

## Childcare Strategy

GD 2022/0050



**Isle of Man**  
Government

*Reiltys Ellan Vannin*

### Our Island Plan:

Building A Secure,  
Vibrant and Sustainable  
Future For Our Island

# Glossary

ACEs – Adverse Childhood Experiences

AEN – Additional Educational Needs

CPD - Continued Professional Development

CSWG - Childcare Strategy Working Group

DESC – Department of Education, Sport and Culture

DfE – Department for Enterprise

DHSC R&I – Department of Health and Social Care, Registrations and Inspections Unit

DOI - Department of Infrastructure

ECEC - Early Child Education and Care

EYTS - Early Years Teacher Status

EYTSEN - Early Years Transition and Special Educational Needs

GLD - Good Level of Development

Informal Childcare – nannies, au pairs, family, friends and neighbours

Regulated Formal Childcare – registered childminders, nurseries, and child day care centres

SEED - Study of Early Education and Development

SEN – Special Educational Needs

SEND - Special Educational Needs and Disabilities

SSD - Social Security Division

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# Ministers' Foreword

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## Hon Julie Edge MHK

### MINISTER FOR EDUCATION, SPORT AND CULTURE

The shared vision for the Department of Education, Sport and Culture is to inspire, empower and provide learning, sporting and cultural opportunities that support all children, young people and adults. In striving for excellence, we aim to be a forward thinking, inclusive and nurturing organisation which enables everyone to achieve and enrich our Isle of Man community.

Every child on our Island deserves the best possible start in life in order to build the foundations on which they can develop. During the first five years of a child's life, their experiences and relationships form the basis of their development. This is when the foundations for learning, health, communication and behaviour are built. This strategy aims to provide all children with access to high quality early learning and childcare so that every child has the opportunity to develop and achieve their full potential.

This Childcare Strategy focuses on putting the child first and looks at improving outcomes for all children through access to early years education. It provides childcare professionals with a clear vision for the future of the Island's childcare sector and parents with the clarity and assurance they need to ensure the greatest outcomes for their children. It is an important document that will shape the future principles for such an important provision and ensure that each and every child matters in striving for excellence.

This strategy gives equality of access and a right to quality early education and childcare for all through enhanced supply and new measures to ensure that wherever you live on the Island and whatever the price, children receive quality care and early years education from our childcare providers.

The public consultation and focus groups with stakeholders have been extremely informative providing broad affirmation for the actions presented within the strategy. We have also gained valuable feedback on individual actions which has informed some of the changes made and will help to inform the implementation of the final strategy.

Our Island Plan highlights the Government's commitment to creating a Secure, Vibrant, and Sustainable future, ensuring there are Outstanding Lifelong Learning and Development Opportunities for All. Through the implementation of this Childcare Strategy subject to Tynwald approval and any complementary changes to employment law, we will look to reframe our approach to childcare, early education and working parents, putting our children first and ensuring every parent has a choice, offering the very best start in life for children and families on our Island.

## Hon Alfred Cannan MHK

### CHIEF MINISTER & MINISTER FOR ENTERPRISE

The topic of childcare is a complicated one. It crosses a myriad of stages of our lives, has a fundamental role to play in our children's development, and gives people choices in their work/life balance. From a Government point of view, this complexity means it is often split out across various teams and Departments creating a sometimes disparate approach. This strategy aims to bring all of these strands together, looking at the role of childcare for both children and parents, and the longer term impacts that this has across our lifetimes.

For parents it importantly enables choice. For those wanting to return to work but who feel they currently can't due to a lack of childcare provision, unsuitable times, prohibitive costs or a multitude of reasons, this strategy looks to address some of those barriers. Away from formal childcare, the strategy also looks to align equality in parental leave, again giving parents the freedom of choice based on opportunities rather than limitations, and giving women greater flexibility in their return to work.

For childcare providers it offers additional support, exploring options for mitigating staffing pressures and enabling providers to expand their businesses through financial support and regional development. The wider repercussions to all of this are profound. Better childcare and flexible options don't just enable peace of mind and happiness for children and parents, they also give businesses the chance to access hidden talent, they enable schools and nurseries to better safeguard at risk children, and they encourage our residents to stay on the Island, as well as encourage new families to relocate. It is a fundamental piece in the very framework of our lives here in the Isle of Man and this strategy ensures it is brought together and presents significant, measurable actions to carry forward.

When we presented the Draft Strategy to Tynwald in March 2022, the feedback we received through public consultation and direct conversations with relevant stakeholders showed that we were addressing the challenges faced by parents and families with regards to childcare. We have made some small changes, particularly strengthening our actions for working parents in terms of affordability and availability of places throughout a child's development. This strategy does not signal the end of our involvement on this topic, it is merely the end of the beginning. Subject to Tynwald approval, we will continue the significant engagement with the public and private sector to ensure the themes and actions are implemented, providing on the deliverables outlined in this strategy.



## Background

In light of significant financial and budgetary pressures, the Department of Education, Sport and Culture (previously named the Department of Education and Children) announced in 2012 plans to close the 11 state-funded nurseries on-Island and instead provide a universal pre-school credit for the year prior to which the child starts primary school. This intended for a greater freedom of choice for parents, and since their introduction the level of funding available has risen ten-fold with 95% of eligible children benefiting from the pre-school credit scheme in 2020-21.

This has, however, created excess demand for childcare places amongst the private sector. Coupled with rising costs and operational constraints for providers, this has caused prices charged to rise forcing some parents out of work, finding it cheaper to leave the workforce and look after their children themselves.

This exacerbates the cost of living crisis currently being experienced by some parents, many of whom are ineligible for financial support if still in work but struggling to make ends meet in the current economic climate. The shortage of workers currently experienced in the Island highlights the need to enable parents, particularly women, to enter the workforce unburdened by excessive costs, it is critical to ensure parents are not prevented from returning to work due to financial pressures.

Recently, engagement between the sector and Isle of Man Government has risen, with the aim of supporting providers to deliver services through a comprehensive in-person and online Continuous Professional Development (CPD) programme, advisory visits, regular stakeholder engagement, and the development of an early years learning environment for providers and schools to see good practice in action and to use for training. This has been extremely well-received amongst the sector, who are engaging with the additional CPD available to upskill their staff and share knowledge between themselves, as well as feeding directly into the the Department of Education, Sport and Culture (DESC) and the Department of Health and Social Care, Registrations and Inspections Unit (DHSC R&I Unit) on a range of issues including training courses, a child's transitions into school, and in the development of the Childcare Strategy Working Group interim report.

Furthermore, relationships between childcare providers and government were strengthened during the onset of the Covid-19 pandemic in order to ensure that childcare providers were supported and able to continue providing childcare, in particular for key workers and vulnerable children during this time.

## The Island Plan

The Island Plan highlights the need for a Secure, Vibrant, and Sustainable future, ensuring there are Outstanding Lifelong Learning and Development Opportunities for All. It sets out success criteria whereby "our children have the best possible start in life, including equal access to early years education and childcare" through the implementation of this Childcare Strategy and any necessary changes to employment law so that parents can access childcare at various stages and balance home and work commitments.<sup>1</sup>

## Action to Date

Following the recommendations of the Social Affairs Policy Review Committee, an interdepartmental working group comprising of representatives from DESC, DHSC R&I Unit, Department for Enterprise (DfE), and Treasury, was set up to explore and address the issues raised by the committee.<sup>2</sup> The views of stakeholders were also sought, and the working group presented a paper to Tynwald in July 2019. The agreed recommendations from these reports, as well as how they have been or are being addressed, is available in Appendix 1.

To support these recommendations a wider Childcare Strategy working group was formed, and membership was extended to include representatives from the Childcare Sector and the Chamber of Commerce. It also included the appointment of an independent Chair to oversee the work of the group. The formation and further background to this group has been outlined in an update paper which informed the development of the Draft Isle of Man Childcare Strategy.

