- A building/property is not appropriate due to its *physical layout*
- A manager is relatively new in post and has not had a lead-in time to introduce their SEND philosophy
- A need to allocate (more) time for SEND-themed training
- A challenging partnership(s) with specific carers/parents
- Challenges associated with maintaining ratios.

Of those rating themselves '5' or below, the most common reasons that childminders had evidently a relatively low confidence level were:

- A building (house) is not appropriate due to its physical layout
- A lack of experience in supporting relevant children
- Specific lack of confidence in translating training into practice.

Groupcare settings and childminders outlined any incidence of them not being able to take a child with SEND, for any particular reason.

Figure 19: Recurrent reasons why a PVI/school-based early years childcare provider/setting could not take on a child with SEND at their setting

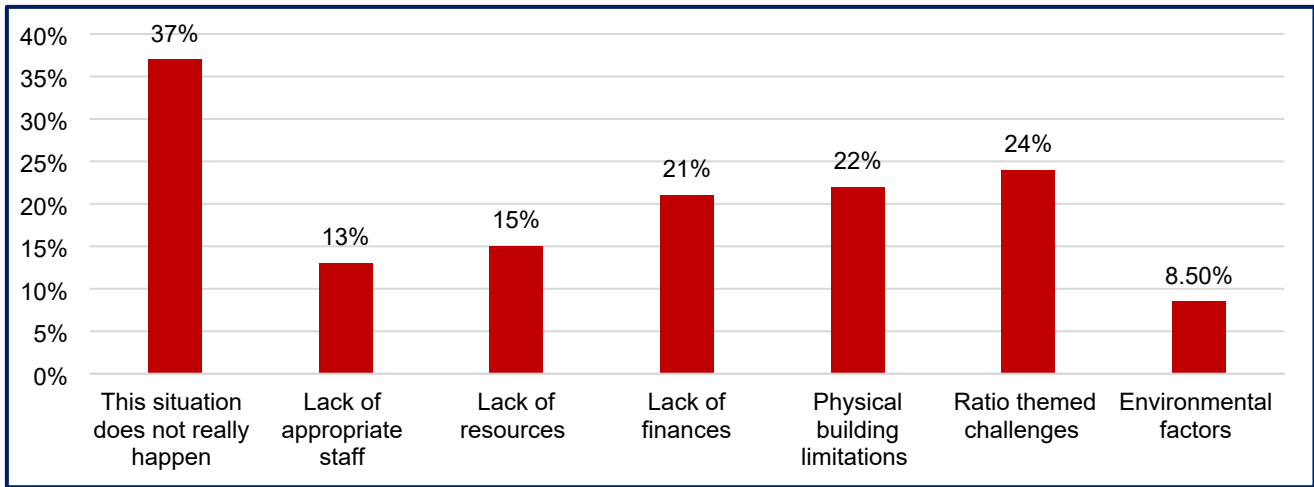


Figure 20: Recurrent reasons why an out of school wraparound childcare provider/setting could not take on a child with SEND at their setting

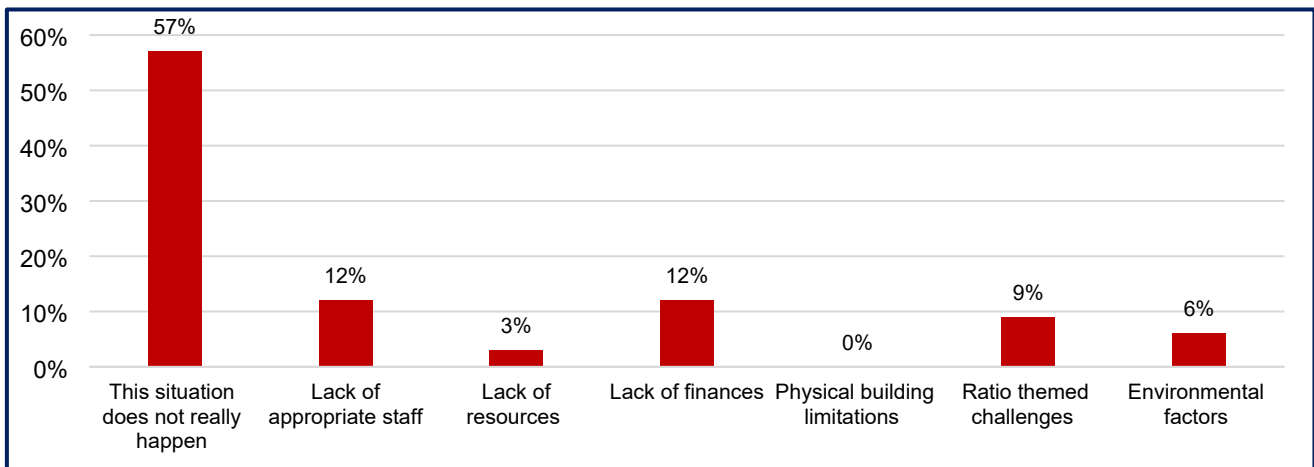
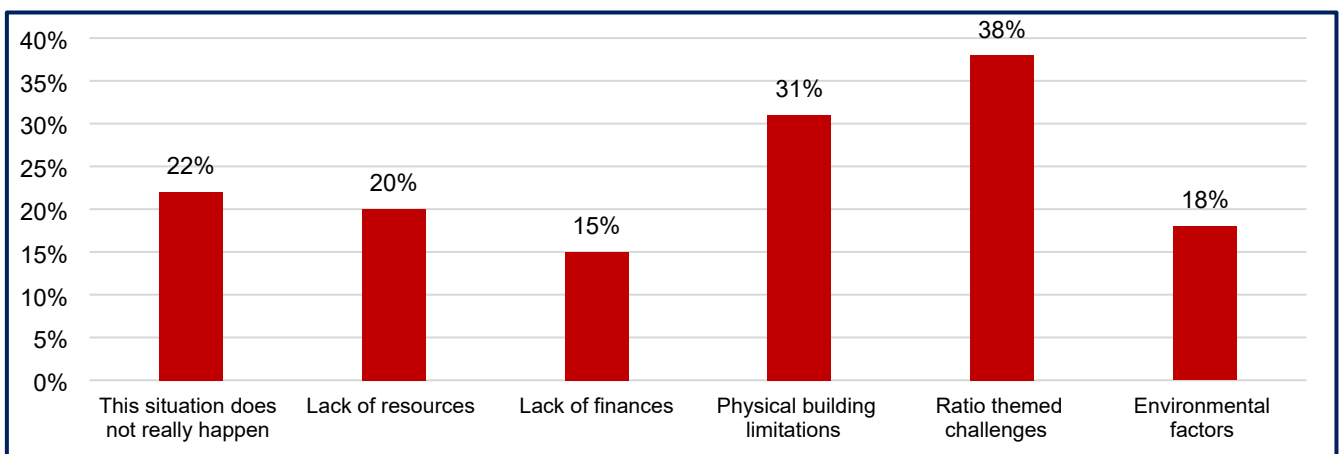
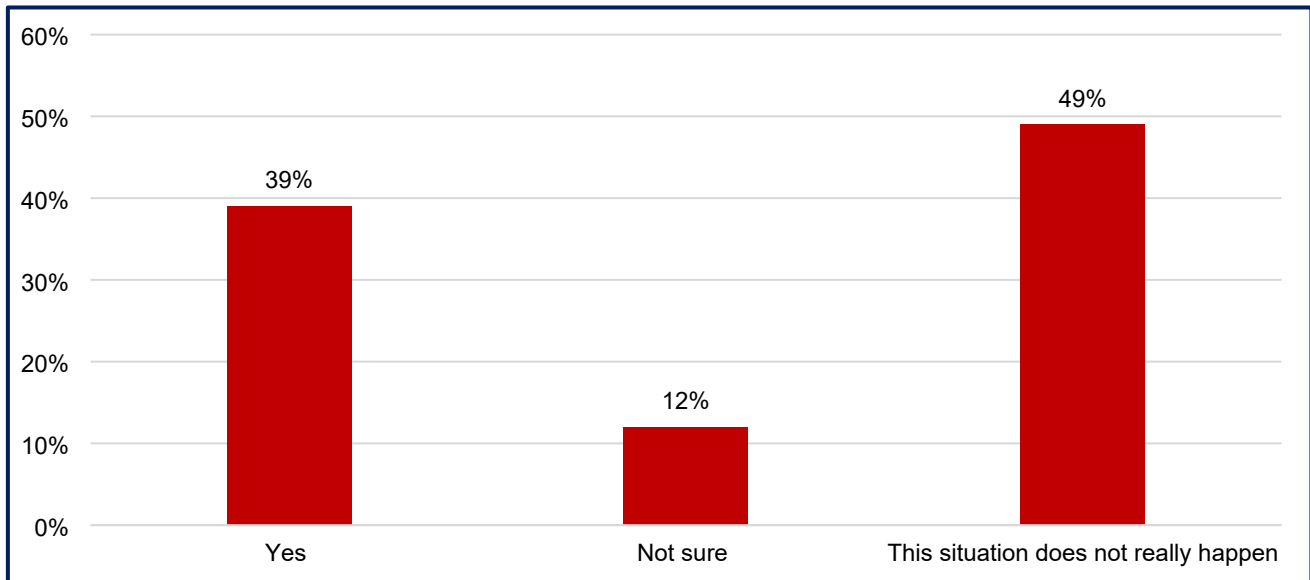


Figure 21: Recurrent reasons why a childminder could not take on a child with SEND at their setting



Encouragingly, it can be noted that over 37% of *all*: (a) childminders and: (b) representatives of childcare providers/settings did not feel that this was a situation that really occurred at their setting.

Figure 22: responses originating when representatives of early years childcare providers and childminders were asked: if there was a situation where their setting was ever unable to accept a child with SEND, did they then try to refer that family to another childcare provider



All responding childcare providers were also asked about challenges relating to parental perceptions about SEND as a factor - specifically whether they had ever welcomed a child with SEND to their setting where the parent[s]/carer[s] were **not willing to accept advice on the child's needs** - and therefore were unwilling to accept: (a) support and/or; (b) signposting to further assessments/support services.

35% of representatives of childcare providers/settings and childminders *said this had happened/does happen*, to a certain extent.

Repeated instances of representative supplementary feedback included:

“It can take time for parents to accept that their child might have a SEND type... we work with them to get the support the child needs. Occasionally the parents will accept it but then take their child out of the nursery”.

“It halves the impact of the work we do with the child - if there is no support from the parents... and there can be resentment towards the staff. It also delays referral”.

“It happens all the time. Recently we had a child with severe Autism – and the parents would not accept there was a problem. We do our best to support the child”.

“Sometimes it can be a cultural theme, which makes it difficult for parents to accept their child has SEND”.

“We do have parents who do not accept their child has SEND. We tend to discuss the child with the Area SENCO, and put some support for the child in place. Eventually the parents usually come round”.

30% of responding early years and out of school childcare providers/settings - plus childminders - stated that they had SEND-themed training needs – with the five most frequent being:

- 1/Considered need for SEND-themed refresher courses.
- 2/Training which focuses on an advanced awareness of Autism and more effectively supporting such children.
- 3/Attention Deficit Hyperactivity Disorder-focused training.
- 4/Speech and language themed (needs identification) training.
- 5/Training for staff on their own mental health when they are supporting a child with pronounced needs.

Finally on this SEND theme, representatives of early years and out of school childcare providers/settings - plus registered childminders - were asked to summarise how they believed Royal Greenwich could best support them, and what their key strategic priorities should be, for the second part of the decade in order to meet the needs of local children (and their families) with SEND.

The most frequent type of feedback was (words to the effect):
Continue support with accessing SEND-themed training courses.

The second frequent type of feedback was (words to the effect):
Continued support to ensure the viability of additional support.

The third frequent type of feedback was (words to the effect):
To continue to promote to parents/carers that there are childminders (as well as settings) that can effectively support a SEND child.

The fourth frequent type of feedback was (words to the effect):
To continue a recognition that speech and language support waiting times can be a challenge in terms of early intervention.

