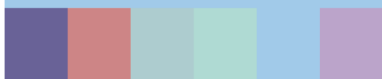




Scottish
Social Services
Council

Taking the first steps – is Childhood Practice working?



An investigation by the University of Edinburgh for the SSSC

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1. Introduction from Anna Fowlie, Chief Executive, Scottish Social Services Council (SSSC)

Childcare means so much more than keeping an eye on a child while the parent or carer goes to work or pops out for a while. Around 30,000 early years and childcare workers in Scotland provide care, learning and development support to children. They work directly with parents, children and other professionals and see children on a daily basis, sometimes 360 days a year.

They are the professional group that get to know children and families in a less formal way. It makes the high level of knowledge and skills needed seem effortless.

The Scottish Government has an ambitious programme aimed at giving all of our children the best possible start in life and the quality and professionalism of the people working in our nurseries and early years services is central to this aim. Regulation of early years and childcare services and the workforce means a fully qualified workforce with all the benefits that should bring while increased scrutiny has meant a significant positive change in the expectations parents and the general public have of the skill and competence of early years' workers and services.

Back in 2006, after the first Scottish Government-led review of early years, we began to develop a degree level qualification for leaders and managers of early years' services. For the first time, early years leaders and managers were required to gain a Scottish degree level qualification, putting them on a par with other professionals such as teachers and recognising the impact they have on the development of a child. We anticipated it would make a significant difference but needed time and evidence to show the impact. We are now starting to hear just what a difference Childhood Practice is making.

The first report to highlight this was the Education Scotland report **Making the Difference: the impact of staff qualifications on children's learning in early years**. It showed that changes to qualifications were making a difference to services

on the ground. So we asked the University of Edinburgh to research a follow up report on the impact the new degree was having on the individuals who were doing it.

This report, **Taking the first steps: is Childhood Practice working?**, shows us how it has positively and significantly affected individual workers knowledge, confidence and leadership skills and their relationships with the other professionals in children's lives. This provides us with a good baseline to measure future change.

We are not complacent and will continue to work with children, parents employers and providers to make sure Childhood Practice remains a relevant degree that is fit for the future. But it is a good news story of a sector that deserves praise for its efforts and for making a difference to children's lives.

A handwritten signature in black ink that reads "Anna Fowlie". The signature is written in a cursive, flowing style.

Anna Fowlie
Chief Executive
Scottish Social Services Council (SSSC)

2. Background

Investing in Children's Futures was the Scottish Government's response to the **National Review of the Early Years and Childcare Workforce**. It highlighted two initial areas for action in the sector: the need to strengthen leadership and the need to improve career opportunities for all by creating a single integrated qualification and professional development framework (QAA Scotland 2007). Following the development of the integrated qualification framework that enables workers to transfer themselves and their qualifications across the sector, a cross-sector group (subsequently to become the Childhood Practice Development Group) developed a set of standards to underpin a new qualification in Childhood Practice for leaders and managers in early years and childcare.

The Scottish Government and its partners have a stated aim to ensure Scotland has a children's workforce that is competent, confident and valued by all (SG 2011). They envisage a workforce who can work together across organisational and professional boundaries to significantly improve the wellbeing and opportunities (often referred to as "outcomes") for Scotland's children, young people and families. **The Standard for Childhood Practice** (QAA Scotland 2007) and the subsequent Childhood Practice qualifications have enabled a new professional grouping to emerge in early years, childcare and related services that work to improve outcomes for children between birth and 16 years of age.

The Standard for Childhood Practice was based on a vision of developing a manager/lead practitioner in early years and childcare services that would:

- lead and support the provision of high quality and flexible early years and childcare services
- work in partnership with families and communities and collaborate with other agencies and other children's services
- collaborate with other agencies and other children's services (QAA Scotland 2007).

It was believed that by developing the leadership and management skills of professionals in the sector we would enable:

- children to be better supported, to be successful learners capable of meeting their potential and developing the social skills and attitudes that would stand them in good stead in later life
- greater provision of the types of safer and stimulating environments that parents and carers wanted for their children
- parents and carers to utilise services to that would allow them to take up employment and training opportunities (QAA Scotland 2007).

The Standard for Childhood Practice sets out the knowledge, skills and values that professionals are expected to achieve in order to gain the Childhood Practice qualification. The impact of staff qualifications on centres and performance was evaluated in The Education Scotland (2012) report **Making the Difference - the impact of staff qualifications on early learning in Scotland**. This report used the five quality indicators from the **Child at the Centre** used by inspectors during inspections to assess quality and impact, including:

- What outcomes we have achieved.
- How well do we meet the needs of our early education centre?
- How good is the education we provide?
- How good is our management?
- How good is our leadership? (Education Scotland 2012).

Centres covered a variety of types, with information collated from education authority nursery schools, nursery classes, family and children's centres, and private and voluntary centres (Education Scotland 2012).

The **Making the Difference** report highlighted the impact that Childhood Practice had made on the understanding of staff and the learning experiences of children. Successful providers were identified as having managers that showed strong leadership, self-evaluation and reflexive practice that allowed staff to develop their skills and make changes that led to improvements for children. Findings showed that the best experiences for children were found where there was a range of staff with complementary skills and relevant higher-level qualifications.

The report argued that teachers who did not have relevant early years experience (eg a post graduate qualification) and could not implement early years methodology, had limited impact on children's experiences and that there was little evidence to suggest that the replacement of teaching staff in early years settings with experienced early years staff had affected the quality of experiences provided to children.

The report found that centres where staff demonstrated effective practice, where there was no teacher deployed, had often shown a great commitment to undertaking additional qualifications and training. Staff demonstrated a high level of commitment in undertaking these qualifications. These centres were mainly, but not exclusively, from the private sector where the uptake for additional qualifications such as the BA Childhood Practice has been greater. The report argued that staff that possessed the BA Childhood Practice Award, or were undertaking the qualification, believed that it was having a significant and positive impact on children's learning. The report suggested that:

- Staff were able to utilise theoretical studies to support their learning from practical experience.
- Staff had a clearer understanding of child development and felt more confident and motivated in delivering the curriculum.
- Staff were now using their new knowledge and skills to improve learning for children including deeper, challenging, outdoor and child-led learning.
- Most members of staff with the qualification (or studying for it) shared their new knowledge with colleagues – through training, professional dialogue and mentoring.
- Staff had become more reflective in their practice and this had improved children's learning.
- BA Childhood Practice managers were more likely to achieve positive evaluations across all five quality indicators.

This report indicated that most staff that had gained the BA believed that, while the BA had been hard work, it had also been an excellent continuing professional development (CPD) opportunity. The report suggested that a few managers believed the BA degree had given them a clearer focus when identifying appropriate CPD to meet the needs of individual staff members and the centre as a whole.

It was clear from this report that the BA Childhood Practice Award was beginning to show a positive impact on children's learning in the early years. This report acted as a valuable indicator that managers with Childhood Practice qualifications were helping to deliver quality services in a similar way to managers that had a teaching qualification and an advanced qualification relating to early years. It also indicated that a general teaching qualification was not sufficient to enable quality services and that teachers required to have additional knowledge eg of early years.

However, it should be noted that certain authors have argued that inspection indicators act as a somewhat crude way to assess quality, that inspection approaches mostly have symbolic significance for service users and that it would be better for inspection processes to be based on more embedded and developmental approaches that stimulated dialogue between service users, providers and inspectors (Boyne et al. 2001; Brady 2004; Jones and Leverett 2008). Similarly, another limitation of the **Making the Difference** report was that it only looked at early years providers and the Childhood Practice qualifications cover a wider range of providers that offer services for children beyond early years, including: play providers, out of school care and children and family centres.

Hence, our project findings outlined stem from an aspiration to develop a more academic and broader project to identify what is making the difference in day-to-day practice. The project aimed to not only examine the unique contribution, skills and experiences that Childhood Practitioners bring to the sector but also to consider how our research report might stimulate greater dialogue between childhood practitioners and the wider team of people that support children's lives, sector bodies, children and parents. In light of this, we will be carrying out regional meetings to disseminate the findings of the report.

3. Methods and sample profile

Our research was commissioned by the SSSC to investigate the impact of the Childhood Practice degree and Level 9 qualification in Scotland. The project aimed to investigate professionals' views of the influence of the qualification on their work. A survey was carried out of professionals that resulted in 506 responses and 30 qualitative interviews were carried out with parents and professionals. This report presents the findings from the interviews, survey and statistical analysis.

Factor analysis and Pearson's chi-squared test were utilised to understand the relationships between different topics within the survey. Factor analysis is a statistical process that enables us to understand unobserved relationships/loadings between factors based on their variance. Use of factor analysis and significance checks can be employed to determine factor interrelations and predictive value of specific variables in samples ideally more than 500 respondents (see MacCallum, Widaman, Zhang & Hong, 1999, p. 84). Pearson's chi-squared test is a statistical process that enables us to understand the relationships between different factors based on their distribution. Based on factor analysis and chi squared tests the survey was able to demonstrate the significant factors that the Childhood Practice qualification influenced and significant relationships between these factors.

The profile of the participants in the survey was female (97.6%), white (94.1%) and 5.9% non-white. The majority of workers 69% fell within the age bracket 36-55 (other groups included: 0.6% aged 16-25, 14.4% aged 26-35, 15.4% aged 56-65 and 0.4% aged over 65 years). 22.7% worked in the public sector, 46.8% worked in the private sector and 30.4% worked in the third sector. Participants were also spread across a variety of work places (see table 1) including nursery schools, nursery classes, out of school care, playgroups/schemes, private day nurseries/crèches and children and family centres.

Of the 506 participants:

- 74, 15% were not studying for and did not have a degree level qualification (or above) in Childhood Practice or a related discipline.