The publication of the Draft Childcare Strategy coincided with the launch of a public consultation process which attracted responses from 218 individuals and businesses, and found widespread support for the actions tabled in the Draft Strategy. Further qualitative feedback was sought through focus groups with parents, childcare providers and practitioners, and nursery managers, as well as hosting a provider forum to raise awareness of the draft strategy and the consultation process.

This final strategy has been refocussed slightly to address the two main points picked up through the consultation process: namely supporting availability and affordability for all. It also seeks to refine some existing actions to provide clearer guidance for implementation. However, support for the actions was clear: each action had an over 60% approval rate, with the majority receiving higher than 85% approval. Useful suggestions were received to consider when seeking to implement these actions, which will be built into an Action Plan upon approval of this Strategy. A summary report is available in Appendix 2.

[2] Social Affairs Policy Review Committee, The Adequacy of Nursery Place Provision, PP2018/055.





## The Importance of Early Years Education

It is widely accepted that access to regulated formal childcare and early years education through providers such as nurseries, playgroups, or childminders, positively impacts the development of a child's cognitive, socio-emotional, and communication skills.<sup>3</sup> It exposes the child to a range of new environments and interactions, teaching valuable developmental skills in social interaction and communication. Indeed, Save the Children summarised that there is "clear evidence that attending good quality childcare can help boost children's early language skills", and that "the most important factor in reaching the expected levels in English and Maths at seven was children's language skills at age five. This was greater than the link to poverty or poor parental education."<sup>4</sup> Clearly, therefore, early years education is an essential component to a child's development into primary school and beyond.

Additionally, attendance at early years education settings exposes children to education professionals who can interact and assess a child's development, identifying vulnerable children and those who may have Additional Educational Needs (AEN). Studies have shown that engagement in formal childcare can reduce the proportion of children considered 'at risk' by the time they reach reception class at primary school.<sup>5</sup>

Nevertheless, it is important to recognise the value of parents in particular during the first year of a child's life. Whilst the benefits to the child are clear, this can also support parents in developing secure attachments to their child which is shown to positively impact on the mental health and well-being of both the parent and the child.<sup>6</sup>

Furthermore, it is important to note that each parent has a choice as to whether their child does engage with formal childcare and early years education, and if so the amount, type, and age at which they access it. A number of factors influence this decision, amongst these is the mix of childcare that, in their own opinion, is most beneficial to their child. However, other factors are likely to influence this decision including their own career aspirations or informal childcare support networks such as family members, friends, or neighbours.

However, there are existing barriers which prevent parents from accessing the desired amount, type, or quality of childcare to meet their needs. These barriers to formal childcare can include affordability, availability or convenience of access (including location and hours offered). This creates inequalities, often income-based, from the outset of a child's life which may impede their development throughout education. As such, it is of paramount importance to remove barriers to accessing formal childcare and early years education whilst also facilitating parental choice.

[3] Edward Melhuish, Julian Gardiner & Stephen Morris, Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to Age Three, Department for Education, November 2017, [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1034423/SEEDAge\\_3\\_RESEARCH\\_REPORT.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034423/SEEDAge_3_RESEARCH_REPORT.pdf) [accessed 17th February 2022].

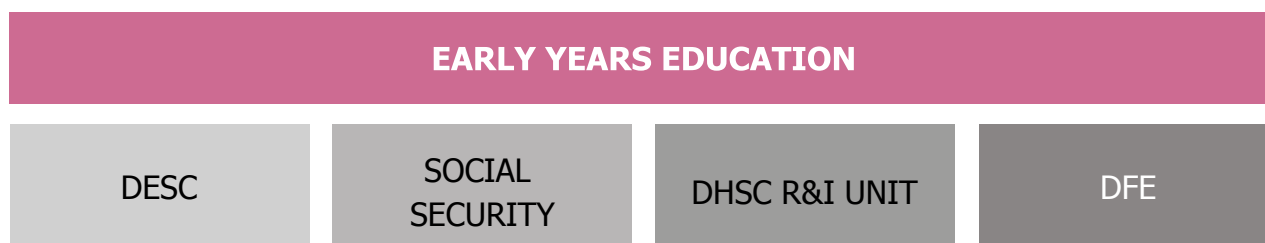
[4] Early Language Development and Children's Primary School Attainment in English and Maths: New Research Findings, Save the Children UK, [https://resourcecentre.savethechildren.net/pdf/early\\_language\\_development\\_briefing\\_paper.pdf](https://resourcecentre.savethechildren.net/pdf/early_language_development_briefing_paper.pdf), accessed 3rd May 2022

[5] Pam Sammons and others, The Early Years Transition & Special Educational Needs (EYTSN) Project, Department for Education and Skills, 2003, <https://dera.ioe.ac.uk/18204/1/RR431.pdf> p.7 [accessed 17th February 2022]

[6] Robert Winston and Rebecca Chicot, The importance of early bonding on the long-term mental health and resilience of children, London Journal of Primary Care, 2016; 8 (1): 12–14.

## The Present Situation

Without a clear Early Years lead ownership is, at present, complex. DESC, Social Security Division of Treasury, DHSC R&I Unit, and the DfE all have an interest in delivering early years services and infrastructure, however this creates a complicated landscape for families and childcare providers to navigate.



Evidence from market research carried out on behalf of the Childcare Strategy Working Group in May 2019 identified that there were significant gaps in childcare provision particularly for children under 2, in certain geographical areas of the Island, and outside of the core working week<sup>7</sup>. Some parents also identified the need for an increase in affordable wraparound and holiday care provision to enable them to successfully return to work. The public consultation carried out on the Draft Childcare Strategy identified a general shortage of places, suggesting that this issue has been exacerbated since the initial survey was carried out. The below table shows the current number of childcare places available in the Island.

|                   | CHILDMINDER | DAY CARE    | TOTAL       |
|-------------------|-------------|-------------|-------------|
| <b>NORTH</b>      | 51          | 250         | 301         |
| <b>SOUTH</b>      | 76          | 165         | 241         |
| <b>EAST</b>       | 148         | 1136        | 1284        |
| <b>WEST</b>       | 59          | 114         | 173         |
| <b>SOUTH EAST</b> | 12          | 18          | 30          |
| <b>TOTAL</b>      | <b>346</b>  | <b>1683</b> | <b>2029</b> |

The Childcare Strategy Working Group carried out a survey of providers and an additional post Covid-19 survey was undertaken in Autumn 2021 for parents and employers to determine current trends, needs and issues faced. This reiterated a general shortage of spaces, with approximately 60% citing cost, availability, or location as being the main constricting factor to their child accessing their desired amount of childcare. The full survey results are included in Appendix 4.

It has also highlighted acute problems for those with AEN, with providers unable to accommodate some children due to the nature of their complex, additional or medical needs and insufficient support to access the resources required to meet those needs. This includes funding for equipment, additional staffing, training, and support, which is placing significant pressure on parents and providers, and does not enable equality of access for all children.

[7] Tynwald Court, Official Report - Proceedings, (16th July 2019, Vol. 136, No.15) Item 10.

Furthermore, whilst child day care centres are currently inspected on an annual basis against minimum standards under the Regulation of Care Act 2013 there is no combined Care and Education Quality Framework in place to thoroughly assess the quality of the education being offered to children. The implementation of a combined framework would allow for the educational aspect of provision to be inspected in greater depth to bring the Isle of Man in line with the rest of the British Isles.

There are early indications that these challenges may be beginning to have an impact on outcomes for children in the Isle of Man. The proportion of Foundation Stage pupils attaining a Good Level of Development (GLD) in the Island fell from 72% to 41% between 2019-2021. Whilst undoubtedly adversely impacted by restrictions in place due to Covid-19, it is important that all children have access to quality early education to ensure any potential future disruptions to learning are minimised and positive outcomes are achieved.

