



Daycare Trust Evidence to the Henley Review of the Funding and Delivery of Music Education

October 2010

Daycare Trust is the national childcare charity, campaigning for high quality, accessible, affordable childcare for all and raising the voices of children, parents and carers. We undertake research and campaign on early childhood education and care, provide information for parents and carers and work with the full range of providers of early childhood education and care.

Daycare Trust welcomes the Government's decision to review the funding and delivery of music education, as well as the Government's continued support for music education. We believe that opportunities for children to hear and make music enrich young children's lives and bring many social and cognitive benefits such as improved concentration, improved self-discipline and greater abstract reasoning.¹

While we welcome the Henley review, Daycare Trust was a little disappointed that the focus of the review appears to target children aged 5 – 19 years. We feel that funding and delivery of early years' music education should have been explicitly included in the review. Many of the cognitive and social benefits of music education depend on early exposure to music. Moreover, the earlier the exposure, the greater some of these benefits, particularly for disadvantaged children. Daycare Trust believes that policy on music education needs to give greater emphasis to the early years.

Our work with parents and early years providers suggest that children's exposure to music in the home environment varies considerably. While many children from more prosperous families may listen to 'baby music' DVDs, participate in music making sessions targeted at young children and start music lessons by the age of four or five, other children do not have this experience. Research conducted by Save the Children suggests that poor children and those living in rural areas are most likely to miss out on out-of-school music making opportunities.

It is, therefore, important that early years settings and schools give children who have had little home exposure to music the opportunity to hear and make music. However, the extent and quality of delivery of music education in different types of early years setting is also very variable. Early childhood education and care is provided by childminders, in nurseries, children's centres, nursery and reception classes in primary schools and 3-18 schools, through sessional

¹ Frances Rauscher and Gordon Shaw's research in the United States highlights some of the cognitive benefits of music education for young children.

play and care, after-school and holiday clubs. (Figure 1 at the end of the report gives data on the numbers of different early years providers in England). Some children attending day nurseries or in nursery and reception classes in schools have many opportunities to make music, through inputs from visiting musicians, class teachers, tutors from local authority music services or involvement with some of the music education projects run by national and regional orchestras. Other young children in day nurseries or school do not have regular music-making opportunities. Some child minders take children to community music-making sessions, while many do not. Among the early years workforce, the level of qualifications held by staff and whether they had some prior training in early years' music education appear to be important factors in determining whether an early years setting delivers music education.

Improving the skills of the early years workforce to deliver music education

Improving the qualifications levels of the early years workforce is likely to have a positive impact on music education for young children. Daycare Trust is encouraged that there have been steady improvements in the levels of qualifications held by the early years' workforce since 2000. Department for Education survey data indicates that 66 per cent of the overall early years workforce was qualified at Level Three or above in 2008. However, 13 per cent of the overall early years' workforce and 34 per cent of childminders still had no qualifications in 2008. We have previously made recommendations to the Department for Education about how it could further support the acquisition of qualifications by the early years workforce. Daycare Trust would like to see Early Years Foundation Stage targets amended to ensure that by 2014 90 per cent of staff hold qualifications at Level Two or above and 100 per cent by 2016, and for half of the workforce to have graduate level qualifications. We would also like to see pay scales reward staff who gain qualifications. Evidence from outside the UK shows that a higher qualified early years workforce is able to deliver much higher quality music education to young children.

We would like to see more comprehensive programme of continued professional development in music education for early years' workers, as there are many parts of England where such courses are not readily accessible. At present there are many courses target at primary school teachers and delivered by local authority music services, universities, orchestras and third sector organisations involved in music education. There are far fewer targeted at the early years workforce and appropriate to their needs.

More explicit mention of music education in the EYFS guidance and support material

The Early Years Foundation Stage (EYFS) guidance provides a single quality standard against which early years provision is inspected in England. All early years provision defined in the Childcare Act 2006 is inspected against EYFS criteria. EYFS provides statutory guidance to ensure children's safety and welfare and also outline their learning. However, EYFS guidance and support materials gives very limited mention to music education. At present the EYFS is being reviewed by Dame Clare Tickell. We believe that this review offers the opportunity to give greater emphasis to music education.