- 182, 36% had a Childhood Practice qualification (5% a post graduate qualification in Childhood Practice).
- 209, 41% were currently studying for a Childhood Practice qualification.
- 41, 8% possessed or were studying for a teaching, social work, nursing or community education qualification (two were currently studying for a teaching qualification and one was studying for a social work qualification).
- 57% of playgroup managers, 62% of out of school managers, 63% of nursery class managers, 68% of private nursery managers, 72% of nursery school managers and 72% of children and family centre managers possessed or were studying for a degree level Childhood Practice qualification.
- 5% of respondents held a qualification in social work.
- 5% of respondents held a degree in teaching or community education.
- There were a small group of 45 respondents who worked in a range of other settings of which 89% had or were studying for the Childhood Practice qualification.

Respondents had carried out or were carrying out qualifications across the full range of providers and across Scottish Credit and Qualifications Framework (SCQF) levels 6, 7, 8, 9, 10 and 11. In terms of non-degree qualifications: 29.4% possessed a Scottish Vocational Qualification (SVQ)3 qualification, 44.5% possessed a SVQ4 qualification, 1.0% possessed a Vocational Qualification (VQ) 5 qualification, 30.2% possessed a Higher National Certificate (HNC) qualification and 29.4% possessed a Professional Development Award (PDA) level 8 qualification. Many respondents possessed combinations of these qualifications including: 7% HNC/SVQ4, 11% PDA 8/HNC, 10% PDA 8/SVQ3, 4 or 5 and 13% SVQ3/SVQ4. 54% of the respondents only held one initial qualification (10% HNC, 8% SVQ3, 9% PDA level 8, and 19% SVQ4). These figures once again show the huge commitment that professionals in this sector have shown towards learning and self-development prior to studying for a degree level qualification.

The survey sought to cover a range of areas identified in the Standard for Childhood Practice. Our analysis indicated that the 5-indicator group framework from the **Making the Difference** report could be broadened out and to more specifically understand criteria from the Standard from Childhood Practice (QAA Scotland 2007) and to uncouple specific criteria that inspectors might be taking into account such as:

- Respecting the rights of all children as defined in the United Nations Convention on the Rights of the Child (1991) and attending to social justice, inclusion, fairness, equity and anti-discrimination.
- Developing strength-based ways of supporting/protecting children and families and enabling their outcomes to be met.
- Child and parent participation in decision making.
- Community-based, integrated, multi-professional and partnership working.
- Knowledge generally and knowledge of legislation, childhood studies, child development, active/outdoor play, SSSC Codes of Practice and creative pedagogy.
- Ability to connect research, theory and practice.
- Confidence and values.
- Evaluative, innovative, reflexive, and review skills.
- Leadership, management, staff-development, recruitment and devolved leadership abilities.
- Status, employment prospects and day to day working.
- Approaches to observation, assessment, planning and transition.

It has been argued that in order to understand professional practice we not only have to carry out research and evaluation but also consider practice within the context of:

- ideology (value, conflict & different approaches)
- politics, decision and power
- economic realities, resources, hard indicators (Frost, 2005).

As such this report unpacks the findings from the survey in relation to current themes and contexts highlighted in recent research in the field and in relation to current debates concerning the Childhood Practice qualification. Authors have been critical of research that confuses inputs (resources eg training), outputs (care provided) and outcomes (things that change for children and families) (Fultcher & Garfat 2013). The survey sought to differentiate the questions posed to respondents into three types those relating to knowledge gained, those relating to approaches influenced and those relating to practices that have changed. The questions therefore enabled us to understand the relationship between input, output and outcomes. Although survey data came in the form of staff perceptions of the impact of their qualifications, factor analysis enabled us to understand hidden statistical links between those perceptions.

The project also aimed to follow writers who have argued that service users and staff should define outcomes (Dahlberg et al. 2007) by carrying out interviews with parents and staff. The statistical analysis is unpacked and better understood using information from the interviews with parents and professionals and by connecting it to literature in this field. By employing mixed method approaches (eg quantitative online questionnaires and qualitative interviews) complex and pluralistic social contexts can be analysed in ways that better understand the multiple and diverse perspectives of respondents (Sammons et al. 2005). It also enables researchers to creatively 'think out of the box' and to cross-disciplinary boundaries in ways that reduce the risk that their research is not practical and useable (Brennen 2005).

4. Findings

Factor analysis

Factor analysis demonstrated that the survey had uncovered 70% of the factors that qualifications in this field influence. Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity demonstrated that the factor analysis was sound (see table 4).

Factor 1 - explained 62% of the impact and covered questions concerning five relating issues:

- Analytical practice and reflexive working
 - observation/assessment/review
 - leadership/devolved management
 - innovation/change, transition, enabling outcomes.

- Knowledge
 - legislation, childhood studies, child development, creative play and pedagogy and SSSC Codes of Practice.

- Contemporary strength based and integrated working
 - partnership, participation, community working, evaluation, review and feedback.

- Status, confidence and employment prospects

- Values, social justice and children's rights.

This finding suggests that it is the connection between these key areas that leads to most impact. One respondent articulated this connection most clearly:

I did the Childhood Practice degree through interest rather than necessity. I learnt how to better work with Getting It Right For Every Child (GIRFEC), children's rights and play. I especially did a lot more reading on play which was my main interest. I was able to link research theory and practice across the board and I am now much more aware of the impact of theory on practice. I have improved policies in the nursery class and changed classroom practice too. (Manager nursery class).

Indeed, 82% of all respondents, 70% of people who did not have and were not studying for a degree level qualification and 73.1% of respondents who did not have or were not studying for a Childhood Practice degree indicated that their qualifications enabled them to connect research, theory and practice. This finding demonstrated the importance of qualifications as a whole in the sector.

Two other factors were highlighted in the factor analysis. Factor 2 explained 4.5% of the impact and concerned values and knowledge in itself, for example, of: general issues in the field, policy, childhood studies, child development, creative play and pedagogy. That is, factor 2 related to thinking rather than doing - indeed there was a significant negative relationship with practice.

Factor 3 explained 3.7% of the impact and included confidence, leadership, management, devolved leadership, reflexivity, knowledge, employment prospects etc. We can view this as the ability to recognise: what you know already; yourself as a manager; your ability to lead, your analytical skills and your ability to work with others and your confidence to apply knowledge. This factor is related to factor 2 and is more about the impact of qualifications on the individual person and their colleagues than the children and parents.

In everyday language the qualifications in this sector enable people to think about what they are doing, feel more confident, learn new things, work better with their colleagues and help children/families. Degree level qualifications do this to a greater extent than non-degree qualification. This suggests that the qualifications in this

sector substantially meet their aim to connect research, theory, policy and practice and there is significant evidence that degree level qualifications do this more than initial qualifications. However, it should be noted that non-degree qualifications are important because they also have an impact. This finding means that the single qualifications framework developed last decade has been successful in influencing thinking, learning and practice across the different levels of qualifications in the sector.

Of the missing 30% of factors; the survey did not ask questions about a range of practical and transferrable skills relating to time management, reading, writing, presentations, numeracy, conference planning, research skills and conflict resolution.

The qualification was very important for upgrading my skills for working with children and families. I had to develop skills for typing as well. Professionals should embrace the qualification as it is our opportunity to refresh and innovate. Initially, I had to pay the most out of all the people on my course but then I got funding and that made a big difference. The best part of the experience was learning how to plan and implement change. (Manager private nursery).

In fact, I gained a lot from the level 9 in terms of things like presentations skills, children rights and seeing childcare as a worthy profession. I got promoted and then I got another placement with a race equality organisation which increased my understanding of things like ethnicity, gender and community work. (Manager local authority playgroup/crèche).

It is likely that these practical skills are also factors that the qualifications in this sector impact upon – however we were minded to keep the survey to a manageable size and did not include questions on these topics.

5. Influence on knowledge

Responses were positive concerning the ability of qualifications in this sector to influence knowledge. Participants were asked about the influence of the qualifications (degree and initial) they used to register as a manager:

- 86.9% of participants indicated that their qualification used for registration as a manager had influenced their knowledge as a whole
- 85.2% of participants indicated that their qualification used for registration as a manager had influenced their knowledge of contemporary childhood studies
- 82.6% of participants indicated that their qualification used for registration as a manager had influenced their knowledge of law, legislation and policy
- 79.6% of participants indicated that their qualification used for registration as a manager had influenced their knowledge of children's rights
- 77.3% of participants indicated that their qualification used for registration as a manager had influenced their knowledge of child development
- 76.3% of participants indicated that their qualification used for registration as a manager had influenced their knowledge of creative pedagogy and learning
- 63.4% of participants indicated that their qualification used for registration as a manager had influenced their knowledge of outdoor learning and the environment
- 63.2% of participants indicated that their qualification used for registration as a manager had influenced their knowledge of the SSSC Codes of Practice.

Managers indicated in the qualitative interviews that there was a difference between the degree level Childhood Practice qualification and earlier qualifications in the sector:

I have much more knowledge now about the curriculum for excellence, children's rights, participation, strength-based working with families. Indeed, I use to have quite a superior feeling in relation to families. I have lost those feelings now. I now give children the highest importance. I have a better understanding of the real lives of children. Holistically, I can reflect on the contributions of a range of theorists, and use theories and research to consider a diverse range of viable outcomes. I am much more definite about creative pedagogy and active play and have much stronger relationships with other people and professionals through GIRFEC eg educational psychologists and health visitors. (Manager third sector partner provider nursery).

The qualification, in my case, raised my skills and knowledge levels. Particularly important were modules on children's rights, active play, and consultation. I now accept a need to change in order to achieve best practice. (Manager public sector nursery class).

