

Debate Pack

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The role of early years educators

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1 Background

A Westminster Hall debate on the role of early years educators will take place on Tuesday 25 January 2022 at 2.30pm. The debate will be led by Steve Brine MP.

Childcare and Early Education Week

Childcare and Early Education Week, run and organised by the All-Party Parliamentary Group on Childcare and Early Education, is taking place between 24 and 31 January 2022. This year the Week aims to celebrate the work of early years educators with the theme: “We are educators”.

1.1 The impact of early years education

Research indicates early childhood education and care can have a positive impact on children’s educational, cognitive, behavioural and social outcomes, in the short and long term. It can also play a positive role in raising attainment and closing the gap between outcomes for children from disadvantaged backgrounds and other children. However, UK data suggest evidence of actual impact is more mixed.

Positive benefits are dependent on several factors, including the quality of care, such as the nature of the activities and relationships that children engage in within their settings, as well as group size, child to teacher ratios, staff retention, and teachers’ training and professional development.

Further discussion of the impact of early years education is provided in a briefing from the Parliamentary Office of Science and Technology (POST): [The impact of early childhood education and care on children’s outcomes, and the sustainability of the sector.](#)¹

1.2 Early years staffing requirements

[The Early Years Foundation Stage statutory framework](#) sets the standards early years providers must meet. Under the framework, early years providers “must ensure that people looking after children are suitable to fulfil the requirements of their roles”.² It adds:

¹ POST, [The impact of early childhood education and care on children’s outcomes, and the sustainability of the sector](#), 29 April 2021.

² DfE, [Statutory framework for the early years foundation stage](#), 1 September 2021, para 3.9.

the daily experience of children in early years settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities.³

For all settings on the early years register, the manager must hold an approved level 3 qualification or above and at least half of all other staff must hold at least an approved level 2 qualification.⁴ The framework additionally sets out more detailed requirements regarding the ratios of staff to children within settings.⁵

1.3 Early years workforce statistics

The Department for Education (DfE) publishes the [Childcare and early years providers survey](#) every two years. The most recent survey is based on survey responses which were provided between March – July 2021, a period when providers were impacted by the Covid-19 pandemic.

A sample of around 10,000 Ofsted registered private and voluntary providers (known together as “group-based providers”), school-based providers (this includes maintained nursery schools), and Ofsted registered childminders were surveyed. Their responses were then weighted to provide national estimates.⁶

In Spring 2021 there were an **estimated 328,500 early years staff** working at group-based providers, school-based providers, and at childminders in England (an estimated decline of around 5% compared to 2019).⁷ These staff members were working across around 62,000 providers.⁸

Of the estimated 328,500 early years staff, the majority (72%) worked at group-based settings. 16% of staff worked at school-based settings, and 12% worked as childminders and childminder assistants.

The survey also asked about staff characteristics and found that:

- The proportion of staff aged 23 and over earning below the National Living Wage ranged from 11% at school-based providers, to 48% of childminder assistants.

³ [Ibid.](#), para 3.21.

⁴ [Ibid.](#), para 3.28.

⁵ [Ibid.](#), paras 3.32-3.38.

⁶ Early years settings with no children registered aged 0-4 years old were excluded, as were settings not registered with Ofsted.

⁷ Excludes apprentices but includes temporary staff, those who were on furlough at the time of the survey and those who were self-isolating due to Covid-19.

⁸ Department for Education, [Childcare and early years providers survey: 2021](#).

- The majority of early years staff have some UK Early Years qualifications. The proportion of staff with no UK Early Years qualifications ranges from 6% at school-based providers, to 50% of childminder assistants.
- The majority of early years staff identified as female. The proportion of female staff ranged from 97% at both school-based providers and group-based providers, to 99% at childminders.
- The majority of early years staff identified as White British. The proportion of White British staff ranged from 82% at both group-based providers and childminders, to 84% at school-based providers. This is broadly in line with 2011 census data where 81% of people in England and Wales identified as White British, although this data is now over ten years old.⁹

1.4 Workforce issues

Concerns have been raised that recruitment to the early years workforce is increasingly difficult. In a survey conducted by the Early Years Alliance in autumn 2021, 84% of respondents said they were finding it difficult to recruit suitable new staff.¹⁰

