

subsidised hours of childcare will not in itself address the barriers that prevent families from currently using and benefiting from childcare. The transformation in provision must respond to the issues families raise in relation to flexibility, availability and accessibility of services in a holistic way. Families often experience multiple barriers to accessing suitable childcare therefore addressing issues simultaneously is important. This is especially true for those living on the lowest incomes^{xxx} and other groups such as children with disabilities, parents who are studying and who work atypical hours. It is important to better understand supply and demand for services at local level in order to inform service planning and delivery at local and national levels. It is important that families' views are central to this process. We therefore welcome the requirements in the Children and Young People Bill to consult with parents and take their views into account in planning for childcare services. We recommend that sufficient resources are available to enable meaningful consultation with parents (representative of different family types and needs in local areas). We must ensure that the process is inclusive enough to accommodate and support marginalised groups. We further recommend that options to include young people's views and perspectives within this process as appropriate to age and stage of development are given due consideration (for example, consultation with school age children on childcare services that can best support them).

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ⁱMelhuish, E. C. (2004). A literature review of the impact of early years provision upon young children, with emphasis given to children from disadvantaged backgrounds. Report to the Comptroller and Auditor General. London: National Audit Office.

ⁱⁱScottish Government, Growing Up in Scotland: The Impact of Children's Early Activities on Cognitive Development (2009)

ⁱⁱⁱSylva, K. et al. (2004) The Effective Provision of Pre-School Education (EPPE) Project: Final Report – A Longitudinal Study Funded by the DfES 1997-2004. London: Institute of Education – A Longitudinal Study Funded by the DfES 1997-2004. London: Institute of Education

^{iv}Ibid.

^vIbid.

^{vi}Save the Children (2012) Thrive at Five.

^{vii}Scottish Government (2013) Poverty and Income Inequality Scotland: 2011-12.

^{viii}Scottish Government (2012) Summary statistics for attainment, leaver destinations and healthy living 2011/12

^{ix}Scottish Government (2013) Scottish Survey of Literacy and Numeracy.

^xScottish Government (2013) Programme for International Student Assessment (PISA) 2012: Highlights from Scotland's results.

^{xi}Sylva, K. et al. (2004) The Effective Provision of Pre-School Education (EPPE) Project: Final Report – A Longitudinal Study Funded by the DfES 1997-2004. London: Institute of Education – A Longitudinal Study

^{xii}Melhuish, E. C. (2004). A literature review of the impact of early years provision upon young children, with emphasis given to children from disadvantaged backgrounds. Report to the Comptroller and Auditor General. London: National Audit Office.

^{xiii}See Save the Children (2011) Making work pay – The Childcare Trap in Scotland.

^{xiv}Save the Children (2013) Give us a hand with childcare.

^{xv}<http://www.oecd.org/social/socialpoliciesanddata/oecdfamilydatabase.htm>

^{xvi}Childcare as a proportion of disposable income and maternal employment rates sourced from the OECD: <http://www.oecd.org/els/familiesandchildren/oecdfamilydatabase.htm> & child poverty rates sourced from

^{xvii}Scottish Government (2013) Income and Inequality Statistics

^{xviii}A McKay et al (2012) Child Poverty and Mothers Employment Patters – Exploring Trends, Save the Children and Women in Scotland's Economy Research Centre.

^{xix}Hirsch, D. (2008) Estimating the Costs of Child Poverty in Scotland.

^{xx}Hirsch, D. (2008) Estimating the Costs of Child Poverty in Scotland.

^{xxi}E A Hanushek and L Wößmann (2008) 'The role of cognitive skills in economic development', Journal of Economic Literature, 46(3) 607–68.

^{xxii}A McKay et al (2013) The economic case for investing in high quality childcare and early years education, Women in Scotland's Economy Research Centre.

^{xxiii}<http://www.scottish.parliament.uk/parliamentarybusiness/CurrentCommittees/64971.aspx>

