The Developmental Status of 2-3 Year Old Children entering Group-Based Settings in Northern Ireland: Baseline Survey of the 'Eager and Able to Learn' (EAL) Study

Datasets summary guide

Background

This document provides a brief overview of the three datasets pertaining to the Baseline survey of the Eager and Able to Learn pilot programme (EAL), designed by *Early Years* - the organisation for young children in Northern Ireland, and targeted at 2-3 year old children in early years settings. The baseline survey was conducted between October 2008 and January 2009. This was part of a larger research project, which evaluated the impact of Eager and Able to Learn, a developmental movement and play-based service for 2-year olds. This programme aimed to improve young children's eagerness and ability to learn through enhancing their physical, social, emotional, and linguistic development.

The main purpose of the baseline survey was to gain a 'snapshot' of the developmental stages of a large sample of 2-3 year old children in Northern Ireland. A secondary purpose was to find out about the perceptions of children's parents and the practitioners in the early years setting about the developmental needs of 2-3 year olds and their associated actions and interactions with the children.

Ethical Approval

Ethical approval was granted by the Research Ethics Committee of the School of Education at Queen's University Belfast, ensuring that the study complied with the ethical standards set out by the American Education Research Association and the British Education Research Association (BERA, 2004).

Baseline sample and methods

Led by the Centre for Effective Education (now part of the Centre for Evidence and Social Innovation [CESI]) with the School of Psychology at Queen's University Belfast, the baseline survey consisted of 655 children, from 90 different settings; 341 boys (52%) and 314 girls (48%). All the children were individually assessed using the Bayley Scales for Infant and Toddler Development, 3rd Edition (2006), commonly known as Bayley III. The mean age of the sample at the time of testing was 2 years and 7 months, and ranged from 2 years 0 month to 3 years and 1 month. Survey questionnaires were specially designed for early years practitioners and parents to elicit information about their knowledge, attitude and behaviours related to the developmental needs of 2-3 year olds. 501 parents/guardians completed questionnaires and 95% of the respondents were women. 230 practitioners completed questionnaires and 229 were women.

Further Information

• McGuinness, C., Connolly, P., Eakin, A. and Miller. S. (2012) The Developmental Status of 2-3 Year Old Children entering Group-Based Settings in Northern Ireland: Survey Findings, Belfast: Centre for Effective Education, Queen's University Belfast. Available at http://www.early-years.org/coral/research-docs/qub-survey.pdf.

Measures

Table 1 displays the numbers of different respondents (Child, Parents, Practitioners) completing questionnaires at pre-test (baseline).

Table 1: Summary of outcome variables and measurement

Baseline measurements				
Dataset	**Outcome**	**Measure**	**Mode**	**Variables**
Child Bayley	Child development	Bayley Scales for Infant and Toddler III (Cognitive, Communication and Motor Skills) [1]	Fieldworker assessments through play-based tasks	By_Cog_scaled → By_sum_FMGM
Child Bayley	Child development	Bayley Scales for Infant and Toddler III (Social-Emotional Scale and Adaptive Behaviour Scale)	Practitioner-rated questionnaire	By_SE_Scaled → By_AB_social_scal
Parent	Recognition of importance of play	8 questions about parents viewpoints on children's play	Parent-rated questionnaire	qu2_1 → qu2_8
Parent	Frequency of play opportunities	18 questions about the frequency of providing play opportunities during a typical week	Parent-rated questionnaire	qu3_1 → qu3_18
Parent	Recognition of importance of movement	11 questions about parents views on the role of movement for children's learning	Parent-rated questionnaire	Qu4_1 → qu4_11
Parent	Responsiveness in interactions to support child development	Tool for Parental Self-Efficacy (TOPSE) (Kendall and Bloomfield 2005) – four subscales: Emotion and Affection, Play and Enjoyment, Empathy and Understanding, Learning and Knowledge [2]	Parent-rated questionnaire	Qu5_1 → qu5_24
Parent	Recognition of importance of working in	19 questions on current practices and levels of satisfaction experienced by	Parent-rated questionnaire	Qu6_1 → qu6_19