In August 2020, the Social Mobility Commission published a report on [The stability of the early years workforce in England](#). The report highlighted “high-quality early years provision delivered by a qualified and skilled workforce” as key to reducing the development gap between children from disadvantaged backgrounds and their wealthier peers. However, in recent years, the report added, “there have been signs that the early years workforce is increasingly unstable, with too few new entrants to replace those who are leaving the sector.”¹¹

The report’s findings included:

- The early years workforce in England is predominately composed of young, female workers: 40% are younger than 30 and 96% are female.
- In England, the average wage across the early years workforce is £7.42 an hour, compared to £7.09 in the retail sector and £12.57 across the whole working population.
- Early years practitioners spoken to by the Commission “struggled to meet their living costs and moved to other employers for even a small increase, or left the [early years] sector for other low-skilled work where wages were higher.”

⁹ Department for Education, [Childcare and early years providers survey: 2021](#).

¹⁰ Early Years Alliance, [Breaking Point: The impact of recruitment and retention challenges on the early years sector in England](#) (PDF), December 2021, p5.

¹¹ Social Mobility Commission, [The stability of the early years workforce in England](#) (PDF), August 2020, p5.

- High work demands contribute to turnover among early years staff. Sources of excessive work demands include long hours, unpaid work and having to care for too many children at once.
- Evidence suggests that early years staff are more likely to stay with their employer if they offer high quality training and professional support. However, staff do not receive the amount of training and continuing professional development they consider adequate, and employers say they lack funding to provide training.¹²

In their foreword to the report, the Interim Co-Chairs of the Commission said the findings “are both reasons for and consequences of a society that does not value the early years workforce as it should.”¹³

The report recommended the Government should convene an expert group to devise a career strategy for early years professionals, which should include a clear training pathway. It also recommended the Government should “address the shortfall between the costs to providers of funded places in early years settings and the actual money allocated for those places.”¹⁴

Similar issues were also highlighted in a 2019 report from the Education Policy Institute: [The early years workforce in England](#).¹⁵

Covid-19

While noting that its research was carried out before the outbreak of Covid-19, the Social Mobility Commission’s report said the “drivers of workforce instability are likely to persist and even worsen as a result of the pandemic” and “for many working in early years, the crisis has further destabilised an already precarious situation.”¹⁶

In its 2020/21 annual report, Ofsted reported early years staff “were more stressed and felt their work was more difficult than before the pandemic.” It added, however, “despite this, there was an increased appreciation of the importance of early years and many felt honoured to be working to support children during this time.”¹⁷

In July 2021, the Education Policy Institute published the final report of a year-long project examining the impact of the pandemic on the early years workforce. The report, which covered February to May 2021, said that:

- Early years settings were facing significant instability in the workforce, with a large proportion of staff still furloughed.

¹² [Ibid.](#), pp5-7.

¹³ [Ibid.](#), p4.

¹⁴ [Ibid.](#), p4.

¹⁵ Education Policy Institute, [The early years workforce in England](#), January 2019.

¹⁶ Social Mobility Commission, [The stability of the early years workforce in England](#), August 2020, p7.

¹⁷ Ofsted, [Ofsted Annual Report 2020/21](#), 7 December 2021.

- Settings had seen a high turnover of staff, with job stress and low pay cited as reasons for leaving.
- Settings able to navigate the period are likely to be faced with major recruitment shortfalls when parental demand for places returns in the future.¹⁸

Earlier reports from the research are available via the links below:

- [The Covid-19 pandemic and the early years workforce: March-August findings](#), September 2020.
- [The Covid-19 pandemic and the early years workforce: August-November findings](#), December 2020.
- [The Covid-19 pandemic and the early years workforce: November-February findings](#), March 2021.

1.5 Government policy

Over the last decade, there have been several reviews and strategies focused on the early years workforce. This included the [2012 Nutbrown Review](#), an independent review for the Government on how best to strengthen qualifications and career pathways in the sector. The Government responded to the review by publishing a policy paper in 2013: [More great childcare - Raising quality and giving parents more choice](#).