Key areas of knowledge the course developed were children's rights and social justice. These are at the heart of the BA and make it different to the earlier qualifications I had done. Other qualifications just deal with it tokenistically – the BA enabled me to link theory, policy and practice. For example, we involved children and families when we built our new nursery – it gave me confidence, assertiveness and support. It also gave me a realisation that I wasn't on my own and that there are others who think and act in a BA spirit. (Manager private sector nursery).

The survey indicated that all levels of qualifications have impact on knowledge but that more respondents who had experience of degree level Childhood Practice qualifications believed that this qualification had impacted on their knowledge than respondents who had not studied for a degree level Childhood Practice qualification. For example, 75% of people who did not have or were not studying for a Childhood Practice degree level qualification believed that their qualifications had influenced their

knowledge as a whole. This figure compared to 90.8% of respondents who did have or were studying for a Childhood Practice degree level qualification. This finding indicated that having the Childhood Practice degree level qualification made a difference. With regard to the respondents who did not feel that their qualification used for registration had influenced their knowledge there could be a number of reasons for this. It should be noted that the vast majority of the 8.2% of those who were studying for a Childhood Practice degree level qualification and did not believe it was influencing their knowledge also stated that they were studying the qualification for registration purposes thus indicating a small group who may have been forced to do the qualification and were showing some resistance to it, alternatively it could indicate that these respondents had a great deal of experience prior to starting their Childhood Practice qualification and that the learning process merely accredited, rather than added to, their knowledge and experience. Indeed, many of these respondents indicated at the end of the survey in the open question that practical experience was more important than academic experience – this suggested that they had a philosophically different position towards formal learning than the majority of respondents.

Chi-square analysis indicated that for some people having a SVQ4 may have had a bearing on whether they believed that their qualifications had influenced their knowledge as a whole. 84% of people with SVQ4 believed that their qualification that they had used to register as a manager had influenced their knowledge as a whole compared to 89.3% of people without a SVQ4. This 5.3% difference is difficult to interpret but may indicate that other qualifications have more impact on learning or that a very small group of managers with SVQ4 are less impressed with their qualifications. Similarly, chi-squared analysis indicated that HNC had slightly more impact on knowledge than SVQs which might be explained by greater access to library and human resources in college-based qualifications. For example:

I gained a lot of support from doing the degree face to face. I am currently mentoring students who are doing distance learning and I have concerns about that. There is a lack of library support, access to tutorial support and if you are not IT proficient it is very difficult. It is a great loss not to have personal contact with tutors and peers. My experience on the BA was really positive. The experience was rich. I think distance learning involves a struggle, isolation

and a lack of support. The best way is full involvement. Candidates on the BA need to commit seriously for several years and not everyone can do that. (Manager public sector nursery school).

This respondent had a strong opinion on the difference between face to face and distance learning and chi-squared analysis demonstrated some differences between providers, for example, in some cases there was a circa 5% less impact on knowledge by distance learning degree level qualifications. However, it should be noted that distance learning qualifications still had a high degree of impact and that this was a small difference. Similarly some respondents were critical of SVQs:

I think the SVQs could be made more challenging to avoid the big jump up to the BA. The process leading up to the BA could be streamlined more to remove the duplications and to ensure we all have similar jumping off points. (Third sector manager play provision).

The Childhood Practice qualification has also enabled me to be much more proactive with other managers. I do this daily – promote the idea of professional development with formal learning and on-line learning which can work in this sector. I have realised there are poor outcomes when staff take short cheap qualifications and there is too big a gap between SVQs, HNCs and degrees. We need to raise standards at all levels. (Manager third sector organisation).

These opinions concerning SVQs and HNCs can be contrasted with research that suggested that both SVQs and HNCs can have strengths and limitation in regard to the connection between theory and practice and that the extent to which these qualifications impact on practice is very dependent on the quality of assessors, materials and the learners work place (Davis et. al. 2006). It should also be noted that some respondents were unaware of the extent to which a single qualifications framework had been introduced in the early education and childcare sector and the extent to which degree level providers had worked together to develop an agreed set of entry requirements for Childhood Practice qualifications. Such activities should help to ensure that bridges between qualifications are not too large, indeed the SCQF is utilised to ensure qualifications meet different level requirements. Many respondents

mentioned the gap between degree and non-degree level and on deeper analysis we came to the consideration that this gap related to the autonomous nature of degree level learning which requires students to develop their critical capacity, their skills for sourcing materials and their ability to draw together theory, policy and practice. We concluded that more research was required into pre-degree qualifications to investigate why some students find the bridge to degree level difficult. There has been a great deal of collaboration between training providers, further education staff and university staff in this sector. However, there may also be a need for professionals in different institutions to be funded to collaborate to analyse how the pathway to degree level can be improved.

There was some suggestion that people from non-white backgrounds gained more from qualifications regarding policy, social justice, reflexivity, innovation, observation, evaluation and children's rights – however more work needs to be done with this group of managers to check this finding as the sample size was small (30 respondents) and the increased significance may have been influenced by that.

Chi-square tests indicated that the sector a person worked in was significant in relation to influence of qualifications on knowledge. For example, table 5 demonstrates that out of school care managers were less likely to state that the qualification they used to register had influenced their knowledge as a whole compared to other work places. Table 6 demonstrates significant differences of impact on knowledge amongst out of school care managers concerning children's rights, childhood studies, law/policy, the SSSC Codes of Practice and creative pedagogy. This difference was related to the fact that fewer respondents in this sector had taken or were taking Childhood Practice degree level qualifications. Similarly, playgroup managers also indicated less impact of qualifications on knowledge concerning the codes of practice and creative pedagogy.

These findings suggest that providers of all levels of qualifications may wish to review the extent to which their curriculum impacts on student's knowledge of creative and outdoor learning. We know that children and young people value opportunities to be creative because of individual self-esteem, the opportunity to build peer relationships or the ability to have fun as families. Processes of creativity and innovation are interconnected with issues of health and wellbeing (sense of belonging/recognition),

personal growth and development (eg greater cultural awareness) and emotional resilience (eg stickability) (Davis et.al. 2011). The accepted wisdom is that children should have a balance of opportunities to play in a range of ways eg using outdoor equipment, dressing up, art materials, building blocks/shapes, balls/bean bags etc. and should be able to choose to play on their own, with peers and with adults. Parents indicated that settings where the managers possessed Childhood Practice qualifications were able to provide flexible and creative environments:

This setting is very adaptable, flexible and totally child centered, it takes a rights respecting approach, the resources are excellent there is natural wood, they do re-cycling and children take part in choosing resources. (Parent public sector early years centre)

This is an extremely supportive place. The individual child is not programmed; it is well paced and caters for different children building their confidence. It is very strong on children's rights and choice. Play is a big part of it; creativity results are noticeable especially outdoors. There is a focus on siblings and its interactive and participatory. (Parent public sector play provisions).

The curriculum for excellence aims to promote a more coherent, flexible and enriched experience from early years to young adulthood (three to 18). Professionals should be able to employ methods that facilitate the creativity of children inside and outdoor and value the experiences that children bring from their local communities (eg local songs, stories, play materials, art work, drawings, cartoons and thinking). Indeed, the **Growing Up In Scotland** study in 2011 found that children during their early years who had experience a higher level of learning activities such as reading, painting and games involving shapes and numbers had greater problem solving abilities, increased vocabulary and increased cognitive abilities when at primary school. The GUS study found that early years education had a positive impact on learning. However, A National Children's Bureau study found that activities varied greatly between early years settings eg the proportion physically active play varied between 61% and 44% and outside play between 41% and 12%.

The findings as a whole indicate that degree level qualifications in this sector have different types of impact on knowledge depending on where people work. Some of

this may be down to managers picking up specific knowledge in initial qualifications in specific areas and may not indicate cause for concern. For example, earlier qualifications may have more impact on active play and outdoor learning as compared to policy and childhood theory, suggesting that perhaps the balance of new information gained at degree level may be focused towards more formal aspects of leadership/management and more theoretical and contemporary aspects of learning and rights based practice. There was some disagreement amongst play managers concerning the nature of knowledge on play in the Childhood Practice degree level qualification:

Too many of the qualifications in this sector are too early years focused. It's not that clear that they relate to after school clubs. It was very difficult to do the job full time, juggle family commitments and do the course. The course did help me realise that I had to rigid an idea of child development and to realise we should work more with other professionals. Their tended to be too much of a focus on active learning and not enough on traditional play and learning outcomes from play. (Manager third sector after school club).

In principle it is essential for all managers, in practice it's very difficult to do if you have a family. It's a great deal of commitment for what will end up being a low paid job. The level 9 enabled me to work better with children and parents, however, it had two modules on play and reading up on theory of play really opened up my eyes. It enabled me to better understand links between play and the curriculum for excellence and to bring better resources into our work. (Manager third sector playgroup).

There was some suggestion that the contemporary idea of play promoted by the Childhood Practice degree may clash with more traditional notions of play in the play sector.

Also, when taking into consideration that of the 15% of people in the survey who did not have degree level qualifications - 35% of the people were from out of school care, 21% were from play settings and 26% were from the private sector. It is clear that some of the differences between managers in different work place settings are down to people in out of school, play and the private sector having not taken the Childhood

Practice degree yet. There was a group of managers in out of school care, playgroups and private providers who had not started to meet their requirement to get the BA or Level 9 Childhood Practice and appeared to be resisting the process. The SSSC may want to do further research with these respondents to ascertain why they have not so far taken steps to begin the Childhood Practice degree and whether they will be able to meet their registration conditions in time.

Interestingly, despite the fact that a significant group in the private sector were still to register to take the Childhood Practice qualification, the private sector had also seen big increases in degree level qualifications and this may be shown in the fact that table 6 shows private sector managers having higher responses than playgroup and out of school sector managers in all the areas of knowledge identified in the survey. 68% of respondents from the private sector were currently doing or possessed a Childhood Practice qualification (degree, level 9 or masters), 2.5% had a qualification in teaching, nursing or social work and 29.5% had no qualification at degree level or above. Scottish Government statistics for 2010 and 2005 suggested that 34% of childcare managers in 2010 whose services were registered with the Care Commission (now Care Inspectorate) possessed degrees and only 22% possessed degrees in 2005. Our survey indicates that registration requirements are having an impact and there has been a considerable change in the private sector.