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[1] Bayley Scales of Infant and Toddler Development III are available from https://www.pearsonclinical.co.uk/
[2] Tool for Parental Self-Efficacy (TOPSE) – available from http://www.topse.org.uk/site/

	partnership with practitioners	parents working with early years settings		
Practitioner	Recognition of importance of play	9 questions about practitioner viewpoints on children's play	Practitioner-rated questionnaire	Qu2_1 → qu2_9
Practitioner	Frequency of play opportunities	11 questions on the frequency of different types of play during a typical week	Practitioner-rated questionnaire	Qu3_1 → qu4
Practitioner	Frequency of interactions in play	13 questions on about the frequency of different types of interaction during play	Practitioner-rated questionnaire	Qu5_1 → qu5_13
Practitioner	Recognition of importance of movement	18 questions on importance of different types of movement and whether these were planned for in the setting	Practitioner-rated questionnaire	Qu7_1a → qu8_5b
Practitioner	Responsiveness in interactions to support child development	21 items derived from Child Caregiver Interaction Scale (Carl 2007): social and emotional development and cognitive stimulation for learning[3]	Practitioner-rated questionnaire	Qu9_1 → qu9_21
Practitioner	Recognition of importance of working in partnership with parents	18 questions on current practices and levels of satisfaction of working with parents	Practitioner-rated questionnaire	Qu10 → qu13_15

Structure and content of the data files

This section lists the variables within each datafile. The following variables were redacted or recoded to ensure anonymity.

Datafile	Variable Name	Comments
Child Bayley	Childnam	Redacted. Contains children's' names.
	DateTested	Redacted. Contains specific date of test.
	DOB	Redacted. Contains the child's date of birth.
	Comments	Redacted. Contains personal identifying information
	Prem	Redacted. Small cell. Contains only two children who were premature.
Parent Questionniare	Par_Name	Redacted. Contains Parent's names.
	Chi_Name	Redacted. Contains children's names.
	Postcode	Redacted. Contains postcode detail.
	OCC	Redacted. Too many small cells with occupation detail.

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[3] Carl, Barbara, "Child Caregiver Interaction Scale" (2007). *Theses and Dissertations (All)*. 66.
https://knowledge.library.iup.edu/etd/66

Practitioner Questionniare	IDprac	Redacted. Small cells for practitioner 6 & 7.
	Sex	1 case removed. Only one case was male, all others were female.
	Age-range	3 cases only were age 55 or over. Recoded into 46+ age group.

In the practitioner questionnaire, variable qu6 (*Rank in order of importance [socio-emotional, cognitive, language and motor]*) was removed from dataset as it was not included in statistical analysis or reports.

Datafile: Child Bayley
Missing data coded as 999

Name	Label	Values
SettingID	Setting ID	None
ChildID	Child ID	None
Group	Group	0 – Control Group 1 – Intervention
Gender	Gender of Child	0 – Male 1 - Female
By_Cog_scaled	Cognitive Scaled Score	None
By_RC_scaled	Receptive Communication (RC) Scaled Score	None
By_EC_scaled	Expressive Communication (EC) Scaled Score	None
BY_Sum_RCEC	Summary of RC and EC	None
BY_FM_scaled	Fine motor (FM) Scaled Score	None
By_GM_scaled	Gross Motor (GM) scaled score	None
By_Sum_FMGM	Summary of FM and GM	None
By_SE_scaled	Social Emotional scaled Score	None
By_AB_Com_scal	Adaptive Behaviour Communication scaled score	None
By_AB_FA_scal	Adaptive Behaviour Functional Pre-Academics scaled score	None
By_AB_Leis_scal	Adaptive Behaviour Leisure scaled score	None
By_AB_SelfD_scal	Adaptive Behaviour Self-Direction scaled score	None
By_AB_Social_scal	Adaptive Behaviour Social scaled score	None

Structure and content of the data file – Parent Questionnaire
Missing data coded as 999