Additionally, the Isle of Man does not currently legislate for Shared Parental Leave or provide the requirement for Statutory Maternity Pay. This can contribute to gender-based inequalities as it often requires one parent to take time out of their career, limiting their progression opportunities, or restricting parental choice around the provision of childcare.

The current skills shortage on the Island, highlighted by low levels of unemployment and high numbers of vacancies available, presents an exceptional opportunity to support more parents into employment. The 2021 Census found there were well over 2,000 people listed as 'Looks after home or family (solely)'<sup>8</sup> The shortages in many sectors are helping to contribute to a culture shift amongst employers to offer flexible working, creating opportunities for parents to balance home and work life.

Meanwhile, in the public consultation on the Draft Childcare Strategy, one issue which was consistently highlighted was the perceived lack of support for working parents. Many felt the absence of financial support for those in work, coupled with the high cost of childcare and rising cost of living, dissuaded parents from returning to the workplace. These incentives feature throughout the United Kingdom, with Tax-Free Childcare and additional region-specific support, therefore measures to address this will be one of the key factors upon which success of this Strategy is measured.

These factors and others combine to create challenges for those looking to start a family on the Island and wishing to access childcare. This can contribute to preventing or delaying parents returning to work, increasing the economically inactive population and can make the Island less attractive to families with young children seeking to relocate. It can also cause parents to reconsider expanding their families, or even cause some families to leave the Island permanently. This may in part explain the Island's falling birth rate which has been observed since 2010. Whilst this trend is consistent across the Western World, it is worth noting that many Nordic countries such as Iceland, Finland, and Norway, all of whom are highly ranked by UNICEF in respect of childcare provision, evidenced a growth in birth rates of between 5-16.5% in 2021.

[8] Statistics Isle of Man, 2021 Isle of Man Census Report Part I, Cabinet Office, January 2022, GD 2022/014

[9] UK Government, 'Tax-Free Childcare', <https://www.gov.uk/tax-free-childcare> [accessed 6th May]

[10] Anna Gromada and Dominic Richardson, *Where do Rich Countries Stand on Childcare?*, Unicef Office of Research – Innocenti, June 2021, <https://www.unicef.org/publications/pdf/where-do-rich-countries-stand-on-childcare.pdf> [accessed 14th February].

## Jurisdictional Analysis

| RANK | COUNTRY           | LEAVE | ACCESS | QUALITY | AFFORDABILITY |
|------|-------------------|-------|--------|---------|---------------|
| 1    | Luxembourg        | 5     | 3      | 12      | 16            |
| 2    | Iceland           | 19    | 5      | 1       | 15            |
| 3    | Sweden            | 9     | 4      | 17      | 10            |
| 4    | Norway            | 6     | 12     | 20      | 8             |
| 5    | Germany           | 13    | 21     | 9       | 4             |
| 6    | Portugal          | 12    | 15     | 10      | 12            |
| 7    | Latvia            | 16    | 24     | 2       | 7             |
| 8    | Denmark           | 27    | 2      | 5       | 17            |
| 9    | Republic of Korea | 4     | 10     | 26      | 14            |
| 10   | Estonia           | 3     | 32     | 17      | 8             |
| 35   | United Kingdom    | 36    | 13     |         | 35            |

### UNICEF league table - indicators of national childcare policy (June 2021)<sup>10</sup>

A green background indicates a place in the top third of the ranking, pale grey denotes the middle third, and pink the bottom third. The blank cells indicate that there are no up-to-date comparable data available.

The Nordic regions, who rank highest in the UNICEF early years provision league table, focus on supporting families by funding and providing free childcare from an early age which helps bridge the gap between the cessation of maternity allowance and pre-school. Statutory Maternity Leave is broadly comparable across the British Isles, but in a broader context is ranked relatively low at 36th for leave by UNICEF. It is clear, therefore, that there is a gap in support for early years childcare for the period after parental leave ceases and pre-school funding commences which is likely to impact the effect of the UK's (and Isle of Man's) childcare policies.

Currently the Isle of Man grants a universal payment equal to approximately 15-20 hours per week pro rata across the year for pre-school placement (age 3-4) whilst others in the British Isles offer between 10-30 free hours per week to help towards pre-school care. Meanwhile, in countries which UNICEF rank highly for access such as Denmark and Norway, funding is available for children and babies under 2 to access formal childcare (although this is typically on a part-time basis). Affordability of childcare in the United Kingdom compares unfavourably to comparator jurisdictions, ranking 35th, although this does improve when means-tested contributions are included.

[10] In June 2021, The UNICEF Office of Research ranked national childcare policies, assessing the world's 41 richest countries on leave (both maternity and paternity), access, quality and affordability of childcare. Although the UK placed low on the league table in terms of leave and affordability, it was very much on par with Norway, who were 4th in the table, for access. The Isle of Man was not included in the UNICEF research, however, childcare provision is similar to that of the UK although there are differences in approach across all nations.

Across the British Isles, there is no universal funding of childcare for children under 3 although England and Wales provide 10-15 additional free hours for working families with a combined income of under £100,000 per annum for children aged 0-4<sup>11</sup>. In addition, both Jersey and Guernsey currently offer funding support for 2-3 year olds with AEN or Special Educational Needs (SEN) through a needs-based assessment. Meanwhile, some countries such as Malta, Italy and Chile, offer free universal childcare schemes, starting as early as 3 months old. The Isle of Man's current offer is therefore lagging behind England and Wales and, to an extent, Jersey and Guernsey at a time where attracting key skills and young families is a strategic priority.

Whilst the financial support schemes for childcare businesses starting up or expanding in the Isle of Man compare favourably to those offered further afield, the Island appears less accommodating towards providing operational, day-to-day funding to childcare providers.

The supervision ratios currently in place also do not aid operational efficiency for childcare providers in the Island. In 2013, England introduced Early Years Teacher Status, allowing for enhanced ratios of 1:13 for children aged 3+, compared to 1:8 in the rest of the UK and Isle of Man. For children and babies under 2, the supervision ratio across the British Isles is 1:3, except the Isle of Man which has a ratio of 1:2 if cared for above ground floor level and 1:3 where care is provided at ground floor level. The lower ratios available on the Island compared to other jurisdictions is perhaps the single biggest inhibitor on the viability of nurseries and places and needs reviewing. A full breakdown of supervision ratios, and a greater in-depth comparison with countries in the British Isles and Scandinavia is available in Appendix 3.

[11] Wales has committed to expanding free childcare to all 2 year olds within the next three years.

## The Future Framework

The Isle of Man Childcare Strategy aims to make childcare available and affordable to all. To achieve this, this Strategy has a vision to Ensure Every Child has an Opportunity to Access High Quality Childcare and Early Education and Every Parent has the Choice to Access Childcare. Underpinning this vision are two Strategic Pillars focussed on:

- 1. Putting the Child First;**
- 2. Ensuring Every Parent Has a Choice**



### PUTTING THE CHILD FIRST

By Putting the Child First, this ensures that the primary focus of any action is on how the benefits to the child can be maximised, by putting their needs at the forefront of decision-making and places the focus on achieving high quality outcomes for all children. It is already proven how engagement with early years childcare can benefit the child, therefore this pillar ensures an equality of opportunity and access to high-quality childcare and early education for all. It aims to remove barriers to formal childcare arrangements which currently exist, especially for those with AEN/SEN, whilst working across government to ensure support is available where needed in order to enable those who would otherwise be unable to access childcare settings.



### ENSURING EVERY PARENT HAS A CHOICE

Ensuring Every Parent Has a Choice allows for a freedom of selection for parents or carers, not solely based on the type and mix of childcare provision available, but also in other aspects such as work-life balance, affordability, career, and personal economic aspirations. It aims to ensure that all parents, regardless of working hours or working pattern, are able to find and afford suitable childcare in a location convenient for them. This supports gender and pay equality amongst parents, encouraging a shared approach towards childcare responsibilities whilst balancing their individual career and personal goals. This also serves to maximise the participation of parents and carers in work, which can be built upon by providing support to parents who have been out of the workforce to return to employment which suits them, their career goals, and their desired parenting methods.