In 2017, the DfE published an [Early years workforce strategy](#).¹⁹ In its 2020 report (see above), the Social Mobility Commission highlighted some positive steps following the strategy but suggested that less progress had been made on the more strategic commitments:

The DfE's Early Years Workforce Strategy (2017) aimed to support the development of a well qualified workforce with the appropriate knowledge, skills and experience to deliver high-quality early education and childcare for young children. Some positive steps have been taken: for example, the revision of Level 2 and Special Educational Needs Co-ordinator (SENCO) qualifications. These developments were underpinned by the publication in June 2018 of an occupational map, outlining to employers and practitioners the career pathways the sector offers.

However, less progress has been made on the more strategic commitments. In 2018, the government abandoned proposals to grow the early years graduate workforce in poorer areas and to change the rules to allow those with Early Years Teacher Status or Early Years Professional Status to lead nursery classes in maintained settings. Similarly, recruitment and retention challenges have

¹⁸ Education Policy Institute, [The Covid-19 pandemic and the early years workforce: February-May findings](#), 21 July 2021.

¹⁹ DfE, [Early years workforce strategy](#), March 2017.

not eased. This may reflect a lack of policy focus, which has also materialised in the frequent change of the minister responsible for early years policy.²⁰

An overview of Government policy on the early years workforce since the Nutbrown Review was also provided in the Sutton Trust's August 2020 report: [Early Years Workforce Review: Revisiting the Nutbrown Review – Policy and Impact](#).²¹

Workforce development funding

On 2 June 2021, the [DfE announced an additional £1.4 billion](#) to help support education recovery after the Covid-19 pandemic. Of the additional funding, £153 million will fund training for early years staff, including new programmes focusing on speech and development.²² A DfE factsheet set out that the £153 million Early Years Recovery Programme will:

- Deliver a universal training offer, together with targeted support to leaders and practitioners, to create a more sustainable, self-supporting system;
- Strengthen specialist expertise and leadership in the sector by boosting skills to develop children's early language and maths, as well as their personal and social development;
- Improve the capacity of the early years workforce to support children with special educational needs; and
- Train practitioners to support parents with home learning, which is one of the biggest drivers of early outcomes and future attainment.²³

It added that the Programme will comprise, among other things:

- New, universally accessible online training to upskill practitioners.
- Expansion of the [professional development programme for frontline staff](#), to provide national coverage.
- A review of Level 3 qualifications.
- An expansion of training to increase the number of staff with a Level 3 SENCO qualification.
- Expanded numbers of places for initial teacher training in early years.

In response to a parliamentary question on 6 January 2022 on support for early years providers to recruit and retain staff, Parliamentary Under-Secretary (DfE), Will Quince MP, referred to the funding:

²⁰ Social Mobility Commission, [The stability of the early years workforce in England](#), August 2020, p6.

²¹ Sutton Trust, [Early Years Workforce Review: Revisiting the Nutbrown Review – Policy and Impact](#), August 2020.

²² DfE, [Huge expansion of tutoring in next step of education recovery](#), 2 June 2021; Schools Week, [DfE's £1.4bn education recovery plan: what you need to know](#), 2 June 2021.

²³ DfE, [Factsheet: Early Years Recovery Package](#) (PDF).

[...] That is why we have recently announced an additional £153 million in programmes to support workforce development, including increasing the number of places available for early years initial teacher training. We are also developing new early years training routes, including a new National Professional Qualification for Early Years Leadership and support for new apprenticeship routes for careers in the early years.²⁴

Early years funding

As the Government has noted in response to parliamentary questions, the majority of the early years workforce are employed in private, voluntary and independent organisations which are responsible for recruiting sufficient staff.²⁵

However, as explained in the [Low Pay Commission's December 2021 report on the National Minimum Wage](#), the sector's funding settlement is "largely set by the Government":

Childcare is a low-paying sector where the effects of a rising minimum wage are tied to a funding settlement largely set by the Government. We estimate minimum wage coverage in the sector to be between 11.6 and 13.6 per cent, and employers tell us that staff costs make up a high proportion (around 70 per cent) of business turnover.

The rising minimum wage therefore has a significant impact. For a long time, though, childcare businesses have told us that funding for the 'free' hours to which parents are entitled has not kept pace with the rising minimum wage.²⁶

Information on early years funding prior to the Spending Review and Autumn Statement 2021, including support for the sector during the Covid-19 pandemic, is available in [the Library briefing: Early years funding \(England\)](#).