Provider feedback on early years education – and the extended funded entitlements

Figure 23: Frequency with which early years childcare providers were delivering: Funded Entitlement for eligible families on benefits/disadvantaged families with 2 year olds (i.e. Together for Twos)

Type of provision	Percentage offering such places	Average number of places per relevant childcare provider	Average number of vacant places
PVI-sector early years childcare providers	93%	7.5	3
Childminders	75%	3	1
School-based nursery classes and maintained nursery schools	20%	20	0

Figure 24: Frequency with which early years childcare providers were delivering: Universal 15 hours Funded Entitlement for 3 and 4 year olds

Type of provision	Percentage offering such places	Average number of places per relevant childcare provider	Average number of vacant places
PVI-sector early years childcare providers	97%	12	3
Childminders	88%	3	1
School-based nursery classes and maintained nursery schools	70%	29	2.5

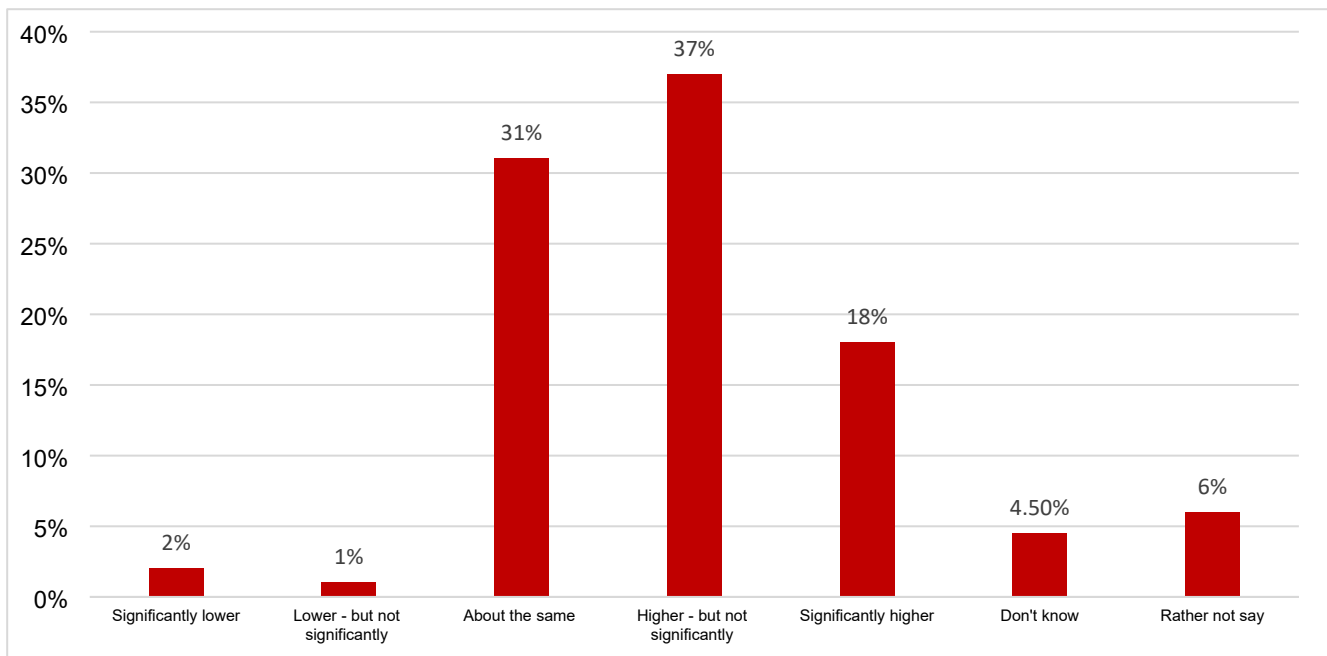
Figure 25: Frequency with which early years childcare providers were delivering: 30 Hours Childcare for eligible working parents with 9 months – 4 years (including 2 year olds)

Type of provision	Percentage offering such places	Average number of places per relevant childcare provider	Average number of vacant places
PVI-sector early years childcare providers	96%	24	3.5
Childminders	93%	3.5	1
School-based nursery classes and maintained nursery schools	64%	23	1.5

Early years childcare providers were invited to consider: “how much higher do you expect demand for funded entitlement places to be at your setting in summer 2027?”:

- (a) specifically for 2 year old places
- (b) for 9 months - 4 year olds places

Figure 26: Assessed incidence of how much higher (or lower) responding relevant childcare providers expect demand for all funded entitlement places to be in summer 2027



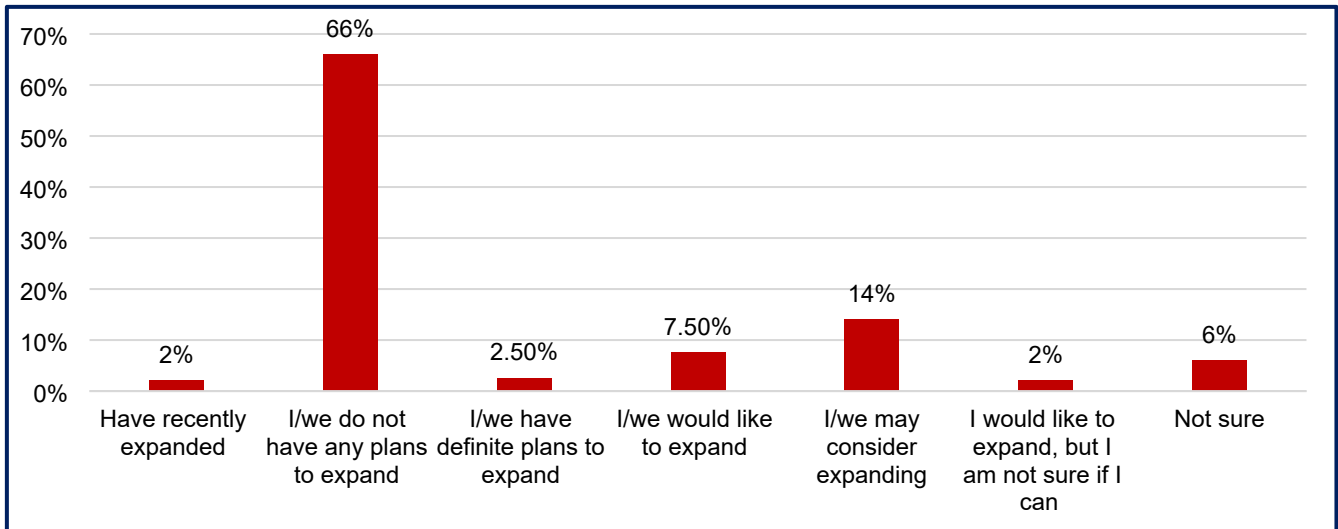
South and then Central accounted for the most repeated incidence of the response: *significantly higher*.

A contemporary question was asked to responding early years childcare providers: Has the introduction in April 2024 of the Funded Entitlement for eligible working families with 2 year olds meant that your setting has had to **decrease** the number of Together for Two places that it offers/allocates?

- (Only) 3 PVI sector early years childcare providers stated that they had had to decrease allocated Together got Two places
- 0 School-based nursery classes and maintained nursery schools stated that they had had to decrease allocated Together got Two places
- (Only) 1 registered childminder stated that they had had to decrease allocated Together got Two places.

All three types of *early years* childcare providers were requested to confirm whether they had any plans to expand capacity of *funded* childcare places at their setting.

Figure 27: Incidence of expansion plans specifically for funded childcare places

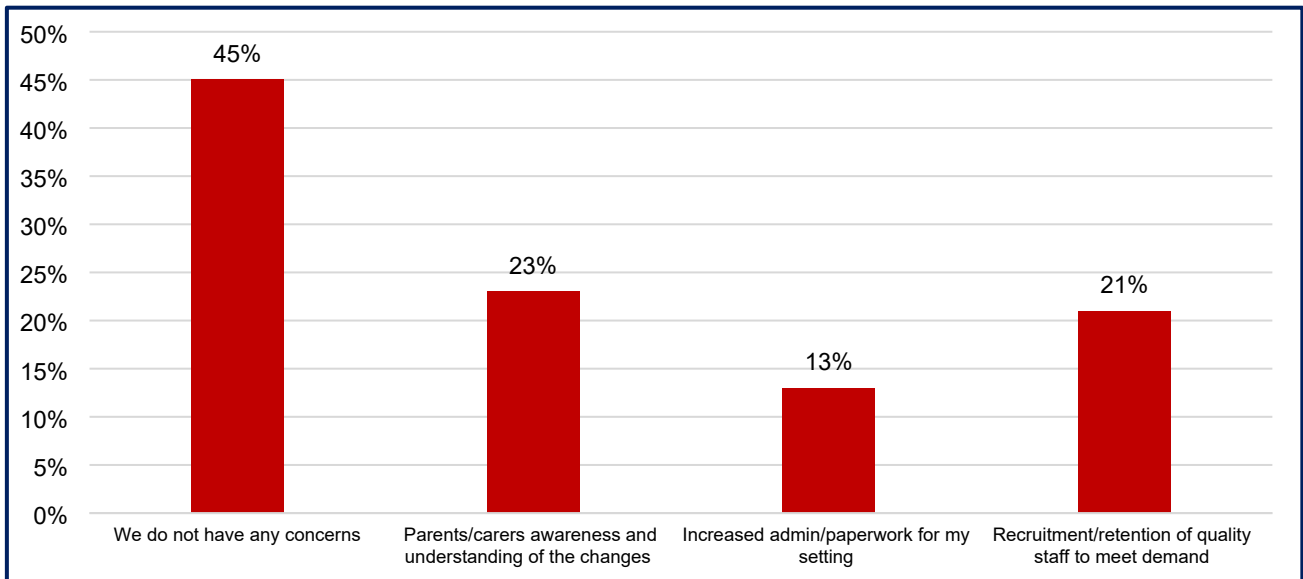


Ease and South areas accounted for the highest incidence of the response:

(a) I/we would like to expand or; (b) I/we have definite plans to expand

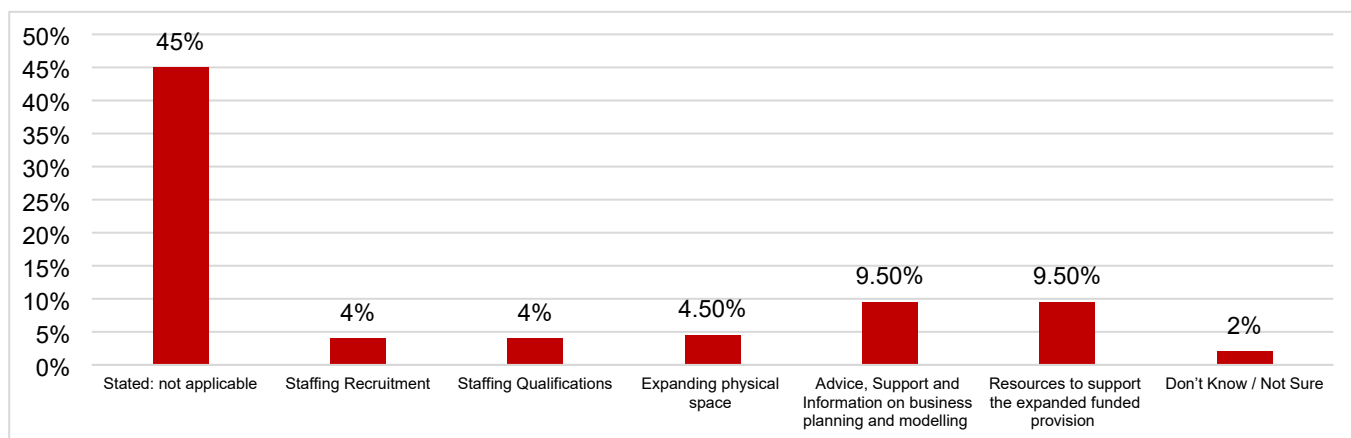
Representatives of (a) PVI-sector early years providers and; (b) School-based nursery classes and maintained nursery schools – plus childminders were invited to clarify if they still had any ongoing concerns about the ‘bedding in’ of the extended funded entitlements.

Figure 28: Assessed considerations of any challenges with the continued evolving implementation of extended funded childcare places



Central area accounted for the highest incidence of the response: recruitment and retention of quality staff to meet demand. Finally, on this theme, early years childcare providers/settings were asked to identify any areas of support they would welcome from Royal Greenwich.

Figure 29: Envisaged Local Authority support



Recruitment and Retention

52% of PVI sector early years childcare providers stated that - in late 2025 - they were experiencing difficulties with recruitment, and 11% stated that they were experiencing challenges with retention.