## Putting the Child First

To ensure Equality of Opportunity and Access for All regardless of socio-economic background and for those who require extra support, it is imperative that issues are recognised and addressed as early as possible. The Study of Early Education and Development (SEED) found that Early Child Education and Care (ECEC) was of particular importance to disadvantaged children, due to the positive benefit on cognitive and socio-emotional outcomes by age 3.<sup>12</sup>

Nevertheless, it must also be noted that many working parents, who would not ordinarily be classified as disadvantaged or as being a low-income family, are struggling to afford to place or keep their child in registered childcare spaces prior to the period pre-school credits become effective. This is preventing some parents from returning to work as well as preventing some children from accessing the developmental opportunities that formal childcare is proven to foster. Not only can this limit the development of the child, it also prolongs a parent's time out of work and can lead to feelings of alienation when seeking to re-enter the workplace. Indeed, when addressing this issue, the Senedd stated that bridging the gap between maternity support and the introduction of preschool credits aged 3 "will enable parents (primarily mothers) to re-enter the workforce at an earlier point, thereby avoiding the damage to pay, progression, confidence and skills that invariably occurs following an extended period out of the labour market."<sup>13</sup>

Furthermore, the Programme for Joint Strategic Needs Assessment identified 'Starting Well and Developing Well' as one of the top priorities for the next 12 months, with ACEs being the key strand arising from this. This will be linked to a wider government strategy focussed on the early identification and intervention of ACEs. Contact with regulated formal childcare provision and early years education can provide a greater number of contact points to identify those with ACEs earlier, enabling safeguarding measures to be taken sooner providing a greater benefit to the child.

# 33%

**of an EYTSEN Project sample were considered 'at risk' of SEN upon entry to pre-school aged 3, reducing to 21% by the time they began primary school**

The importance of regulated formal childcare and early years education is even more pronounced for vulnerable children or those who may be identified as having AEN. The Early Years Transition and Special Educational Needs (EYTSEN) Project found that 33% of their sample were considered 'at risk' of SEN upon entry to pre-school aged 3, however by the time they began primary school this had reduced to 21%.<sup>14</sup> This suggests that early engagement with regulated formal childcare and early years education can have a positive outcome for children whilst reducing existing pressure on SEN services. There are a small percentage of children born with complex additional and/or medical needs who will need access to specialist provision and services.

Alongside this, Improving Quality Outcomes for Children in Early Years must be central to the development of the strategy. The key measurable for all forms of childcare provision is to ensure that the best possible outcomes for each individual child are realised. A focus on outcomes ensures providers can work with DESC to ensure high quality educational standards in the Isle of Man. The introduction of a Quality Standards Framework and combined Education and Care Inspection will support the holistic needs of children. We must therefore also look to remove cost and bureaucracy where possible to drive positive viability to these businesses, for example revising and adjusting ratios where possible.

[12] Melhuish and others, Study of Early Education and Development (SEED), p.36.

[13] Minding the Future: The Childcare Barrier Facing Working Parents, Welsh Parliament Equality and Social Justice Committee, January 2022, p.24

[14] Sammons and others, The Early Years Transition & Special Educational Needs (EYTSEN) Project, p.7.



| Timeline  | Theme  | Aim   | Deliverable  | Actions   | Lead Department        | DCAR* |
|-----------|--|---|--|---|------------------------|-------|
| 1 year    | Equality of Opportunity & Access                           | Childcare provision is affordable for all   | The financial burden of childcare is mitigated   | Consult with Treasury on options to make childcare more affordable for all, including any options to provide flexible or staggered support during early years   | Treasury, SSD and DESC | 98%   |
| 1 year    | Equality of Opportunity & Access                           | Support children with additional needs  | Increase access to childcare for those under 4 with SEN/AEN  | Investigate the business case for an inclusion fund to allow increased pre-school credit to support children who may require interventions, one-to-one support, access to an outreach team and/or additional resources  | DESC                   | 93%   |
| 2 years   | Equality of Opportunity & Access                           | Working parents are not placed under financial strain as a result of childcare commitments                          | Parents are encouraged to return to work after having children, with a range of supportive financial measures to facilitate this | Consult with Treasury on options to encourage parents to return to work after their maternity/paternity period  | DfE and Treasury       | n/a   |
| 2 years   | Equality of Opportunity & Access                           | Support the needs of low-income and vulnerable families   | Raise attendance at childcare settings for those aged 2-3  | Investigate how to further enable children of low-income and vulnerable families to access funded childcare from the age of 2   | Treasury, SSD and DESC | 85%   |
| 3 years   | Equality of Opportunity & Access                           | Support children with complex needs   | A clear childcare pathway for children with complex needs  | Explore approaches for supporting children with Complex additional needs which may include a government multi-agency complex needs Nursery with specialist staff. This action would seek to provide nursery provision for children who currently are unable to attend any private childcare settings due to the nature of their complex need. | DESC                   | 89%   |
| 2-3 years | Identification of Those with Adverse Childhood Experiences | Early identification and safeguarding of those with ACEs through contact with registered formal childcare providers | Increase the proportion of those with ACEs identified and supported prior to beginning primary school                            | Work with education and healthcare professionals through Public Health to enable earlier identification and support of children with ACEs   | DESC                   | 95%   |
| 2 years   | Improve Quality Outcomes for Children in Early Years       | Provide high quality, safe and stimulating environments   | Quality assessment of child day care centres based on Quality Standards Framework  | Develop the creation and implementation of a combined educational and care inspection process using a Quality Standards Framework   | DESC / DHSC R&I UNIT   | 91%   |
| 3 years   | Improve Quality Outcomes for Children in Early Years       | To develop an overview of attainment and achievement in Early Education settings                                    | Ability to identify and determine areas in need of improvement in childcare settings   | Develop the process to allow reporting to DESC regarding educational quality standards achievement  | DESC                   | 93%   |

- Equality of Opportunity & Access

- Identification of Those with Adverse Childhood Experiences

- Improve Quality Outcomes for Children in Early Years

\*Draft Consultation Approval Rating



## Ensuring Every Parent Has a Choice

By Ensuring Every Parent Has a Choice, it is recognised that more must be done to Improve Access to Childcare. It is well-documented that many barriers currently exist which prevent access to childcare, including location, type, flexibility, provision for children with additional needs, and wraparound care.

Additionally, for many parents who do not work standard hours in both the public and private sectors, childcare provision is often scarce at best. An even greater number of parents face difficulties in finding wraparound care to align the school day with the end of their working day. Therefore, this strategy aims to investigate how to incentivise the provision of wraparound and out-of-hours childcare for working parents.

Further issues exist regarding capacity, which are likely to be exacerbated if childcare is made more affordable and accessible for all, and efforts should be made to Facilitate Providers to overcome their current constraints to allow them to expand to meet demand naturally. Central to this must be efforts to Mitigate Staffing Pressures, through increasing the size of the workforce in the childcare sector by making the sector more attractive and supporting staff to deliver the best quality care to children.