At the [Spending Review and Autumn Statement 2021](#), the Government announced additional funding for the early years entitlements worth £160 million in 2022/23, £180 million in 2023/24 and £170 million in 2024/25, compared to the 2021/22 financial year.²⁷ In [response to a PQ](#) in November 2021, the Minister said this funding "is for local authorities to increase hourly rates paid to childcare providers for the government's free childcare entitlement offers and reflects the costs of inflation and national living wage increases."²⁸

On 25 November 2021, the Government announced that for 2022/23 the hourly funding rates for all local authorities for the two-year-old entitlement will increase by 21p an hour. Funding for the three- and four-year-old entitlements will also increase by 17p an hour in the vast majority of areas. The minimum

²⁴ [PQ93827 \[on Pre-school Education: Labour Turnover and Recruitment\]](#), 6 January 2022.

²⁵ [PQ63811 \[Pre-school Education: Staff\]](#), 26 October 2021.

²⁶ Low Pay Commission, [Low Pay Commission Report 2021](#), 9 December 2021, p74.

²⁷ HM Treasury, [Autumn Budget and Spending Review 2021: documents](#), October 2021.

²⁸ [PQ68396 \[on Pre-school Education: Pay\]](#), 2 November 2021.

funding floor for the three and four-year-old offer will also increase to £4.61 per hour.

The Government also confirmed that from 2022/23, the DfE will return to the normal process of allocating funding based on the annual January census.²⁹ This will bring an end to variations on how funding is allocated which were introduced as a result of the pandemic. Further information is available in section 4.4. of the [Library briefing on early years funding](#).

²⁹ [HCWS421 \[on Early Years Education Entitlements: Hourly Funding Rates\]](#), 25 November 2021.

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Press articles

The following is a selection of news and media articles relevant to this debate.

Please note: The Library is not responsible for either the views or the accuracy of external content.

[Scottish Government launches new fund to help nurseries be more diverse](#)

[may require registration]

Nursery World

Katy Morton

18 January 2022

[Childminders ineligible for £500 payment when forced to close due to household Covid cases](#) [may require registration]

Nursery World

Katy Morton

14 January 2022

[Ofsted U-turn on controversial early years employee health guidance](#) [may require registration]

Nursery World

Katy Morton

13 January 2022

[Government confirms early years ratio flexibility for Covid staff absences](#)

Early Years Educator

Kathy Oxtoby

12 January 2022

[Nurseries in England hit by staff absences after soaring Covid cases](#)

The Guardian

Sally Weale

10 January 2022

[Ofsted briefing highlights early years catch-up strategies](#) [may require registration]

Nursery World

Catherine Gaunt

16 December 2021

[Covid cases surge in nurseries with 38% increase week on week](#)

Wales Online

Neil Shaw

14 December 2021

[The impact of school closures: why reception year is so crucial to a child's development](#)

The Conversation
Sarah Younie
13 December 2021

[Education secretary announces plans to 'invest' in early years staff \[may require registration\]](#)

Nursery World
Katy Morton
5 October 2021

[Wera Hobhouse MP: Early years educators have felt like an afterthought](#)

Bath Chronicle (via Press Reader)
5 August 2021

3 Parliamentary material

3.1 Parliamentary questions

Workforce Development Fund

10 January 2022 | 96915

Asked by: Naz Shah

To ask the Secretary of State for Education, whether the Workforce Development Fund will be extended to (a) maintained nurseries and (b) early year settings.

Answering member: Will Quince

The Workforce Development Fund is funding from the Department of Health and Social Care to support the continuing professional development (CPD) of staff across the adult social care sector. There are no plans to extend it to maintained nursery schools or early years settings.

Separately, the Department for Education is investing up to £180 million to build a stronger, more expert workforce in the early years sector, where we know that the COVID-19 outbreak has exacerbated the outcomes gap and set back children's learning and development, particularly in language and maths, hitting those from disadvantaged backgrounds the hardest. This funding comprises the Early Years Education Recovery Programme, the Nuffield Early Language Programme and a further investment in the Professional Development Programme.

These initiatives complement our reforms to the Early Years Foundation Stage to accelerate and embed real change for young children, which is more important than ever in light of the impact of the COVID-19 outbreak. This recovery package aims to target disadvantaged areas and will largely be available to maintained nursery schools and childminders.

