



Childcare Sufficiency Report

2024-2025

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Children's Centre area map

We use our Children's Centre planning areas when assessing sufficiency of early years and childcare provision.

Figure I: Royal Greenwich Children's Centre Areas



Overall assessment and summary

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

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

- Our present and future – increase work experience and employment opportunities and improve support in education settings

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

Royal Greenwich continues to have a very strong track record of supporting the development and quality improvement of early education and childcare provision, meeting the needs of families and supporting them to engage in learning and get extra help when needed at the earliest opportunity.

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

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

The promotion and expansion of the early years’ entitlements have had and will continue to have a significant impact on parents and carers’ capacity and intention to return to work sooner and take up more hours at work. This also has an impact on staff recruitment in terms of the level of qualified and ratio of staff needed to care for the youngest children. The expansion of early years, alongside the expansion in wraparound provision and new Breakfast Clubs programme, continues to have a significant strategic and operational impact on Royal Greenwich in terms of the range of provision and demand for services to the sector.

The extended funding entitlements for 0–4-year-olds, which have had and will continue to impact are:

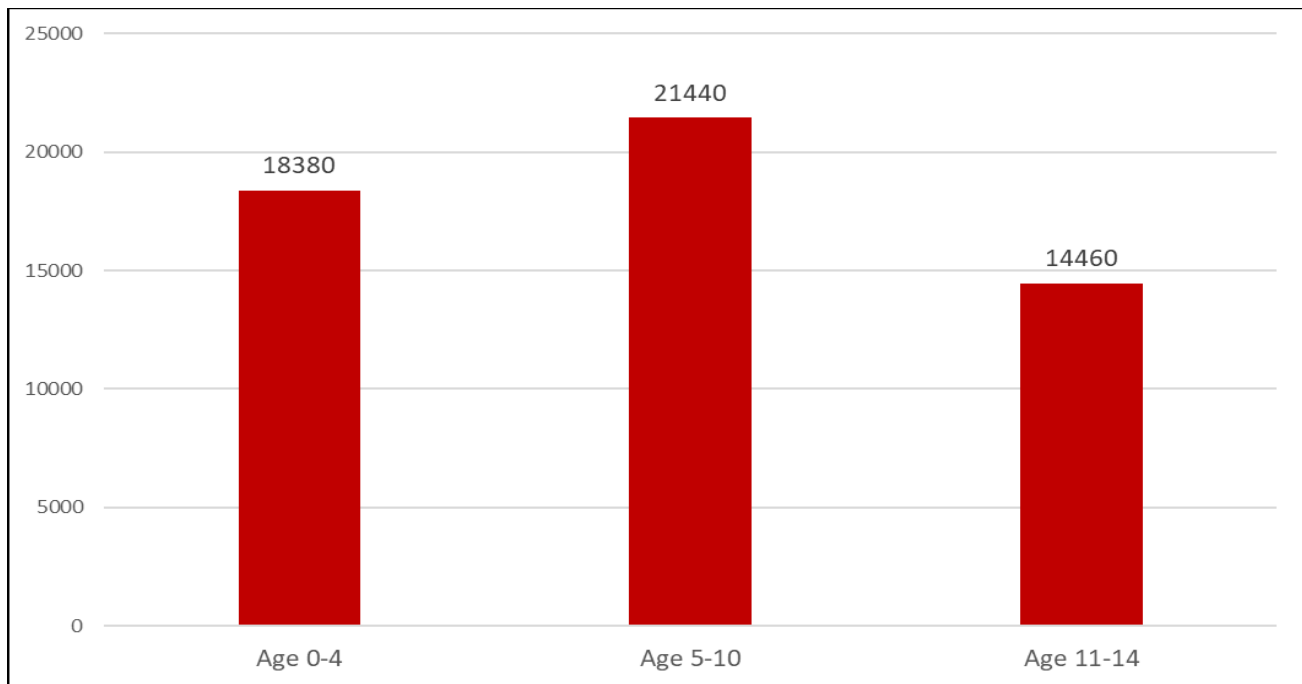
- As of **April 2024**, eligible working families have been able to access 570 hours of funded early education, from the term after their child’s second birthday.
- As of **September 2024**, 570 hours of funded early education have been extended to all children from the term after a child turns 9 months old.
- From **September 2025**, eligible working families, from the term after their child turns 9 months, will be able to access 1,140 hours of funded early education and childcare per year through to age 4.

At the time of this report, overall, there is sufficient early years education and childcare provision in Royal Greenwich.

Profile of demand

Population estimates

Figure 2: Royal Greenwich population estimates by childcare age groups, 2024



Source: GLA 2022-based demographic projections (May 2024)

Children with Special Educational Needs and Disabilities

Children with lower-level additional needs

As of January 2024

- **7,524** of children attending Greenwich schools receive **Special Educational Needs (SEN) support**; this reflects 16% of the school population. The most prevalent primary need for SEN support pupils is Speech, Language and Communication needs (SLCN) (38%) followed by Social, Emotional and Mental Health need (SEMH) (19%)

Children with higher level additional needs

As of January 2024

- **2,003** children attending Greenwich schools have an **Education, Health, and Care Plan (EHCP)**; this reflects 4% of the school population. Autistic Spectrum Disorder (ASD) is the most prevalent primary need, accounting for 47% of these EHCPs, followed by SLCN at 19%
- When focusing on Greenwich 0–25-year-olds for whom the authority maintains their EHCP, – **2,738 CYP have an EHCP, of which 2,506 are aged 0-19**; this reflects c.3% of the 0-19 resident population. As with schools, ASD is the most prevalent need in this cohort at 45%.
- There are **82 children aged 0-4** in the resident EHCP cohort. 24 (29%) have a primary need of ASD and 39 (48%) SLCN. 61% of the 0-4 EHCP cohort are boys, whilst over representative of boys relative to the overall 0-4 population, this is not as skewed as all age SEN cohort where boys are more in the region of 72% of the cohort.

Supply of childcare

Types of all childcare available

- There are 655¹ childcare providers – of which there are 4 maintained nursery schools and 66 primary schools (including faith and special schools). There is nursery provision available at 54 primary schools.
- Just over half (55%) of 655 childcare providers are registered childminders (364).
- The second most common type of provision is the private, voluntary and independent (PVI) sector with 127 early years PVI settings as of November 2024.
- Nursery schools and nurseries within primary schools make up 11% of registered settings.

Childminders have different registrations.

- The early years register only - caring for children aged 5 and under.
- The childcare register only - caring for children aged 5 to 7.
- Both registers - caring for children of any age under 8.
- The voluntary part of the childcare register - caring for children aged 8 and above.
- Childminders can only care for 6 children under 8 of which only 3 can be under 5. However, since September 2023, childminders can care for more than three young children if they are the siblings of children they already care for or the childminder's own child.²
- Of 364 childminders, 19 are registered with a childminder agency.

Early years providers and places

- 81% of childcare providers (531) in Royal Greenwich offer early years provision; either funded early learning places, childcare or both.
- The range of providers offer a maximum of 11,541 (estimated) early years childcare places which is an increase of around 300 from last year following activity around growing places to

¹ As of 01.10.2024

² [New regulations change childcare ratios in England \(parliament.uk\)](https://www.parliament.uk/news-and-analysis/2023/december/14/new-regulations-change-childcare-ratios-in-england)

meet demand for early years entitlements. This figure also includes schools that provide early years or wraparound care.

- There has been a small increase in the number of early years registered childminders (from 293 to 303). This represents the overall trend in Royal Greenwich for childminder numbers to remain steadier than the national trend of declining numbers. The number of private, voluntary, and independent providers has remained around the same (from 121 to 120) and out of school providers have increased (from 44 to 49) in response to the wraparound programme.

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

Figure 3: Type of early years childcare provision and estimated number of places

Type of Provision	Number of providers	Number of registered places including estimates
Childminder	303	1,821
Maintained Nursery	4	454
Out of School	49	1,446
Private, Voluntary & Independent (PVI)	120	5,708
Primary school	54	2,086
Special School	1	26
Grand Total	531	11,541

The data in this table was correct on: 30/06/2024

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

Source: Ofsted June 2024 and Royal Greenwich Local Ofsted Outcome Tracker

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

Children may attend childcare full time or part time. Figure 3 above records places for children who are attending full time, or for as many hours as the setting is open. In some cases, two or more children attending part time may use one full time equivalent place. For example, one child may attend in the morning and one child may attend in the afternoon. Vacancy rates are a snapshot and often change rapidly. In some cases, providers may have a vacancy which is only available for a specific age group, or for a particular part time arrangement. In general, vacancy rates tend to be higher in the Autumn term, when children move to school.

Figure 4: Estimated full time equivalent places for 0-4s currently available and needed to 2029

	Childminder	Maintained Nursery	Out of School	PVI	School	Special School	Grand Total	Estimated 0-4 population change by 2029	FTE shift based on pop change	Est. minimum FTE required for 2029
Central	510		219	1,321	743	26	2,819	-0.4%	-11	2,808
East	417	78	115	399	442		1,451	8.1%	118	1,569
South	639		708	1,866	576		3,789	-1.0%	-38	3,751
West	255	376	404	2,122	325		3,482	6.0%	209	3,691
Grand Total	1,821	454	1,446	5,708	2,086	26	11,541	2.3%	265	11,807

Source: Ofsted June 2024 GLA 2022-based BPO demographic projections (May 2024)

The small estimated 2.3% increase in the 0-4 population, as well as the extension of funded early years entitlement to eligible children from 9 months up until reception age, has the potential to create pockets of undersupply of provision. This table does not fully factor in the potential increase from the extension of the entitlement up to 1,140 hours for 9 month and two-year-olds. However, the extensive programme of targeted market stimulation and support allows for confidence that demand, and supply will be balanced in overall terms with regard to the sufficiency duty.

Early years entitlements capital grants programme of funding was launched in June 2024 with awards made to successful applicants from the Autumn term 2024 in advance of further expansions due in September 2025 to create additional capacity. A successful pilot programme creating co-location partnerships between different types of providers in areas of the borough where more demand than supply was identified in the previous report.

School aged providers and places

- There are 465 providers for school age children during term time
- There 66 primary schools (including faith schools and special schools) of which 7 schools have split sites totalling 73 primary school sites across Royal Greenwich. There are 20 secondary schools including Pupil Referral Units
- There are 58 groupcare providers of childcare for school age children (both school based, school commissioned and independent, offering out of school hours childcare with the

expansion of the wraparound programme due to see an increase in the number of providers from Spring 2025.

- There are 18 registered providers of out of school study provision both on and off school sites.
- There are 303 childminders who are registered to provide care for school age children.
- There has been a continued interest in school holiday provision in response to the Holiday Activities Fund. With the introduction of the wraparound programme, HAF providers are moving towards being registered with Ofsted to offer year-round provision.

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

Quality of early years education and childcare

Ofsted inspection grades

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

Ofsted have removed single headline grades, i.e. single word judgement about overall effectiveness for schools since September 2024 and schools will instead receive report cards at their next inspection. For the moment, single headline judgements will continue to apply to childminder and groupcare providers although consultation is planned with the sector going forward.

Childminders. and private and voluntary providers are on the early years register, and schools and standalone maintained nursery schools are on the schools' register. The current inspection grades for both registers are equivalent.

Both schools and early years providers will have (pending school inspections under the new report card system) four possible Ofsted grades: 'outstanding', 'good', 'requires improvement', and 'inadequate'. Some providers are still awaiting their first full inspection. These providers are excluded from our calculation.

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

Figure 5: Ofsted outcomes for childcare and early learning provision

Type of provision (as of 30 th June 2024)	Total number of providers	Newly registered	Number achieving met, good or outstanding of those inspected	% achieving met, compliant, effective, good or outstanding of those inspected
Childminder	303	62	237	98%
Out of School	49	13	35	97%
Primary School	54	8	46	100%
PVI	120	23	95	98%
Grand Total	530	106	417	98%

* The % achieving good or outstanding relates only to provision which has been inspected (calculation excludes newly registered provision) and the judgement relates to the early years and childcare provision, not overall effectiveness. **98%** of Ofsted registered providers are compliant, met, good or outstanding.

Feedback from early years and childcare providers

Central to understanding of the supply of formal childcare across the Royal Greenwich is the perspective of early years and childcare providers.