There was no significant difference in responses from managers in the public, private and third sector regarding the impact of qualifications generally. However, chi-squared analysis indicated significant differences regarding influence of knowledge on children's rights (public 88.7%, private 81.4% and third sector 70.1%) and play (public 78.3%, private 80.6%, third sector 68.2%). This may be because there is more CPD training on these issues in the third sector or, more likely, this indicates a lack of recent degree level qualifications in the third sector eg 66% of third sector respondents came from play and out of school work places and 26% did not have degree level qualifications as opposed to 15% of the sample as a whole.

The findings indicated that degree level qualifications have a significant impact on private and public sector managers' knowledge of children's rights and play. This finding confronts myths to the contrary put forward by managers who have not studied at degree level and tend to be located in out of school and some playgroups.

For example, most of the respondents who put negative comments in the open text box at the end of the survey concerning the Childhood Practice qualification had not actually taken the qualification. They tended to argue that the Childhood Practice qualification lacked appropriate content and was not flexible enough in design. Some argued that there should be a distance learning and work-based version. This clearly indicated a certain amount of ignorance on their part (there are at least two distance higher education learning providers, all the programmes are work-based and the new level 9 is carried out in the work place). This also suggested that their views were based on a lack of understanding of what the qualification entails.

One reading of these findings would indicate that better communication is needed concerning the nature of the qualification and a recommendation of this report is that the SSSC continue to build on the work they have already done to promote the Childhood Practice qualification and that they consider engaging with the media to produce documentaries on the change that has taken place in the sector, creating a print and television media profile regarding the new qualifications and seeking funding from government for a public relations/advertising campaign to ensure greater understand between professionals, parents and children of the new professional grouping that has been created.

A final finding on knowledge was that qualifications had had less of an impact on outdoor learning than might be expected. Table 6 demonstrates that all respondents were circa 20% less likely to indicate that their qualifications had influenced knowledge of outdoor learning as compared to creative pedagogy. This may be because they had learnt about outdoor learning during CPD (eg Forrest Schools initiatives etc.) or that degree level Childhood Practice providers need to consider having more information on outdoor learning in their qualifications. This finding suggests that providers of all levels of qualifications may wish to review the extent to which their curriculum impacts on student's knowledge of creative and outdoor learning.

6. Influence on confidence, management, leadership, developing others, partnership and integrated working

The survey indicated a range of findings regarding confidence, leadership, management and developing others. Including that:

- 82.0% of participants indicated that the qualification used for registration as a manager had influenced their leadership and management skills
- 82% of participants indicated that the qualification used for registration as a manager had enabled them to apply strength/assets based approaches that recognise the capabilities of children/parents
- 79.9% of participants indicated that the qualification used for registration as a manager had influenced their confidence
- 78.9% of participants indicated that the qualification used for registration as a manager had influenced their ability to enable colleague's professional development, support and mentoring
- 77.1% of participants indicated that the qualification used for registration as a manager had enabled them to devolve leadership
- 72.4 of participants indicated that the qualification used for registration as a manager had influenced their ability to work in partnership with others
- 71.4% of participants indicated that the qualification used for registration as a manager had influenced their ability to be involved in integrated working
- 63.7% of participants indicated that the qualification used for registration as a manager had influenced their employment prospects
- 60.7% of participants indicated that the qualification used for registration as a manager had influenced their ability to follow SSSC guidance on safe recruitment.

Confidence and leadership

Managers and parents had noticed that the Childhood Practice qualification had improved confidence in various settings:

Children can take items home and back and this connects kids imagination to ideas of support, encouragement and real tools. The staff are very confident and explain to us their thinking, they are constantly exchanging views and are very supportive with our questions and issues. (Parent public children and family centre).

I have been very impressed with the quality of staff development and training here. It gives the centre dynamism and variety. Staff have a balance of qualifications and experience and the level of qualifications speak for themselves. Staff are confident to use their knowledge to quickly and effectively resolve any issues that arise. (Parent public sector early years centre).

However, Chi squared analysis demonstrated that qualifications used for registration had had differentiated levels of impact on the knowledge of respondents from different sectors (eg public 84.6%, private 84.6%, third sector 71.4%) and there were similar differentiated results for leadership/management (public 86.9%, private 83.5%, third sector 76.0%). The reason for this difference related to managers in the voluntary sector having fewer degree level qualifications. That is: managers without degree level qualifications possessed qualifications that had less influence on their confidence and their leadership skills than managers with degree level qualifications. Managers whose qualifications most influenced their confidence and leadership came from children and family centres where 72% of managers possessed or were studying for a degree level qualification in Childhood Practice, 11% possessed another degree and 17% no qualifications. That is qualifications had most impact on confidence and leadership in the sector where more managers possessed or were studying for the degree level qualification in Childhood Practice or possessed another degree.

Of particular note was the influence that qualifications had on devolved leadership:

This centre is very well managed, the manager has good leadership skills and is able to manage in a way that includes children with disabilities and the staff team are very approachable and helpful to children and parents. She gives you a feeling of confidence that is maintained by newsletters and emails that include photos from the centre. Staff have regular appraisals and we are regularly included in the chats about the children and the staffs' progress and development. It's a very calm environment and in no way authoritarian. I am so happy my children are here it is a model for other settings, the primary schools in the area notice a difference in the children that come from this centre and staff are so supportive of each other which makes the difference (Parent child and family centre).

The Childhood Practice degree raised my confidence enough that I chose to change jobs. The degree was pitched just right for me. I am now able to encourage autonomy amongst staff – especially other non-teachers. I am much better qualified in multi-agency and partnership working and I am involved already in planning and inspection etc. We now have good recruitment and retention because I have learned sensitivity to others through the BA. I could still get more pay and I am on less than a teacher would be for the same job but the degree has brought great opportunities, I am listening more, able to handle challenging situations, be reflexive, involve parents and can help staff engage with theory and practice on all of these issues (Manager public sector nursery class).

Staff in our nursery are able to work together much better now, respecting input from children, parents and colleagues. My management is much more democratic – as I have begun to apply my BA knowledge. (Manager private sector nursery).

Davis (2011) and Davis and Smith (2012) argued that this sector required a shift to less hierarchical and more dispersed forms of leadership to ensure that professional demarcation does not inhibit the equitable delivery of services. A range of authors have argued that hierarchical occupational demarcations leads to specific professionals at managerial and degree level avoiding activities they deem to be lower than their operational level, have little face-to-face contact with children/families and

avoided mundane tasks (Aubrey 2010; Davis and Hughes 2005; Fox 2005; Rowe 2005). This can lead to parent and child request for support being delayed if non-managerial staff are not available to carry out a duty.

Similarly, it has been argued that hierarchies lead to reduced information sharing, specific staff being excluded from meetings and particular professionals avoiding home visits with children and families (Rowe 2005; Davis and Hughes 2005; Billingham and Barnes 2009; Aubrey 2010; Davis 2011). Davis and Smith (2012) argued that hierarchy often acts as a barrier to innovation and creativity in children's services and contrasted hierarchical ideas of leadership and management to more interactive approaches that enable democratic and transformative leadership (promoted by contemporary writers such as Bolden 2003; Armstrong 2009; Lawler and Bilson 2010).

Devolved leadership is central to teaching on Childhood Practice qualifications hence we would expect to see a difference between people who have studied Childhood Practice and those who have not or have older qualifications. Table 7 demonstrates the impact of Childhood Practice qualifications when comparing playgroup managers 57% of which were studying for or possessed the childhood practice degree, out of school managers 62% of which were studying for or had the Childhood Practice degree, private nursery managers 70.5% of which have or are currently studying for a degree level qualification (68% Childhood Practice) and children and family centre workers where 83% of managers were studying for or possessed degree level qualification (72% Childhood Practice). For example, 92.4% of children and family centre managers, as compared to 68.8% of playgroup managers and 69.0% of out of school managers believed that their qualifications had enabled them to devolve leadership. This finding demonstrated a clear difference between settings where Childhood Practice qualifications were prevalent and those where they were not. However they also indicated that lower level qualifications such as the SVQ4s also impact on manager's abilities to devolve leadership.

Devolved leadership approaches encourage leaders to be sensitive to the feelings of employees, be capable of building relationships and demonstrate emotional intelligence (Schlundt and McFall 1985; Goleman 1996; Alimo-Metcalfe et al. 2000; Northouse 2007; Lawler and Bilson 2010). These approaches encouraged a movement

from hierarchical notions of group leadership to viewing leadership as involving the potential for power to be exchanged in a fluid and supportive way in organisations (Lawler and Bilson 2010). More research is required to understand why innovative approach to leadership are less apparent in some out of school and playgroup settings.

Similar, there were large differences in how qualifications had impacted on knowledge of safe recruitment practice (children and family centre managers 71.4% and out of school managers 57.7%). However, safe recruitment is integral to the SSSC Codes of Practice and it may be the lower responses on this topic stem from the fact that managers already had knowledge and practical experience of these process prior to study for a degree.

The impact of qualifications on the ability to work with communities also appeared less apparent in some settings (children and family centre managers 81.4% and out of school managers 50.8%). Working with communities is integral to degree level Childhood Practice qualifications and the lack of impact of qualifications on this issue can be explained, in some settings, by a lack of degree level qualifications. Davis and Hughes (2005) study of qualifications in a Scottish local authority early years and children's services department also found great difference in qualifications held by staff in the public, private and voluntary sectors and they suggested that many staff held little knowledge and experience of enabling communities to develop. This finding also raises questions about the extent to which out of school and playgroup managers perceive themselves and are perceived by others as only providing services to children. Such preconceptions may limit their involvement with communities and other agencies.