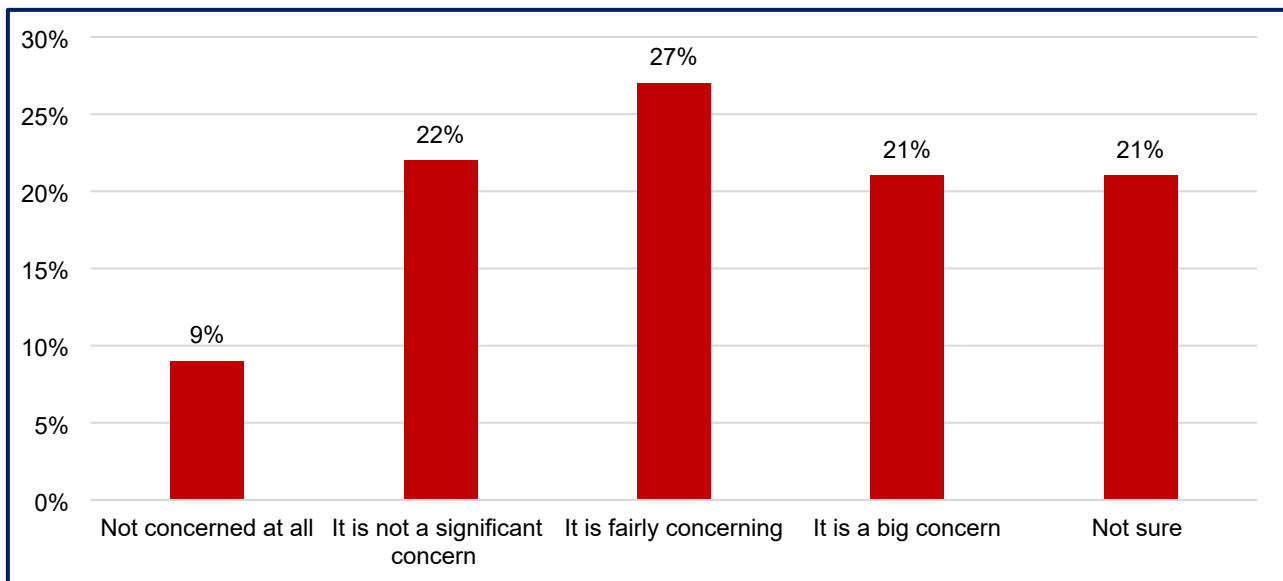
West area followed by Central area accounted for the highest incidence of the response: that recruitment challenges were being experienced.

(A much lower) 12% of school-based nursery classes and maintained nursery schools stated that - in late 2025 - they were experiencing difficulties with recruitment, and 6% stated that they were experiencing challenges with retention.

18% of out of school childcare wraparound providers stated that - in late 2025 - they were experiencing difficulties with recruitment, and 12% stated that they were experiencing challenges with retention.

All representatives of responding early years and out of school wraparound childcare providers were invited to state how concerned they were about the theme of workforce recruitment over the next two years.

Figure 30: Incidence of concerns about workforce recruitment



The four most frequent types of posts/roles which responding representatives of: (a) PVI-sector early years childcare providers and; (b) school-based nursery classes and maintained nursery schools outlined that they were most frequently experiencing difficulties to recruit to were (in order of frequency):

1. Full-time Level 3 qualified
2. Apprentices
3. *Ambitious* Level 2 qualified
4. Candidates happy to work term time only

Finally, 25% of : (a) PVI-sector early years providers and; (b) school-based nursery classes and maintained nursery schools stated that their team had **training needs** - or that there were training gaps - in late 2025. Their three *recurrent* types of training needs outlined were:

- (With a notable incidence) SEND-themed training, repeatedly on the theme of managing behaviour and Social Emotional and Mental Health of pupils
- Makaton training
- Courses on the theme of speech and language challenges and identifying potential problems.

31% of registered childminders stated that they had training needs, for themselves - or for a childminding assistant⁸. The two *recurrent* types of training needs outlined were:

- SEND-themed training (recurrently expressed as: *more training*)
- Managing challenging behaviour.

⁸ The Royal Borough of Greenwich has an awareness that some registered childminders work with assistants.

In comparison (only) 12% of out of school childcare wraparound providers stated that their team had training needs - or that there were training gaps - in late 2025. The two *recurrent* types of training needs outlined were:

- Foundation in SEND-type courses
- Managing challenging behaviour.

Wraparound Childcare

(Only) 11% of responding **PVI sector early years childcare providers** stated that they provided a number of wraparound childcare places.

Of these providers - 54% delivered before school wraparound childcare places (at an average of 11 places) and 73% delivered after school wraparound childcare places (at an average of 14 places).

The average (expressed) hourly fee for a before school wraparound place was: £8.50.
The average (expressed) hourly fee for an after school wraparound place was: £10.66.

64% of **childminders** stated that they provided a number of wraparound childcare places. Of these providers - 57% delivered before school wraparound childcare places (at an average of 3 places) and 64% delivered after school wraparound childcare places (at an average of 4 places).

The average (expressed) hourly fee for a before school wraparound place was: £8.47.
The average (expressed) hourly fee for an after school wraparound place was: £7.97.

61% of **out of school childcare providers** stated that they provided a number of wraparound childcare places. Of these providers - 42% delivered before school wraparound childcare places (at an average of 43 places) and 61% delivered after school wraparound childcare places (at an average of 42 places). The average (expressed) sessional fee for a before school wraparound place was: £6.50.

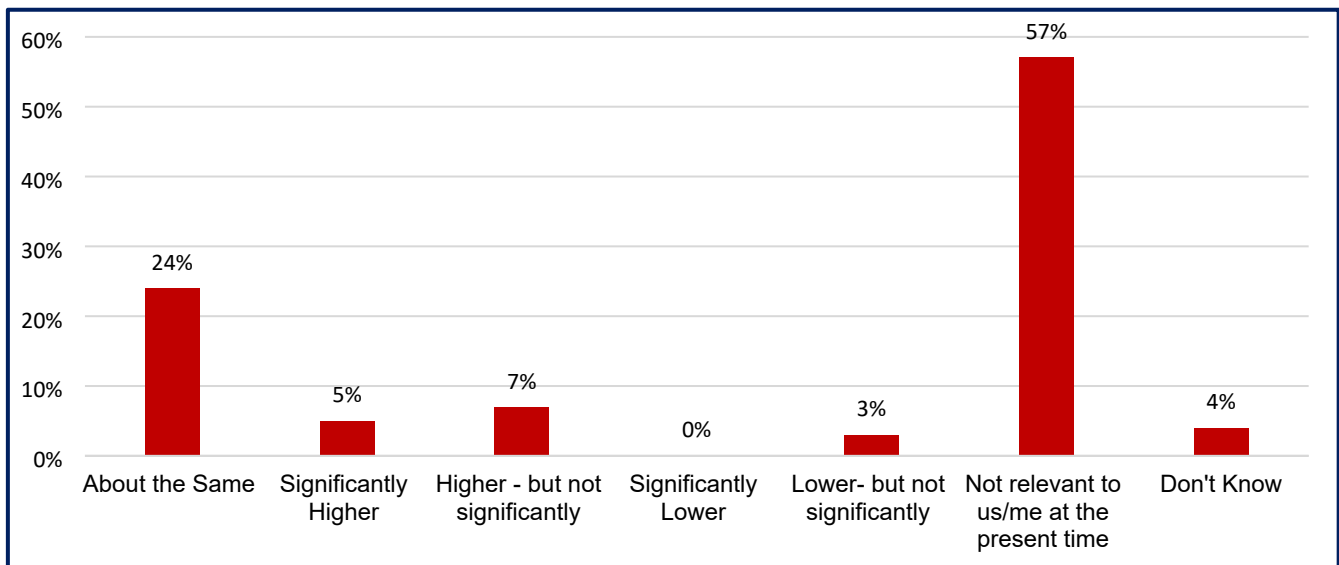
The average (expressed) sessional fee for an after school wraparound place was: £14.20.

73% of **school-based nursery classes and maintained nursery** stated that they provided a number of wraparound childcare places. Of these providers - 76% delivered before school wraparound childcare places (at an average of 36 places) and 59% delivered after school wraparound childcare places (at an average of 41 places).

The average (expressed) sessional fee for a before school wraparound place was: £4.96.
The average (expressed) sessional fee for an after school wraparound place was: £11.02.

All responding and relevant childcare providers were invited to answer a question: compared to now – how much higher or lower do you expect demand for all wraparound places you provide to be in the autumn term 2026?

Figure 31: Envisaged future demand for wraparound childcare places



Finally, there were instances of approximately 5% of setting-based childcare providers stating that they had experienced – or were experiencing – challenges with the recruitment and/or retention of staff aligned specifically to wraparound childcare – with specific feedback including:

“It is very difficult to find staff who have done playwork training. In our experience, people do not want to work the ‘odd hours’ that wraparound childcare requires a commitment to” – and similarly:

“It is very difficult to find playworkers with experience”.

“Due to budgets, we have lost the TAs who have staffed wraparound childcare... it is harder to get in-house staff... so we need to advertise”.

“When someone leaves it is difficult to find trained supervisors, so we train them ourselves”.

“We are having to use agency staff for wraparound childcare, as we are struggling to recruit”.

Summary of childcare provider feedback

The collective responses to the research indicate there continues to be **sufficient provision** of early years childcare in the sector, aligned to the fact that there is evidence of vacant places.

While the incidence and size of waiting lists have increased since the previous year – 49% of providers reported that they had vacancies.

Exactly 100 engaging childcare providers denoted vacancies - and this response demonstrated that in multiple areas, there still (as in 2024) may be potential over supply of provision and in other such localities a relatively growing demand for 0-12 months places, in particular.

Other key outcomes were:

- Childcare providers were continuing to observe an increase in demand for 30-hour places – in particular since the September 2025 advent/launch of the extended funded entitlement
- A continuing (as in 2024) increase in enquiries about places for babies and 9 month – 12 month year olds
- As in 2024, formal early years childcare fees tend to be higher for the younger age groups, and this is consistent for both childminders and early years childcare settings
- The *diagnosed* SEND designation that was most frequently being supported was speech, language and communication needs, followed in frequency by Autism
- 30% of responding early years and out of school childcare providers/settings - plus childminders - stated that they had SEND-themed training needs
- 52% of PVI sector early years childcare providers stated that - in late 2025 - they were (still) experiencing difficulties with recruitment
- (Only) 11% of responding PVI sector early years childcare providers stated that they provided a number of wraparound childcare places. In comparison, 73% of school-based nursery classes and maintained nurseries stated that they provided a number of wraparound childcare places.

Next steps for Royal Greenwich

- Royal Greenwich will continue to monitor the evidently increasing demand for early years childcare places for babies - and funded entitlement places for 9 month year olds - 2 year olds, including Together for Twos places
- Royal Greenwich will prioritise (including as the anticipated SEND White Paper is announced in 2026) an ongoing strategy to ensure that carers of children with SEND

can access suitable and quality childcare, including as the incidence of SEND increases - as a national trend

- Royal Greenwich will continue to advise its family of childcare providers - to the best of its ability - on recruitment challenges, which is again a national theme
- Royal Greenwich will continue to retain an awareness that accessibility (for families) to wraparound childcare is particularly reliant on its primary schools sector – and therefore will further focus on how an increase in such accessibility to wraparound childcare places can also be further achieved via the PVI sector early years childcare sector and the out of school childcare sector
- Royal Greenwich will access DfE Local Authority capacity support funding 2026 to 2027, which is intended to support school-age childcare provision across term-time and holiday periods, and which will:
 - ensure the sustainability of wraparound places already created and support the market to deliver further places where needed
 - support the rollout of free breakfast clubs
 - work closely with the delivery of the HAF programme to ensure join up between HAF-funded holiday activities and wider holiday childcare in the area, within a thriving childcare market.