In Autumn 2024, childcare providers were invited to complete a survey to explore demand for places, as well as their opening hours, fees and any challenges in terms of sustainability of their businesses. This included any potential impact of the changes to early years entitlements. Completed surveys were returned by 174 early years, childcare and school providers:

- 65 early years providers (37% of total responses) - i.e. private, voluntary and independent settings and maintained nursery schools
- 9 primary schools (5% of total responses)
- 90 registered childminders (52% of total responses)
- 10 out of school childcare providers (6% of total responses) including after school clubs, before school/breakfast clubs and holiday schemes

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

Occupancy

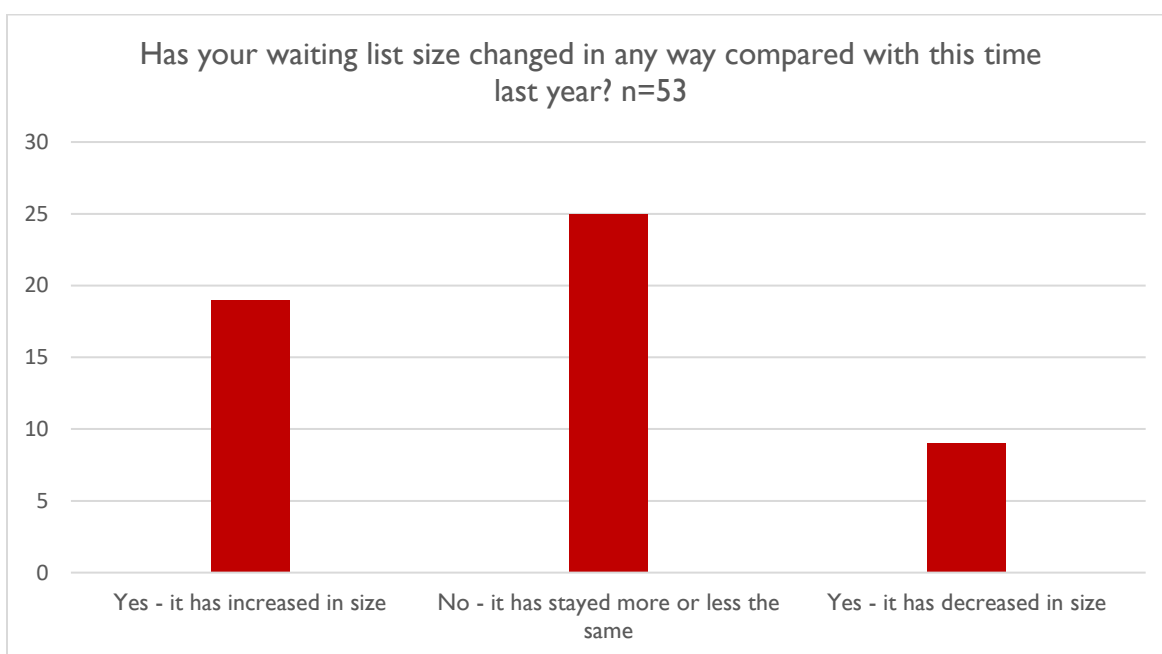
Early years childcare providers and childminders were invited to state whether they had a waiting list at the time of completing the survey in November 2024.

In total, 30% of all providers reported that they had waiting list at the time when they completed the survey. Here, it should be noted that a waiting list should not be used as an indicator of *unmet* demand, as children may have received a place elsewhere.

47% of early years providers stated that they had a waiting list which is a similar rate to the previous year when 44% of providers consulted reported having a waiting list. 18% of childminders reported that they had a waiting list. This is similar to the 17% who reported a waiting list last year.

Of the 53 providers which stated that they had a waiting list, 19 stated that their waiting list had increased in size, while 9 reported that their waiting list had reduced.

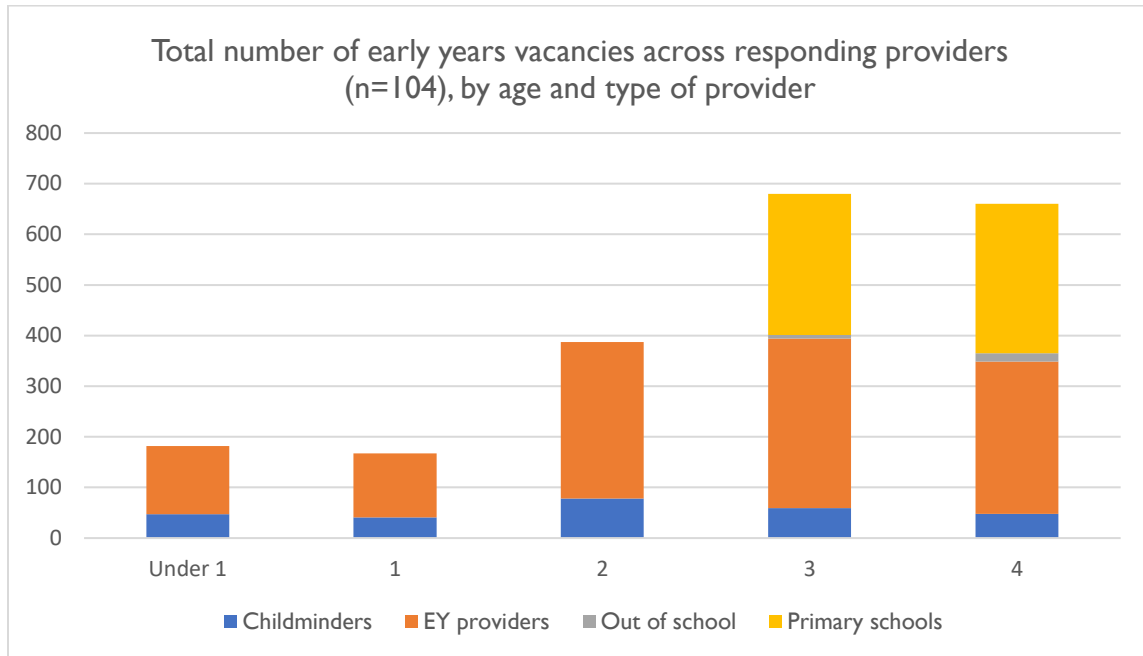
Figure 6: Waiting lists



Across 53 providers with waiting lists, they indicated that 635 children were on waiting lists between the ages of 0-4. The most common age of child on waiting lists across the providers was two-year-olds (194 on waiting lists), followed by under one-year-olds (154 on waiting lists). However, for childminders, the most common age on waiting lists was under one year (17), followed by age one (10).

60% of early years providers stated that they had at least one vacancy at the time of completing the survey. Across 104 providers, there 1,596 vacancies for 0-4 age group. Of those providers with at least one vacancy, the average number of vacancies is 15. In total, the greatest number of early years vacancies are for children aged three, followed by children aged four.

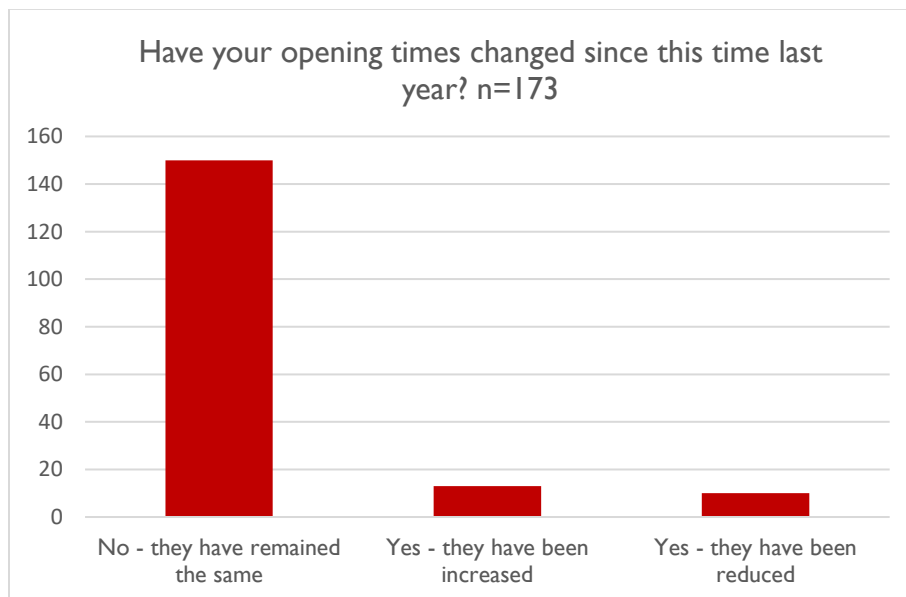
Figure 7: Early years vacancies



Hours of provision

Formal childcare is mostly delivered during the typical working day: between 8am and 6pm on weekdays – this is consistent across both childminders and other types of providers. This enables parents and carers to fit childcare in with working and other responsibilities. There has been little change in terms of opening hours since 2023. Of the 173 providers, 150 have not changed their opening hours since last year, 13 have increased their opening hours, and 10 have reduced them.

Figure 8: Opening hours



Fees and pricing

Providers were asked to provide their hourly or daily fees for each early years' age cohort. These are indicative only and have not been independently verified. Average fees are summarised in Figure 9 below:

Figure 9: Providers stated fees

Type of provision	Aged less than 1 year	Aged 1 year	Aged 2 years	Aged 3 years	Aged 4 years
Hourly fees					
Early years providers	£10.24	£10.24	£9.08	£8.96	£8.62
Childminders	£9.04	£8.88	£8.47	£8.19	£8.15
Daily fees					
Early years providers	£82.71	£82.75	£80.49	£78.37	£78.37
Childminders	£68.10	£66.44	£65.46	£64.02	£60.71

Early years childcare costs tend to be higher for the younger age groups and this is consistent across childminders and early years settings. Hourly fees charged indicated by providers are higher in 2024/25 compared to 2023/24 by between 20 - 24% for under ones and by 20% for two-year-olds. However, due to the small self-reporting sample size, it is difficult to draw a conclusion of costs more widely. The parent/carers' survey offers an understanding of their experience with costs.

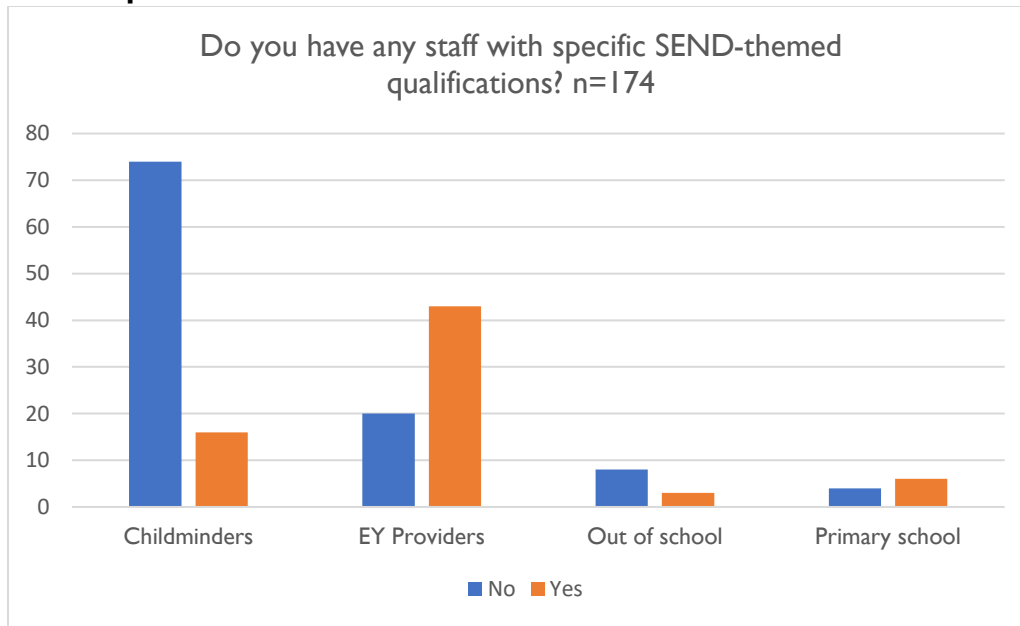
Across all age groups registered childminders tend to charge less than early years setting, both when charging hourly or daily, except the average daily charge from childminders is higher for children aged less than 1 year. This reflects the differences in overhead costs for childcare on domestic premises compared to non-domestic premises where business rates are charged and the ratios for babies to adults.

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

Supporting children with SEND

In total, 63 out of 174 providers (36%) who responded to the survey reported that they, or one of the staff, had a SEND-related qualification. However, this proportion is higher for early years providers and schools (68%) and continues to be lower for childminders (18%).