Name	Label	Values
int_con	Intervention/Control Group	1 - Intervention 2 - Control
idsetting	Setting identifier	None
idpar	Parent Identification	None

sex	Gender of Parent	1 - Male 2 - Female
agerange	Age range of Parent	1 – 18-25 2 - 26-35 3 – 36-45 4 – 46-54 5 – Over 55
ed1	Highest level of education: Secondary School	0 – No 1 – Yes
ed2	Highest level of education: GSCE/O-Levels	0 – No 1 – Yes
ed3	Highest level of education: A Levels	0 – No 1 – Yes
ed4	Highest level of education: Diploma/Certificate	0 – No 1 – Yes
ed5	Highest level of education: Vocational Qualification	0 – No 1 – Yes
ed6	Highest level of education: Degree	0 – No 1 – Yes
ed7	Highest level of education: Post-graduate Degree	0 – No 1 – Yes
ed8	Highest level of education: Other	0 – No 1 – Yes
qu2_1	The role of parents in children's play - Q2.1 - Children are best left to play on their own	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_2	The role of parents in children's play - Q2.2 - Some children find it hard to know how to play on their own	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_3	The role of parents in children's play - Q2.3 - Some children find it hard to know how to play with other children	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_4	The role of parents in children's play - Q2.4 - Parents need to help and encourage children to play	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_5	The role of parents in children's play - Q2.5 - It is enough for parents just to watch children playing	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree

qu2_6	The role of parents in children's play - Q2.6 - Parents should join in and play alongside the children to make the most of their play	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_7	The role of parents in children's play - Q2.7 - Parents spoil children's play by getting in the way	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_8	The role of parents in children's play - Q2.8 - Children should follow their own interests when playing	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu3_1	Frequency of different types of play - Q3.1 - Encourage my child to play in the back yard/garden	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_2	Frequency of different types of play - Q3.2 - Provide everyday or household items for children to play with	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_3	Frequency of different types of play - Q3.3 - Use songs and dance in a playful way	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_4	Frequency of different types of play - Q3.4 - Provide time during during routines such as bathing, feeding etc.	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_5	Frequency of different types of play - Q3.5 - Provide time for my child to jump and climb	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_6	Frequency of different types of play - Q3.6 - Let my child watch TV or DVDs	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_7	Frequency of different types of play - Q3.7 - Encourage my child to play with outdoor equipment	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_8	Frequency of different types of play - Q3.8 - Use books and pictures for story telling	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily

qu3_9	Frequency of different types of play - Q3.9 - Encourage my child to play with toys such as jigsaws	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_10	Frequency of different types of play - Q3.10 - Encourage my child to play outdoors	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_11	Frequency of different types of play - Q3.11 - Encourage my child to do colouring in	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_12	Frequency of different types of play - Q3.12 - Encourage messy play	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_13	Frequency of different types of play - Q3.13 - Encourage my child to play with materials that make different sounds, have different colours, have a different feel to them	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_14	Frequency of different types of play - Q3.14 - Encourage rough and tumble play	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_15	Frequency of different types of play - Q3.15 - Delibrately set aside time to play with my child	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_16	Frequency of different types of play - Q3.16 - Take my child to the park to play	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_17	Frequency of different types of play - Q3.17 - Encourage my child to play with toys that make noise and have flashing lights	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_18	Other activities undertaken with children (open-ended question not coded)	None
qu4_1	Role of movement in children's learning - Q4.1 - Learning new words	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu4_2	Role of movement in children's learning - Q4.2 - Helping children's imagination	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant

qu4_3	Role of movement in children's learning - Q4.3 - Helping children communicate how they are feeling	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu4_4	Role of movement in children's learning - Q4.4 - Keeping children fit and healthy	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu4_5	Role of movement in children's learning - Q4.5 - Helping children get on with other children	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu4_6	Role of movement in children's learning - Q4.6 - Burning off excess energy	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu4_7	Role of movement in children's learning - Q4.7 - Helping children get on with other children	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu4_8	Role of movement in children's learning - Q4.8 - Helping children play games like football or hockey when they are older	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu4_9	Role of movement in children's learning - Q4.9 - Helping children be better at reading in the future	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu4_10	Role of movement in children's learning - Q4.10 - Helping children be better at writing in the future	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu4_11	Role of movement in children's learning - Q4.11 - Helping children be better at problem solving	1 – Very relevant 2 – a little relevant 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu5_1	TOPSE - Emotion and Affection Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None