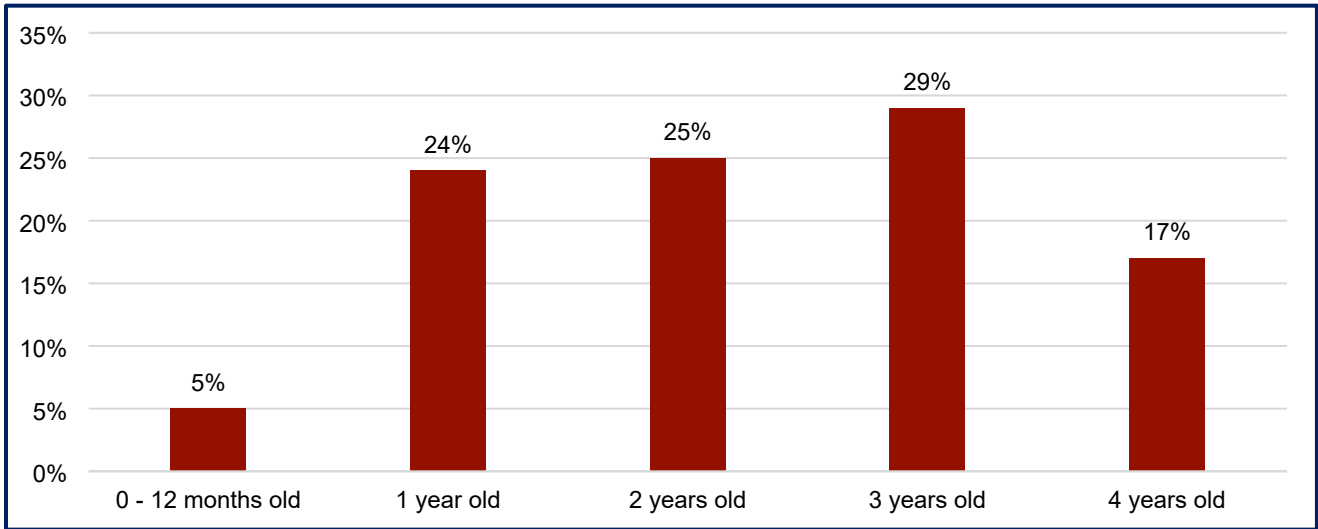
Feedback from parents and carers

In November 2025, an online survey - that focused on childcare usage - was promoted to parents and carers of 0-14 year olds who were resident across the Royal Greenwich locality.

The survey was open for a 3-week period and received a total of 237 responses from those only resident in Royal Greenwich.

The collected responses are summarised in the following section:

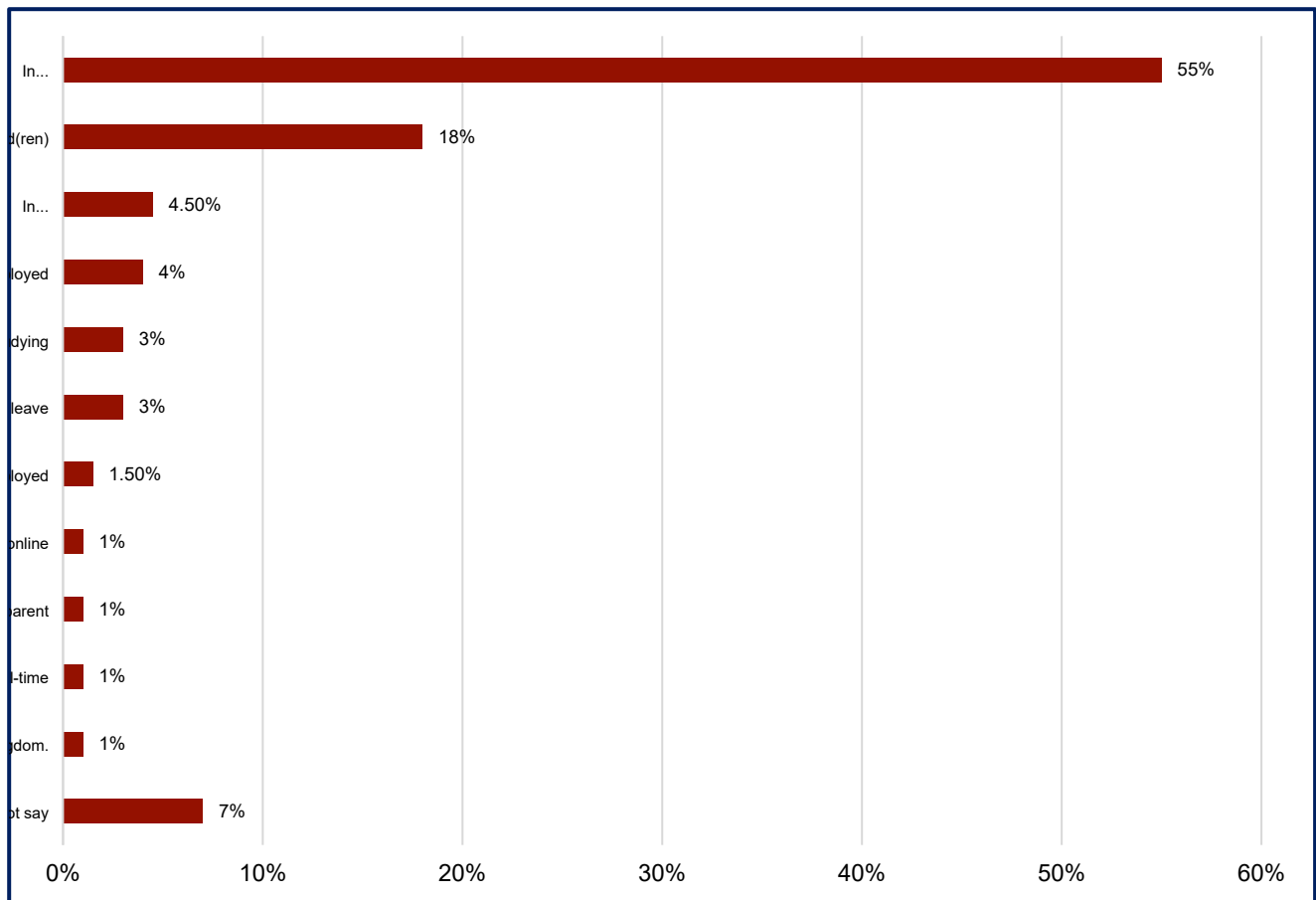
Figure 32: Incidence of ages of 0-4 years children of respondent parents/carers



The age range most commonly reported by parents/carers was: 3 years.

All responding parents/carers were invited to state (what best described) their current employment circumstances.

Figure 33: Incidence of responding parent's/carer's employment circumstances



The areas which accounted for the highest proportional incidence of a responding parent/carers being in some form of employment were:

1. Central
2. South

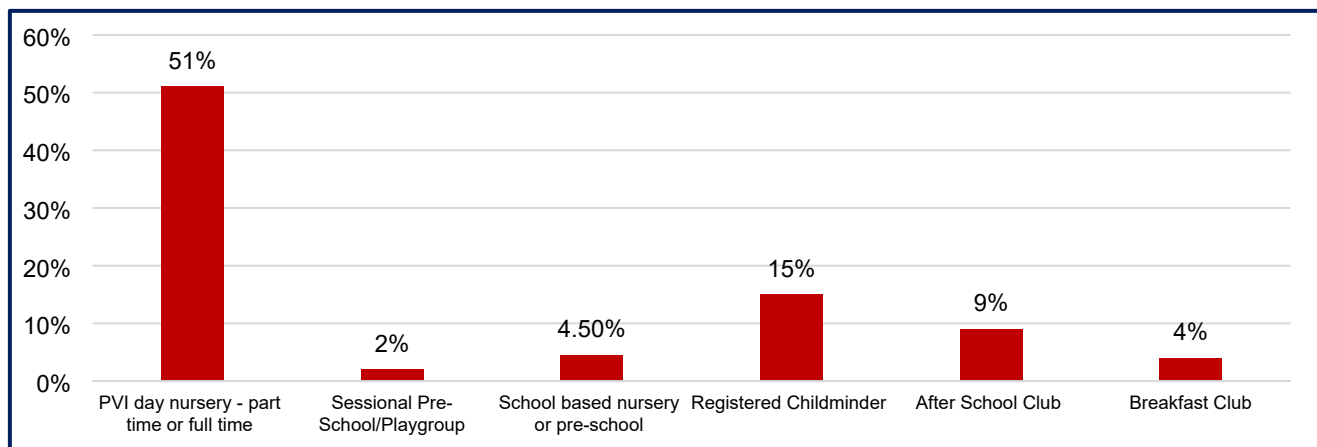
All responding parents/carers were invited to state their annual family income bracket (before tax).

Figure 34: Incidence of gross household income per year (before deductions/tax)

Annual household income	Percentage of relevant responding parents/carers	Most frequently stated type of <i>formal</i> childcare accessed during term time
Up to £16,190	6%	Day nursery – full or part-time
£16,190 - £29,999	13%	Day nursery – full or part-time
£30,000 - £54,999	14%	Day nursery – full or part-time
£55,000 - £99,999	20%	Day nursery – full or part-time
£100,000 or above	26%	Day nursery – full or part-time
I don't know	5%	Day nursery – full or part-time
I would rather not say	15%	Day nursery – full or part-time

69% of responding parents/carers stated that they were currently accessing at least one type of formal childcare.

Figure 35: Types of term time formal childcare accessed by parents/carers of 0-4 year olds

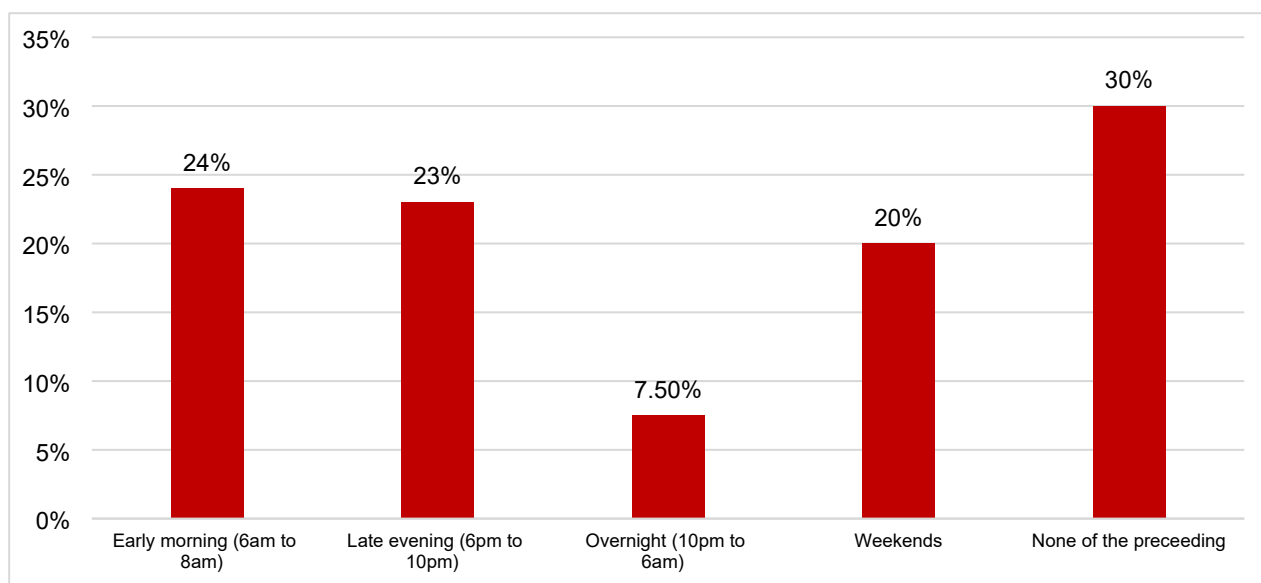


The responses demonstrated that - as in 2024 – the most frequent type of formal 0-4 years childcare evidently being accessed was: PVI sector day nursery.

The Central area followed in frequency by West area accounted for the highest incidence of the response (i.e. proportionally aligned to relative response rates in each area): day nursery (PVI sector or maintained sector)

Parents/carers were asked: what times of the day they had needed **formal** childcare support for, over the past 12 months?

Figure 36: Incidence of times that formal childcare was accessed over the past 12 months



It should be noted that 1:5 of all responding parents/carers stated: weekends.

With regard to reasons for *not* taking-up formal childcare, the sole *repeatedly* cited reason was:

I am waiting until I can use my funded entitlements (5% of responding parents/carers).

At late 2025, there was a negligible incidence of responding parents/carers stating: because it was too expensive.

0 parents/carers who did not access formal childcare indicated they were unable to find childcare providers at the times and hours they needed, or: there were no vacancies - or: they were added to a waiting list (this figure was 8% in 2024).

It is probable, therefore, that this is an indication that overall sufficient early years and childcare is available – and that parental choice aligned to the period that they become eligible to receive funded childcare is a key reason (in 2025) for not accessing formal childcare.

Parents/carers were invited to state (approximately) how much they spend on childcare per week, after they deduct financial contributions towards childcare (i.e., funded entitlements, vouchers, tax free childcare or child tax credits).