Figure 10: SEND qualifications

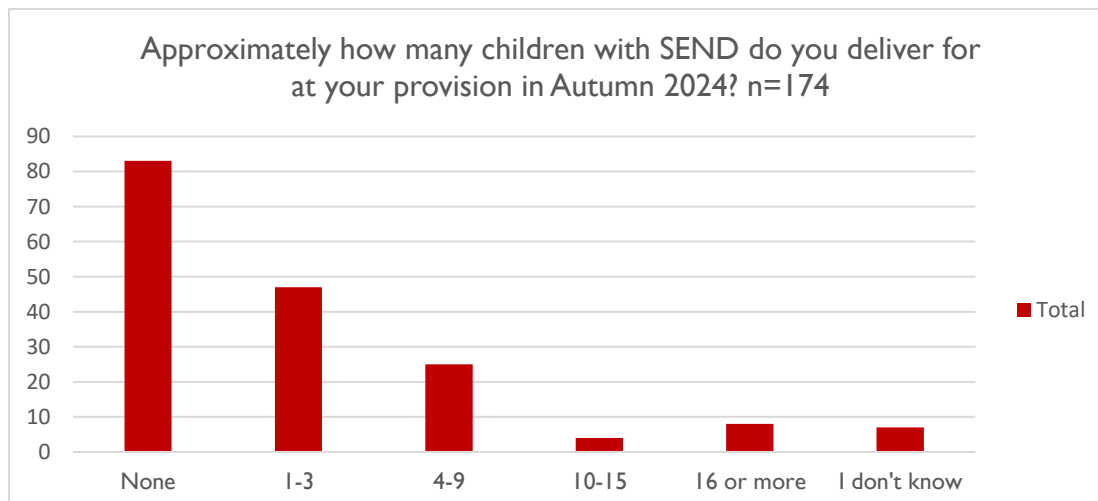


The three most common types of qualification were:

1. Level 3 SENCO qualification
2. Foundational SEND qualification
3. Autism-themed qualification

48% of providers reported that they have at least one child with SEND. For early years providers, 89% reported that they have at least one child with SEND at their setting.

Figure 11: Number of children with SEND



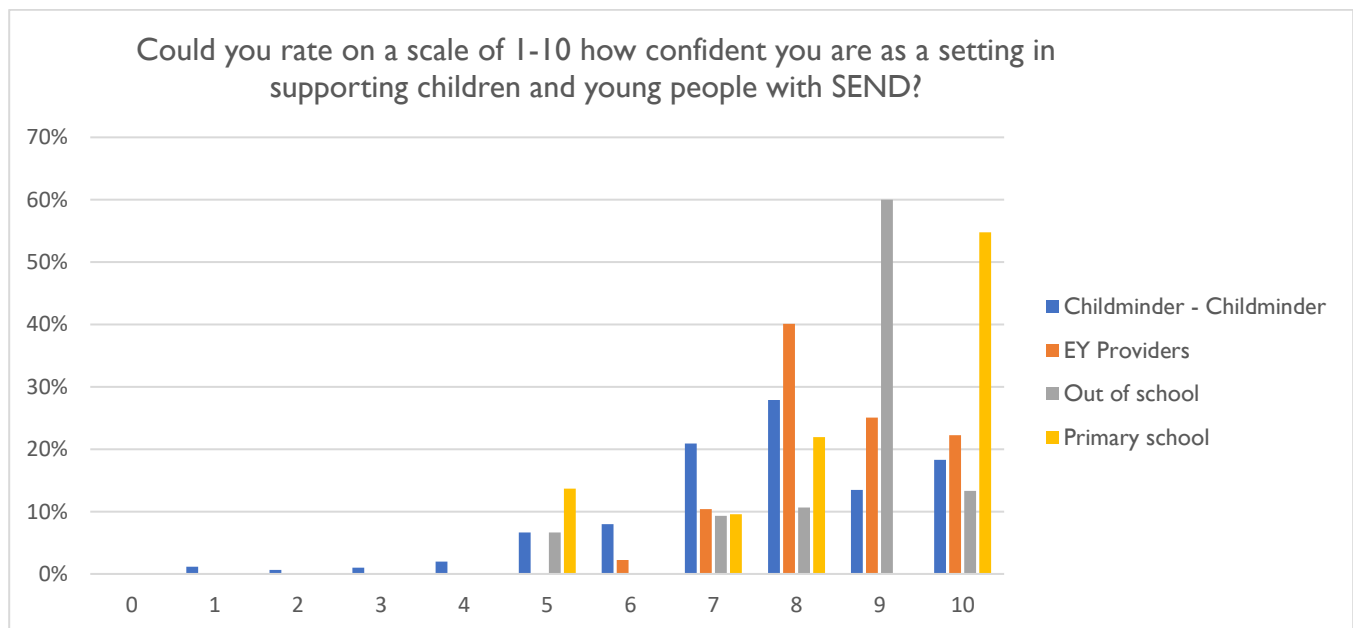
When asked to rate themselves on their confidence in supporting children with SEND, 32% of providers rated themselves as an '8', followed by '10' (22%) and '9' (20%).

Childminders were more likely to assess themselves as less confident compared to the other types of providers.

Of those rating themselves '6' or below, the most common reasons that providers lacked confidence included:

- Childminders who work alone who are worried about their ability to give quality care to SEND children, while still focusing on other children.
- A lack of training or experience amongst childminders/staff in caring for children with SEND.
- Uncertainty whether settings are suitable for a child with SEND e.g. because of noise.

Figure 12: Staff confidence in supporting children with SEND



Funded early years education

Early years entitlements to funded early education

In England, eligibility for funded early education and childcare has expanded since April 2024 with the final phase of the expansion to take place in September 2025 in which eligible working parent families will be able to access 1,140 hours of funded early education and childcare per year for children from the term after they turn 9 months old up until they reach reception age in the same way that the pre-existing entitlement for three- and four-year-olds operates.

- Universal entitlement of 570 hours per academic year is available for all three- and four-year-olds from the term after they turn three up until they start reception class in school.
- Additional 570 hours for three- and four-year-olds from eligible working families are available **where both parents** (including foster parents) **are working**, or from lone parent families where that parent is working. The additional [entitlement](#) brings the hours to 1,140 per year.
- As of April 2024, working families have been entitled to 570 hours per year for their two-year-olds from the term after they turn two and as of September 2024, this entitlement became available to babies from the term after they turn 9 months.
- From September 2025, this entitlement is to be further extended so that working families of children from the term after they turn 9 months up until school age are entitled to 1,140 hours per year.
- To qualify, working parent families must each have an [adjusted net income](#) no greater than £100,000 and earn at least the equivalent of 16 hours a week at the National Minimum or Living Wage over the coming 3 months.³
- **Additional support** (known as Together for Twos in Greenwich) for eligible two-year-olds whose families receive qualifying benefits (including low-income families in receipt of in-work benefits), or those who meet additional non-economic [criteria](#) are also entitled to 570 hours per year. Other criteria in Royal Greenwich includes children in our care, children with Education and Health Care Plan or in receipt of Disability Living Allowance, and children who left care under a special guardianship order, child arrangements order or adoption order. The criteria now support through Part 4 of the Immigration and Asylum Act 1999; child of a Zambrano carer and meet income criteria and leave to remain in the UK under Article 8 of the European Convention on Human Rights and meet income criteria.

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

³ [Funded childcare for working parents](#)

Take up of funded early education places

Figure 13: Take up of funded places in Autumn term 2024

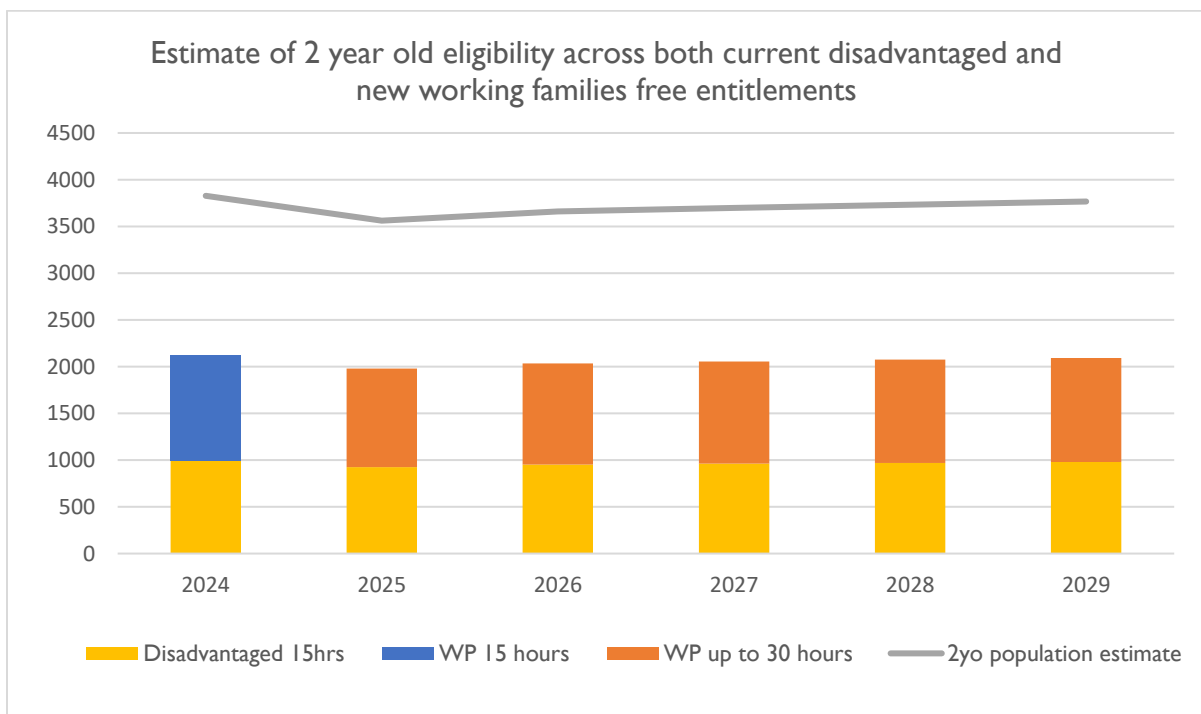
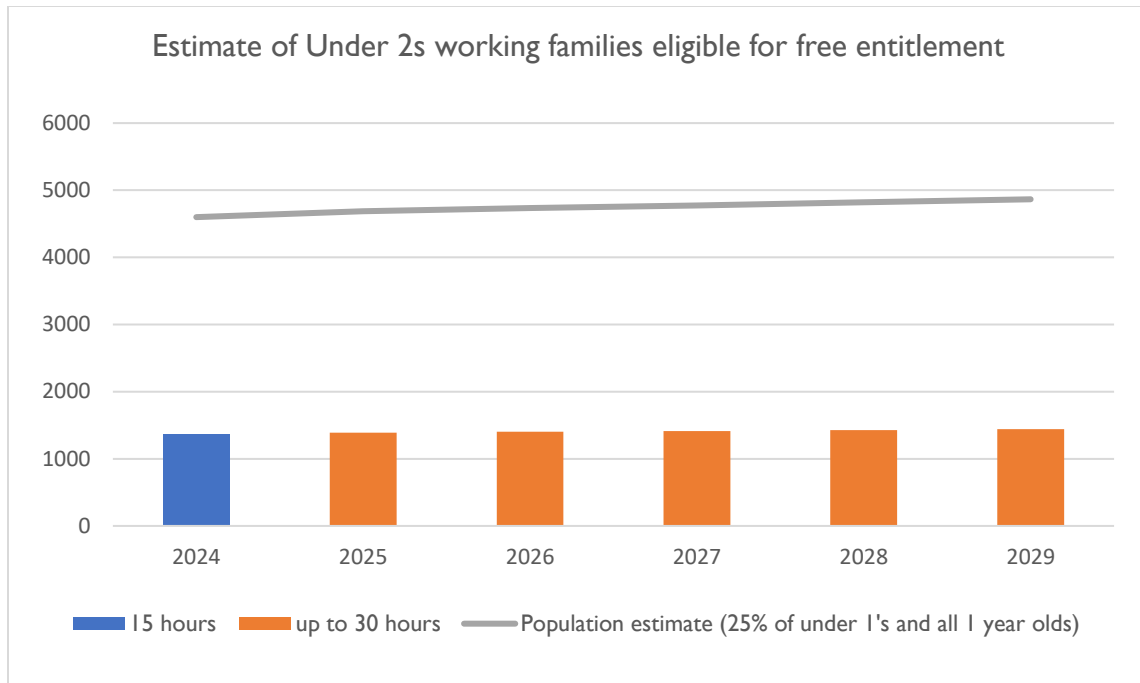
Funded take up	9 month working parent	2 years Together for Twos	2 year working parent	3 & 4 year universal	3 & 4 year working parent	Grand Total
Childminder	165	17	134	41	61	418
Maintained Nursery		94	58	212	105	469
PVI	784	514	907	1061	776	4042
School		15	4	835	315	1169
Grand Total	949	640	1103	2149	1257	6098

- 67% of those children who were eligible for additional support as part of the Together for Twos took up a place in Autumn 2024
- 86% of three-year-olds and 84% of four-year-olds took up universal and reception place in Autumn 2024
- 55% of all early years funded places are taken up in private, voluntary and independent provision including childminders. This is likely to increase with the expansions of entitlements.