qu5_2	TOPSE - Emotion and Affection Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_3	TOPSE - Emotion and Affection Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_4	TOPSE - Emotion and Affection Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_5	TOPSE - Emotion and Affection Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_6	TOPSE - Emotion and Affection Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_7	TOPSE - Play and Enjoyment Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_8	TOPSE - Play and Enjoyment Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_9	TOPSE - Play and Enjoyment Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_10	TOPSE - Play and Enjoyment Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_11	TOPSE - Play and Enjoyment Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_12	TOPSE - Play and Enjoyment Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_13	TOPSE - Empathy and Understanding Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_14	TOPSE - Empathy and Understanding Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_15	TOPSE - Empathy and Understanding Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_16	TOPSE - Empathy and Understanding Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_17	TOPSE - Empathy and Understanding Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None

qu5_18	TOPSE - Empathy and Understanding Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_19	TOPSE - Learning and Knowledge Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_20	TOPSE - Learning and Knowledge Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_21	TOPSE - Learning and Knowledge Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_22	TOPSE - Learning and Knowledge Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_23	TOPSE - Learning and Knowledge Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu5_24	TOPSE - Learning and Knowledge Subscale - http://www.topse.org.uk/site/ - (scale - 0-10 where 0 is completely disagree and 10 is completely agree)	None
qu6_1	Parents working in partnership with EY - Q6.1 - How important is the involvement of parents in a child's education	1 – not so important 2 – a little important 3 – uncertain 4 – not very relevant 5 – not at all relevant
qu6_2	Parents working in partnership with EY - Q6.2 – Why do you think that? (open-ended question not coded)	None
qu6_3	Parents working in partnership with EY - Q6.3 - To what extent do you work in partnership with child's setting to promote learning and development	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu6_4	Parents working in partnership with EY - Q6.4 - The setting shares information with parents concerning the overall running of the nursery	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_5	Parents working in partnership with EY - Q6.5 - I prefer to communicate with my child's setting by appointment only at a specific time	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_6	Parents working in partnership with EY - Q6.6 - I feel there is an atmosphere of open communication in my child's setting	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree

qu6_7	Parents working in partnership with EY - Q6.7 - Parents can disturb the children if they are frequently in the setting	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_8	Parents working in partnership with EY - Q6.8 - On a daily basis I have the opportunity to chat with staff in the setting.	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_9	Parents working in partnership with EY - Q6.9 - The setting staff talk to me about my child's development and what we can do to help this along	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_10	Parents working in partnership with EY - Q6.10 - The main purpose of sending children to nursery/playgroup is to help their development and learning	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_11	Parents working in partnership with EY - Q6.11 - I am given the opportunity to share my views, concerns and wishes with the staff in my child's setting	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_12	Parents working in partnership with EY - Q6.12 - I feel that the responsibility for my child's development lies solely with the staff in the setting when my child is with them	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_13	Parents working in partnership with EY - Q6.13 – I would value home visits from the staff in my child's setting	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_14	Parents working in partnership with EY - Q6.14 - I am encouraged to be involved with joint activities with my child's setting	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_15	Parents working in partnership with EY - Q6.15 - The adults' main role in the setting is to look after and mind the children	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu6_16	Parents working in partnership with EY - Q6.16 - I am valued by my child's setting as a partner in my child's education and care	1 – Strongly disagree 2 – Disagree 3 – Uncertain

		4 – Agree
		5 – Strongly Agree
qu6_17	Parents working in partnership with EY - Q6.17 - My child's setting provides me with materials and training to help my child's development	1 – Strongly disagree
		2 – Disagree
		3 – Uncertain
		4 – Agree
		5 – Strongly Agree
qu6_18	Parents working in partnership with EY - Q6.18 - Overall I am satisfied with the level and quality of communication I have with my child's setting	1 – Strongly disagree
		2 – Disagree
		3 – Uncertain
		4 – Agree
		5 – Strongly Agree
qu6_19	Parents working in partnership with EY - Q6.19 - Sharing care and educational information with parents is a waste of time	1 – Strongly disagree
		2 – Disagree
		3 – Uncertain
		4 – Agree
		5 – Strongly Agree

Structure and content of the data file – Practitioner Questionnaire
Missing data coded as 999