Professional development

Respondents believed that the degree level Childhood Practice qualifications had greatly influenced their own professional development and their ability to develop others:

The qualification reinforces existing knowledge but also extends your values. It gives you a better understanding of the 'whys?' relating to child development, staff attitudes, behaviour etc., and therefore, I have realised more of what can be done and the importance of doing more, for example, in relation to assessment, development of children's learning and the importance of staff evaluation and development. (Manager private nursery).

Doing the course enabled me to develop my networking and professional dialogue with diverse groups of people. I am much more rigorous at managing and rewarding staff. I encourage them to develop their skills and qualifications. The centres activities have broadened, it's a full-in job but I am much better equipped and more cosmopolitan now. (Manager voluntary playgroup).

I am more confident about developing the service and bringing staff along with me. This means that staff retention is now good and I better understand staff dynamics. I especially recognise potential in younger staff - where as I would have missed that before. We have much better frameworks in place in the organisation including in relation to asthma. Allergies, health plans and care plans. The parents give the staff a lot more respect, recognition and have greater confidence in the service. (Manager third sector after school club).

We have introduced professional dialogue with colleagues, parents and children on a daily basis. Different professionals follow their interests with children eg music outdoors. The BA has enabled all staff to develop enabling growth and reflexivity. We are now confident to enable children to be who they are. (Manager public early years centre).

Davis and Hughes (2005) found that managers were keen for staff to be involved in joint training and professional development. They argued that professionals in the

sector needed to remove perceived barriers to staff development and training including a lack of resources, time, opportunities, choice and support from senior colleagues. The findings in table 7 demonstrate the impact of qualifications on professional development and suggest that there is increased staff professional development in settings where more managers possess or are studying for a Childhood Practice qualification (children and family centres 92.4%, out of school 73.3%). These findings are extremely encouraging. In 2005 it was concluded that the workforce generally wanted to develop itself and our 2014 study clearly demonstrates a significant shift not only for those managers taking the qualification but also for the understanding that knowledge and practice has to be developed across all levels of staff.

Integrated working

Parents indicated that workplaces where the manager possessed a Childhood Practice qualification were able to utilise key worker, multi-professional and more community based approaches:

Responsibility is shared between staff and it does not have a big hierarchy. The use of the key worker system is very effective and the manager is open to constant change and evolution in partnership with us. It is very supportive of single parents and staff are supported to develop in their careers. (Parent public sector play provisions).

They are great with imaginative, natural materials and there is good planning and communication with parents – they are very good on the community side and the kids are very much involved locally in key community events. (Parent public play provider).

Similarly, managers highlighted the impact that degree level Childhood Practice qualifications had had on their ability to participate in integrated working:

In principle up-skilling is good. However the level 9 is very demanding in terms of costs, time and family pressures. I gained the most from the module called implementing change at agency level. I did a placement with a woman's welfare organisation which was a real eye opener. I had previously picked up a

lot on social justice from the HNC eg we developed new approaches to involving bi-lingual learners but the level 9 enabled me to think and reflect on this more. (Manager local authority playgroup/crèche).

The qualification in Childhood Practice has excellent information on getting it right for every child, integrated working and encourages you to be accountable for the welfare of children. I was already experienced in children's rights, like respecting the rights of babies, and play but the integrated-working had more impact. The focus on quality indicators in the inspections process was helped by my increased knowledge of integrated working and my ability to begin to devolve leadership to staff. I have a real commitment to shared leadership now and we have a mantra that this improves child welfare. (Manager 'other' public provider).

I am much more confident now at public speaking, giving presentations, integrating my learning and I get more respect from staff and parents for the initiative I have taken. Some parents realise the impact of the BA more than others – for example, if they're and I am involved in multi-agency assessments. (Manager third sector partnership provider).

My confidence and assertiveness has been boosted and the qualification has enabled me to take more responsibility. For example, I am now involved in multi-agency case conferences, I can better understand the qualifications, skills and outlook of other professionals and can confidently discuss child development issues and put forward my perspective more effectively. Recently I was much more confident at fighting a case for delayed school entry. I am also better at lifting staff moral and performance. (Manager partner provider private nursery).

Davis and Hughes (2005) found workforce readiness for more integrated working and workforce willingness for an extension of the early years practitioner role. They connected this aspiration to research that had suggested:

- Managers required to have a range of knowledge and practical experience of young children's learning based and that high quality provision also required a multi-skilled workforce (Rudge, 2010).

- Quality integrated early years provision required diverse professional to work towards a common aim and to extend their work beyond their conventional roles (Hannon, et al. 2005).
- That integrated centres need to enable all staff (whatever their profession) to make an equal contribution (Billingham and Barnes, 2009; Hawker, 2010).

This work encouraged a shift in our perception of early years managers that began to recognise their ability to co-ordination of multiple tasks, organise staff teams and devolve power to project leaders (Aubrey, 2010). Davis and Hughes (2005) argued that approaches were most prevalent in children and family centres and we can see from table 7 that Childhood Practice and other degree level qualifications are supporting children and family centre managers to work in extremely contemporary ways.

The findings presented in table 7 demonstrate that many professionals have gained a lot from taking Childhood Practice qualifications and are now much more involved in integrated working. However, it would appear that out of school and playgroup managers are not as involved in integrated working, perhaps, because their lack of degree level qualifications lead other professionals to exclude them or because traditionally children's service professionals have not valued their involvement. Davis and Hughes (2005) found that professional demarcation and issue of status sometimes led children's service professionals to exclude early years professionals from systems of integrated working. Our findings raise questions about the extent to which out of school and playgroup managers are involved in multi-professional working and whether the fact that some managers in this setting are not registered to study for the Childhood Practice qualification is hindering their ability to be viewed by other professionals as potential collaborators.

The Children and Young People (Scotland) 2014 Bill (soon to be an Act) highlights the role of teachers and health visitors as named people. Table 7 demonstrates that managers in this sector believe they have knowledge and experience of integrated working and that the Childhood Practice qualification has helped their understanding of this area. It is the conclusion of this report that the SSSC should: continue to highlight more widely to other professionals the ability for childhood practitioners to be involved in integrated working; discuss, once again, the implications of these

findings with the Scottish Government in relation to the named person role; and ensure that local authority staff are encouraged to recognise the ability of private, voluntary and public sector registered managers to participate in integrated working.

The qualification has also become popular with assistant family workers who have been promoted to a degree level family worker role on completion of the Childhood Practice qualification (Davis 2011). However, these workers remain outside the registration process and the SSSC may wish to discuss with the Scottish Government whether a registration process is appropriate for these family support workers. Several respondents indicated that it was strange that they had to register but their classmates who went into family support did not.

Davis and Smith (2012) argued that integrated working in Scotland involves local variation and that this has pros and cons. They suggested that in such a varied environment conceptual clarity is important when building bridges between professionals. In a similar way, other writers have argued that strength-based approaches should be at the centre of integrative practice. They have encouraged managers to create spaces of dialogue and networks of support for conceptual integration (Moss and Petrie, 2002). The fact that 82% of participants indicated that their qualification used for registration as a manager had enabled them to apply strength/assets based approaches that recognise the capabilities of children/parents is extremely encouraging. However, there was great variability between work places eg nursery school 66.7%, nursery class 83.9%, playgroup 70.5%, out of school 63.0%, private nursery 75.1% and children/family centre 84.9%. Again, the highest influence was in work place types where most managers have degree level Childhood Practice qualifications.

Childcare partnerships connect voluntary, private and public providers and there is great scope for integrated and strength-based working across sectors. However, it should be noted that a lack of degree level qualifications in out of school, playgroups and some private sector nurseries may be preventing managers with lower qualifications from being involved in integrated working.

Some researchers have called for a new children's services pedagogue professional role, covering, youth, community, social care, mental health and careers work (Cohen

et al., 2004; Kendall and Harker, 2002; Aubrey, 2010). It has been argued that the Childhood Practice qualification has provided the focus for the development of a hybrid professional role across different sectors and different work places where managers are registered with the SSSC (Davis 2011). Table 6 and 7 demonstrate that the Childhood Practice qualification has provided the basis for staff to promote contemporary approaches to children/families. This finding raises questions about the extent to which aspects of Childhood Practice could be used in other profession such as teaching, social work, community education and/or nursing. There were not enough professionals from these groupings to develop statistically robust and significant findings concerning the difference between these professionals and Childhood Practice professionals however more research could be carried out on this issue.

Impact on status

Davis and Hughes (2005) found that professionals in this field sought to be recognised as a profession in their own right, given more autonomy, and provided with a career structure. Our study indicated that the degree level Childhood Practice qualification had had a significant impact on status:

I am now much more aware of what is not there management wise especially in respect of what's out there training and resource wise. I am much more confident in managing my setting and in pursuing my own research to work out how better to help children and families. One small bone of contention is that in my local area the council has refused to recognise the BACP and I am aware in other areas my colleagues are now running public sector nursery classes. My local authority don't seem to recognise the shift made by SSSC registration at all. I have other friends from the course who are still being supervised by a teacher who knows nothing about early years – that gives no encouragement. (Manager private nursery class).

The parents' confidence rises when you have the qualification and it's a real opportunity for young girls in the private sector who previously had no career prospects. It contributes to much higher status and it enables you to develop staff knowledge and skills. Once you realise you have critical faculties your

confidence rises. You become more confidence at developing activities and linking that to policies and practice. It is important also to listen more, dialogue and hearing helps develop creative opportunities and it's linked to children's rights. I am much more confident to explore things with staff, children and parents and to recognise children's capabilities. I have also realised that value and knowledge must be backed up with determination at a practical level – without this little will happen. (Manager private out of school provider).