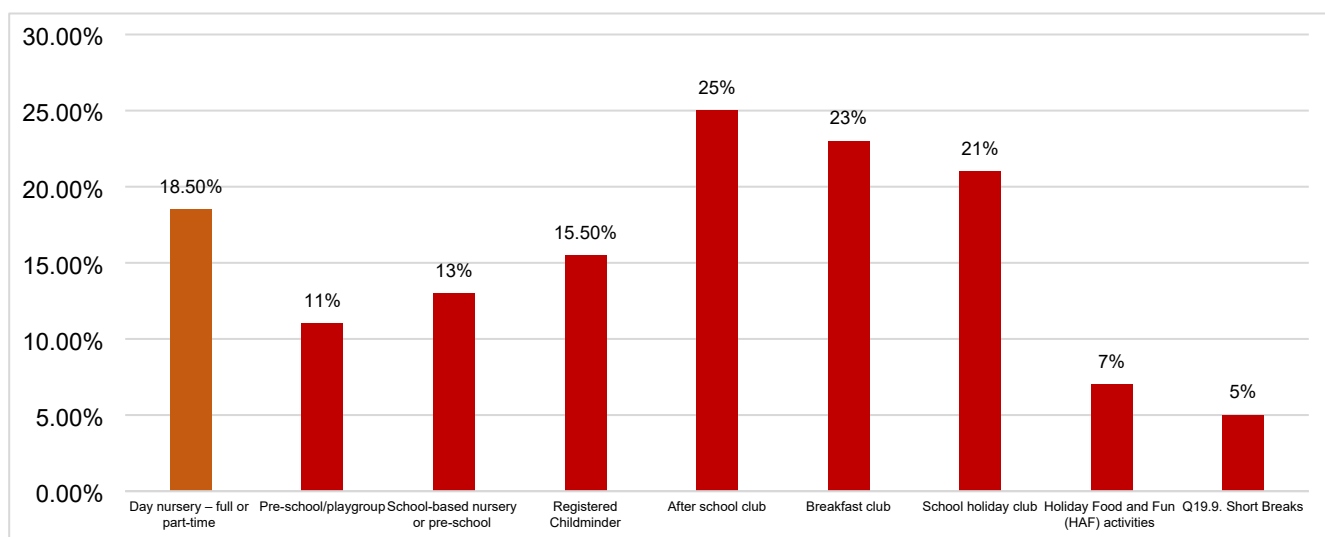
Figure 37: Indicative amounts that parents/carers spend on childcare – on a weekly basis

Age cohort	Most frequently stated weekly amount...	...by percentage of parents of a child in the relevant age cohort
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0-12 months	£200 - £249 per week	33%
1 year	£150 - £199 per week	25%
2 years	Less than £100 per week	21%
3 years	Less than £100 per week	32%
4 years	Less than £100 per week	30%

Parents/carers were asked whether they intended to access a specific type of formal childcare during the period 2026 and 2027, which they *were not accessing (currently) in late 2025*.

Figure 38: Future plans to access a type of formal childcare which is not being accessed by a parent/carer in late 2025



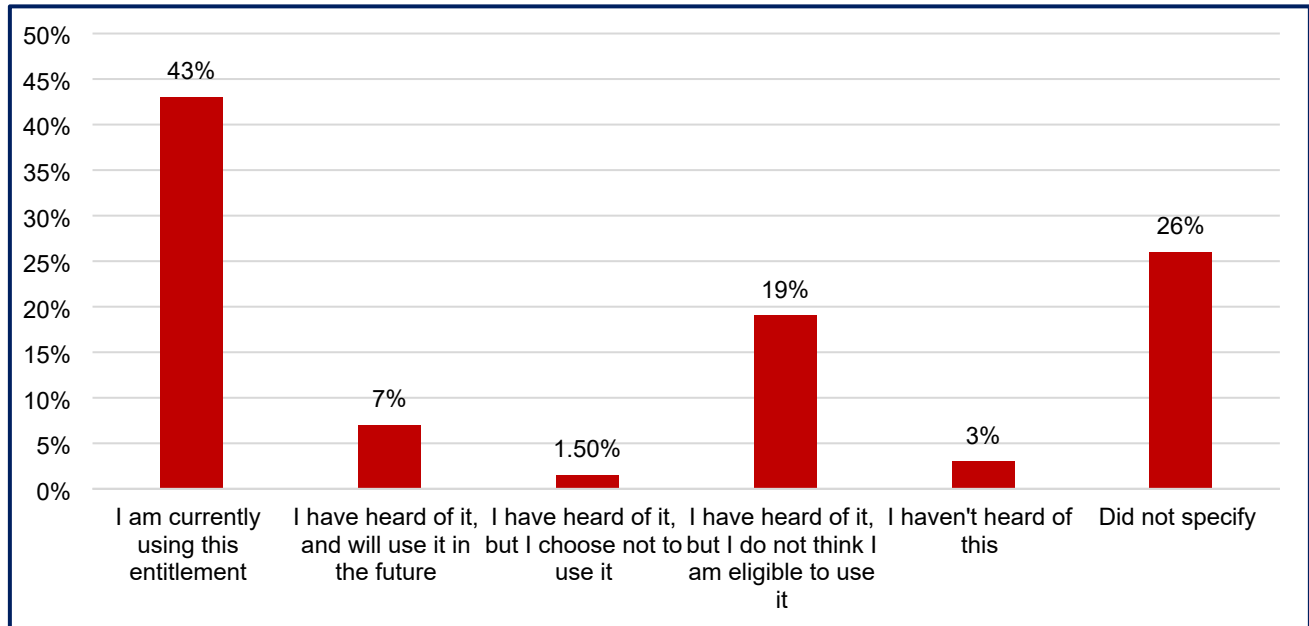
The response: day nursery (PVI full or part-time, above) was most frequently stated by a parent/carer who was evidently resident in the West area.

The response: after school club was also most frequently stated by a parent/carer who was evidently resident in the West area.

Take-up of funded early years entitlements

Parents and carers of 0-4 year olds were asked if they were accessing the 30 hours funded entitlement – which had been progressively extended to (eligible) working parents with 9 months – 3 year olds, over the period September 2024 → September 2025?

Figure 39: Incidence of eligible working parents accessing the extended 30 hours entitlement



The response (again, proportionally aligned to response rates in each area):

I am currently using this entitlement was most frequently stated by a responding parent/carer who was resident in the Central area.

Parents and carers were invited to state whether using a funded childcare entitlement - including a recently implemented extended funded entitlement - in the present, or in the past, had benefitted them, from a certain perspective.

Figure 40: Stated benefits of accessing funded childcare⁹

⁹ It should be noted that responses relevant to Figures 40, 41 and 42 do not factor in whether parents/carers would definitively meet the eligibility criteria.

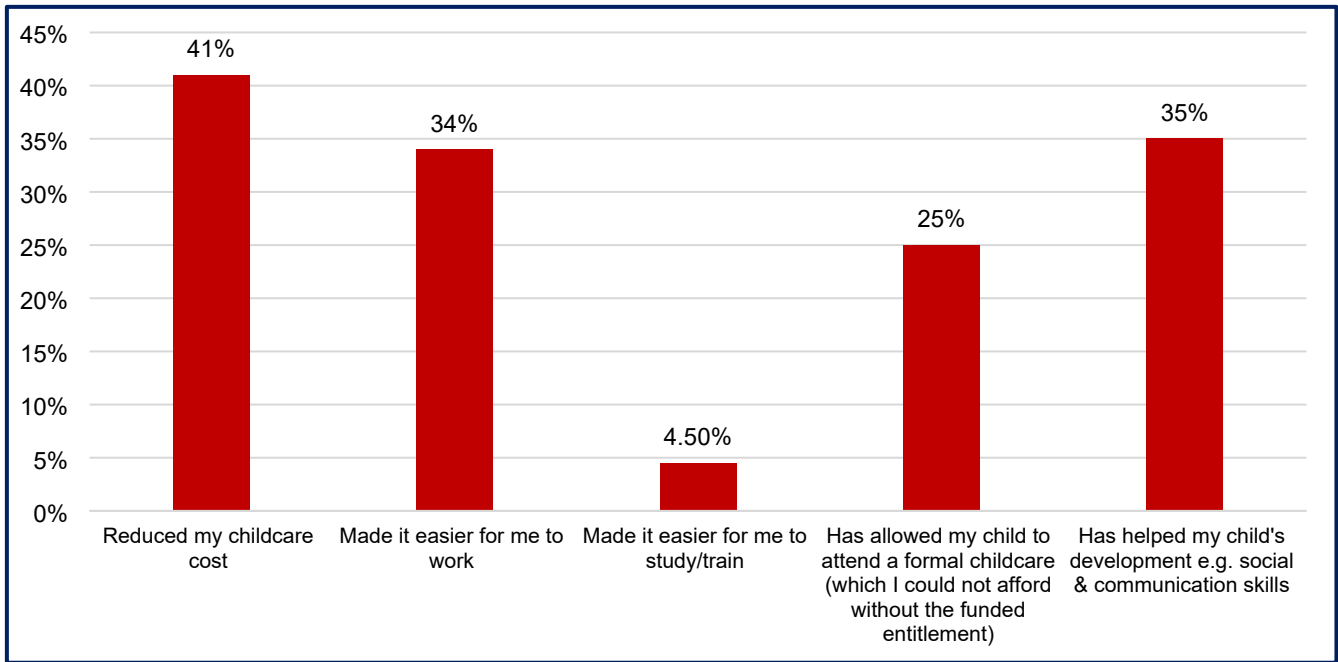
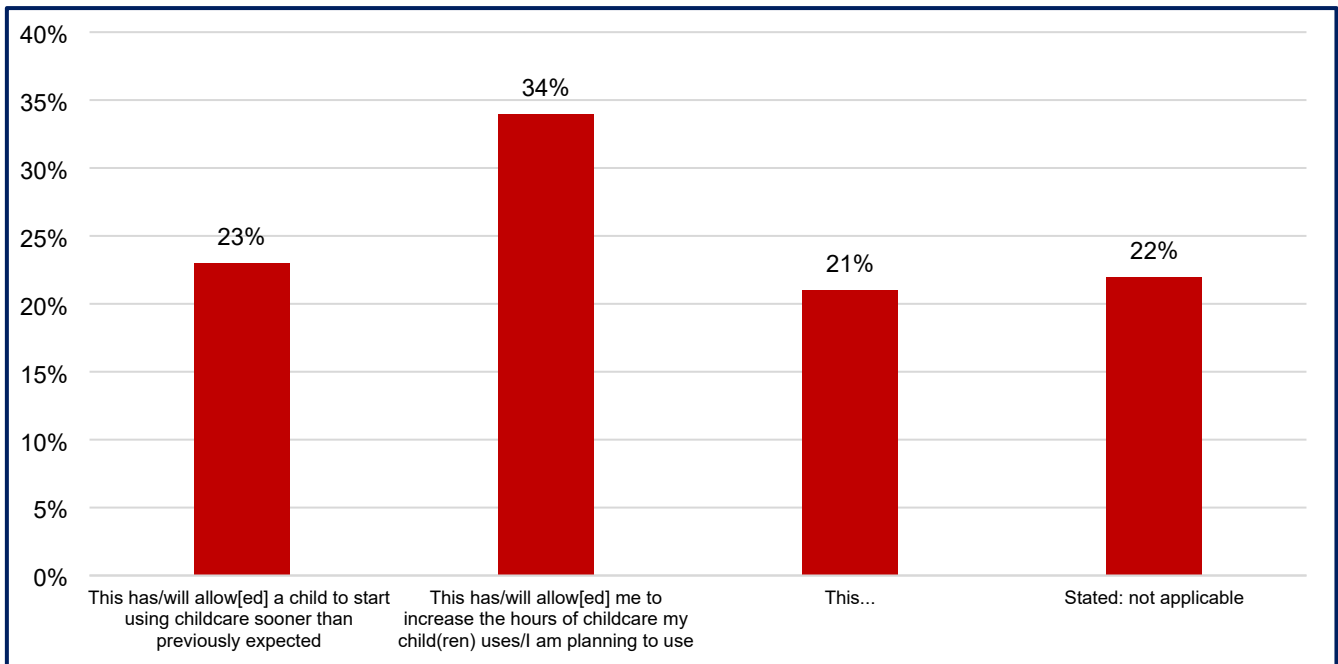
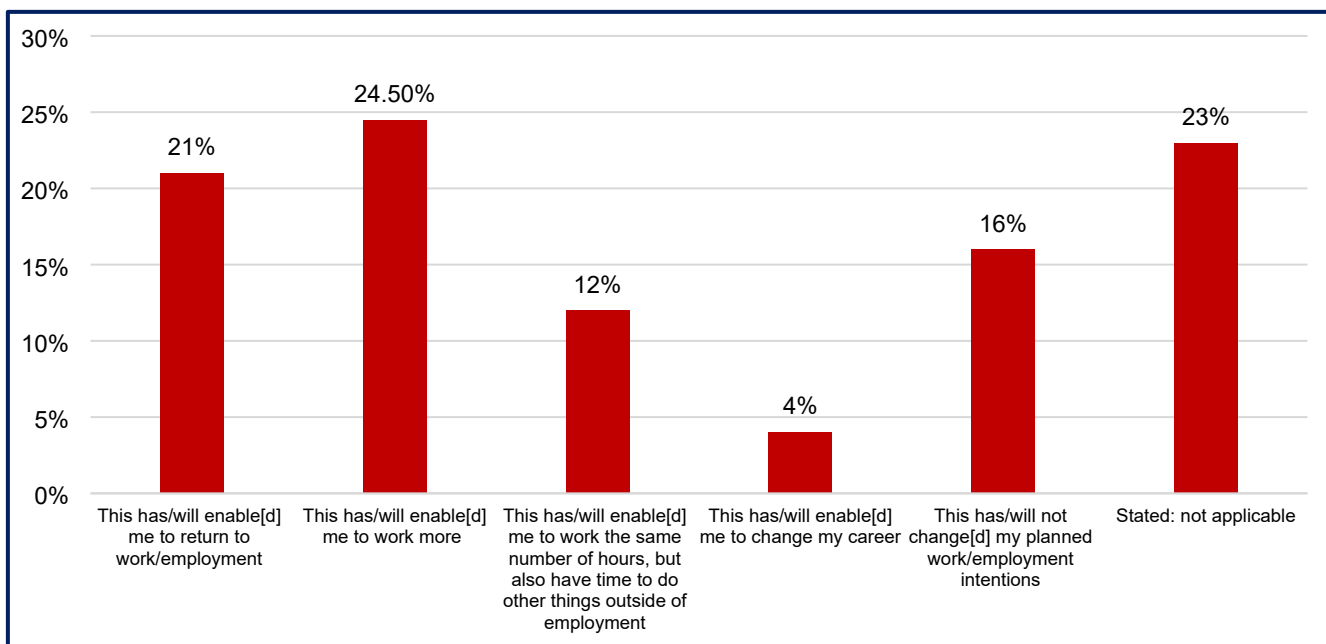