Children: Day Care

17 December 2021 | 92910

Asked by: Bridget Phillipson

To ask the Chancellor of the Exchequer, what estimate he has made of the total amount spent on childcare in England (a) from all sources and (b) from the public purse in each of the last five years.

Answering member: Mr Simon Clarke

The Government has spent over £4 billion each year for the last five years on childcare in the United Kingdom through childcare offers led by the Department for Education and Tax-Free Childcare and Employer Support Childcare. This £4 billion is on top of support for childcare paid to Universal Credit and Working Tax Credits claimants, though these elements are calculated as part of the total Universal Credit and tax credit spend respectively and separate figures are not available.

At SR21, my right hon. Friend, the Chancellor of the Exchequer, announced an uplift to the hourly rates to be paid to early years providers to deliver the government's free hours offers, and details of the £160 million for 2022 to 2023 have recently been announced by the Department for Education. Additionally, SR21 reaffirmed £150 million to be spent on the training of early years staff to support children's learning and development, as part of the £1.4 billion Education Recovery Programme. Demonstrating the Government's ongoing commitment to high-quality early years education, childcare and family services.

Pre-school Education

8 December 2021 | 86565

Asked by: Stella Creasy

To ask the Secretary of State for Education, with reference to the Sutton Trust report entitled *A fair start: Equalising access to early education*, published 19 August 2021, what assessment he has made of the effect of not being able to access 30 hours of Government funded childcare on the development of children from low-income families.

Answering member: Will Quince

All 3 and 4 year olds, as well as some disadvantaged 2 year olds, in England are eligible for 15 hours free childcare. This provides them with high-quality early education and helps to prepare them for school.

Working parents of 3 and 4 year olds can access an additional 15 hours ('30 hours') free childcare, helping them with the cost of childcare and supporting parents back into work, or to work more hours if they wish to. To be eligible, parents must earn the equivalent of at least 16 hours a week at national minimum/living wage (for parents aged over 23, this is equivalent to just over £7,400 per year), and under £100,000 per year. The government currently has no plans to extend this scheme.

There is no analysis available that compares children who access 30 hours free childcare with those who do not. However, findings from the department's longitudinal Study of Early Education and Development (SEED) suggests that by age 5, greater use of formal group childcare (average hours per week) between age 2 and the start of school was associated with some

negative effects on socio-emotional well-being and development in school year 1. SEED is our best evidence source for early years education.

A range of factors affect a child's development, including their wider learning environment. This could include, for example, their home learning environment.

Pre-school Education

22 November 2021 | 75069

Asked by: Tulip Siddiq

To ask the Secretary of State for Education, what plans his Department has to make changes to the required child to staff ratios in early years settings.

Answering member: Will Quince

Any changes to ratios would be subject to consultation and the department would fully engage with the sector on this if any changes to ratios were planned.

Ministers are committed to working with the sector to support recovery from the COVID-19 outbreak and broader concerns about affordability in the childcare market. As part of our education recovery package, the department announced a £153 million investment in evidence-based professional development for early years practitioners, including through new programmes focusing on key areas such as speech and language development.

The department's investment in early years education will build a stronger, more expert workforce, enabling settings to deliver high quality teaching and help address the impact of the COVID-19 outbreak on the youngest children, particularly those in the most disadvantaged areas.

Pre-school Education: Staff

29 October 2021 | 63811

Asked by: Dr Rupa Huq

To ask the Secretary of State for Education, what steps he is taking to increase the number of people working in the early years sector in England.

Answering member: Will Quince

The majority of the early years' workforce are employed in private, voluntary and independent organisations and those employers are responsible for recruiting sufficient staff in line with the requirements set out in the statutory framework for the Early Years Foundation Stage.

The government recognises that high-quality childcare, with a well-qualified workforce, has a powerful impact on children's outcomes and we have announced a £153 million investment in early years education to build a stronger, more expert workforce, enabling settings to deliver high quality teaching and help address the impact of the COVID-19 outbreak on the youngest children, particularly those in the most disadvantaged areas. Within this investment we have substantially expanded the number of places that we fund for initial teacher training in early years, to increase the supply of qualified graduates to the sector.

Pre-school Education: Finance

17 March 2021 | 167963

Asked by: Zarah Sultana

To ask the Secretary of State for Education, what assessment he has made of the long-term funding needs of early years education and care.

Answering member: Vicky Ford

The government has supported nurseries, pre-schools, and childminders during a very uncertain time.