Greater involvement by local authority music services in early years music education

Daycare Trust would like to see a greater number of local authority music services work with young children. We note that some local authority music services undertake considerable amounts of work with young children, while others do not. For example, Northamptonshire's Music and Performing Arts Service runs a ten week course for babies and their carers, which involves a small cost. Through a weekly session parents and carers are introduced to music-making activities that can be continued at home with the baby. We would like to see such activities extended more broadly across England.

Ensuring that safeguarding systems do not discourage musicians from working with young children

There are a growing number of musicians who work in early years settings. While these freelance musicians must undergo Criminal Record Bureau checks and be supervised properly, Daycare Trust believes that it is important that safeguarding system do not discourage musicians from working in early years settings. Musicians who work in a number of different settings in across different local authorities should not be required to undergo numerous CRB checks. Rather, one CRB check that can be verified, should be sufficient.

Continued support for community music making sessions

Daycare Trust has already noted that there are community-based music education projects targeted at young children, run by local authority music services, musicians, third sector organisations and orchestras. These sessions are sometimes free or charge a minimum fee. We are concerned that public spending cuts will severely reduce the breadth of provision. We are not arguing for community-based music education to be immune from cuts, but it should not be seen as a soft target. Community-based music education should not be first in line for cuts or suffer disproportionately to other areas of arts and leisure.

Targeting of childminders by those offering community-based music education

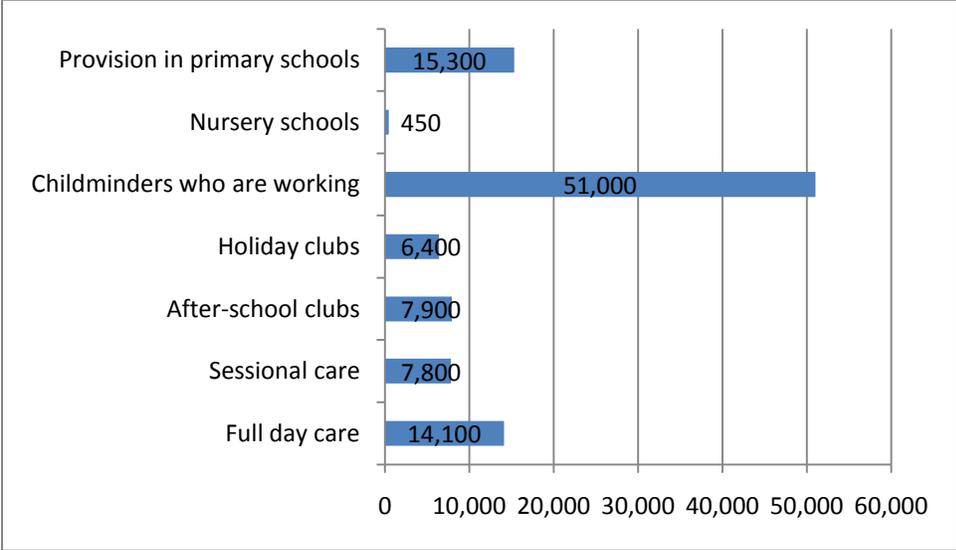
As shown in Figure 1 below, significant numbers of young children are cared for by childminders. Evidence from parents suggests that childminders are least likely to involve children they care for in music education. Where local authorities and other publically funded bodies are funding or running community-based music education for young children we would like to see greater targeting of childminders, encouraging them to attend events such as baby and carer music making.

Family friendly concerts

Daycare Trust welcomes the participation of the Department for Culture, Media and Sport in the Henley review, as well as consideration given to the role of the cultural industries in music education. Government, through the Arts Council and other schemes, funds many national and regional orchestras and ensembles, as well as other forms of music making. Most orchestras run family concerts: shorter concerts performed in the day and at the weekend. We think it is essential that DCMS, that Arts Council and orchestras themselves continue to support such valuable initiatives. However, we would encourage DCMS to review their geographic coverage, as consider ways that children who live outside big cities could attend family concerts or hear an orchestra. We would also like to see greater outreach by orchestras education teams into less

prosperous areas, to encourage higher attendance among children who have less exposure to music at home.

Figure 1: Numbers of providers of early childhood education and care, 2009



Source: Department for Education (2010) *Childcare and Early Years Providers Survey 2009*, London: Department for Education