Figure 41: Considered impact of the accessibility to funded childcare – including the extended entitlements



The response: this has/will allow[ed] me to increase the hours of childcare my child(ren) uses/I am planning to use was most frequently stated by parents/carers who were resident in the East area

Figure 42: Impact on employment intentions of the (extended) funded childcare entitlements



The most frequent response was: This has/will enable[d] me to work more – which was stated again with the highest (proportional) frequency by parents/carers who were resident in the East area.

Wraparound Childcare

Relevant parents/carers were invited to state whether – in late 2025 – they *need*:

- before school childcare (breakfast club) for a child aged just 3–4 years or
- after school childcare (after school club) for a child aged just 3–4 years?

- 20% stated that they *need* before school childcare (breakfast club) for a child aged 3–4 years – most frequently these relevant parents/carers were resident in the Central area
- 26% stated that they *need* before school childcare (breakfast club) for a child aged 3–4 years – most frequently these relevant parents/carers were also resident in the Central area

Subsequently 27% of **all** parents with 3 – 14 year olds - as well as just 3 and 4 year olds - stated that they currently use a type of wraparound childcare – including for any school-aged child(ren) that they may also be raising. The most frequent type of wraparound childcare being accessed by relevant parents/carers was an: after school club only at a primary or secondary school club run by the school.

14% of responding parents/carers had evidently accessed a type of holiday childcare (like a club or a playscheme) in the recent past – this included for any child they may have, between the ages of 3 - 14 years. These parents/carers were most frequently resident in the Central area, followed in frequency by the South area (which also accounted for a relatively

high incidence of parents/carers who were in some form of employment). 10% of these parents/carers had accessed an activity which was part of Royal Greenwich’s Holiday Food and Fun (HAF) programme – and it can be noted that 17% of *all* responding parents/carers stated: I have not heard about the existence of this programme, and 12.5% stated that they: did not think they were eligible to access it.

Parents/carers were asked: If there was more term time wraparound childcare available in your community, do you think you would increase the hours/number of sessions you used? The response: Yes, (stated by 20% of all responding parents/carers) was most frequently received from parents/carers who were resident in the West area, followed in frequency by the Central area.

Parents and carers were also invited to confirm whether they had used term time wraparound provision in the past but no longer use it - *or* if they have chosen not to use wraparound provision at all. The sole *repeated* reason for not accessing a wraparound childcare option was: because it is too expensive – and this response notably recurred from relevant parents/carers who were resident in the East area.

Universal Credit and Tax-Free Childcare

Parents/carers were invited to state whether - to the best of their knowledge - they were eligible for: (a) Universal Credit and (b) Tax-Free Childcare:

Figure 43: Eligibility for Childcare Support

	Universal Credit	Tax-Free Childcare
Yes, and I access it	21%	36%
Yes, but I do not access it	2%	5%
No, I am not eligible	59%	27%
I'm not sure	9%	19%
I don't know what this is	1%	4%
Did not say	8%	8%

Those parents/carers who had not accessed Tax-Free Childcare were then asked whether they had encountered any barriers when trying to access it. The results are similar to the previous year, where the most common response was: ***I think*** I earn too much to apply - followed in frequency by: I do not understand the eligibility criteria (though stated by only 3 parents/carers).

Children with SEND

All parents /carers were asked whether their children had any special educational needs or disabilities (SEND). 9% stated that they indeed were raising at least one child with SEND in their family ¹⁰. The most frequent age cohort of a child with SEND was 3 years.

Most frequently a SEND child had a speech, language and communication difficulty, followed in frequency by Autism.

Encouragingly, 100% of relevant responding carers stated that they were accessing a type of formal childcare in late 2025. This was most frequently a day nursery (stated by 75% of *relevant* responding carers), followed in frequency by an after school club (35%).

33% of parents/carers had a child with SEND who was accessing the 30 hours funded entitlement - which had been progressively extended to (eligible) working parents with 9 months – 3 year olds, over the period September 2024 → September 2025. However, 18% of relevant responding carers stated that they had not heard about the existence of this funded entitlement for eligible working families.

It should be noted that: (a) 42% of all carers stated that in the past 12-months they had required a breakfast club and/or childcare during the period 6am – 8am, a period which they stated they required formal childcare for with the highest frequency and; (b) wraparound childcare was a type of support which 50% of carers envisaged they would require more of, during the period 2026 → 2028.

Parent/carer views about role of the local authority

Carers were asked how they would propose that Royal Greenwich could support them (more/further/better) to access suitable childcare. The repeated thematic responses were as follows:

- To continue to ensure that breakfast clubs and after school clubs were accessible to SEND children – particularly because carers were also working parents who were expected to work 8am – 6pm core hours¹¹
- To continue to focus on “*concisely*” informing carers of children with SEND about the ability for them to access the extended funded entitlements.

Summary of parent/carer feedback

¹⁰ 30% of such responding carers were resident in the Robert Owen Children’s Centre area.

¹¹ 83% of responding carers of children with SEND stated that they were in employment/were working.

- Just over two-thirds of responding parents/carers stated that they were currently accessing at least one type of formal childcare – and - as in 2024 – the most frequent type of formal 0-4 years childcare evidently being accessed was a PVI sector day nursery
- The areas which hosted a maintained nursery school (coincidentally) accounted for a high incidence of parents/carers stating that they intend to access more formal childcare during the period 2026-2028 - notably a day nursery
- 27% of **all** parents stated that they currently use a type of wraparound childcare – including for any school-aged child(ren) that they may also be raising. The most frequent type of wraparound childcare being accessed by relevant parents/carers was an: after school club at a primary or secondary school club run by the school
- Encouragingly, 100% of relevant responding carers of a child with SEND stated that they were accessing a type of formal childcare in late 2025. This was most frequently a day nursery (stated by 75% of *relevant* responding carers), followed in frequency by an after school club (35%).

Next steps for Royal Greenwich

- Royal Greenwich will retain its awareness that the type of formal childcare which parents/carers access with the highest frequency and intend to access (in the future) with the highest frequency is a day nursery. This strategic awareness will be supplemented by a need to ensure that demand for funded early years childcare at such settings can continue to be met
- Royal Greenwich will retain a strategic awareness that wraparound childcare and holiday childcare provision remains a high priority among local families – and its strategy will be further supplemented by the advent of the DfE’s school-age childcare programme. Royal Greenwich will continue to promote the role of the Holiday Food and Fun (HAF) programme – mindful that, in late 2025, 17% of *all* responding parents/carers stated: I have not heard about the existence of this programme, and 12.5% stated that they: did not think they were eligible to access it
- Royal Greenwich will continue to focus on developing 0-25 years SEND related skills, knowledge and expertise within the childcare workforce sector – particularly through the training offer, which it can help to offer and make available
- Royal Greenwich will continue to work in partnership with its childcare providers to convey accurate information about available funded childcare (the 30 hours childcare offer to eligible working parents/carers) and the SEND local offer.

Voice of the child

Capturing the voice of children in early years and childcare is a priority. 225 children aged between 0 and 14 shared their views and experiences – the youngest being 1 years old (Appendix B)

Figure 44: numbers of responses by provider type and number of children

	No of Early Years Providers	No of Early Years Children 0 - 4	No of out of school providers	No of school age children 5 - 14	No of all providers	No of all children
Childminder	18	27	3	8	21	35
Groupcare	18	101	0	0	18	101
Schools	2	15	0	0	2	15
HAF	0	0	5	5	5	5
Wraparound	0	0	5	54	5	54
SEND specific*	10	10	2	2	12	12
GYPC	0	0	3	3	3	3
Total	48	153	18	72	66	225

Of 225 children sharing their views, 12 children had identified SEND and are being supported by Early Years Inclusion Service and 5 were talking up HAF provision.

Children aged 0 – 4 years in early years provision

153 different early years children from **48** different settings were asked about their nursery or childminder and their feedback is shared below. Most of the comments in children’s voices are included as they provide valuable insight into what matters to children and how they see their provision and the adults in their setting. See Appendix

What is the best or special thing to do at nursery/childminder?

All of the children were very positive and eager to share their thoughts about the best things about their nursery and childminder. The children were excited to share their thoughts on what they valued at their nursery or childminder. Overall, children commented that the most special and best things are **play, friendships and fun toys/activities**. Most responses focused on playing with friends, free play and imaginative play, creative activities, eating and enjoying being with their practitioners.

“I like (childminder) because she loves me and I love her”

“I like playing outside. There's lots of fun stuff to do! My favourite things to do are jumping, climbing and riding my bicycle”. (SEND)

“I like seeing my friends”

Imagine a friend who is new at nursery/childminder house – it is their first day and they are worried, how would you help them?

The children’s responses showed empathy and awareness of others’ feelings when thinking about a new friend who is worried on their first day. Most children described helping in ways that reflect **physical comfort, reassurance, playing together, sharing and kindness**. The children were also able to show they could understand worries, particularly around missing parents or being in a new environment.

“(Child) was able to show me how they can choose what to do next by placing a photo on their 'now, next and then' board. They will tell other children, don't worry XXX is coming”. (SEND)

“Hugs”

“Talking to them and say it’s okay”

What are the best things about the grown-ups who play with you or look after you?

This question can be challenging for the youngest children to answer and so they often talk about things that they do with the adults that they enjoy. The majority of children responded to this question by focusing on the everyday actions of adults that they enjoy, such as **playing together, doing activities together, giving hugs, and providing food**. Children demonstrated an ability to recognise attachments to these grown-ups, often seeking them out for reassurance and comfort. Many of the responses also referred to hugs, cuddles, kindness, staying close, being funny, being supported when they felt sad or upset, and being helped to settle.

“Dancing with me, hugging me and loving me”

ing nu

“We (are) friends and we (are) learning and playing together and building house(s) together”

ke

“I like to read books together”

Children’s responses to this question were varied, with some finding it difficult to suggest changes, reflected in several “no answer,” or “I don’t know” - which may suggest some children didn’t feel the need for anything to change. Those who did response show that the children want settings to be more fun by building on what already works well - **more play, more time outdoors, more interaction, more favourite and appropriate resources/toys and more opportunities to play alongside friends**.

“Going to the park, I love (being) outside!”