Finally, it is important for those parents who wish to return to employment, whether they have been out for six months or six years, that they feel fully supported and have all the information they need to help them make the best decisions for themselves, their children, their employers, and their wider support networks. Key to this is Enabling and Supporting Flexibility, giving parents and carers the confidence to find roles which they can undertake to fit around childcare responsibilities.



| Timeline        | Theme                               | Aim   | Deliverable  | Actions  | Lead Department      | DCAR* |
|-----------------|-------------------------------------|---|--|--|----------------------|-------|
| <b>1 year</b>   | Improving Access to Childcare       | Wraparound and out of hours care meets the needs of working parents and at an affordable price  | Parents are able to access evening and weekend childcare places to suit their working patterns   | Investigate ways to incentivise the provision of out-of-hours and wraparound care, and to ensure that it is affordable and accessible to all children including those who may require additional support | DESC                 | n/a   |
| <b>3 years</b>  | Improving Access to Childcare       | Childcare provision meets demand in terms of type, location, particularly for under 2's   | Parents can access their preferred type of childcare in locations convenient to them at times they need, regardless of the child's age | Investigate the demand for, and specific options to provide, services not currently available in local regions and wraparound hours and develop the business case to resolve these issues                | CSWG                 | 94%   |
| <b>6 months</b> | Facilitate Providers                | Childcare providers are freely able to expand their offering to meet the needs of the public  | Enhanced financial support available to childcare providers  | Review the current financial support schemes and consider business case for expanded support   | DfE                  | 97%   |
| <b>2 years</b>  | Facilitate Providers                | Provide the physical infrastructure for childcare providers to grow   | Provide space and opportunities for childcare providers to set up in locations where current provision is lacking                      | Undertake a review of land and premises available in locations across the island that could be suitable for childcare provision  | DOI                  | 88%   |
| <b>6 months</b> | Mitigate Staffing Pressures         | Enhanced apprenticeship opportunities   | Appropriate apprenticeship courses available at all levels   | Review provision of and funding for childcare apprenticeships starting at age 16 under suitable supervision  | DESC                 | 89%   |
| <b>1 year</b>   | Mitigate Staffing Pressures         | Staffing ratios enable providers to offer a safe environment to children and babies without unduly restricting the number of places available | Staffing ratios are fit for purpose  | Review current staffing ratios for all ages, taking into account educational level of practitioners and comparator jurisdictions   | DESC / DHSC R&I UNIT | n/a   |
| <b>1 year</b>   | Mitigate Staffing Pressures         | Access to information regarding careers in childcare is readily accessible to all   | Increased numbers of new entrants into the sector  | Centrally co-ordinated careers information for the childcare sector  | DESC                 | 90%   |
| <b>3 years</b>  | Mitigate Staffing Pressures         | To address the issue of recruitment and retention of staff in child day care settings   | There is a sufficient workforce available in order to meet the needs of the sector   | Develop a clear and progressive careers pathway for those working or wishing to work in childcare, considering training and qualification provision  | DESC                 | 95%   |
| <b>6 months</b> | Enabling and Supporting Flexibility | Parents can work as, when, and how they want  | Full information and support for employment opportunities to work around childcare   | Consider options to improve information and support for those with childcare responsibilities  | DfE                  | 95%   |
| <b>1 year</b>   | Enabling and Supporting Flexibility | Parental Leave is flexible and responsive to individual circumstances   | Families can take joint childcare responsibility   | Consult on with a view to implementing Shared Parental Leave and other family-friendly flexible working legislation  | DfE                  | 92%   |

- Improving Access to Childcare

\*Draft Consultation Approval Rating

- Facilitate Providers

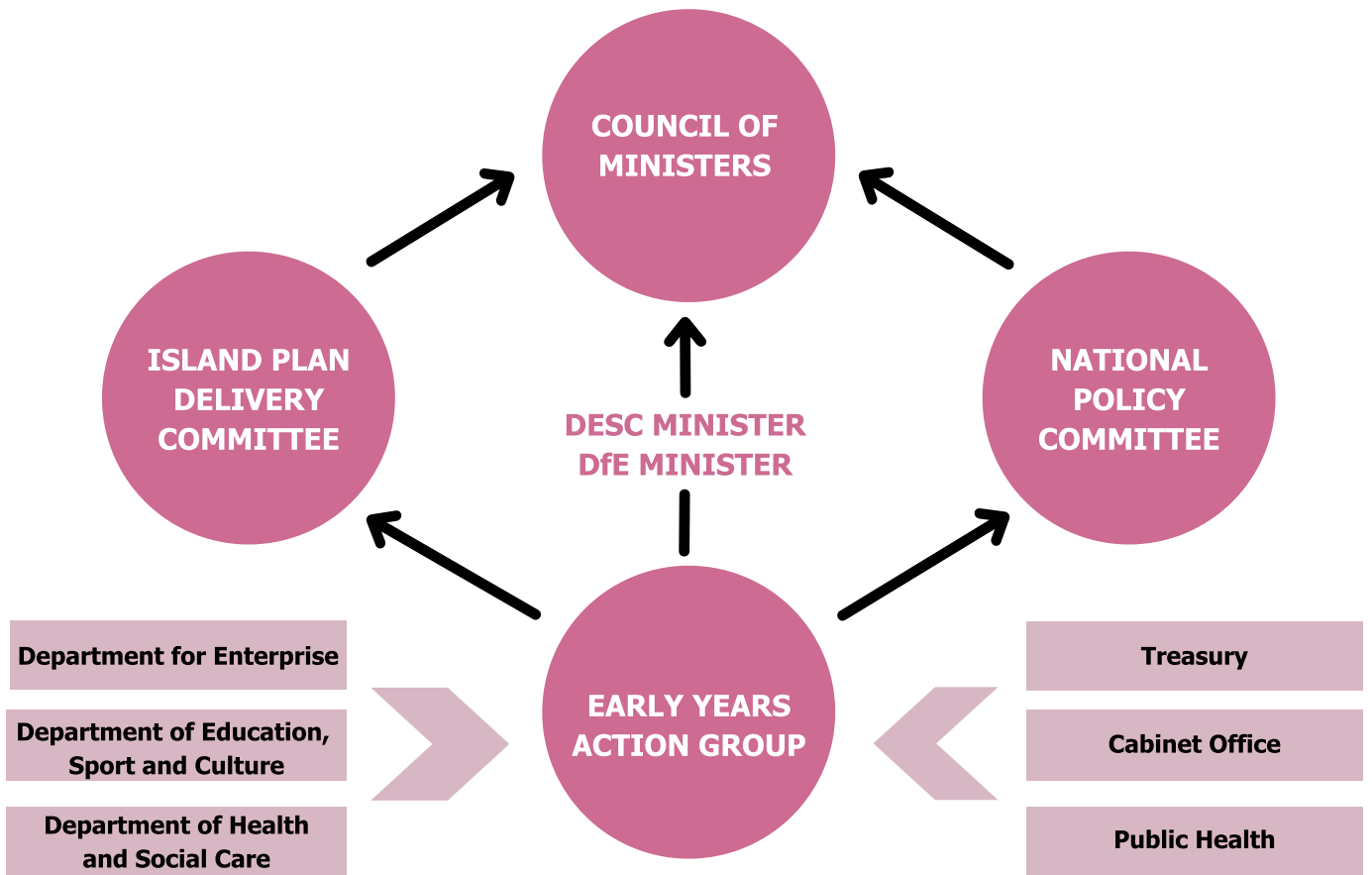
- Mitigate Staffing Pressures

- Enabling and Supporting Flexibility

# Conclusion

Childcare provision impacts the vast majority of the Island’s population at some point, whether directly or indirectly, therefore it is essential that there are clear communication channels for all to feed into regarding their concerns, their ideas, and their experiences on the Island. Evidently, the amount and variety of objectives in discussion here will not be a simple undertaking, and the large and diverse range of stakeholders involved in these decisions requires a formal governance structure to drive these changes and ensure the development of policies continues to meet the needs of children and families both now and in the future.

The Childcare Strategy Working Group currently consists of a Political Member, representatives from DESC, DfE, DHSC R&I Unit, the Treasury, the Chamber of Commerce, Private, and Third Sectors. However, the recent change of administration provides the opportunity to refresh this group and to find a new and permanent home for Early Years and Childcare.