Name	Label	Values
int_con	Intervention/Control Group	1 – Intervention
		2 - Control
idsetting	Setting identification	None
idprac	Practitioner identification	None
sex	Gender of Practitioner	0 – Male
		1 - Female
agerange	Age range of practitioner	1 – 18–25
		2 – 26-35
		3 – 36-45
		4 – 46+
ed1	Highest level of education: Secondary School	0 – no
		1 - yes
ed2	Highest level of education: GSCE/O-Levels	0 – no
		1 - yes
ed3	Highest level of education: A Levels	0 – no
		1 - yes
ed4	Highest level of education: Diploma/Certificate	0 – no
		1 - yes
ed5	Highest level of education: Vocational Qualification	0 – no
		1 - yes
ed6	Highest level of education: Degree	0 – no
		1 - yes
ed7	Highest level of education: Post-graduate Degree	0 – no
		1 - yes
ed8	Highest level of education: Other	0 – no

		1 - yes
mthsEY	Months working in an early years setting	None
mths2_3	Months working with 2-3 year olds	None
mthscurr	Months working in current setting	None
qu2_1	The role of adults in children's play - Q2.1 – Children are best left to play by themselves	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_2	The role of adults in children's play - Q2.2 – Some children find it difficult to know how to play	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_3	The role of adults in children's play - Q2.3 – Children's play needs to be stimulated and extended by adults	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_4	The role of adults in children's play – Q2.4 – It is enough for adults just to watch children playing	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_5	The role of adults in children's play – Q2.5 – The adults role in playgroups/nurseries is to promote children's learning.	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_6	The role of adults in children's play – Q2.6 – Adults should join in and play alongside children	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_7	The role of adults in children's play – Q2.7 – Adults interfere and restrict children's play	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_8	The role of adults in children's play – Q2.8 – Children should follow their own interests when playing	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu2_9	The role of adults in children's play – Q2.9 – The adult's main role in playgroups/nurseries is to look after and mind the children	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree

		5 – Strongly Agree
qu3_1	Frequency of different types of play – Q3.1 – Deliberately plan activities to stimulate different senses	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_2	Frequency of different types of play – Q3.2 – Provide materials such as crumpled paper, cardboard boxes, playdough, crayons, finger paints etc.	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_3	Frequency of different types of play – Q3.3 – Encourage children to play indoors and outdoors	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_4	Frequency of different types of play – Q3.4 – Deliberately plan for both quiet and active types of play	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_5	Frequency of different types of play – Q3.5 – Create and use space where children can move and play safely	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_6	Frequency of different types of play – Q3.6 – Use simple props to play movement games	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_7	Frequency of different types of play – Q3.7 – Encourage dance through music and rhythm	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_8	Frequency of different types of play – Q3.8 – Use songs and rhymes in a playful way	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_9	Frequency of different types of play – Q3.9 – Use books and picture books for storytelling	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu3_10	Frequency of different types of play – Q3.10 – Use number games	1 – less than once a week 2 – Once a week 3 – 2-3 times a week 4 – daily
qu4	Is there anything else you do regularly? (open-ended question not coded)	None
qu5_1	Frequency of interactions during play – Q5.1 – Let the children practice and repeat activities	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always

qu5_2	Frequency of interactions during play – Q5.2 – Use words and conversation to explain what is happening during play	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_3	Frequency of interactions during play – Q5.3 – Give choices and alternatives to increase children's independence	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_4	Frequency of interactions during play – Q5.4 – Encourage new ways to play such as pretend play	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_5	Frequency of interactions during play – Q5.5 – Introduce new ideas and guide play	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_6	Frequency of interactions during play – Q5.6 – Accept invitations to join in children's play	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_7	Frequency of interactions during play – Q5.7 – Direct children's play	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_8	Frequency of interactions during play – Q5.8 – Model and demonstrate to children how to use objects and equipment to extend their play	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_9	Frequency of interactions during play – Q5.9 – Ensure that all children are drawn into play	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_10	Frequency of interactions during play – Q5.10 – Observe children closely while they are playing to find out more about them as individual	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_11	Frequency of interactions during play – Q5.11 – help children express and label their feelings during play	1 –Very rarely/never 2 – Seldom 3 – Sometimes