Figure 14: Incidence of Royal Greenwich providers delivering funded early education places

Type of Early Years Provision	Number of providers delivering funded early years place (Autumn 2024)
Childminders	118
Nursery classes in schools	63
Maintained nursery schools	4
Private, voluntary & independent nurseries	121
Total	306

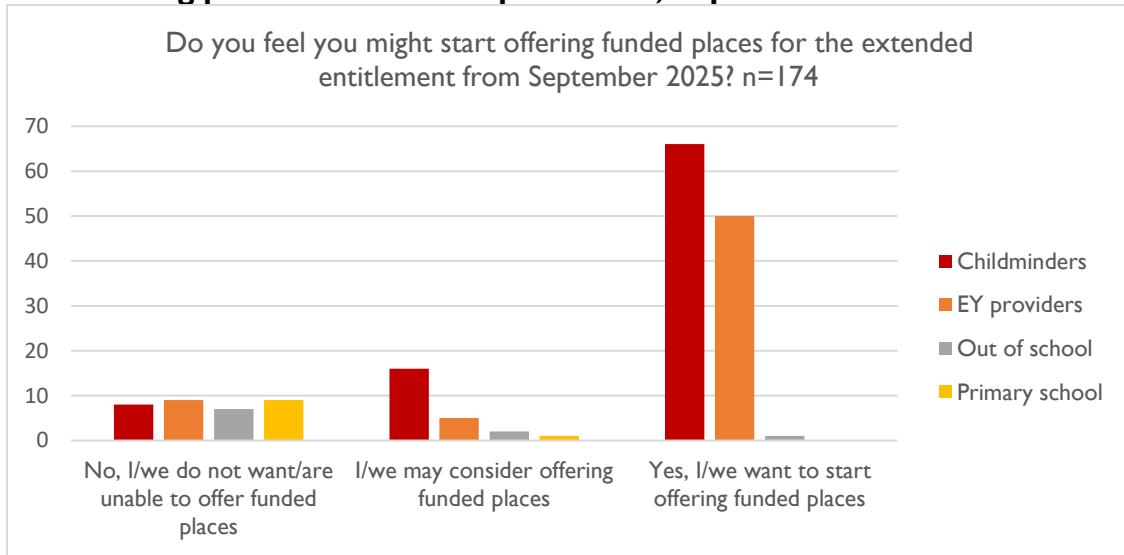
Figure 15: Estimate of 2, 3 & 4 year take up across both current disadvantaged (Together for Twos) and new working parent families entitlements from 2024 to 2029



Provider feedback on early years education

Over 80% childminders and early years providers stated that they would consider or intended to offer funded places for the expansion of working parent entitlement in Autumn 2025.

Figure 16: Working parent entitlement place offer, September 2025

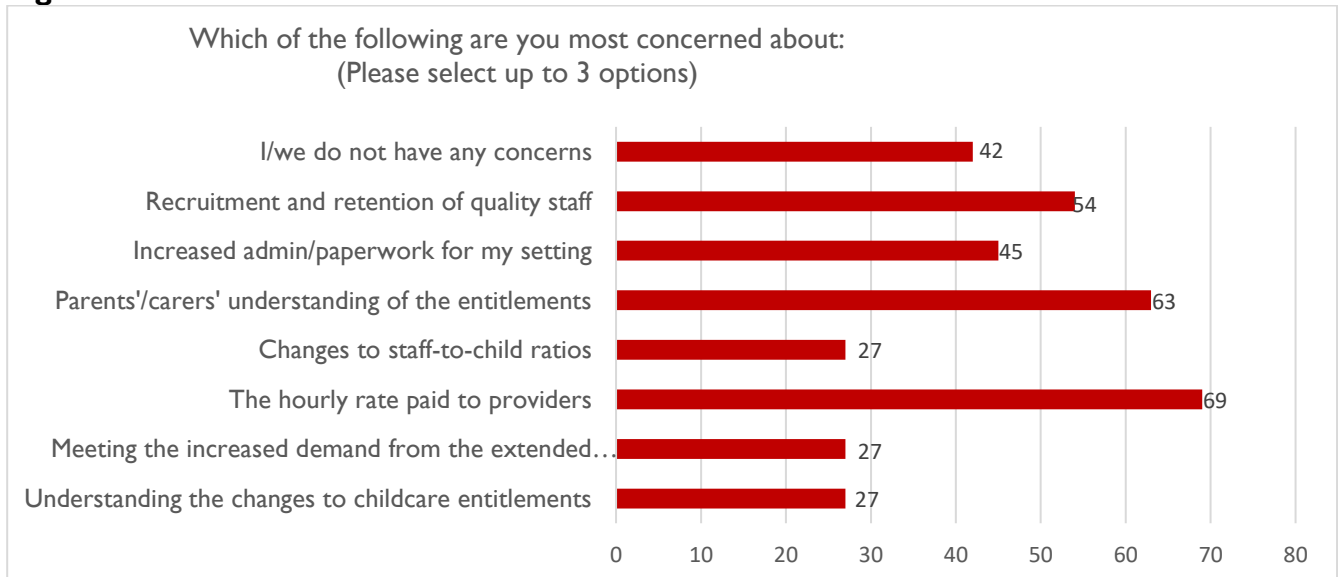


Around 30% of providers reported that parents/carers had contacted them to enquire about the expanded entitlement. The most common queries received include:

- when children become eligible
- any additional fees and costs and what is included in the funding
- when parents/carers will receive their codes

Providers were asked to identify concerns they had which may impact them

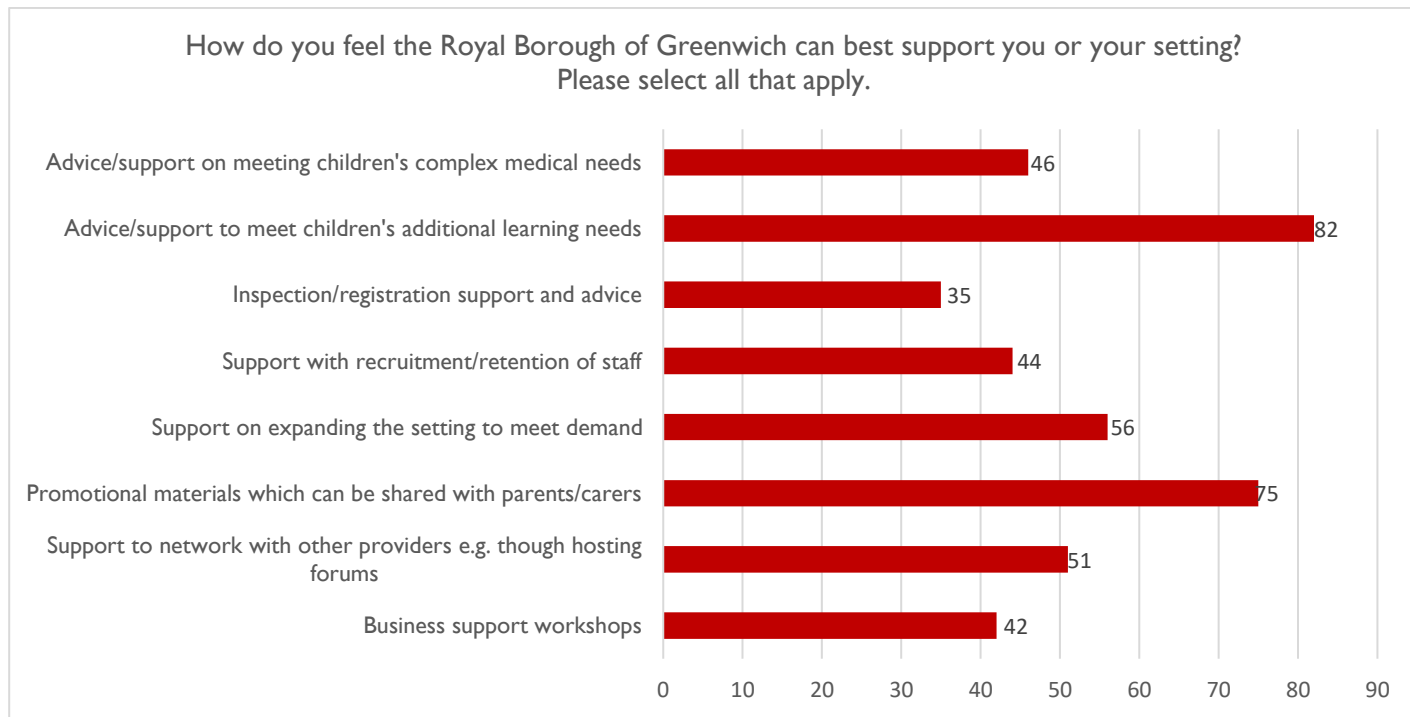
Figure 17: Provider concerns



Providers expressed most concern around the hourly rate followed by concerns about parent understanding of the entitlements and the potential administrative burden. Recruitment and retention of staff remains a concern amid national challenges.

Providers were asked to identify any areas of support they would welcome from Royal Greenwich

Figure I8: Local authority support



Summary of childcare provider feedback

The responses to the survey indicate there continues to be sufficient provision of early years childcare in the sector. While the incidence and size of waiting lists has slightly increased since the previous year to 635 across 53 providers, 60% of providers reported that they had vacancies. Across 104 providers indicating vacancies, there were a total of 1,596 vacant places for children aged 0-4 demonstrating that in some localities, there may be potential over supply of provision and in other localities, demand for two-year-old places in particular. However, overall there is a greater number of vacancies.

- Providers reported minimal changes in opening times, suggesting that the sector continues to offer sufficient childcare between the hours of 8am and 6pm
- 78% of early years providers and 73% of childminders intend to offer funded places for the new entitlements while another 8% of early years providers and 18% of childminders 'may consider' offering places. 10% of primary schools are considering offering early years expanded entitlements places for the youngest cohort. This is likely to be two-year-olds rather than babies due to infrastructure of schools and registration requirements.

- Self-reported confidence in supporting children with SEND is fairly high however the proportion of childminders with SEND qualifications remains comparatively low (17% of providers).

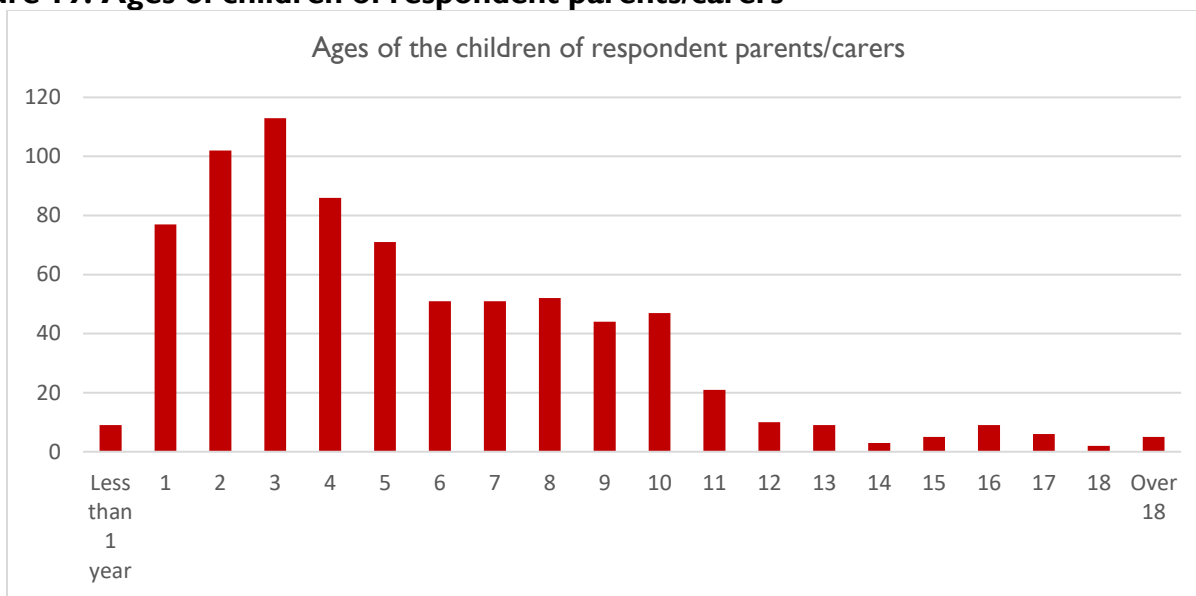
Next steps for Royal Greenwich

- Royal Greenwich will continue to focus on clear communications on expanded early years entitlements aligned with enquiries received by providers demonstrating the need for more clarity around eligibility criteria and charging.
- Royal Greenwich will target support to the sector with relevant revenue and capital grant funding, business modelling and marketing for those expanding provisions for the youngest cohorts from September 2025 and wraparound provision.
- Royal Greenwich will continue to raise awareness at a national level, the challenge of recruiting high quality and highly qualified staff – particularly in view of the growing number of babies in funded places and children with SEND accessing childcare.
- The incidence of children and young people with SEND and EHCPs continues to increase. Royal Greenwich will continue to plan, deliver and signpost to the relevant SEND information, courses and qualifications.
- Royal Greenwich will continue to strategically lead support for early years and childcare providers to network and attend forums within and across sector types

Feedback from parents and carers

In November 2024, a survey was distributed to parents and carers in Royal Greenwich. The survey was open for around 2 weeks and received a total of 485 responses. The responses are summarised in the following section:

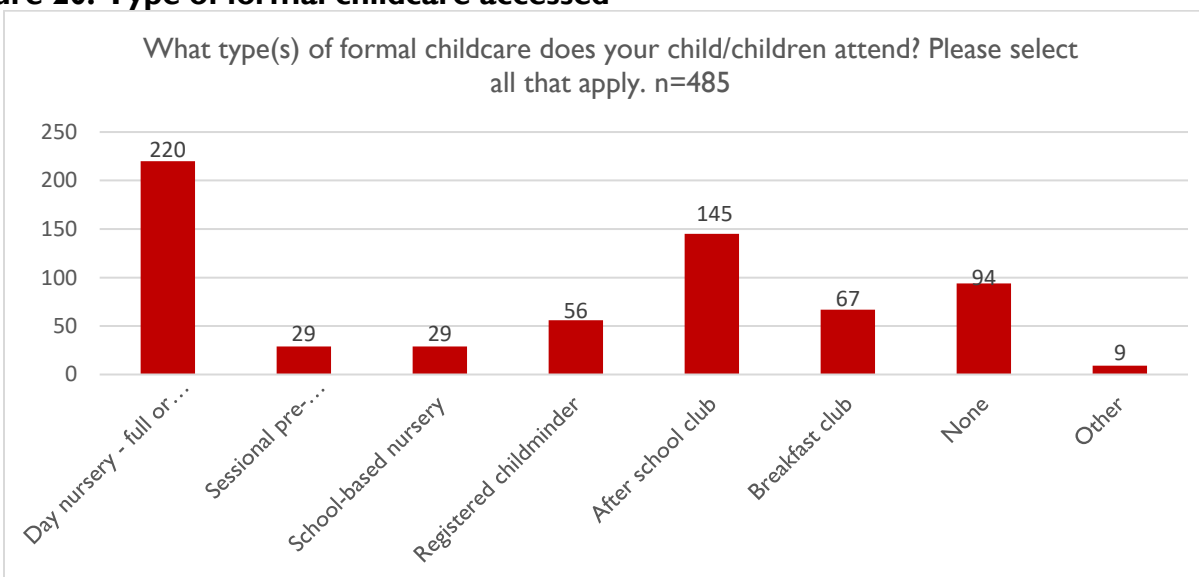
Figure 19: Ages of children of respondent parents/carers



The age ranges most reported were between age one and ten which align with children likely to be accessing early years and wraparound provision. The children's ages most commonly reported by parents/carers was three-, two- and four-year-olds.

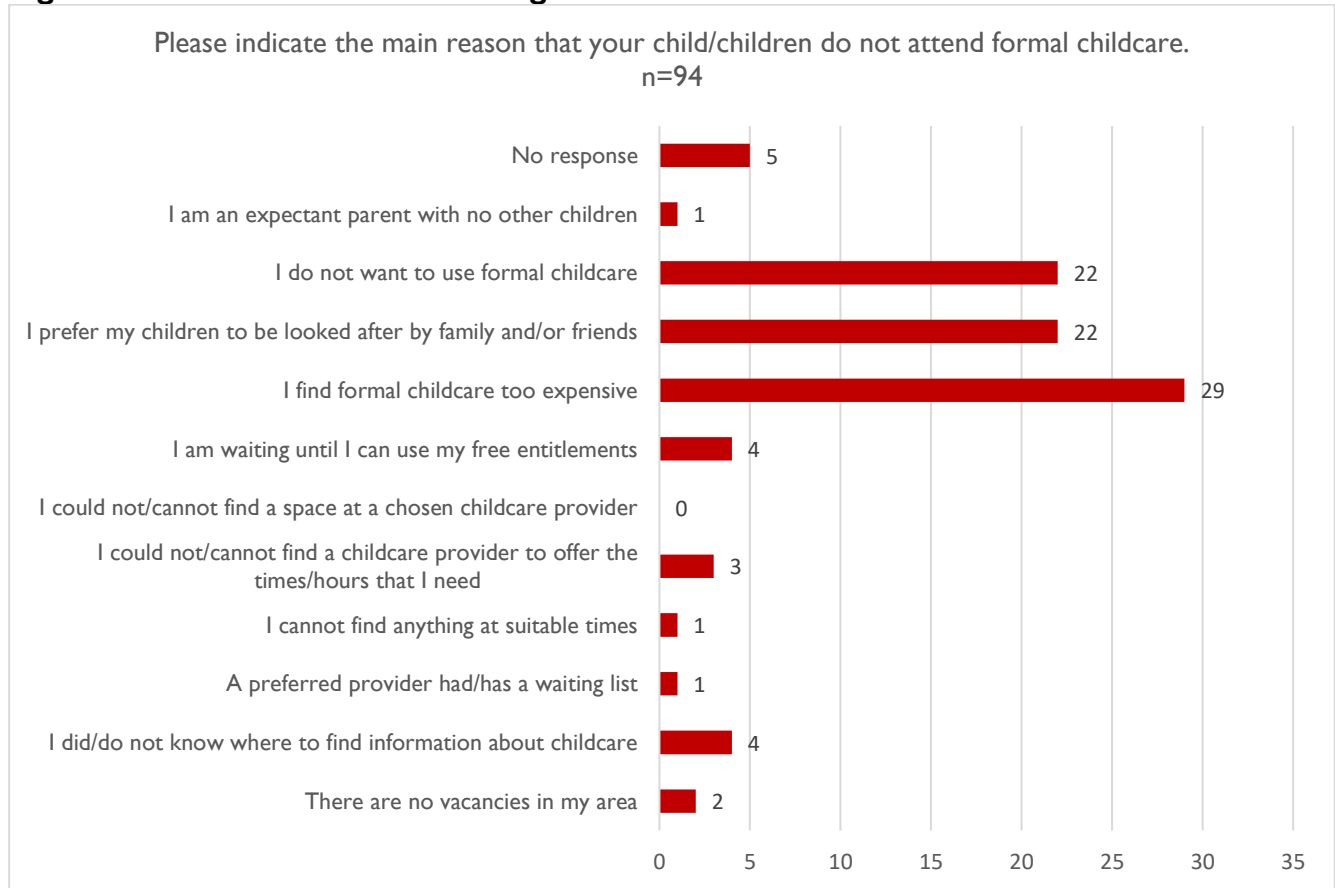
The most frequent types of formal childcare being accessed are day nursery, after school clubs, and then breakfast clubs.

Figure 20: Type of formal childcare accessed



Those parents/carers who indicated that they did not access formal childcare were asked to indicate their reasons, summarised below:

Figure 21: Reasons for not accessing formal childcare



The most frequently cited reason was that formal childcare is too expensive (31% of responding parents/carers), followed by those who prefer children to be looked after by family or friends, or who do not wish to use formal childcare (46% together).

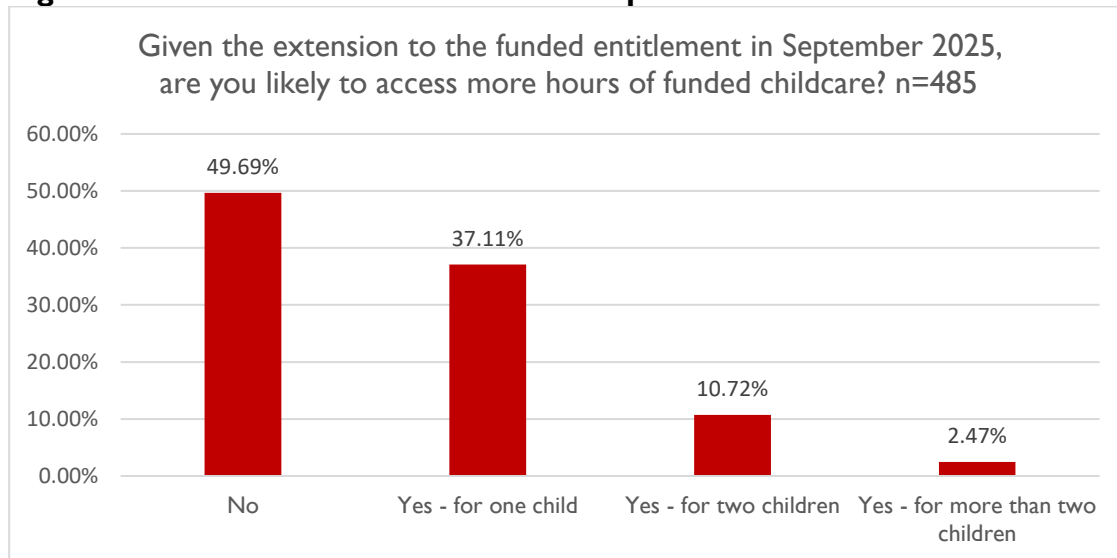
Only 8% of parents/carers who did not access formal childcare indicated they were unable to find childcare providers at the times and hours they need, there were no vacancies, or they were added to a waiting list. Although overall sufficient early years and childcare is available, parental choice together with affordability are main reasons for not accessing formal childcare.

Future take up of extended early years entitlements

Parents and carers were asked if they planned to access more hours of childcare and the types of childcare from September 2025 when expanded entitlements rolled out.

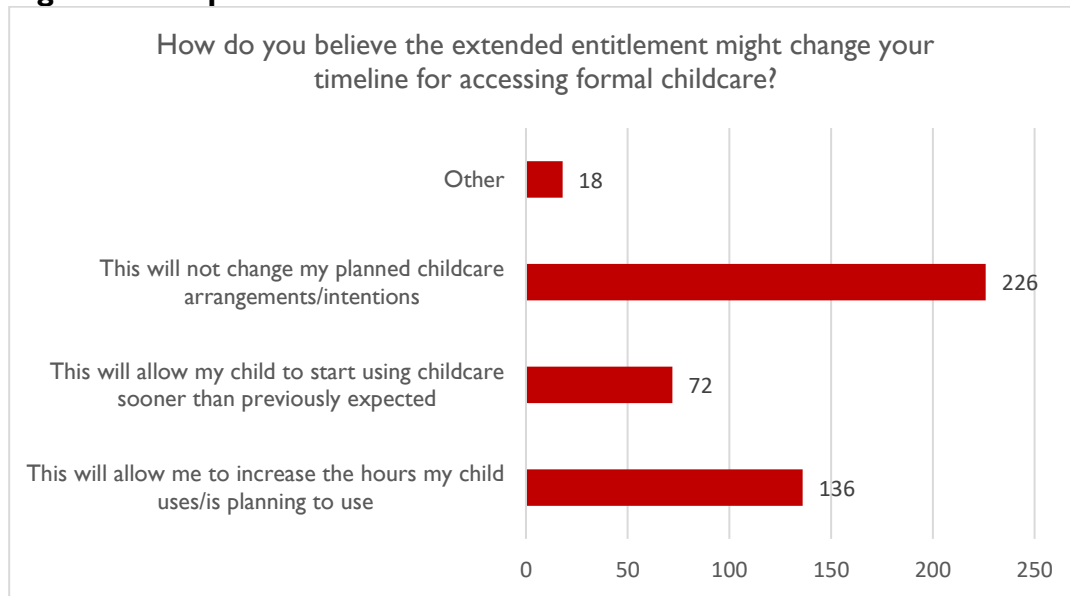
Just over half of parents/carers expect to access more hours of funded childcare with 13% likely to access it for two or more children.

Figure 22: Access to more childcare in September 2025



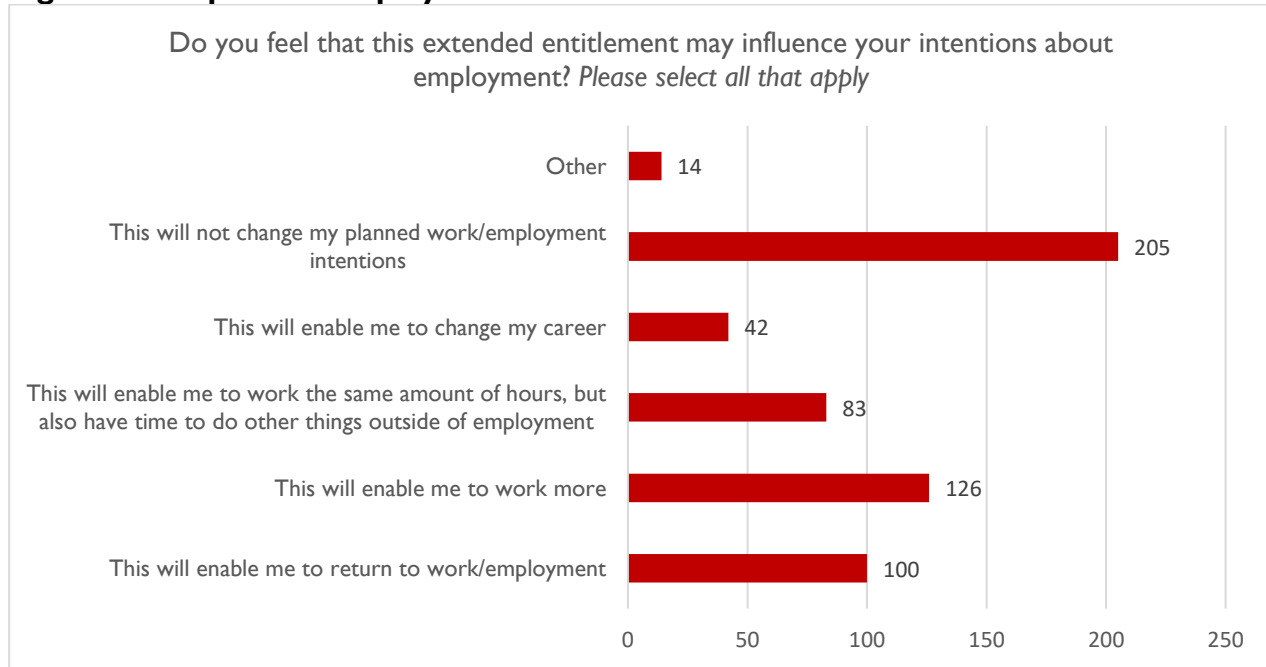
A significant proportion of parents/carers expect the expanded entitlements to have an impact and their future take up of formal childcare to change with 50% noting that they are likely to take up childcare sooner, increase the number hours taken up and several of the other responses stated that entitlements expansion would help them to grow their family.