As part of this strategy, a delivery group with ministerial leadership and political involvement will be designed to ensure development and delivery of the strategy. This will also provide a clear opportunity for stakeholders to provide input which can be debated and implemented quickly. This delivery group will also be responsible for creating an Action Plan to deliver on the measures agreed by Tynwald. The intention of this group is to ensure collaboration between departments and to deliver results in terms of policymaking, driven by clear input channels which all may access.

## Summary

To summarise, provision of registered formal childcare and early years education is critical to a child's social, emotional, and cognitive development. However, it must also be recognised that parents may have differing preferences or circumstances which impact their ability, or desire, to access registered formal childcare and early years education. As such, it is of paramount importance that Every Child has an Opportunity to Access High Quality Childcare and Early Education and Every Parent has the Choice to Access it.

The six key themes, grouped into two pillars, provide the framework to achieve the aims set out in this strategy. Multiple policies may sit below each aim, with clear actions to deliver the objectives to benefit children, parents, and the wider Island community. Subject to Tynwald approval, an Action Plan will be created to implement the agreed actions, bringing together a wide array of public and private sector stakeholders to drive improvements to the Island's childcare offering.



# Building a Secure, Vibrant and Sustainable Future

## Childcare Strategy

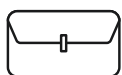
### Overarching Vision

Ensure every child has an opportunity for high quality early education and childcare and every parent has a choice to access it.

### Putting the Child First

**Learning – Maximise the opportunity for all children to have stimulation and educational opportunities at a young age. Driving places and availability.**

#### Equality of Opportunity and Access



Working parents are not placed under financial strain from childcare



Childcare provision is affordable for all



Support children with additional needs



Support the needs of low-income and vulnerable families



Support children with complex needs

#### Adverse Childhood Experiences



Early identification and safeguarding for those with ACEs

#### Improve Quality Outcomes for Children in Early Years



Provide high quality, safe and stimulating environments



Develop an overview of attainment and achievement in Early Years Settings

### Every Parent to Have a Choice

**Economic – Maximise the participation of parents and carers in work with support to help them return to work. Ensure strategy is self-funding. Supporting gender equality & pay equality in parents.**

#### Improving Access to Childcare



Ensure childcare provision meets demand



Wraparound and out of hours care meets the needs of working parents and at an affordable price

#### Facilitate Providers



Childcare providers are freely able to expand their offering to meet the needs of the public



Provide the physical infrastructure for childcare providers to grow

#### Mitigate Staffing Pressures



Review provision and funding for childcare apprenticeships



Review current staffing ratios for all ages,



Ensure access to information regarding careers in childcare is accessible for all



Address the issue of recruitment and staff retention in child day care settings

#### Enabling and Supporting Flexibility



Make flexible working opportunities clearer and provide support for parents returning to work after taking time off



Consult on and implement Shared Parental Leave and other family-friendly flexible working legislation

# Timeline of Deliverables



Putting the child first

Ensuring every parent has a choice

## 6 months

### Facilitate Providers

Review financial assistance

### Mitigate Staffing Pressures

Review provision and funding of childcare apprentices

### Enabling and Supporting Flexibility

Flexible working information and support

## 1 year

### Equality of Opportunity & Access

The financial burden of childcare is mitigated

### Equality of Opportunity & Access

Increase access to childcare for those under 4 with SEN/AEN

### Mitigate Staffing Pressures

Childcare provision meets demand

### Facilitate Providers

Review staffing ratios for those under 2

### Enabling and Supporting Flexibility

Family-friendly legislation including Shared Parental Leave

### Improving Access to Childcare

Investigate options for wraparound and out of hours care

## 2 years

### Improve Quality Outcomes for Children in Early Years

Educational and Care Quality Framework

### Equality of Opportunity & Access

Options to encourage parents to return to work after their maternity/paternity period

### Equality of Opportunity & Access

Funded childcare for low-income & vulnerable families

### Facilitate Providers

Review of land in regional hubs suitable for childcare

## 3 years

### Adverse Childhood Experiences

Early identification of those with ACEs

### Improve Quality Outcomes for Children in Early Years

Educational Quality Standards Reporting

### Equality of Opportunity & Access

Multi-Agency complex needs nursery

### Improving Access to Childcare

Investigate options to provide services not currently available and develop business cases

### Mitigate Staffing Pressures

Clear careers pathway for childcare

# Appendices



## Appendix 1 - Previous Recommendations

| Source                                | No.        | Recommendation  | Action to date   |
|---------------------------------------|------------|---|--|
| <b>Social Policy Review Committee</b> | <b>1</b>   | That Tynwald would wish to see a situation where parents throughout the Island have the opportunity to choose the form of childcare, if any, which they want for their children, whether that be nursery or childminding.   | The Strategic Pillar of the Draft Childcare Strategy, that Every Parent Has a Choice, aims to provide attainable options to childcare for all.                   |
| <b>Social Policy Review Committee</b> | <b>2</b>   | That the Treasury should review legislation, policy and practice on parental leave and report to Tynwald with recommendations.  | A commitment in the Draft Childcare Strategy to consult on and implement Shared Parental Leave and other family-friendly legislation.                            |
| <b>Social Policy Review Committee</b> | <b>3</b>   | That advice on the necessity of applying for childcare early be added to the procedures for health visitors attending pre-natal sessions with expectant parents.  | Healthcare visitors share information with parents during pre-school health checks. Further signposting currently being developed through an Early Years website |
| <b>Social Policy Review Committee</b> | <b>4</b>   | That Tynwald is of the opinion that a strategic approach is needed to the social and economic issues highlighted by the current shortage of nursery places; that a strategy on working families with very young children (meaning children from 0-5 years) should be developed by the Department of Education, Sport and Culture, the Department of Health and Social Care, the Department for Enterprise and the Treasury; and that in the development of this strategy the needs of working parents and grandparents, and of employers, should be considered alongside the needs of children. | The Draft Childcare Strategy aims to increase the number of spaces available including wraparound and out-of-hours care.   |
| <b>Social Policy Review Committee</b> | <b>5</b>   | That the strategy for working families with very young children (meaning children aged 0-5 years) should be based on a joint strategic needs analysis; and that in developing the strategy Departments should consider, among other things:   |  |
|                                       | <b>5.1</b> | parental leave;   | A commitment in the Draft Childcare Strategy to consult on and implement Shared Parental Leave and other family-friendly legislation.                            |
|                                       | <b>5.2</b> | advice to expectant parents;  | Further signposting for expectant parents, including advice around childcare, is due to be made available through an Early Years website                         |
|                                       | <b>5.3</b> | possibility of extending to younger children the pre-school credit scheme currently available for children aged 3-4 years;  | Targeted funding currently being explored as part of the Draft Childcare Strategy.   |

| Source                                | No. | Recommendation  | Action to date  |
|---------------------------------------|-----|---|---|
|                                       | 5.4 | advice, encouragement and financial assistance (including training grants) to private sector providers of care and education to children under five years;  | The Department for Enterprise's Financial Assistance Scheme, under Appendix 8, offers enhanced financial support to new childcare providers of up to £15,000 through the Micro Business Grant Scheme.   |
| <b>Social Policy Review Committee</b> | 5.5 | how to incentivise private sector nursery providers to offer places for children under 2.   | The Department for Enterprise's Financial Assistance Scheme, under Appendix 8, offers enhanced financial support to businesses who create at least 40% of its new nursery spaces for under 2 year olds. |
| <b>Social Policy Review Committee</b> | 6   | That the strategy on working families with very young children should be co-ordinated and driven forward by an inter-Departmental Working Group including representation from the Department of Education, Sport and Culture, the Department of Health and Social Care, the Department for Enterprise and the Treasury. | The Childcare Strategy Working Group was brought together in July 2019, producing an interim report in January 2022 which has informed this Draft Strategy  |
| <b>Social Policy Review Committee</b> | 7   | That the Council of Ministers should appoint a Minister who should lead the development of a strategy for working families with very young children and should report to Tynwald with recommendations by June 2019.   | Minister Cregeen led the development of Early Years Childcare in the Isle of Man Report, a predecessor to the Childcare Strategy Working Group.   |
| <b>Tynwald Recommendations</b>        | 1   | To extend the pre-school credit to childminders (no extra cost and improves flexibility) and give consideration to further extension to other registered childcare providers ie: nannies;   | Pre-School Credit extended to childminders as of September 2019 .   |
| <b>Tynwald Recommendations</b>        | 2   | To review the employment legislation and suggest enhancements for it to be more family friendly;  | A commitment in the Draft Childcare Strategy to consult on and implement Shared Parental Leave and other family-friendly legislation.   |
| <b>Tynwald Recommendations</b>        | 3   | To undertake further work to incentivise Under 2 Childcare provision  | The Draft Childcare Strategy seeks to review and improve the current financial support schemes available to childcare providers.  |
| <b>Tynwald Recommendations</b>        | 4   | To investigate ways to change workplace culture to enable more support for parents with young children particularly around flexible working;  | Right to request flexible working extended to all employees (aside from agency staff) regardless of service with effect from June 2020  |