In March 2020, we confirmed that we would continue to pay funding to local authorities for the free early education entitlements for two, three and four-year-olds, providing reassurance and financial support for early years settings in light of decreased demand as a result of the COVID-19 outbreak. This funding continued to local authorities until the end of the autumn term at broadly the levels they would have expected to see had there been no COVID-19 outbreak.

For spring term 2021, we are funding local authorities based on their January 2021 census, but if attendance rose after the census was taken and where a local authority can provide evidence for increased attendance during the spring term, we will top-up local authorities to up to 85% of their January 2020 census level. Further guidance for local authorities, setting out details as to how the 85% top-up scheme works, together with information on our approach for funding the summer term 2021, will be shared soon.

In addition, we have supported the early years sector with financial and business support, including through the Coronavirus Job Retention Scheme and business rates relief, both of which will continue into the financial year 2021-22, as well as the Coronavirus Business Interruption Loan and the Self-employment Income Support Scheme. Further, eligible nurseries may also access the new Recovery Loans, available from 6 April 2021, as set out by my right hon. Friend, the Chancellor of the Exchequer, on 3 March 2021. The new Recovery Loan Scheme will replace the Business Interruption Loan Scheme which is due to end on 31 March 2021.

The government continues to support families with their childcare costs. My right hon. Friend, the Chancellor of the Exchequer, announced at the Spending Review a £44 million investment in the 2021-22 financial year, for local authorities to increase hourly rates paid to childcare providers for the government's free childcare entitlement offers. Specifically, this will allow them to increase the hourly funding rates for all local authorities by 8p an hour for the two-year-old entitlement and, for the vast majority of areas, by 6p an hour for the three and four-year-old entitlement. This will pay for a rate increase that is higher than the costs nurseries may face from the uplift to the national living wage in April.

We continue to work with the early years sector to understand how they can best be supported to ensure that sufficient safe, appropriate, and affordable childcare is available for those who need it now, and for all families who need it in the longer term.

3.2

Other parliamentary material

Debates

[Early Years Education Funding](#)

21 July 2021 | House of Commons | 699 cc.392WH-399WH

Statements

[Early Years Education Update](#)

2 July 2019 | HCWS1684

Nadhim Zahawi | The Parliamentary Under Secretary of State for Children and Families:

Today, I am announcing the allocation of just over £22 million for 66 School Nurseries Capital Fund (SNCF) projects across the country. This investment is part of our commitment to create more high quality school-based nursery provision for disadvantaged children. These innovative projects are intended to test and evaluate approaches aimed at closing the disadvantage gap, deepen our understanding of “what works” and spread best practice throughout the sector.

I am also announcing the launch of a new campaign called ‘Hungry Little Minds’ to encourage parents to provide a language-rich home learning environment, which, evidence shows, is crucial for improving early outcomes. The campaign is underpinned by a behaviour change model published by the Government in November and follows the ambition set last July by the Secretary of State for Education to halve in ten years the proportion of

children who finish reception year without the expected level of development in communication, language and literacy.

These initiatives are part of our work to provide equality of opportunity for every child, regardless of background or where they live, because we know that improving support in the early years is the cornerstone of social mobility.

Details of today's announcement are being sent to all SNCF applicants and a list of successful projects will be published on GOV.UK. Copies will be placed in the House Library. This statement has also been made in the House of Lords.

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Further reading

The Parliamentary Office of Science and Technology (POST)

[Impact of COVID-19 on Early Childhood Education & Care](#), POST Rapid response, 27 October 2021

[Early Childhood Education and Care](#), POST Research Briefing Paper 649, 26 August 2021

Other

[Education recovery in early years providers: autumn 2021](#), Ofsted, GOV.UK, 16 December 2021

[Breaking point: The impact of recruitment and retention challenges on the early years sector in England](#) (PDF), Early Years Alliance, December 2021

[The Covid-19 pandemic and the early years workforce: February-May findings](#), Education Policy Institute, 21 July 2021

[Early Years Workforce Review: Revisiting the Nutbrown Review – Policy and Impact](#), Sutton Trust, August 2020.

[The stability of the early years workforce in England](#) (PDF), Social Mobility Commission, August 2020

[The early years workforce in England](#), Education Policy Institute, 17 January 2019

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