The qualification has raised my status in what is a diverse and divided professional field. The Childhood Practice qualification is not well recognised professionally or institutionally. It could be fitted in more with work eg classes on Saturdays. (Manager private early years centre).

The Childhood Practice qualification is extremely valuable and pushed up skills in the sector – however, would you recommend it to a young person based on the pay levels? Low pay is a key problem and means some young women who are not appropriate for work with children enter the sector. (Manager private nursery).

I have much more autonomy now and I am working with a mother and toddlers group that I set up. The qualification gives you respect from parents, who want the best for their kids. Overall it gives you much higher status at work, the registration with the SSSC is good for improving your status. It's important that the review of early years doesn't lead to schoolification of nurseries. The BA has been very worthwhile and the SSSC needs to keep it and promote it. (Manager local authority nursery class).

There have been considerable changes since 2005 and managers in this sector have emerged as a profession in their own right. Of particular note has been the recognition that managers with degree level Childhood Practice qualifications are now qualified to manage nursery and children/family provisions that were previously run by teachers and social workers. In the past it was argued that a career structure was needed in this sector to provide development, promotion and pay incentives to keep staff in the workforce (Davis and Hughes 2005). It was also argued that practitioners

in this sector needed support to progress through qualification levels and (when qualified at degree level) to move to leadership and management roles. The findings of our study indicate that these managers have achieved enormous progression. The 2005 study suggested that the keys to effective provision were a systematic/integrated approach; training, qualifications; evaluation, and the involvement of children/parents (OECD, 2001, 2006). The factor analysis demonstrates that qualifications are successfully impacting on these key areas.

At the same time, other writing argued for a single workforce; regulatory framework; and integrative philosophy (eg pedagogy) that would merge the concepts of education and care (Moss and Bennett, 2006). The separation of education and care in Scotland was linked to day care traditionally being viewed as a means to an end (eg allowing parents to work Cohen et al., 2004). The findings in table 6 and 7 demonstrate a movement from this tradition (if it was ever really the case – see Davis 2011). Similar, writing has previously suggested that a 'readiness for school' curriculum is poorly suited to children in early years (David et al., 2010; OECD, 2006) and the findings our study suggest managers have been encouraged by Childhood Practice qualifications to develop a more creative pedagogy and child rights based approach.

Davis and Hughes (2005) argued that there would be great resistance in Scotland to any process that increased schoolification of early years and we can see connections between the shift enabled by the Childhood Practice qualifications in Scotland and contemporary and creative approaches to childhood such as the Te Whāriki (the early childhood curriculum) that connects wellbeing, belonging, relationships, exploration, community, ethnicity, rights, diversity and culture in New Zealand (David et al., 2010; Smith et al., 2000).

It is worth noting that the social services registered managers in this study who have Childhood Practice qualifications are well placed to respond to increases in funding that the Scottish Government might provide. This indicates that early attempts to argue that these managers should come under education may have been promoted in a somewhat simplistic way. Some writers have assumed teachers are the natural leaders/managers in the early years (see eg Nutbrown, 1994; Sylva et al., 2004). This study confronts those prejudices, as have previous studies that have instead highlighted the importance of managers having a degree and an understanding of

community development (Davis 2011, Davis and Hughes 2005, OECD, 2001, 2006). The Davis and Hughes (2005) study found that teachers preferred working with children rather than carrying out management duties and the Education Scotland report found that in the early years settings covered by the Childhood Practice qualification having a teaching qualification on its own did not help managers provide quality services.

The fact that in some early years settings the practitioner had adopted the manager's role and the teacher now worked with them has not reduced quality and the Education Scotland report concluded that this was because of the impact of the Childhood Practice qualification. For example, in settings where most managers were childhood practitioners there had been increased status due to the qualifications (eg nursery school 76.9%, nursery class 68.4%, playgroup 62.3%, out of school 55.1%, private nursery 69.9% and children and family centre 84.9%) and increased employment prospects (nursery school 69.2%, nursery class 78.9%, playgroup 57.3%, out of school 55.0%, private nursery 68.2% and children and family centre 67.9%). However, it should be noted that this increased status had not always brought with it increased wages and many managers indicated concerns regarding the lack of equitable pay levels in relation to other professionals. This finding suggests that a review is required of employment practices in settings covered by the Childhood Practice qualification to ensure that differences in pay are not discriminatory and that professionals with similar job descriptions and qualifications are not experiencing pay inequalities.

7. Analysis, evaluation, innovation, improvement and reflexivity

The survey enabled us to recognise the shift that the degree level Childhood Practice qualification had enabled in reflexive practice:

The best thing about the course was the leadership and management I am much better at appraisals, individual profiles and we are much better at joint reflection. I now have my own area of interest that combines children's rights, emotional intelligence and pedagogy. Staff have been very responsive to this, we have improved our policies and we have been much better at thinking about issues of authority and trust. I am much more reflective, analytical and open-minded now and have developed values that make me more responsive to other people which have enabled me to become a mentor to students on the course. (Manager private early years centre).

Initially, I was very sceptical about the university course; however, I found it a very challenging but enjoyable process. I greatly benefited for meeting other people and networking. I have a much better understand of children's rights, children's voice and the importance of being a reflective practitioner. It has made me more reflective and made me more aware of our policies and working conditions. My team are now much clearer about the values that under-pin our work and we are more innovative. We all have increased our capabilities, confidence and commitment to achieving good outcomes for children. (Manager private after school club).

There is continuous evaluation here, the leader is a very reflective practitioner and discusses with us what she is reading on her courses. There is excellent rapport between staff, children and parents and staff retention is extremely high which ensures a very good experience for the children and parents. (Parent public sector early years centre).

I have had two children come through here over a four-year period it is an extremely nurturing environment. It builds children's resourcefulness and

resilience. The staff are very reflective and enable the children to take risks, they are not over-protective and children learn to understand risk. (Parent public children and family centre).

The qualification continues to influence me in reflexivity, improved forward planning, consultation and agency development. I can now manage the nursery school; it's good for my status and also good for the staff. (Manager local authority nursery school).

I have really grasped the idea of praxis. I also listen much more. In my new role I have replaced the teacher and the management theory has been really good for this, I am good at staff development, team development and discussions. The qualification has enhanced my acceptability and I can demonstrate understanding of theory, policy and practice. (Manager public sector nursery school).

Respondents suggested the degree level Childhood Practice qualification had enabled them to connect reflection, reflexivity with evaluation, innovation and service improvement. The survey enabled us to recognise a range of analytical and innovative skills that were influenced by qualifications, for example:

- 83% of participants indicated that their qualification they used for registration as a manager had influenced their ability to be reflexive and reflective
- 81.1% of participants indicated that their qualification they used for registration as a manager had influenced their approach to innovation and change 80.2% of participants indicated that their qualification they used for registration as a manager had influenced their approach to evaluation, review, feedback and improvement
- 75.7% of participants indicated that their qualification they used for registration as a manager had influenced their approach to observation, assessment and planning
- 75.3% of participants indicated that their qualification they used for registration as a manager had made a difference to their day to day working.

Table 8 demonstrates again that there were significant differences in the impact of qualifications on analytical and reflexive skills in different work places. Of particular

note are differences in relation to innovation and change (children and family centres 90.6%, out of school 70.7%); reflexivity (children and family centres 98.1% out of school 75.0%); day to day working (children and family centres 92.4%, out of school 67.2%); and evaluation (children and family centres 88.7%, out of school 72.4%). Reflexivity requires thought, innovation and change (Davis 2011) so it is not surprising to see a relationship between these issues in the factor analysis discussed earlier in our report.

Reflexivity is a key aspect of professional working (Schön 1987; Brookfield 1995). Reflexivity can also enable the individual manager to make sense of changes in the work place, (Lawler and Bilson 2010). Table 8 demonstrates that in work place types that have more managers with degrees and Childhood Practice qualifications, respondents believe that qualifications have more of an impact on reflexivity, innovation and change. Similarly, reflexivity can be connected to the ability, earlier discussed, to disperse power, encourage worker autonomy and promote staff interconnections (Lawler and Bilson 2010).

Reflexive practice has even been identified as a key aspect of multi-professional working (Collins 2008; Davis 2011). Hence, the lack of influence of qualifications on the reflexive capacities of out of school managers may explain why they are not as involved in integrated working. This finding when combined with some of the negative responses to open questions in the survey about the nature of qualifications may suggest that some out of school managers may wish to reflect on their attitude both to qualifications in the sector and to other professionals' ideas.

Another component of reflexive practice involves managers evaluating, reviewing, feeding back and improving their practice and the practice of their colleagues through process self-analysis and professional development. The previous section indicated that the qualifications of out of school managers had less influence on professional development and table 8 indicates a lack of influence on evaluation which raises questions about the extent to which managers from different work place types are more or less able to challenge taken for granted practice in their settings. This can be contrasted with high responses from other work areas eg nursery classes where in some local authorities childhood practitioners have recently replaced teachers as the

managers eg nursery class managers indicated a 94.8 influence of qualifications on innovation and change.

Reflexive practice can be confusing and difficult for professionals to do and even more difficult to build into our work patterns in ways that makes sense. (Davis 2011; Dolan 2006a & b; Stone and Rixon 2008; Anning et al. 2006; Frost 2005). The differences in table 8 may be related to the writing that argues that some professionals are too oriented to ways of thinking that are connected to their professional traditions (Davis and Smith 2012). However, it is heartening that Table 8 demonstrates that professionals are more likely to indicate their qualifications influence their analytical and innovative skills in work place types that have more professional degrees/Childhood Practice qualifications. This indicates that it is possible to utilised qualification to influence even the most difficult of analytical task such as reflexivity.