| Source                         | No.        | Recommendation   | Action to date   |
|--------------------------------|------------|--|--|
| <b>Tynwald Recommendations</b> | <b>5</b>   | To ensure that those working in childcare or setting up in childcare are not burdened with excessive bureaucracy;  | Survey undertaken in Summer 2021 with childcare providers to obtain feedback and ideas to reduce bureaucracy and barriers to setting up and remaining a provider. The implementation of a Quality Standards Framework with one combined inspection would ensure that bureaucracy is kept to a minimum for providers. |
| <b>Tynwald Recommendations</b> | <b>6</b>   | To develop a clear pathway to extend pre-school credit to 2-3 year olds or to improve funding of early years provision by other means.   | The Draft Childcare Strategy contains an action to consult with Treasury on options to make childcare more affordable for all.   |
| <b>Tynwald Recommendations</b> | <b>7</b>   | To review wraparound care and out of school holiday provision and identify options to increase provision, specifically outside of Douglas;   | A commitment in the Draft Childcare Strategy undertake a review of land and premises in regional hubs suitable for childcare provision.  |
| <b>Tynwald Recommendations</b> | <b>8</b>   | To complete the development of a Childcare Strategy, in line with Recommendations 4 and 5 of the resolution of 19th June 2018 arising from the Second Report of the Social Policy Affairs Review Committee for the Session 2017-18 (PP2018/0050), to include a plan for how to increase provision in local communities, based on the evidence and research collected to include: |  |
| <b>Tynwald Recommendations</b> | <b>8.1</b> | how DfE can best publicise the extended financial support of childcare providers, prospective childcare providers and childcare users;   | Ongoing work with providers to highlight the financial support available.  |
| <b>Tynwald Recommendations</b> | <b>8.2</b> | development of an interdepartmental early years strategy underpinned by a management information system;   | The Draft Childcare Strategy commits to develop the process to allow reporting to DESC regarding educational quality standards achievement.  |
| <b>Tynwald Recommendations</b> | <b>8.3</b> | development of a clear early years pathway for children with special educational needs and disabilities (SEND) extending the remit to include those with AEN and/or ACES   | Early Years AEN Code of Practice has been drafted. Furthermore, the Draft Childcare Strategy commits to investigating a complex needs nursery and early identification of ACES.  |

## **Appendix 2 - Draft Childcare Strategy Consultation Summary Report**

Please see report [attached](#).

## **Appendix 3 - Comparative Jurisdiction Analysis**

Please see table on next page.

|   | Isle of Man   | England  | Scotland   | Wales  |
|---|---|--|--|--|
| <b>Childcare Funding</b>                      |   |  |  |  |
| <b>Universal Funding for 3-4 year olds</b>    | Universal childcare credit provided of £3,420 per annum paid monthly, on average around 16 hours per week.  | 15 hours a week for 38 weeks of the year (570 hours in total).   | 140 hours a year (around 30 hours a week in term time). Increased in 2017 from 12.5 hours a week.  | 10 hours per week during school terms, called the Foundation Phase.  |
| <b>Means Tested Funding for 3-4 year olds</b> | None, except those entitled under Employed Persons Allowance (earning threshold is much lower than means tested additional childcare in other jurisdictions).                 | Additional 15 hours of free childcare per week for 38 weeks of the year if family are in work, meet certain criteria and earn under £100,000.  | None   | Additional 20 hours per week if family are in work, meet certain criteria and earn under £100,000.   |
| <b>Funding Available for Under 2's</b>        | No universal funding, except those entitled under Employed Persons Allowance (earning threshold is much lower than means tested additional childcare in other jurisdictions). | No universal funding. 15 hours of free childcare a week for 38 weeks a year (570 hours in total) if family in receipt of certain benefits or the child's needs fall into a certain category. | No universal funding. Means tested childcare if family in receipt of certain benefits or the child's needs fall into a certain category. | No universal funding. Certain post codes entitled to claim 12.5 hours a week of free childcare. In Nov 2021 the Government committed to expanding free childcare to all 2 year olds within the next 3 years. |

| <b>Qualifications required to work in pre-school setting</b> |   |   |  |   |
|--|---|---|--|---|
| <b>Managers, Supervisors and Practitioners</b>               | Council for Awards in Care, Health and Education (CACHE) level 3 Diploma in Child Care and Education DCE, or NVQ level 3, minimum of 2 years work experience. NVQ level 4 for management level. | Practitioners level 2 CACHE or equivalent. Childminders must have completed Early Years Foundation Stage training before they can register with Ofsted. | Managers and lead practitioners must hold the Scottish Credit and Qualifications Framework (SCQF) level 9. Practitioners must hold SCQF level 7. The period of registration is five years and staff should either maintain or achieve their qualification within this timeframe. | CACHE level 3 Diploma in Childcare or equivalent. |
| <b>Care Worker/Assistant</b>                                 | Qualifications not needed.  | Register with Ofsted and obtain enhanced criminal records check.  | SCQF level 6. Registration period is the same as above.  | Qualifications not needed.                        |

| <b>Ratios</b>          |   |   |                                       |   |
|------------------------|---|---|---------------------------------------|---|
| <b>Under 2</b>         | Above Ground Level 1:2<br>Ground Level 1:3                                  | 1:3   | 1:5                                   | 1:3   |
| <b>2 - 3 years old</b> | 1:8   | 1:4   | 1:5                                   | 1:4   |
| <b>3 - 5 years old</b> | 1:8   | 1:13 for EYTs   | 1:8                                   | 1:8   |
|                        | Trainees less than 17 years old must not be counted in the staffing ratios. | Trainees less than 17 years old must not be counted in the staffing ratios. | Only qualified staff can be included. | Trainees less than 17 years old must not be counted in the staffing ratios. |

| <b>Statutory Maternity Leave</b> |  |   |   |   |
|----------------------------------|--|---|---|---|
|                                  | Up to 26 weeks Statutory Maternity Leave. Employees who have 26 weeks service at the beginning of the 14th week before the expected week of childbirth are entitled to take up to 26 weeks Additional Maternity Leave. | First 26 weeks Statutory, with another 26 weeks Additional Maternity Leave. | First 26 weeks Statutory, with another 26 weeks Additional Maternity Leave. | First 26 weeks Statutory, with another 26 weeks Additional Maternity Leave. |

| <b>Statutory Paternity Leave</b> |  |                                    |               |               |
|----------------------------------|--|------------------------------------|---------------|---------------|
|                                  | Paternity leave of 1 or 2 weeks within 56 days of the birth of the baby. There is no requirement on employers to pay employees who are taking paternity leave. | 1 or 2 weeks paid paternity leave. | 1 or 2 weeks. | 1 or 2 weeks. |