		4 – Often
		5 – Almost always
qu5_12	Frequency of interactions during play – Q5.12 – Ask the children questions while they are playing	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu5_13	Frequency of interactions during play – Q5.13 – Leave children to play by themselves	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu7_1a	The role of movement in children's learning – How important is it to do this? – Develop hand eye coordination (from 1 = not so important to 5 = very important)	None
qu7_2a	The role of movement in children's learning – How important is it to do this? – Develop balance (from 1 = not so important to 5 = very important)	None
qu7_3a	The role of movement in children's learning – How important is it to do this? – Develop body sense (from 1 = not so important to 5 = very important)	None
qu7_4a	The role of movement in children's learning – How important is it to do this? – Develop body coordination (from 1 = not so important to 5 = very important)	None
qu7_1b	The role of movement in children's learning – To what extent do you plan for this? – Develop hand eye coordination (from 1 = very rarely to 5 = almost always)	None
qu7_2b	The role of movement in children's learning – To what extent do you plan for this? – Develop balance (from 1 = very rarely to 5 = almost always)	None
qu7_3b	The role of movement in children's learning – To what extent do you plan for this? – Develop body sense (from 1 = very rarely to 5 = almost always)	None
qu7_4b	The role of movement in children's learning – To what extent do you plan for this? – Develop body coordination (from 1 = very rarely to 5 = almost always)	None
qu8_1a	The role of movement in children's learning – How important is it to do this? – Use movement as a form of play (from 1 = not so important to 5 = very important)	None
qu8_2a	The role of movement in children's learning – How important is it to do this? Use movement as a way to stimulate conversation and develop language (from 1 = not so important to 5 = very important)	None
qu8_3a	The role of movement in children's learning – How important is it to do this? Use movement as a way to express and communicate feelings (from 1 = not so important to 5 = very important)	None
qu8_4a	The role of movement in children's learning – How important is it to do this? Use movement as a way to help	None

	children develop better social relations (from 1 = not so important to 5 = very important)	
qu8_5a	The role of movement in children's learning – How important is it to do this? Use movement as a way to help children understand concepts of movement and space (from 1 = not so important to 5 = very important)	None
qu8_1b	The role of movement in children's learning – To what extent do you plan for this? – Use movement as a form of play (from 1 = very rarely to 5 = almost always)	None
qu8_2b	The role of movement in children's learning – To what extent do you plan for this? – Use movement as a way to stimulate conversation and develop language (from 1 = very rarely to 5 = almost always)	None
qu8_3b	The role of movement in children's learning – To what extent do you plan for this? – Use movement as a way to express and communicate feelings (from 1 = very rarely to 5 = almost always)	None
qu8_4b	The role of movement in children's learning – To what extent do you plan for this? – Use movement as a way to help children develop better social relations (from 1 = very rarely to 5 = almost always)	None
qu8_5b	The role of movement in children's learning – To what extent do you plan for this? – Use movement as a way to help children understand concepts of movement and space (from 1 = very rarely to 5 = almost always)	None
qu9_1	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.1 – I make sure that I have a good variety of toys for the children to avoid disputes between them	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_2	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.2 – I make a point of using a warm and cheerful tone of voice with the children	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_3	Child Caregiver Interaction Scale – Cognitive Stimulation and Support for Learning - Q9.3 – I expect the children to be obedient and follow a strict routine	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_4	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.4 – I find it easy to show affection to the children and to give them hugs and cuddles	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_5	Child Caregiver Interaction Scale – Cognitive Stimulation and Support for Learning -Q9.5 – I spend time talking to the children, rephrasing and expanding their language	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often

		5 – Almost always
qu9_6	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.6 – I make time each day to give individual attention to each child	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_7	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.7 – Despite my best intentions, I can get irritated and be impatient with the children	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_8	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.8 – I can spot if a child is getting distressed, restless or aggressive and step in as appropriate	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_9	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.9 – I use methods to help the children express and label their feelings	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_10	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.10 – I deliberately encourage positive behaviour in children such as sharing, turn taking and helping	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_11	Child Caregiver Interaction Scale – Cognitive Stimulation and Support for Learning - Q9.11 – I put toys and objects out of sight when children lose interest and bring them out again at a later point	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_12	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.12 – I try to identify opportunities when children are being particularly 'good' and praise them	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_13	Child Caregiver Interaction Scale – Cognitive Stimulation and Support for Learning - Q9.13 – I try to explain the reason for things in order to encourage the children to think for themselves	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_14	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.14 – I can be abrupt with the children when they misbehave	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_15	Child Caregiver Interaction Scale – Cognitive Stimulation and Support for Learning - Q9.15 – I tend to expect too much from the children	1 –Very rarely/never 2 – Seldom