Figure 23: Impact on timelines to access childcare



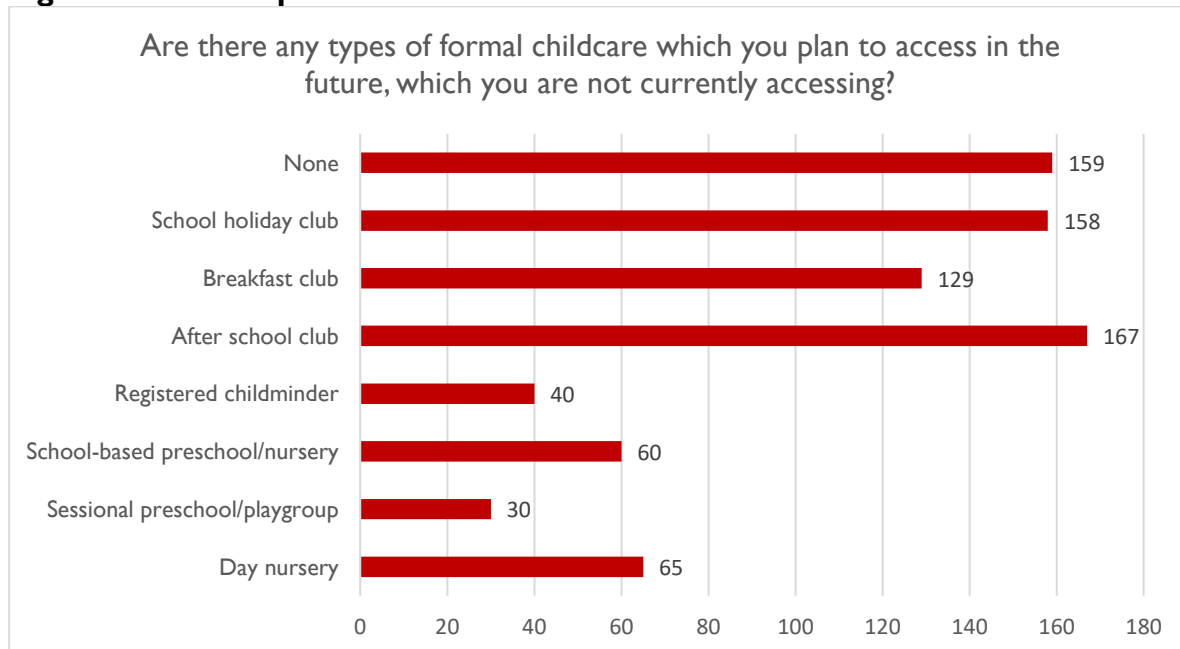
Although the most common response was that the entitlements would not impact employment intentions, a proportion of parents/carers indicated they would be able to work more and/or return to work. These responses do not factor in whether parents/carers meet the eligibility criteria.

Figure 24: Impact on employment intentions



Parents/carers were asked about plans to access childcare in the future. Most parents /carers indicated future demand for all year and wraparound provision especially as younger children progress to school.

Figure 25: Future plans to access childcare



Universal Credit and Tax-Free Childcare

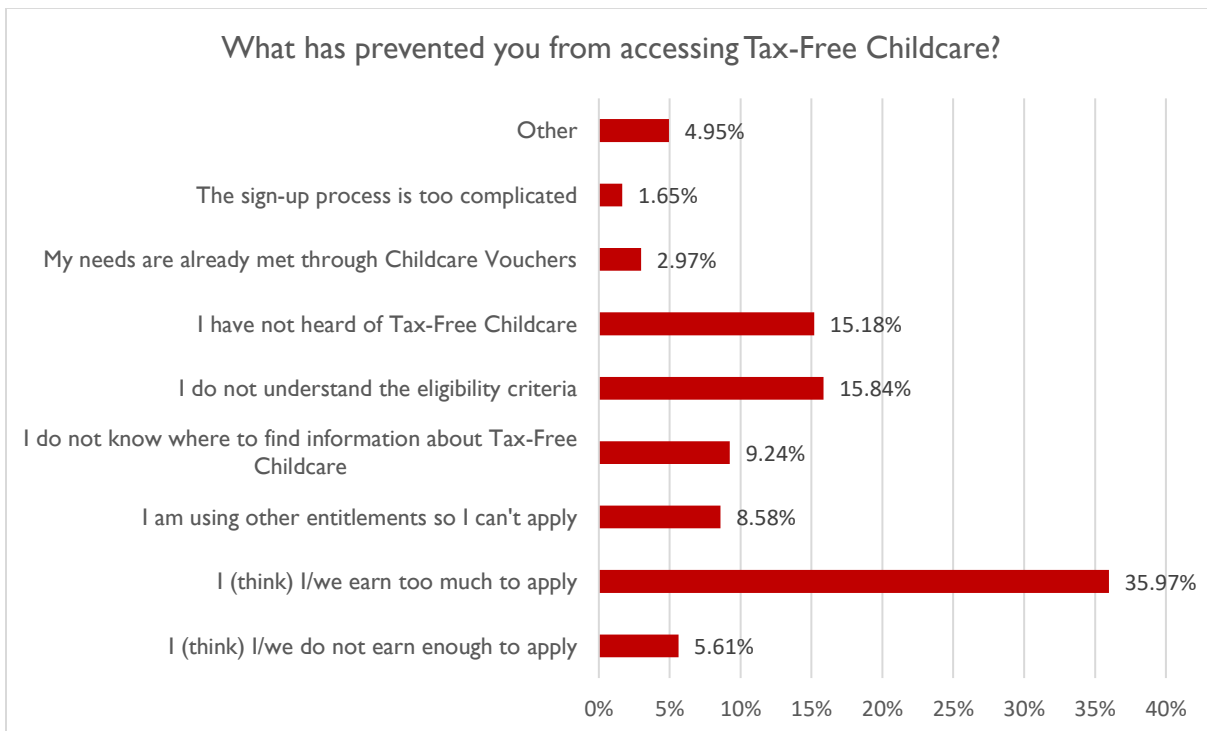
Parents/carers were invited to state whether - to the best of their knowledge - they were eligible for: (a) Universal Credit and (b) Tax Free Childcare:

Figure 26: Eligibility for Childcare Support

	Are you eligible for Universal Credit?	Are you eligible for Tax Free childcare?
Yes, and I access it	26.09%	31.39%
Yes, but I do not access it	2.90%	9.36%
No, I am not eligible	59.42%	33.47%
I'm not sure	11.59%	25.78%

Those parents/carers who had not accessed Tax Free Childcare were then asked whether they had encountered any barriers when trying to access it. The results are similar to the previous year, where the most common barrier was earning too much to apply, followed by not understanding the eligibility criteria, and not having heard of Tax-Free Childcare.

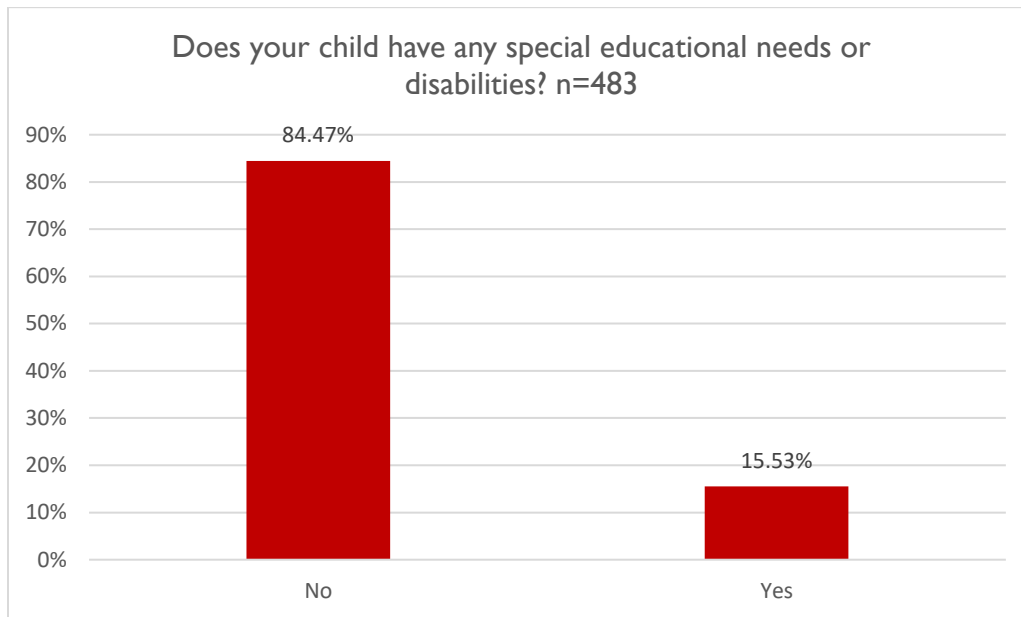
Figure 27: Barriers to Tax-Free Childcare



Children with SEND

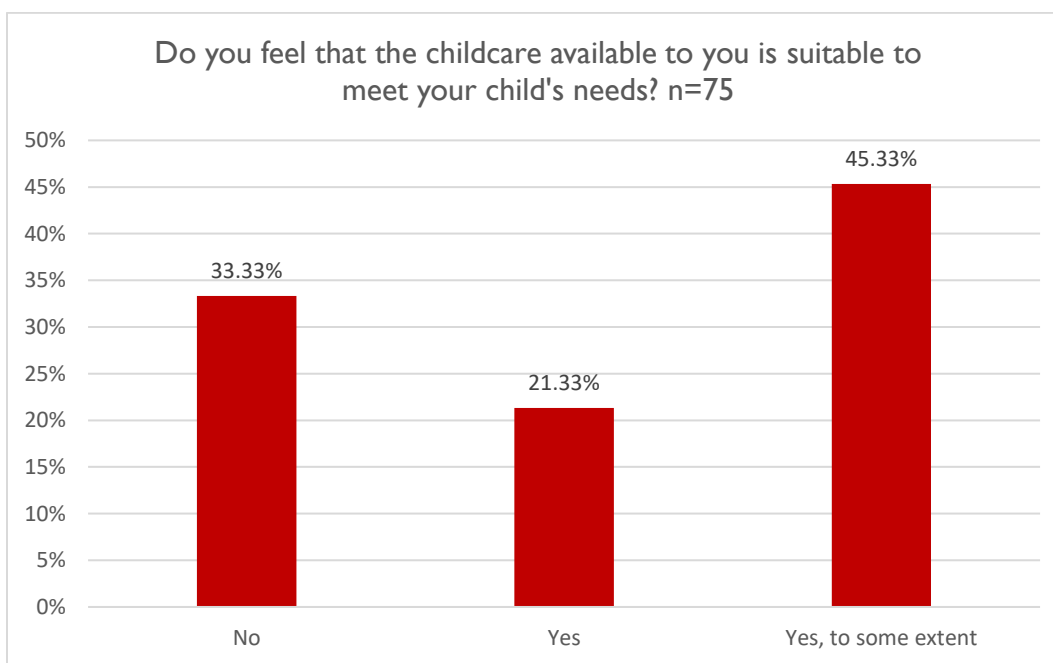
Parents /carers were asked whether their children had any special educational needs or disabilities with just over 15% of stating had at least one child with SEND.

Figure 28: Child with SEND



Of those who have a child with SEND, 33% felt that the childcare available was not meeting their child's needs, with a further 45% feeling that it met their child's needs 'to some extent'.