The findings on reflexivity also raises questions about the extent to which managers in this field can instigate self-analysis in processes that seek to include children and families in discussions about their services and the extent to which their services enable children and families to define service outcomes.

8. Participation and outcomes

Both parents and managers indicated that the Childhood Practice qualification had encouraged the use of participatory approaches in every day settings:

The manager is very calm, confident and approachable. There is a lot of flexibility and parent involvement. There is very good planning, listening and shared decision-making. (Parent public play provider).

I am much more confident about consultation, planning, partnership working and I can take initiative with other agencies – where before I would have been less certain about getting involved in assessment. (Manager private day care provider).

There is constant parent, child, worker discussions, plenty of time for open exchange. They offer courses for parents and parents come in all the time to help out with activities. There are loads of festivals and children can go outside but also into the wider outdoor – they regularly take to the hills and explore the environment. (Parent public sector nursery).

They have a very listening approach here that focuses on the child as an individual. There is real attention to the child's welfare, it's extremely child centred and open-ended. The reports you get on your child are not about behaviour they are about their being, ideas and identity. The children have a lot of freedom here inside and outside; the staff have a caring nature and enable open-ended play. (Parent public children and family centre).

Everyone should be doing the BA course – it should be expanded to teachers and they should get rid of their outdated ways of working. It was very costly for me in times of cash and time – especially as I was working through out and we did the course part-time. I particularly benefitted from the information on management. I am much better now at listening, developing policies and planning. (Manager private partner provider nursery).

I was lucky to have my course fully funded. It has raised my status as a manager because people now recognise my ability to involve them in evaluation, review and improvement. The qualification is very demanding if you have a family and you get some negative and positive responses about the qualification in our sector. I am very much improved as a manager. I am much more confident and flexible and much more aware of the bigger picture. I am not afraid of pursuing children's rights and involve children in evaluating our practice. The degree gave you very practical examples of how to listen to children's own outcomes and I return always to the concept of agency for testing theory into practice. My listening and responding is improved and also my awareness of children's rights. We are now much more proactive at using preventative strategies and in our planning. There is always a tension with hierarchy in local authority management but I am getting better at taking on head teachers. (Manager local authority nursery class).

The qualifications encourage staff to listen to children, motivate children continuously and help staff to develop a way of getting children to explore, and understand the world arising from the child. It's about the child moving towards independence in a way. Good communication is key and the staff make you feel almost part of the family. They are accessible, listening, non-judgmental and inclusive – raising (child's name)'s confidence in his own abilities. (Parent public sector early years centre).

The manager is particularly interested in bilingualism which is important to us and she has done courses on this, she is very good at her job, easy to talk with and helps parents a lot. They have students who speak different languages so difference is every day. They also were very good about telling us how the Scottish system worked. The quality of staff and communication are very high. (Parent nursery public sector).

The Childhood Practice course had a great emphasis on listening, active play, children's rights and choices. We really managed to improve our transition policies and activities with schools – we now have much more proactive policies

for continuous improvement and staff development. (Manager private day nursery).

The BA enabled me to trust in different peoples capabilities more. It has become possible to see and acknowledge the possibility of beauty, both in individuals, even in systems, structures and processes and especially in outcomes – why then settle for less. My participation, planning and consultation has improved, I am involved in some aspects of multi-agency working and I have greater respect for my-self which enables me to constructively develop others. The increased knowledge that comes from doing the course is a key factor in enabling this. For example, we have much better policies now on inclusion and equity. (Manager private out of school care provider).

The findings provided information on the extent to which qualifications influenced managers' abilities to: involve children and families in decision making, support transitions and enable outcomes. They also provided findings regarding more contemporary issues concerning childhood diversity. The survey found that:

- 77.3% of participants indicated that their qualification that they used for registration as a manager had influenced their ability to enable outcomes for children and young people
- 75.1% of participants indicated that their qualification that they used for registration as a manager had influenced their values
- 73.2% of participants indicated that their qualification that they used for registration as a manager had influenced children and parents ability to participate in decision-making in their organisations
- 72.4% participants indicated that their qualification that they used for registration as a manager had influenced their ability to support children's transition between settings, life circumstances and events
- 72.3% of participants indicated that their qualification that they used for registration as a manager had influenced their ability to enable inclusion and additional support of children
- 70.7% of participants indicated that their qualification that they used for registration as a manager had influenced their approach to social justice, equity, fairness, diversity and anti-discrimination

- 68.2% of participants indicated that their qualification that they used for registration as a manager had influenced their ability to enable outcomes for families.

Table 9 demonstrates differences between work place types. Once again qualifications have most impact in work place types that have a higher number of managers with degrees or studying for degrees. Once again impact is highest in those settings where there are more managers studying for or possessing degree level Childhood Practice qualifications. Of particular note is the different impact of qualifications regarding:

- Inclusion and additional support - nursery school managers 84.0% and out of school managers 65.6%.
- Outcomes for children - nursery class managers 94.7%, children and family centre managers 92.4% and out of school managers 70%.
- Values - children and family centre managers 86.8% and out of school managers 65.6%.
- Social Justice - children and family centre managers 86.8% and out of school managers 62.4%.
- Participation - children and family centre managers 84.9% and out of school managers 67.3%.
- Transition - children and family centre managers 88.7% and out of school managers 60.4%.

Respondents were very clear that the Childhood Practice degree had more information on anti-discrimination and social justice than earlier qualifications:

The qualification has much more in it than the HNC (did) eg on rights, I am working now with teachers and have the capacity now to influence their CPD on this in the organisation. We have looked at our anti-discrimination approaches and are much better at enabling support on this. In particular we now employ foreign students and also spend more time familiarising children and parents with the Scottish system (Manager private sector nursery). The qualification was a hard slog and it could give more attention to students' day-to-day needs but the registration process and gaining confidence and promotion has given

me greater status and recognition. I just wish we had Scandinavian and Germanic rates of pay. (Manager private sector nursery).

This raises questions about the knowledge and qualifications of those providing pre-degree level qualification in the sector and the extent to which the pre-degree curriculum engages with contemporary issues such as anti-discrimination and social justice. These differences once again demonstrate the importance of degree level qualifications over initial qualifications.

Contemporary approaches such as participatory working enable children and young people to define the outcomes that they aspire to be fulfilled by children's services (Davis 2011). Genuine participation involves decision-making agreed goals, trust and mutual respect (Lansdown 2001 & 2005). Participation helps children and young people develop responsibility, esteem, problem solving abilities and collaborative skills (Hogan 2002, Kirby 1999, Kirby with Bryson 2002, Kjørholt 2002, Lansdown 2001, Sinclair and Franklin 2000). Participation benefits staff because services become more relevant, working atmospheres are more collaborative and staff morale is boosted by producing responsive change (Hogan 2002, Kirby with Bryson 2002). Social justice is important because it suggests that power can be shared between diverse people and enables providers to avoid standardised and rigid approaches (Dahlberg et al. 2007, Davis and Smith 2012). Writing has connected a lack of participatory, equitable and inclusive working with poor worker capacity, low motivation, entrenched local cultures and weak relationships (Davis 2011, Davis and Smith 2012, Gilligan 2000, Malone and Hartung 2010, Moss and Petrie 2002).

This writing raises concerns for our findings regarding the nature of out of school and play provision. Our findings suggest that without a shift in take up of qualifications in this sector entrenched ways of working may prevent services producing the types of quality outcomes that children and young people aspire to. When compared to previous findings concerning the lack of community engagement the low influence of qualifications on outcomes from families hints at problems in the nature of the provision. For example, to what extent are community members and wider family members invited to contribute to play and learning in out of school settings? When compared to other settings, to what extent are children and young people enabled to choose the activities that they wish to be involved in and to what extent do activities

link to real life issues in communities? Are children and young people in these settings encouraged to develop work that is relevant to key issues of the day in their communities?

They have this creative holistic approach here and give support on any issue the children have in an inclusive way. They are very good at giving you feedback about where your child is and helping you understand their early potential – they are great at individualisation so they will say things like who are we today and enable my child to be very inventive. (Parent public sector nursery).

I really like the way they organise the rooms here it means that there is more freedom, a wider spectrum of children interact – my son is a young boy but he can spend time interacting with my nine month old. I would recommend it to anyone. The difference here to other places is 'happiness'. (Parent public sector early years centre).

In public sector settings parents were able to commend managers on their knowledge of social justice issues however there were less concrete examples of where awareness of social justice had actually led to changes in practice. This suggests that more work could be done on this issue. For example, it has been argued that diverse community members can be included in these settings through volunteering, training and employment (Davis 2011). It has also been argued that a contemporary social justice approach requires us to recognise that discrimination takes place when specific parents are not invited to take powerful roles in the organisations, are excluded from parent/staff social activities and staff assume in a patronising way that they cannot take leadership roles in the organisation (Davis and Hancock, 2007).

Examples of power shifts that have enabled local parents of diverse ethnicities to become providers of services have been described in other research that has highlighted how children and family centres have developed training and employment opportunities for local community members (Broadhead et al., 2008). They have also inspired cross mentoring between young and old community members, enabled joint projects with local community members and set up projects that have crossed national boundaries (Broadhead et al., 2008). There were only a few examples of such proactive working in our study. Most managers believed that they had sufficient

knowledge to be appropriately reactive – however our conclusion was that they could be more proactive. Non-Eurocentric approaches involve families from the start promote local choice/decision-making, and strengthen family/community self-help (Ball and Sones, 2004; Moore et al., 2005). The SSSC could look at how they can support providers and learners to develop more proactive approaches to social justice.