		3 – Sometimes 4 – Often 5 – Almost always
qu9_16	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.16 – When I talk to the children I kneel, bend down or sit at their level to establish better eye contact	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_17	Child Caregiver Interaction Scale – Cognitive Stimulation and Support for Learning - Q9.17 – I tend to direct activities and keep the children occupied	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_18	Child Caregiver Interaction Scale – Cognitive Stimulation and Support for Learning - Q9.18 – I use books and pictures for story telling so that the children can understand what books are for	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_19	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.19 – I try to ignore the children when they misbehave	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_20	Child Caregiver Interaction Scale – Social and Emotional Interactions - Q9.20 – I have enough information about the children to take their different cultural and social backgrounds into account	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu9_21	Child Caregiver Interaction Scale – Cognitive Stimulation and Support for Learning - Q9.21 – I like to let the children just 'get on' with their own activities	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu10	Working in partnership with parents – How important do you feel the involvement of parents is in a child's education?	1 – not so important 2 – a little important 3 – uncertain 4 – quite important 5 – very important
qu11	Why do you think that is?	None
qu12	Working in partnership with parents – To what extent do you think that the parents and our setting work in partnership to promote children's learning and development<	1 –Very rarely/never 2 – Seldom 3 – Sometimes 4 – Often 5 – Almost always
qu13_1	Working in partnership with parents – Q13.1 – We share information with parents concerning the overall running of the nursery	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree

		5 – Strongly Agree
qu13_2	Working in partnership with parents – Q13.2 – We prefer parents to communicate with us by appointment at a specific time	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu13_3	Working in partnership with parents – Q13.3 – We create an atmosphere of open communication with parents	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu13_4	Working in partnership with parents – Q13.4 – Parents can disturb the children if they are frequently in the setting	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu13_5	Working in partnership with parents – Q13.5 – On a daily basis parents have the opportunity to chat with our staff.	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu13_6	Working in partnership with parents – Q13.6 – We communicate with parents about their children's development in our setting	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu13_7	Working in partnership with parents – Q13.7 – Parents are too busy to support their children's learning. This is what we practitioners do best	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu13_8	Working in partnership with parents – Q13.8 – Parents are given the opportunity to share their views, concerns and wishes	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu13_9	Working in partnership with parents – Q13.9 – We feel that the responsibility for the child's development lies solely with practitioners when children are with us	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu13_10	Working in partnership with parents – Q13.10 - Home visits by practitioners can be a valuable aspect of early years' provisions	1 – Strongly disagree 2 – Disagree 3 – Uncertain 4 – Agree 5 – Strongly Agree
qu13_11	Working in partnership with parents – Q13.11 – Parents are encouraged to be involved with joint activities	1 – Strongly disagree 2 – Disagree

		3 – Uncertain
		4 – Agree
		5 – Strongly Agree
qu13_12		1 – Strongly disagree
		2 – Disagree
		3 – Uncertain
	Working in partnership with parents – Q13.12 – We value parents as partner in their child's education and care.	4 – Agree
		5 – Strongly Agree
qu13_13		1 – Strongly disagree
		2 – Disagree
	Working in partnership with parents – Q13.13 – We provide parents with materials and training to help them increase their child's development.	3 – Uncertain
		4 – Agree
		5 – Strongly Agree
qu13_14		1 – Strongly disagree
		2 – Disagree
	Working in partnership with parents – Q13.14 – Overall I am satisfied with the level and quality of communication I have with parents	3 – Uncertain
		4 – Agree
		5 – Strongly Agree
qu13_15		1 – Strongly disagree
		2 – Disagree
		3 – Uncertain
	Working in partnership with parents – Q13.15 – Sharing care and educational information with parents is a waste of time	4 – Agree
		5 – Strongly Agree