Figure 29: Childcare suitable to meet child needs



Parent/carer views about role of the local authority

Those parents/carers who indicated that the childcare available didn't meet their child's needs and those who felt it met their needs 'to some extent' were then asked how the Royal Greenwich could support them to access suitable childcare. The most common responses were as follows:

- There should be more SEND-friendly wraparound support, including in the school holidays.
- Wraparound childcare settings often lack staff trained in SEND support.
- Provide more training for staff, including in SEND support and ASD awareness.
- Support schools to provide more specialist care.
- Publicising SEND groups.
- Financial support with the additional costs of childcare.

All parents and carers were invited to state whether they believed that there was anything that Royal Greenwich should be further undertaking in terms of supporting parents and carers with childcare.

The feedback has been grouped into responses which seek the same goal, and the most common themes are as follows:

- Ensure more funded provision in the school holidays, including extended hours past the more standard 9am-3pm.
- Ensure wraparound care, including before- and after-school provision, is available in all schools and available for all.
- Improve communication about childcare entitlements and their eligibility requirements.
- Try to encourage providers to deliver more flexible patterns of childcare e.g. for parents/carers working shifts.

Summary of parent/carer feedback

- The most commonly attended childcare is day nursery, followed by after school clubs, and breakfast clubs. This may indicate the growing take-up of wraparound care. Parents/carers were also asked which types of childcare they are likely to start to access, which they do not currently access. Here, after-school clubs and holiday clubs were the most selected options.
- In their text response, many parents/carers requested more funded school holiday programmes and greater access to wraparound care.
- The most common reasons for not taking up childcare are that it's too expensive, followed by those who prefer to have children looked after by friends or family.
- Just over half of parents/carers plan to access more hours of childcare following the extension of funded early years entitlements.

- A significant number of parents/carers whose children have SEND felt that the available childcare did not meet their children's needs. Many of these noted they would like to see more specialist staff and more SEND training for staff.

Next steps for Royal Greenwich

- Royal Greenwich will continue to be aware that the affordability of formal childcare continues to act as the most frequent barrier to parents/carers accessing this type of support and therefore align their strategic and operational priorities around early years entitlements and wraparound provision may provide to some families.
- Royal Greenwich will retain a strategic awareness that wraparound and holiday childcare provision is a high priority.
- Royal Greenwich will retain focus on developing SEND related skills, knowledge and expertise within the sector through the training offer, signposting and support around quality of provisions which meet needs of all children.
- Royal Greenwich will continue to work in partnership with its childcare providers to convey accurate information about available childcare and the local offer.

Voice of the child

Children aged 0 - 4 in early years provision

73 different early years children from 29 different settings were asked about their nursery or childminder and their feedback is shared below. Most of the comments in children's voices are included as they provide valuable insight into what matters to children and how they see their provision and the adults in their setting.

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

All of the children were very positive and eager to share their thoughts about the best things about their nursery and childminder. This ranged from favourite toys, play and learning activities they enjoyed to liking their practitioners, enjoying being with their friends and eating!

Children aged 2

- Dolls
- Reading stories
- Play with my friend
- (Child points at log blocks, coloured shapes and signs milk)
- Get the bus

- Colours
- Painting
- favourite toy from home
- Play in tray
- Legos. I like dinosaurs! Roar, roar , roar!
- Going to nursery
- A blue
- Apples
- Food
- Bananas
- (Childminder name)
- my friends

Children aged 3

- Playing with the toys
- I like it here because I love (childminder)
- Play with friends
- I like slide my teacher and play with my friends
- I love doing parties and dancing
- Play with toys
- My favourite thing to do is drawing
- I like eating – only rice
- I like to Hoover the nursery
- Bigger car to ride on
- Playing with the lion
- babies, strawberries to eat. I do things by myself
- I like eating
- Playing number blocks
- play out in the garden
- playing with (name of friend) and I like going outside
- Reading stories and playing in the kitchen
- Kitchen
- Biscuits
- Running
- Holding hands
- Trees
- Toys! Toy town
- I like to eat
- I like to go to the library. I like to eat and I like to sleep
- 1,2,3,4,5,6,7,8,9....9...10,11, 30
- Read Book
- Eating snacks
- Playdough

- Playing with friends
- Eating apple
- I like singing at carpet time

Children aged 4

- My friends
- I like to come and play with my friends, to do good walking and good listening and to play with toys.
- I like singing, I like playing with the train station, you (referring to the adult) I like painting and playing with sand too.
- I like to come and do puzzles
- I love snack time, painting, writing and making playdough.
- I like to play with zoo animals.
- I like unicorn
- I love to play with the small world people
- My friends are here
- I like the building blocks to make a castle
- My friends
- The kitchen, play with my friends
- Listen to music and dance
- play with the doll's house
- (Childminder) takes us out to library to read books. Animal farms, parks we can climb and run around. It's fun.
- Play in the kitchen
- playing in the snow with my friend, play with the cars, play with brick
- Bubbles
- I show my new friend all my favourite toys, I like playing with my friends, I like playing Jenga with them, I like doing pretend cooking with them, I like doing circle time with (childminder)
- I like sandwich
- I like my teachers
- I go to school to play
- Stories

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

The children showed compassion and empathy - understanding that new experiences and places can be overwhelming. They had good ideas about how to make new starters feel welcome and settled. They shared what works for them from their own experiences – usually hugs and cuddles, sharing toys and being kind!

Children aged 2

- Cuddles and happy

- Show toys
- Like this (smiles and dances)
- Make them feel better, make them laugh
- Please do all the building please
- Give them hug
- Cuddle
- I say sorry
- Go happy, make happy
- They give fruits for me
- Hug
- make them happy

Children aged 3

- I will hold their hand give them cuddles and kisses
- I will hug her and play with her to make her happy
- Be kind and share things with him
- Take a deep breath and give them a hug
- by doing good stuff and hug them
- Share the toys to make them happy
- play with them and give them a toy
- When mummy goes away – will play with friends
- Make them happy – and its good
- We can be friends, we can play and we can learn
- Make them dance
- play with them x 2
- give them a hug and share
- calm down
- Running
- Help them up
- Say thank you
- Tell people not to push away
- Teacher
- I would give my friend a cuddle
- I hug them
- Dinosaurs eat trees
- She is sad
- Say sorry
- Give them chocolates
- Hug and kiss them
- I will say sorry to them

Children aged 4

- By hugging them
- I will hold his hand and show him the toys and slide and he will be happy
- I will help them; I will be nice to them and share my toys with them and (practitioner) will make her feel better and not scared
- I will stop them crying
- I will cuddle them
- I will give them a big hug and we play together then I will share with her some toys.
- I will help him and say sorry
- I will be nice to them
- make them happy again, I will help them, I will make them stand up and give them a kiss and a huggle.
- I would cuddle them and ask them to play
- You have to help to cheer them up, give them a cuddle
- Ask them to play Duplo with me
- Pick them up and share toys with them
- Tickle them
- give them instrument or let them choose something - song time, story time
- Say sorry
- Ask them to play with me, talk to them
- Bubbles
- I will say sorry and hug them
- Give them all the sweet
- Give them all the sweet and stickers
- I will give them a toy
- Snacks and taking turns sit at front as bus driver

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

This question is always a little tricky for the youngest children to answer and so they often talk about things that they do with the adults that they enjoy. The children recognised the emotional support they receive from adults when they are sad or hurt as well as the opportunities for play together – such as running, dancing, laughing and singing.

Children aged 2

- (child smiles and make come inside sign with hand)
- I like the dancing
- (practitioner) is my favourite
- doing group time and cuddles
- (childminder) loves me
- Do doctors (*when*) hurt better
- Singing. They make us happy

- Yummy food, fruit from world
- Playing with toys
- look after children
- sharing and caring
- potty

Children aged 3

- I like it when (childminder) plays with me
- (practitioner) give me lots of toys and play with me
- Helping me when I feel sad and make me feel much better
- The hugs
- (practitioner) is my favorite teacher, she does kind stuff for me.
- They play with me and we have fun
- Teachers make the food
- She is helping me
- I like my teachers because its best and we are clever
- They help me to do playdough
- They are so kind
- they pick toys up with us
- Play with and make them laugh
- Kind
- Running
- Walking and running
- Sad
- I like my teachers because they play with me and they help me when I need go to the toilet
- To play with me
- I like her
- She read book
- Because they make me happy
- She gives me a present
- Playing with me

Children aged 4

- (practitioner) always hug me and make me feel better if I am sad and help me be clean
- Group time
- Share toys for me and my friends
- I like (childminder) because you happy
- I like coming to (childminder) I like drawing.
- I like it when they play with me
- (childminder) reads lots of books for me and we play hide and seek. She is my best friend, I talk to her when I am sad.
- (practitioner) laughs a lot.

- (practitioner) gives me a sticker and I will be happy
- (practitioner) playing the ring O roses with me
- I like (childminder) so much and playing trains with her
- I like cuddles (practitioner) give when I am upset
- (practitioner) has a magic wand for circle time, it lights up and spins around
- (practitioner) are my friends too
- Playing football in the garden
- Play with me
- (childminder) is kind and caring and takes good care of us
- they do arts and crafts, play dough, (childminder) helps us with the tools and shapes
- Make me happy
- dance with me, they fix my broken things
- My teachers are the best
- They playing with me
- They read me a story
- (childminder) always there and listens

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

This usually related to new or more toys, being outside or nothing at all!

Children aged 2

- Nothing
- More dinosaurs
- more outside
- trousers
- More play
- play in the garden more
- eat more bread

Children aged 3

- More pencils
- Have more fun in the home corner
- I like it when (childminder) plays with me
- I don't want to change anything
- Playing with babies
- I want a monkey but we have an owl
- Bigger cars to ride on
- A screen to change colour
- Make nursery bigger

- Everyone will make it more fun
- Bigger playground
- Dressing clothes and food
- Puzzles
- Walking
- No answer
- Flying
- I would like to bring my choo choo train
- Play (name of game).... I play (name of game) home
- Its funny
- Singing

Children aged 4

- Bring juice for all my friends and teacher, and bring my truck to preschool to play with my friend
- More riding on animals
- I want more fun
- I don't know x 3
- Do messy play everyday
- I am happy here, don't know what to change
- No answer
- I want to take the owl home every day
- More Duplo
- Playdough
- A new fairy door
- not change anything
- playing more cooking
- Paint the ceiling purple, make it unicorn
- Decorate and move all the tables and chairs around so there's more space to turn around and spin
- More presents
- More costumes to dress up

Children aged 4 - 10 in Out of School provision

51 different children from 12 different provisions (including both sessions where breakfast and after school club) were asked about their out of school provision and their feedback is shared below.

Older children often volunteered themselves to give feedback. They enjoyed the idea of being 'interviewed' and once one child joins, others tended to join in out of curiosity. The older children supported the younger children with their answers when they struggled to think of something and sometimes helped remind them or inspired them.

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

Children were enthusiastic in talking about their highlights at their out of school setting. They felt positive about their provision – focusing on eating and making and playing with friends.

Children aged 4 & 5

- We get to eat
- Play with my friends
- Eating
- When I come to club I can have breakfast two times and I can sit with my friends and eat and then we can play and if it's not raining we can play outside
- Being nice and kind
- Playing with your friends
- You get to play a lot
- You can see your friends
- Making things with paper
- We baked cookies
- Decorating cupcakes and I also like making slime.
- Drawing.
- I like the croissants
- Drawing and playing with my friends
- Colouring in and playing with friends

Children aged 6

- We get to drawing
- Listening to the teachers
- You get breakfast
- Playing and usually... usually my friends can come
- Making cookies, Playing with friend
- Playing with toys

Children aged 7

- Like not having to rush breakfast and to see friends before school
- I get to see my friend
- I like to dance and read with my friends and not be rushed to go to school
- You get to make loads of friends
- Its like having an extra playtime but a better playtime
- Playing with friends, Loom bands
- That we do bracelets and stuff together
- I do not know, I just like it
- tidy up

Children aged 8

- We get to play fun games
- I love club because it is not school and I can play toys we don't have at home. (Practitioner) does facepainting, I like the food, I like when we have days when we try new food, we have parties and we do making.
- You get an advent calendar
- You get to play night time games that you wouldn't be able to play in the day
- Well.. I get to do whatever I want, and I can see all my friends
- We made toffee apples once
- playing ball games
- Doing something exciting for a while
- Being with my friends and crafts.

Children aged 9

- I quite like doing loom bands
- When I get to play with my friend from Yr4 and if they are not there, play with Yr3
- You get to have food, you get to meet your friends and you can do arts and crafts.
- Being with friends

Children aged 10

- Food is warm and ready
- You get to make crafts!
- Crafts
- lots of things to do and like being with the young children. They haven't had dolls for a while.
- I like English - I like writing books for the children.
- I like how everyone is friendly even though not the same children from your class, they all play together.