“If more staff learn a bigger range of signs to use with me and my friends, it will help me communicate more ideas with them”. (SEND)

"I need more objects I can safely explore with my mouth as this is my preferred way to understand things right now". (SEND)

Children aged 5 - 14 years in Out of School provision

72 different children from 18 different provisions (including both sessions where breakfast and after school club) were asked about their out of school provision and their feedback is shared below. This also includes 5 children accessing HAF programme and 3 who are part of the Greenwich Young People's Council

What is the best thing about coming to Breakfast / After School Club or childminder's?

Children described the best things about coming to Breakfast Club, After School Club or a childminder as the chance **to play, relax, eat and spend time with friends** in a happy, welcoming environment. Their responses were positive and focused on enjoyment, relationships with their friends and the practitioners, and shared experiences.

"I like drawing and going outside and playing with my friends"

"The staff are friendly and play lots of games with us, and the food"

"Most of my friends are here. Get to use all playgrounds. All year groups are together. (I) like the toys they have and the sensory toys"

Imagine a friend was going to start at Breakfast / After School Club / childminder for the first time and were worried, how would you reassure them?

The children said they would reassure a worried friend by being **kind, friendly, and helpful**. Most said they would play with them, invite them to join in games, and help them make new friends. They would also show them around, explain where things are, and help them understand what happens during the day. Many children said they would comfort them, talk to them, give hugs, make them laugh, and help them feel calm if they were scared.

"Hug, share, talking"

"I would ask them if they wanted to be in my group when we do activities, and I would show them the staff to go to"

"I'd invite them to play, introduce them to everyone and myself and make them feel welcome"

How do the grown-ups here help you?

Children said that grown-ups help them by being **kind, caring, and supportive, making them feel safe, happy, and listened to**. The children felt adults were there to help when children are sad or hurt, to keep everyone safe, to support learning and homework, to provide food and fun activities, and join in with play.

“Homework and we (are) talking a lot (which) help(s)”

“If I am upset, they know how to make me feel better”

“They help you if you’re hurt”.

What do you think the grown-ups need to know about working at the Breakfast / After School Club or at childminder’s?

Many of the children responded that they felt it’s **important for grown-ups to know the children well**, including their families, needs, worries and allergies. **Safety** was a key theme, especially using the register and knowing what to do in a fire alarm. Children also said grown-ups should **be kind, listen to them, and be helpful** when they are upset or hurt. Some children suggested more outdoor play, crafts, and fun activities to make the setting even better. Some children felt that there was nothing more they needed to do, and everything was already fine.

“They need to know we are safe”

“They know our families well, so they know exactly who is collecting me at the end of the day. They are kind and caring”

You need to listen to what young people want to do, sometimes we just want to chill after school

What would make coming to Breakfast / After School Club or childminder’s even better?

Many children said they are already happy and felt nothing needed to change at their setting. Common suggestions included more **toys, games, and activities, especially creative play**,

new equipment, and more outdoor space and outdoor play. Children also asked for more snacks and food choices, different snack times, and more cooking and baking. Other ideas included longer opening hours, calmer behaviour, quiet spaces to relax, and trying new activities.

“Friends and rest time”

“More outside space, so we can run around and play different outdoor

“Maybe we could have an area to calm down and hang out with your best friend and some instruments, teddy bears, painting, electronics”

Summary of children's feedback

Overall, the children's responses were very positive and showed that they value play, friendships, kindness, and feeling safe and cared for across all settings.

Children enjoy spending time with friends, having fun activities and toys, eating, and building trusting relationships with practitioners. They showed empathy and confidence in supporting other children through play, reassurance, and kindness. Children see grown-ups as important for comfort, safety, learning, and fun, and many feel their needs are already being met. Where improvements were suggested, children mainly wanted more opportunities for play, outdoor time, food choices, and shared activities, building on what already works well in a happy, calm and welcoming environment.

In response to the feedback from children, Royal Greenwich will continue to highlight the value of a skilled, stable and high-quality workforce which prioritises emotional wellbeing of children, building positive relationships and interactions, enabling children to recognise risks and stay safe, more outside and active play opportunities and offer a varied menu of healthy foods.

Summary of all next steps for Royal Greenwich

- Royal Greenwich will continue to monitor the evidently increasing demand for early years childcare places for babies - and funded entitlement places for 9 month year olds - 2 year olds, including Together for Twos places
- Royal Greenwich will prioritise (including as the anticipated SEND White Paper is announced in 2026) an ongoing strategy to ensure that carers of children with SEND can access suitable and quality childcare, including as the incidence of SEND increases - as a national trend

- Royal Greenwich will continue to advise its family of childcare providers - to the best of its ability - on recruitment challenges, which is again a national theme
- Royal Greenwich will continue to retain an awareness that accessibility (for families) to wraparound childcare is particularly reliant on its primary schools sector – and therefore will further focus on how an increase in such accessibility to wraparound childcare places can also be further achieved via the PVI sector early years childcare sector and the out of school childcare sector
- Royal Greenwich will access DfE Local Authority capacity support funding 2026 to 2027, which is intended to support school-age childcare provision across term-time and holiday periods, and which will:
 - ensure the sustainability of wraparound places already created and support the market to deliver further places where needed
 - support the rollout of free breakfast clubs
 - work closely with the delivery of the HAF programme to ensure join up between HAF-funded holiday activities and wider holiday childcare in the area, within a thriving childcare market.
- Royal Greenwich will retain its awareness that the type of formal childcare which parents/carers access with the highest frequency and intend to access (in the future) with the highest frequency is a day nursery. This strategic awareness will be supplemented by a need to ensure that demand for funded early years childcare at such settings can continue to be met
- Royal Greenwich will retain a strategic awareness that wraparound childcare and holiday childcare provision remains a high priority among local families – and its strategy will be further supplemented by the advent of the DfE’s school-age childcare programme. Royal Greenwich will continue to promote the role of the Holiday Food and Fun (HAF) programme – mindful that, in late 2025, 17% of *all* responding parents/carers stated: I have not heard about the existence of this programme, and 12.5% stated that they: did not think they were eligible to access it
- Royal Greenwich will continue to focus on developing 0-25 years SEND related skills, knowledge and expertise within the childcare workforce sector – particularly through the training offer, which it can help to offer and make available
- Royal Greenwich will continue to work in partnership with its childcare providers to convey accurate information about available funded childcare (in particular the 30 hours childcare offer to eligible working parents/carers) and the SEND local offer.

- Royal Greenwich will continue to highlight the value of a skilled, stable and high-quality workforce which prioritises emotional wellbeing of children, building positive relationships and interactions, in a calm and safe environments, to have more outside and active play opportunities and offer a varied menu of healthy foods.

Methodology

GLA 2023-based BPO demographic projections
Mid-year GLA BPO forecasts (May 2025)
Early Years Headcount Royal Greenwich (Autumn term 2025)
Pupil level school census October 2025
January 2025 SEN2 return
Ofsted inspections report March 2025
Royal Greenwich Local Ofsted Outcome Tracker
2021 Office for National Statistics (ONS) census data
2023 Place Group Childcare Sufficiency and Sustainability Intelligence Assessment
DWP (Department for Work and Pensions) list of eligible 2-year-olds August 2025

Glossary

Types of settings

Childminder – private business which is delivered mainly from the registered person’s own home either alone or with assistants.

Groupcare – care provided on non-domestic premises delivered by a private, independent, community or voluntary sector organisation; this can be full day or sessional care

School – local authority / voluntary maintained or academy school setting

Nursery school– Nursery school (all nursery schools in Greenwich are local authority maintained)

Providers / provision / settings – all of the above

Childminder agency - Childminder agencies (CMAs) are private companies that register childminders as an alternative to registering with Ofsted.

Types of registration

Early years register - providers working with children aged from birth to five. Providers must deliver the Early Years Foundation Stage (EYFS) which brings together care and learning. Typically, this will be full daycare, preschools, childminders and some out of school provision (holiday schemes or after school clubs).

Compulsory childcare register – this is childcare for children aged five to seven. Typically, this will be childminders and out of school providers (unless they are exempt).

Voluntary childcare register - this is for providers who are not required to register but can choose to do so. Typically, this will be nannies, activity-based settings, short term care and care for children aged eight and over.

Funded provision / Free childcare - is funded by the government to childcare providers via the local authority.

Disadvantaged 2-year-olds - Some children aged 2 whose families receive certain benefits (including low-income families in receipt of in-work benefits), or those who meet additional non-economic [criteria](#) are entitled to 15 hours per week term time. This programme of support is called Together for Twos in Greenwich.

3- & 4-year-olds - Universal entitlement - All children aged 3 and 4 are entitled to 15 hours per week during term time until they start reception class in school.

Working Parents or Families entitlement - Children from age 9 months where both parents working, or from lone parent families where that parent is working, are [entitled](#) up to 30 hours per week during term time until they start reception class in school

Appendices

Appendix A: Royal Greenwich statutory duties and responsibilities

Early education and childcare is legislated for in the [Childcare Act 2006](#) ; [Childcare Act 2016](#) and the Children's Act 2004.

We have a duty to ensure there is sufficient high-quality childcare for working parents of children aged 0-14 (or up to 18 for disabled children).

Two main objectives of the [Childcare Act 2006](#) are to:

- Improve the well-being of all young children and reduce inequalities
 - physical and mental health and emotional well-being
 - protection from harm and neglect
 - education, training and recreation
 - the contribution made by them to society.
 - social and economic well-being.

- Drive up the quality of childcare provision

Our **statutory responsibilities** also include:

- Securing **sufficient high quality funded early learning places for disadvantaged 2-year-olds** (who meet prescribed criteria relating to low income, being in care or having left care through a permanence arrangement or having special educational needs or a disability) to access 15 hours free early learning each week for 38 weeks a year
- Ensuring there are **sufficient early learning places for all 3- and 4-year-olds** whose parents want to access 15 hours free early learning each week for 38 weeks a year and an extended entitlement of 30 hours per week for eligible working families
- Providing **information, advice and training to childcare providers** and to those who intend to provide childcare
- Ensuring we meet our **duties under the Equality Act 2010** when securing early learning places; and
- Providing **information, advice and assistance to parents** and prospective parents who intend to use childcare.

Appendix B: Voice of the child sample quotes

Children aged 0 – 4 years in early years provision

What is the best or special thing to do at nursery/childminder?

Children aged 2

- “I like seeing my friends”
- “I like painting and eating”
- “Playing with dollies”
- “I like (childminder’s name) because she loves me and I love her”
- “Playdough”
- “Playing in the home corner”.

Children aged 3

- “I like to play in the garden and dollies
- “Play in the garden”
- “I like dressing up in the home corner and to play with blocks”
- “Playing with friends, running in the garden, playdough, building towers”
- “Being able to make choices. When shown two toys - one that I like and one that I don't like, I can reach out and take my favoured toy. I like cars, sensory play and interesting fun toys/objects” (SEND)
- “I like playing outside. There's lots of fun stuff to do! My favourite things to do are jumping, climbing and riding my bicycle”. (SEND)

Children aged 4

- “I like playing with your toys, and I like to play with the other children”

- “I like to play with the train with my best friend”
- “I draw a card for my mummy”
- “Lunch/snack time”
- “(Child) has a love for numbers and counting - resources were available within the setting to access freely at his own choosing. (Child) has a range of different options to explore” (SEND)
- “(Child) leads me to the playdough and tells me “I like to make cookies at nursery”. (Child) shows me their water bottle and the picture of them”. (SEND)

Imagine a friend who is new at nursery/childminder house – it is their first day and they are worried, how would you help them?

Children aged 2

- “Invite them to play with me”
- “If a new friend worries, I will give them a big hug. And (let them) play in tent with me”
- “Hugs”
- “Smiles”
- “(Say) it’s okay... I look first. I like to watch. You can watch with me. When I’m ready, I play, you can play too” (SEND)
- “Good sharing”.

Children aged 3

- “If you feel shy, it’s okay. I just sit by my grown-up. If kids play rough, I move away and find quiet toys... I like blocks or books. You can tell a grown-up if you don’t like it. Then you feel better” (SEND)
- “Act silly to make them happy”
- “Talking to them and say it’s okay”
- “Help them be better by holding their hands”
- “Tell them their mummy is coming”
- “Hmmm...sing a song”.

Children aged 4

- “I will make them happy by sharing toys with them. I will become friends with them and make them come to my house”
- “I am going to say ‘don’t worry, don’t cry’ and I will play with him”
- “I will hug and play with him, and I will show him my train”
- “See why they were sad”
- “Give them a cuddle”
- “(Child) was able to show me how they can choose what to do next by placing a photo on their 'now, next and then' board. They will tell other children, don’t worry XXX is coming”. (SEND)

What are the best things about the grown-ups who play with you or look after you?