9. Study limitations and future research

This report can be connected to the idea that research takes place in a world of “competing ideologies, political conflict and of economic possibility and restraints” (Frost, 2005). There were 500 plus respondees to the survey but interviewees in the study were self-selecting and responded to emails from a range of sources – they tended to be people who thought very positively about the Childhood Practice qualification. More work is required with Out of School Care managers to better understand why they are not more positive. The study has attempted to follow writing that has encouraged us to develop a community-based, multi-professional approach, that utilises both “soft” and “hard” indicators (Fultcher & Garfat, 2013). It should be noted that the statistics relate to questions which gathered the opinions of people who chose to opt into the study and this may cause some limitations with regard to hard indicators. Further work is required to connect the study to other research eg the team will be meeting with researchers from the Growing Up in Scotland Study in the near future to seek out connections to more longitudinal hard data.

Another limitation of the project was that parents only volunteered from public sector early years settings and though we had arranged to meet with parents from other settings these were cancelled at short notice. We have kept back time to follow up these connections and to get more feedback from parents in voluntary and private sector settings.

One final limitation of the research was that the interviews and open questions did not bring up substantive and original information on how the qualification could be improved and how the qualification in Childhood Practice should go forward. Responses tended to be technical and quite limited in scope eg more flexibility; less variation on content from universities; more modules on outdoor learning; work place assessed practice, include material from other professions to broader wider employment prospects; more real life scenarios; increased content on codes of practice; more module choice; greater recognition of the qualification from other professionals and society; increased salaries; more links with play; and less complicated assessments. These tended to come from a limited number of individuals

with only increased pay, being valued by a wider audience, status, funding for the qualification and recognition being regularly mentioned. It was decided to keep back 5 focus groups for after the report was published and go back to managers with the report to see if a more considered discussion could be stimulated.

The study has one further limitation – children’s perceptions have not been gathered for the report. This is not a deliberate omission. The project team had aimed to include children’s views in the report and is collaborating with Investing in Children – a children rights organisation – to gain an insight into children’s views of services where the manager has or is studying for the Childhood Practice qualification. The Investing in Children project is being carried out in partnership with The University of Edinburgh and aims to evaluate the extent to which children can identify improvement in their rights in settings managed by childhood practitioners. The findings from these evaluations are yet to be published. This work (which was not part of the funded aspect of our study) is currently on going and did not make the deadline for our report. Reports will appear shortly on the Investing in Children web site and readers of this report are encouraged to access them when they are available.

10. Appendix A References

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Appendix B Tables

Please note not all the tables showing the results from the survey have been included in this report.

Table 1 Participant work place information

Which of the following day care of children service do you work in?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Nursery school	39	7.7	7.7	7.7
Nursery class	19	3.8	3.8	11.5
Playgroup/scheme	61	12.1	12.1	23.5
Out of school care	116	22.9	22.9	46.4
Private day nursery/creche	173	34.2	34.2	80.6
Children and family centre	53	10.5	10.5	91.1
Other	45	8.9	8.9	100.0
Total	506	100.0	100.0	

Table 4 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.975
Bartlett's Test of Sphericity	Approx. Chi-Square	17247.789
	df	528
	Sig.	.000

Table 5 Crosstab knowledge/understanding as a whole

			To what extent has the qualification you used for registration influenced your knowledge/understanding as a whole?					Total
			Not at all	Very little	Neutral	To some extent	To a great extent	
Which of the following day care of children service do you work in?	Nursery school	Count	0	3	0	15	21	39
		% within which of the following day care of children service do you work in?	.0%	7.7%	.0%	38.5%	53.8%	100.0%
		% within to what extent has the qualification you used for registration influenced your knowledge/understanding as a whole?	.0%	11.5%	.0%	7.4%	8.9%	7.7%
		% of total	.0%	.6%	.0%	3.0%	4.2%	7.7%
		Std. Residual		-1.0	.7	-1.5	-.2	.6

Nursery class	Count	0	0	2	6	11	19
	% within which of the following day care of children service do you work in?	.0%	.0%	10.5%	31.6%	57.9%	100.0%
	% within to what extent has the qualification you used for registration influenced your knowledge/understanding as a whole?	.0%	.0%	7.1%	3.0%	4.6%	3.8%
	% of total	.0%	.0%	.4%	1.2%	2.2%	3.8%
	Std. Residual	-.7	-1.0	.9	-.6	.7	
	Playgroup/scheme	Count	2	4	5	28	22
Out of school care	% within which of the following day care of children service do you work in?	3.3%	6.6%	8.2%	45.9%	36.1%	100.0%
	% within to what extent has the qualification you used for registration influenced your knowledge/understanding as a whole?	16.7%	15.4%	17.9%	13.8%	9.3%	12.1%
	% of total	.4%	.8%	1.0%	5.5%	4.3%	12.1%
	Std. Residual	.5	.5	.9	.7	-1.2	
	Count	5	10	10	49	42	116
	% within which of the following day care of children service do you work in?	4.3%	8.6%	8.6%	42.2%	36.2%	100.0%
% within to what extent has the qualification you used for registration influenced your knowledge/understanding as a whole?	41.7%	38.5%	35.7%	24.1%	17.7%	22.9%	
% of total	1.0%	2.0%	2.0%	9.7%	8.3%	22.9%	
Std. Residual	1.4	1.7	1.4	.4	-1.7		

Private day nursery/ creche	Count	5	6	6	74	82	173
	% within which of the following day care of children service do you work in?	2.9%	3.5%	3.5%	42.8%	47.4%	100.0%
	% within to what extent has the qualification you used for registration influenced your knowledge/understanding as a whole?	41.7%	23.1%	21.4%	36.5%	34.6%	34.2%
	% of total	1.0%	1.2%	1.2%	14.6%	16.2%	34.2%
	Std. Residual	.4	-1.0	-1.2	.6	.1	
	<hr/>						
Children and family centre	Count	0	0	1	16	36	53
	% within which of the following day care of children service do you work in?	.0%	.0%	1.9%	30.2%	67.9%	100.0%
	% within to what extent has the qualification you used for registration influenced your knowledge/understanding as a whole?	.0%	.0%	3.6%	7.9%	15.2%	10.5%
	% of total	.0%	.0%	.2%	3.2%	7.1%	10.5%
	Std. Residual	-1.1	-1.7	-1.1	-1.1	2.2	
	<hr/>						
Other	Count	0	3	4	15	23	45
	% within which of the following day care of children service do you work in?	.0%	6.7%	8.9%	33.3%	51.1%	100.0%
	% within to what extent has the qualification you used for registration influenced your knowledge/understanding as a whole?	.0%	11.5%	14.3%	7.4%	9.7%	8.9%
	% of total	.0%	.6%	.8%	3.0%	4.5%	8.9%
	Std. Residual	-1.0	.5	1.0	-.7	.4	

Total	Count	12	26	28	203	237	506
	% within which of the following day care of children service do you work in?	2.4%	5.1%	5.5%	40.1%	46.8%	100.0%
	% within to what extent has the qualification you used for registration influenced your knowledge/understanding as a whole?	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	2.4%	5.1%	5.5%	40.1%	46.8%	100.0%

Table 6 Positive influence of qualification used for registration on knowledge by work place

Type of Manager	Childhood Studies	Child Development	Rights	Law Policy	Play/Active learning	Outdoor	SSSC Codes	Creative Pedagogy
Nursery School	89.8	86.9	79.5	84.6	74.5	64.1	69.2	82.1
Nursery Class	95.7	78.9	94.8	84.2	78.9	68.5	78.9	94.7
Playgroup	83.6	77.0	78.6	85.2	73.7	65.6	65.6	67.2
Out of School	73.3	71.5	69.8	76.7	72.4	65.6	57.8	65.5
Private Nursery	85.6	79.2	84.4	82.6	82.1	72.9	60.7	80.9
Children and Family Centre	90.6	88.7	90.6	92.5	84.9	62.3	77.4	88.7

Table 7 Positive influence of qualification on confidence, leadership and joint working

Analysed by work place (Influence to some extent and to a great extent combined)

Type of manager	Confidence	Leadership and management	Devolved leadership	Community working	Integrated working	Partnership working	Staff development	Safe recruitment
Nursery school	79.5	79.5	76.9	71.8	79.5	79.5	82.1	59.0
Nursery class	94.8	94.8	89.5	79.0	89.4	78.9	78.9	57.9
Playgroup	73.7	77.1	68.8	64.0	62.3	68.9	75.4	59.0
Out of school	70.7	75.7	69.0	50.8	54.3	61.2	73.3	57.7
Private nursery	86.1	83.3	79.2	63.6	72.9	78.6	82.7	64.1
Children and family centre	88.6	92.5	92.4	81.4	81.1	77.3	92.4	71.7

Table 8 Positive influence of qualification on day to day analysis by work place

(influence to some extent and to a great extent combined)

Type of manager	Reflexivity reflection	Day to day working	Innovation change	Observation assessment planning	Evaluation review, feedback improvement
Nursery school	74.3	74.4	84.6	69.3	69.4
Nursery class	89.5	89.4	94.8	78.9	89.5
Playgroup	77.1	77.0	75.4	80.3	85.3
Out of school	75.0	67.2	72.4	70.7	72.4
Private nursery	87.9	75.1	85.0	77.5	82.7

Children and family centre	98.1	92.4	90.6	84.9	88.7
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Table 9 Positive influence of qualification used for registration on different outcomes

(influence to some extent and to a great extent combined)

Type of manager	Values	Outcomes children	Outcomes families	Inclusion	Social justice	Transition	Participation
Nursery school	69.4	76.9	74.4	74.4	71.8	66.7	71.8
Nursery class	78.9	94.7	89.5	84.0	94.7	73.6	84.2
Playgroup	73.7	75.4	68.8	68.9	72.2	73.8	70.5
Out of school	65.6	70.0	51.7	65.6	62.9	60.4	67.3
Private nursery	80.4	80.3	73.4	78.0	68.7	79.2	75.1
Children and family centre	86.8	92.4	83.0	77.4	86.8	88.7	84.9



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