Children aged 11

- being warm and cozy from school when I am cold and (childminder) makes me some warm drink, she also helps me with homework and makes me laugh. I love coming here
- meeting new people

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

The children were confident about how they would support a friend and demonstrated empathy by saying they would not need to worry about being a new starter. They noted the positives about the provision such as eating and introducing them to the adults and making friends. Children were particularly compassionate in trying to provide reassurance.

Children aged 4 & 5

- would play with them

- it's okay
- You eat and play
- that's silly, club is funny and there is food and there are toys
- Maybe..... maybe I would say do you wanna do this thing if they say no I would say what do you want to do?
- That they should come here cause it's lots of fun.
- Play with them.
- Give them a hug, look after them
- Am never sad

Children aged 6

- it's okay I'll look after you and play with you
- Introduce them to the adults
- Show them around
- It's Ok, the first time I was worried
- I would be friends with them and play with them and make them feel better
- Do you want to play with me
- Give them a sticker to be nice to the child every day

Children aged 7

- Show them around the club and tell them the adults name and what to do if they need help or feel scared or sad because they are new, and would play with them and help them make new friends
- Make sure they're comfortable with the adults
- I'm going to make them so happy and be friends
- I would play with them with my other friend if they came to after school club
- read them a book sit with them make them feel welcome

Children aged 8

- don't worry I'll be there to play with you
- Make them meet some of your good friends
- If your friends don't go to after school club, you can still make friends at after school club
- I would tell them all about when I go after school club..... and yeah that's all
- It is a nice place and you will not be bored
- You have to be calm and make the new kid happy

Children aged 9

- At breakfast we can have more than one breakfast and we can each with our friends, at home it takes me ages to get up and have my breakfast and get ready but when I come to club I can take my time and sit and have breakfast with my mates
- I would ask them if they wanted to play with me
- I would play with them, I would tell them what we do here
- I would make them feel comfortable and show them around and when we arrive I could talk to them and help them out.

- I would tell them it's OK and comfort them

Children aged 10

- Tell them about activities and all the funny friends to make them laugh
- I would tell them what you could do or ask them what they would like to do!
- I would tell them how there is nice staff, food and crafts.
- The Teachers are very friendly.
- One day I had no one to play with and the teacher played with me.
- Ummm I would play with them
- It's really fun – lots of activities and lots of people here.
- Its good because you make friends here and are friends outside of her too
- Make friends with children that are not in your class.

Children aged 11

- I will assure them it's a warm and welcome place, nothing to worry about, because it's like home.
- comfort them and play with them

How do the grown-ups here help you?

The children thought of situations where they needed help, for example if they hurt themselves, emotional support if the child is upset and practical help with activities. The children also talked about how adults keep them safe.

Children aged 4 & 5

- they will help me make something
- look after us
- They fix it
- The grown-ups help with beads, I am allowed to cook, I learn new games and I have my new friends, but I don't see them at school, (practitioner) works at my school but not in my class.
- They buy new toys for us and make us snacks
- I like all of them because they are nice
- Helped with drawing
- Give you snacks
- Take you to after school club
- Teachers are nice
- They are helpful
- Teachers make it fun

Children aged 6

- (practitioner) would help me if I got stuck with a word
- If you're sick or if you hurt yourself

- The adults keep you safe
- sometimes they do activities for.... like games
- Whenever you fall over they help you
- to get the children to listen

Children aged 7

- Grown-ups can explain things and find out what you like and ask for ideas, (practitioner) likes to cook, (practitioner) plays funny games and dances and (practitioner) plays funny games.
- They give you snack
- (practitioner) made my favourite snack for me
- I don't know how adults help
- By making us food and snacks and playing with us
- With allergies

Children aged 8

- they help us if we're hurt
- I have some friends I only see at club, I do my reading with (practitioners), and I do cooking with (practitioner) and (manager) is the new (manager) and she is learning all about us so when she comes her she knows how be behave at club and what the rules are.
- If you hurt yourself or someone's being mean to you, they help you with it
- They let us play fun activities and do fun things
- Whenever someone is being rude or bully me they tell them off and protect me
- if you get hurt, they help you straight away
- they are nice and giving me interesting stuff to do
- By helping kids and being kind.

Children aged 9

- I don't really like sport or being outside but I like food and doing crafts. The adults like to learn from the kids and I taught them how to make origami frogs and birds. They help me learnt to read long words and cook, when I am sad or angry I can talk to them
- Some adults made (child) feel better and less sad when he wasn't feeling well yesterday
- Can't think of anything
- They help us by helping us and if we want to play with something they get it out for us, they do activities and they help us if we need them
- When you need help they help you and if you need anything they can give it to you.
- Knowing about allergies

Children aged 10

- (childminder) tells me to eat meal and fruit. And always tells me that wants to see me tomorrow.
- They help me by being kind!
- They serve food.
- Sometimes children are naughty and they spoil it. The teacher will speak to them.

- They help us to find something to do instead of sitting around.
- If someone doesn't have a friend they will ask someone to play with you like they did with me

Children aged 11

- (childminder) helps a lot with my homework but also she gives me lots of advice if I feel upset about certain things, she also taught me how to be safe online(internet) while I use my phone/tablet at home. We do go to Library and park too and we meet lots of different children to play with
- if I'm sad they would comfort me

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

Most children were clear about the role of adults to help keep them safe, offering food and comfort, and playing with them. They also wanted adults to know that they can do more things independently.

Children aged 4 & 5

- looking after the children
- they have to make sure if we're safe
- They help us when you get hurt they help us and give us first aid
- They need to know how to look after people
- Being good.

Children aged 6

- need to know to make sure we're safe, get food and play with us
- maybe I think they need to be a bit more friendly
- I don't know

Children aged 7

- I don't know
- That sometimes people might be tired and may need a little rest

Children aged 8

- they make sure we aren't too noisy and use our indoor voices
- I like the food and parties.
- Maybe about food selection maybe like more choices
- Maybe a bit less strict they are still nice but sometimes they can be quite strict
- Don't know
- You cannot have things the same, for example we can do stuff differently, different activities on different days
- I don't know

Children aged 9

- The adults need to know that some of the older ones could make the breakfast on their own.
- Not sure
- They need to know the names and allergies and what we like to play with.
- Well, they need to know when a child wants playtime they need fresh air.

Children aged 10

- Know that not all children are the same and to know if tired and not ready for the day
- Maybe they need to know if you have had a good day or a bad day so you can help them feel calm!
- That it is a bit hectic/crazy with all the kids, but fun.
- Know the different children abilities – some things they can do and some they need help with. My friend is dyslexic and sometimes needs help.

Children aged 11

- Do a bit more activities. Just anything

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

Most children had positive views not wanting anything to change. Children often wanted new or more toys that they liked and more variety with food choices.

Children aged 4 & 5

- If there were new toys and didn't have to play with the same toys every time.
- More babies, buggies so I don't have to wait
- a bouncy castle
- I would like to use more screen time and decorate more cupcakes
- Going on a fluffy rug.
- I don't know
- Teachers make it fun

Children aged 6

- Didn't like today's food because I don't like butter.
- If we brought in a new toy, say like if I had lots of new princesses at home that I could bring in to share if we don't lose them.
- Club would be better if I could come here all day.
- I think they should do more activities like playing different running games
- If we had monkey bars, slides and swings

Children aged 7

- By putting a monkey bar, better slide and swing
- More toys and different food other than sandwiches, like for example pizza, chicken and sausage rolls.

- I do not know.
- More craft

Children aged 8

- if they gave us different foods all the time, because all the time we get the same foods but on different days
- I wish we had the bouncy castle all the time and we went out more to the horses and farm and I wish we could do more crafts.
- Maybe like a bit more activities for older children and maybe a bit more young a bit more going outside
- maybe some more like different activities maybe... some different board games maybe
- By respecting the equipment more and by not running. Only if in hall games
- If we had more toys, more loom bands as the box almost finished
- More 3D crafts and different food like pizza and cooking and baking activities
- By making more things.
- Maybe hot dogs, I don't know.

Children aged 9

- It would be even better if we have a trampoline again and an arcade
- If the (practitioners) made sure everyone respected the equipment
- Food, I would like chicken wings, I love chicken wings. I would like also play outside more.
- When they add a ball pit.
- more games

Children aged 10

- When the meal is my favourite and made for me
- Maybe, more crafts and more physical activities that can teach people to work as a team.
- Maybe in Winter we could have hot food and summer maybe cold food!
- I like food but it would be better if there was more variety.
- Some rules are strict and would like to make changes, would like to share rules

Children aged 11

- If some of my old friends were still here

Summary of children's feedback

The majority of children, both early years and the older children, talked the importance of enjoying their play, being with their friends and being cared for and supported by their childcare practitioners.

The role of the adult in the learning, play and emotional experiences of our children was highlighted as significant to children.

In response to the feedback from children, Royal Greenwich will continue to highlight the value of a skilled, stable and high-quality workforce which prioritises emotional wellbeing of children, building

positive relationships and interactions, enabling children to recognise risks and stay safe online, more outside and active play opportunities and offer a varied menu of healthy foods.

Summary of next steps for Royal Greenwich

- Royal Greenwich will continue to focus on clear communications on expanded early years entitlements aligned with enquiries received by providers demonstrating the need for more clarity around eligibility criteria and charging.
- Royal Greenwich will target support to the sector with relevant revenue and capital grant funding, business modelling and marketing for those expanding provisions for the youngest cohorts from September 2025 and wraparound provision.
- Royal Greenwich will continue to raise awareness at a national level, the challenge of recruiting high quality and highly qualified staff – particularly in view of the growing number of babies in funded places.
- The incidence of children and young people with SEND and EHCPs continues to increase. Royal Greenwich will continue to plan, deliver and signpost to the relevant SEND information, courses and qualifications.
- Royal Greenwich will continue to strategically lead support for early years and childcare providers to network and attend forums within and across sector types
- Royal Greenwich will continue to be aware that the affordability of formal childcare continues to act as the most frequent barrier to parents/carers accessing this type of support and therefore align their strategic and operational priorities around early years entitlements and wraparound provision may provide to some families.
- Royal Greenwich will retain a strategic awareness that wraparound and holiday childcare provision is a high priority.
- Royal Greenwich will retain focus on developing SEND related skills, knowledge and expertise within the sector through the training offer, signposting and support around quality of provisions which meet needs of all children.
- Royal Greenwich will continue to highlight the value of a skilled, stable and high-quality workforce which prioritises emotional wellbeing of children, building positive relationships and interactions, enabling children to recognise risks and stay safe online, more outside and active play opportunities and offer a varied menu of healthy foods.

- Royal Greenwich will continue to work in partnership with its childcare providers to convey accurate information about available childcare and the local offer

Methodology

GLA 2022-based BPO demographic projections (May 2024)

Early Years Headcount Royal Greenwich (Autumn term 2024)

Pupil level school census October 2024

January 2024 SEN2 return

Ofsted inspections report June 2024

Royal Greenwich Local Ofsted Outcome Tracker

2021 Office for National Statistics (ONS) census data

2023 Place Group Childcare Sufficiency and Sustainability Intelligence Assessment

DWP (Department for Work and Pensions) list of eligible 2-year-olds August 2024

See Appendix B

Glossary

Types of settings

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

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

School – local authority / voluntary maintained or academy school setting

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

Providers / provision / settings – all of the above

Types of registration

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

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

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

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

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

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

Working Parents or Families entitlement - Children from age 9 months where both parents working, or from lone parent families where that parent is working, are [entitled](#) to 15 or 30 hours per week during term time until they start reception class in school

Royal Greenwich statutory duties and responsibilities

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

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

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

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

- Drive up the quality of childcare provision

Our **statutory responsibilities** also include:

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

Children's centres by area and ward

	Ward	Centre
Central	Abbey Wood Charlton Village & Riverside Plumstead & Glyndon Plumstead Common Shooters Hill West Thamesmead Woolwich Arsenal Woolwich Common Woolwich Dockyard	Brookhill Slade Glyndon Plumstead Plumstead Common Cardwell (PS) Mulgrave (PS) Eglinton (PS)
East	Abbey Wood Thamesmead Moorings West Thamesmead	Abbey Wood (NS) Discovery (PS) Waterways Mulberry Park
South	Blackheath Westcombe Charlton Hornfair Eltham Page Eltham Park & Progress Eltham Town & Avery Hill Kidbrooke Park Kidbrooke Village & Sutcliffe Middle Park & Horn Park Mottingham, Coldharbour & New Eltham	Storkway Shooters Hill Vista Field Eltham Alderwood (PS) Greenacres (PS)
West	Blackheath Westcombe Charlton Hornfair Charlton Village & Riverside East Greenwich Greenwich Creekside Greenwich Park Greenwich Peninsula Woolwich Dockyard	Rachel McMillan (NS) Robert Owen (NS) Sherington (PS) Pound Park (NS) Invicta (PS) Quaggy
(NS): Linked to nursery school (PS): Linked to primary school		