Children aged 2

- “Dancing with me, hugging me and loving me”
- “We play, she is fun and funny”
- “Gives me playdough”
- “They wait for me. No make me talk if I don't want. They look when I show stuff.” (SEND)
- “She gives me food when I am hungry”
- “I like to read books together”.

Children aged 3

- “I like the teachers because they are dancing and make me laugh”
- “We (are) friends and we (are) learning and playing together and building house(s) together”
- “I like the adults; when I am crying, they give me hugs”
- “A lot hugs, nice food”
- “They help you go inside so you're not alone”
- “I like my key person. I seek her out and lead her to somewhere I want to play. I painted this picture with her helping me”. (SEND)

Children aged 4

- “You let us play with your toys, and you take care of us”
- “They play with me and give me hugs and make me laugh all the time and dance too”
- “They offer me lots of close contact and let me feel the skin on their arms to feel safe and settle to sleep. They let me explore in my own way.” (SEND)
- “They are kind”
- “They make me laugh”
- “(Child) smiles when they were offered a choice of what they wanted to do by an adult”. (SEND)

If you could change something nursery or at the childminder's to make it better or more fun, what would it be?

Children aged 2

- “Bigger doll house”
- “Going to the park, I love (being) outside!”
- “I would like a slide”
- “I want (a) big monster truck”
- “Unicorns”

- “More princess dresses”.

Children aged 3

- “Do everything, more Play-Doh”
- “More bikes in the garden”
- “I would like it if I could be outside more and go straight outside from my room”
- “Spend more time in the garden”
- “I want more toys in the playground”
- “Lots more toys”
- “If more staff learn a bigger range of signs to use with me and my friends, it will help me communicate more ideas with them”. (SEND)

Children aged 4

- “I like to play more with the trains and make the home corner more fun to play in”
- “I want a slide, and I want to go to be at the beach all the time, to have fun with all my friends in preschool”
- “Play with more toys”
- More bikes in the garden
- “(Child) told me using the talking mat he didn't enjoy snack/mealtimes. He also placed 'teacher' under 'sad' to tell me he didn't always enjoy the tasks/work” (SEND)
- “I need more objects I can safely explore with my mouth as this is my preferred way to understand things right now”. (SEND)

Children aged 5 - 14 years in Out of School provision

What is the best thing about coming to Breakfast / After School Club or childminder's?

Children aged 4 & 5

- “Food, friends, play”
- “I like drawing and going outside and playing with my friends”
- “I like colouring in and playing sleepover with my friends”
- “I like to play outside and I like to draw”
- “I like playing with the toys”.

Children aged 6

- “Playing”
- “I like going outside and playing football”
- “I like drawing”
- “We get to have snacks”
- “We get to play”.

Children aged 7

- “We get to play”
- “Eating toast that (childminder name) makes. How much love she has and how much ideas she has, I love her.”

- “I like building towers with the bricks and playing with dolls”
- “I like dancing and cooking”
- “I like helping other people and making them happy. I also like making new friends”
- “The new building, everything is fresh and clean. The new rooms are cool, I like the football pitch”

Children aged 8

- “Seeing my friends, eating food and making loombands”
- “The best thing about (the) club is friendship”
- “Playing with my friends and eating food”
- “The staff are friendly and play lots of games with us, and the food”
- “I like the toys in after school club”
- “I like that we do fun activities and I like eating the sausages”.

Children aged 9

- “It is amazing, she is really funny, laughable and amazing and cooks us dinner”
- “Because she’s funny, kind and makes amazing dinners”
- “The activities the staff plan and seeing my friends. Drawing is my favourite”
- “I like eating and doing different activities”
- “Arts and crafts, movie night, the football table and helping serve at teatime”
- “Snack time, drawing, arts & crafts and playing with my friends”.

Children aged 10

- “For breakfast club we get fun toys out and we get to eat which is the whole point”
- “Most of my friends are here. Get to use all playgrounds. All year groups are together. (I) like the toys they have and the sensory toys”
- “Football”
- “Best thing is going on the iPad , activities and playing outside”
- “I like eating pasta and I like playing with the construction”
- “I like playing and having fun”.

Children aged 11

- “We get to see our friends, which is really cool”
- “Food”
- “Lego table”
- “The staff”.

Children aged 13 - 14

- Spending time with my friends
- We sometimes get snacks or food

Imagine a friend was going to start at Breakfast / After School Club / childminder for the first time and were worried, how would you reassure them?

Children aged 4 & 5

- “Hug, share, talking”
- “I would play with them”
- “I will play with them, tell them the favourite things to do and read books with them”
- “I would play with them”
- “I would take care of them”.

Children aged 6

- “Play with them”
- “I would take care of them”
- “By giving them a hug”
- “I would play with them. I would show them around”.

Children aged 7

- “Show them around the place, share snacks, show them the cat and tell them that (childminder's son) is fun”
- “I would show them around and be their friend, and share my friends”
- “Show them to everyone and tell them it's fun. Show them where their peg is and people who are my friends”
- “I would play with them and make them laugh”
- “I would ask them if they wanted to be in my group when we do activities, and I would show them the staff to go to”
- “I would cheer them up, play games and make them happy. Make them explore things I like”.

Children aged 8

- “Show them what they can do and comfort them”
- “I would show them around and tell them the rules”
- “I would help them by introducing them to people they don't know”
- “I would ask them what their favourite things to do are, then play with them”
- “I would support them and share toys that they want to play with”
- “We would play with them and help them if they get really scared”.

Children aged 9

- “Talk to them, tell them how much fun I have here and tell them that (childminder) she is really nice and helps you with everything”
- “I would play with them, introduce them to my friends at the club and show them around so they don't get lost.”
- “I would tell them about how much fun I have; I would introduce them to my friends and the staff. I would show them around and play games with them.”
- “I would help them make new friends, like greet them to my friends and get them to shake hands and get to know each other”
- “Tell them funny jokes”.

Children aged 10

- “I'd invite them to play, introduce them to everyone and myself and make them feel welcome”

- “Show them all the activities. Show them the snacks. Show them outside activities as lots to do. We do Opal learning – allowed to use.”
- “Talk to them, play with them and introduce them to others and make them meet my friends”
- “I would talk to them and help them”
- “I would introduce them to ‘tea club’”
- “Take care of them”
- “Introduce them to all the children”.

Children aged 11

- “Give them all my breakfast”
- “Play with them”.
- "I would play with them" (SEND).

Children aged 14

- Don't worry, everyone is really friendly

How do the grown-ups here help you?

Children aged 4 & 5

- “Homework, we (are) talking a lot (which) help(s)”
- “They play with us and tell us to stop running”
- “They help me with my reading. Teach you things with craft”
- “They help you paint”
- “They help you if you're hurt”.

Children aged 6

- “They help me by telling me and showing me”
- “By helping me answer my questions”
- “They speak kind(ly)”
- “They let us do fun activities like art activities”
- “They talk to the children when they are being unkind”.

Children aged 7

- “You play/help us and normally listen to our requests for food/dinner/breakfast”
- “Adults do the register, so they know who is in, in case there is a fire alarm. We always wash our hands before we eat”
- “Take care of us and respect us, so we need to respect them so they respect us”
- “They are kind and always join in with the activities. They ask us what activities I like and dislike”
- “They make sure other children are kind”
- “Grown-ups speak to us and ask us if we need help and they are here to keep us safe”.

Children aged 8

- “Kind, always has a smile”
- “They feed us and put games out for us to play”
- “If I am upset, they know how to make me feel better”
- “If we get hurt they help us”
- “Sometimes I find it hard to concentrate, they help me a lot and make me feel happy”
- “On Fridays, they help me with my homework”.

Children aged 9

- “Give food, play with us and always ask us when we're upset”
- “Whenever I am upset, they are always there for me. They know what I like and dislike”
- “The grown-ups help me by helping me regulate my moods”
- “The staff deal with children's behaviour really well and they are nice to us”.

Children aged 10

- “(Childminder) has nice positivity, is caring and always looks after us, serves delicious food and always has a smile on her face”
- “Help you if you're sad. They will say it's ok and what they would do to make you happy. The sensory is for everyone who is here”
- “Help to keep us safe, help when we are sad”
- “They help us by making sure we are safe and not hurt”
- “They give me breakfast”
- “They let me wash dishes”.

Children aged 11

- “They tell people off”
- “They get games out and let us go outside”
- “They plan games for us all to do”. (SEND)

Children aged 13- 14

- They help with homework or if I need something
- They listen when I have a problem

What do you think the grown-ups need to know about working at the Breakfast / After School Club or at childminder's?

Children aged 4 & 5

- “They know when our mummies and daddies come to the gate to pick us up”
- “Help me with activities and playing with me”
- “Help with feeding (us)”
- “They need to know we are safe”
- “When there is a fire alarm, we need to know if there is people in the bathroom”.

Children aged 6

- “The rules”
- “The grown-ups need to know where we are if there is a fire alarm”

- “Always be helpful”
- “They need to know how to teach us”.

Children aged 7

- “Need to know responsibilities – being responsible for our things”
- “Keep us safe, using the register in case of a fire alarm”
- “The grown-ups need to know that all children are safe”
- “I think the grown-ups need to know they have to do the register”
- “That we are safe”
- “They need to know that the children are safe”.

Children aged 8

- “They need to know the children”
- “That there should always be positive behaviour”
- “They need to know how to do the registers, because if we don’t they won’t know how many children there will be in the building”
- “They need to know about good behaviour and bad behaviour”.

Children aged 9

- “Nothing, perfectly fine”
- “The staff need to know the children and their families so they know who will be collecting us at the end of the day”
- “They know our families well, so they know exactly who is collecting me at the end of the day. They are kind and caring”
- “To look after the children when they are hurt”
- “To know how many children are here if there was a fire”
- “They need to know what we worry about”.

Children aged 10

- “It’s important that teachers listen to you”
- “Everything is fine”
- “How to help when it’s a fire alarm”
- “How to make things more fun”
- “What type of children they are dealing with - like if they have autism or something”.

Children aged 11

- “If children have allergies”.

Children aged 14

- You need to listen to what young people want to do, sometimes we just want to chill after school

What would make coming to Breakfast / After School Club or childminder’s even better?

Children aged 4 & 5

- “Friends and rest time”
- “I (to) like play with the dolls and dressing up. I like drawing. I like to eat spaghetti and custard doughnuts.”
- “Nothing – I like everything”
- “By the children not shouting”
- “Make more friends”.

Children aged 6

- “We could bake more stuff”
- “We could do other activities”
- “More painting, because I like painting”
- “I would like to add a skateboard ramp”
- “I would like to play in the water tray”.

Children aged 7

- “Get a toy kitchen”
- “To do even more drawing”
- “Longer hours and more days”
- “Maybe more dancing”
- “Some new toys”
- “Waffles for breakfast”.

Children aged 8

- “More snacks when watching a movie”
- “I would like to do even more painting”
- “Maybe we could have an area to calm down and hang out with your best friend and some instruments, teddy bears, painting, electronics”
- “More outside space, so we can run around and play different outdoor games”
- “More food and things to play with like dolls, footballs, skipping ropes, scooters, Monopoly”.

Children aged 9

- “I wouldn’t change anything; I love the games we have and the adults that work here”
- “Club is already good, maybe we could get more tennis equipment”
- “More toys, I have been coming for quite a long time and it’s usually the same games and toys that are put out”
- “iPad times on Wednesday as it is normally a Thursday”
- “Go out even more”
- “A play kitchen would be great”.

Children aged 10

- “Nothing it’s perfect”
- “We could try different foods from different countries”
- “I think we should have weekly activities”

- “Basketball”
- “More food”
- “Football should be on earlier”

Children aged 11

- “More games”
- “They should make it pay by the hour”
- “Have more outdoor equipment for us to play with” (SEND)
- “More food options, pizza, sandwiches, fruit bowl”.

Children aged 13 - 14

- Trips or special days sometimes
- Let us help choose what we do

Appendix C: Wards by deprivation needs based on IDACI

The Income Deprivation Affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families within each Lower Super Output Area (LSOA) in England. The LSOAs are then ranked in order with 1 being the most deprived and 32,844 being the least deprived.

Lower-layer Super Output Areas are small areas designed to be of a similar population size, with an average of approximately 1,500 residents or 650 households. In 2019, there were 32,844 Lower-layer Super Output Areas (LSOAs) in England. They were produced by the Office for National Statistics for the reporting of small area statistics.