| <b>Statutory Maternity Pay</b> |   |  |   |  |
|--------------------------------|---|--|---|--|
|                                | If you are an employee, Maternity Allowance will be paid to you at the rate 90% of your average weekly earnings, up to a maximum of £179.85 a week. | Statutory Maternity Pay is paid for up to 39 weeks. You get:<br>- 90% of your average weekly earnings (before tax) for the first 6 weeks<br>- £151.97 or 90% of your average weekly earnings (whichever is lower) for the next 33 weeks. | Statutory Maternity Pay is paid up to 39 weeks. You get 90% of your average weekly earnings (before tax) for the first 6 weeks £151.97 or 90% of your average weekly earnings (whichever is lower) for the next 33 weeks. | Statutory Maternity Pay is paid for up to 39 weeks. You get:<br>- 90% of your average weekly earnings (before tax) for the first six weeks<br>- £151.97 or 90% of your average weekly earnings (whichever is lower) for the next 33 weeks. |

| <b>Statutory Paternity Pay</b> |  |   |   |   |
|--------------------------------|--|---|---|---|
|                                | Many employees will be eligible for Paternity Allowance at a rate of £179.85 per week. | The statutory weekly rate of Paternity Pay is £151.97, or 90% of your average weekly earnings (whichever is lower). | The statutory weekly rate of Paternity Pay is £151.97, or 90% of your average weekly earnings (whichever is lower). | The statutory weekly rate of Paternity Pay is £151.97, or 90% of your average weekly earnings (whichever is lower). |

| Jersey   | Guernsey   | Malta  | Norway  | Sweden   |
|--|--|--|---|--|
| 30 hours each week for 38 weeks a year under the Nursery Education Fund (NEF).   | None   | Free kindergarten childcare for all from 3 years old.  | Low-income families entitled to 20 hours per week kindergarten free of charge.  | 525 hours per year (15 hours per week) from the autumn term after they turn 3 years old.   |
| None   | 15 hours of free pre-school education for 3 to 4 year olds if family income is below £150,000.   | N/A  | Heavily subsidised kindergarten for working/studying families. Fees paid are capped at either £265 per month or 6% of income with additional discounts for siblings.  | Heavily subsidised kindergarten for working/studying families. Capped at 3% of income or £111 per month for 1 child. Cost of a 2nd child capped at 2% of income or £74 per month, 3rd child capped at 1% of gross income or £36 per month, 4th child or more are free.   |
| No universal funding. 10 hours / 3 sessions free for children who have an identified developmental need or have faced or are facing challenges in their family.  | No information found.  | No universal funding. Free childcare for working/studying families or where the child meets certain criteria. Free childcare hours mirror number of hours worked/studying. | See above, low-income families are also legally entitled to 20 hours per week kindergarten free of charge for children under 2.   | See above.   |
| Manager/Co-ordinator: Minimum 2 years relevant experience. CACHE level 3 and 4 or equivalent. Deputy Manager and Team Leader: CACHE level 2 and 3, or equivalent. Qualified practitioner: CACHE level 2 and level 1.   | 1 year experience working in early years setting. For managers working in childcare a recognised level 2 childcare qualification and in the process of obtaining level 3. If a new manager has a recognised level 3 childcare qualification. Deputy manager; level 2 or level 3.   | Experience of working with children, relevant childcare qualification, training in management or administration.   | Kindergarten Teacher Education (KTE) is a 3-year bachelor program. This program educates teacher candidates for kindergarten/early childhood education.   | Pre-school teacher requires certification. Qualifications for certification include teaching degree, pre-school teaching degree or recreation instructor degree. Must also meet national requirement for language development.   |
| Basic play work course & mandatory training in safeguarding, food hygiene, first aid and fire awareness.   | At least 50% of staff must have, or be working towards, a level 2 childcare qualification or equivalent.   | Recognised level of training and education.  | No information found.   | No information found.  |
| 1:3  | 1:3  | 1:3  | 1:3   | 1:5  |
| 1:4  | 1:4  | 1:5  | 1:3   | 1:5  |
| 1:8  | 1:8  | 1:6  | 1:6   | 1:16   |
| Only staff aged 16 or over may be included in ratios.  | Only staff aged 18 or over may be included in ratios (trainee staff also not included).  |  | One Pedagogical Leader per 7 children under the age of 3 and per 14 children over the age of 3.   | No national requirements for staff-child ratios and they're set at area level. Above figures are taken from 2017 average/national stats.   |
| 52 weeks of leave for all parents. Can be taken up to 3 blocks of leave during a 2 year period. Also available to adoptive and intended surrogate parents.   | Basic Leave of 12 weeks, and an enhanced period of 26 weeks leave for employees who have worked continuously for the same employer for at least 15 months.   | 14 Weeks Paid Statutory Leave, 4 weeks unpaid Additional Leave.  | Parents are entitled to a combined total of 48 weeks leave in connection with the birth and after the birth. It can be extended to 58 weeks if a lower rate of payment is accepted. Mothers also get the last 3 weeks before the estimated date of delivery. In addition to the first 12 months, each of the parents is entitled to 1 year leave for each birth. This leave must be taken directly after the first year. If you are taking care of the child yourself, you are entitled to both the years. Other people who care for the child may also be entitled to leave. | Parents are entitled to 480 days paid parental leave when a child is born or adopted. Each parent - should there be two - is entitled to 240 of those days. Each parent has 90 days reserved exclusively for him/her. Should he/she decide not to take these they can't be transferred to the partner. A single parent is entitled to a full 480 days. |
| The family-friendly changes to the Employment Law will give all new parents an entitlement to take up to 52 weeks of Parental Leave (including 6 weeks of paid Paternal Leave for both parents).   | The partner of an employee who is entitled to Basic Maternity Leave has a right to take two weeks Maternity Leave.   | Fathers are entitled to 5 weeks of Paternity Leave at a rate of 70% of one's regular pay.  | The maternal quota is 15 weeks at 100% benefit or 19 weeks at 80% benefit. The amount of paid leave is based on annual income up to 6 times the 'G' amount. At present this is NOK 608,106. Payments made are based on your income from the last 3 months, but this can be assessed if it was significantly less than your typical income.  | As above.  |
| For a period of 6 weeks, an employee is; entitled to be paid their normal salary, and entitled to all other usual benefits as set out in their terms and conditions of employment. Currently the contributory benefit system supports a birth mother with a weekly allowance of £222.53 p/week while off work caring for a new baby. | No statutory obligation on employers to provide paid Maternity Leave - it is a decision for the employer. Maternity Grant - paid as a lump sum to the birth mother only. Maternal Health Allowance - a weekly payment to the birth mother, can be claimed from 12 weeks before the due date, if she is not working. 2 weeks after birth the Maternal Health Allowance transfers to become the Newborn Care Allowance - a weekly payment to whichever adoptive parent is caring while not working. This allowance can be transferred between parents. | The employers pays the first 14 weeks of Maternity Leave. Can receive a benefit for the remainder 4 weeks.   | The maternal quota is 15 weeks at 100% benefit or 19 weeks at 80% benefit. The amount of paid leave is based on annual income up to six times the 'G' amount. At present this is NOK 608,106. Payments made are based on your income from the last 3 months, but this can be assessed if it was significantly less than your typical income.  | 80% of your pay for 12 months.   |
| As above.  | 2 weeks unpaid Paternity Leave.  | 70% of regular pay.  | The parental benefit period is 49 weeks (15 weeks are reserved for each parent) with 100% coverage or 59 weeks weeks (19 weeks are reserved for each parent) with 80% coverage. Parental benefit is calculated in the same way as sickness benefit.   | Your employer does not cover the cost of your Parental Leave benefit, instead the Swedish Social Insurance Administration (Försäkringskassan) pays out the benefits.   |

## **Appendix 4 - 2021 Chamber of Commerce Survey Results**

Please see draft Chamber of Commerce report attached.



