

## PF4.1: Typology of childcare and early-education services

### *Definitions and methodology*

Childcare and early education services for children not yet of schooling age can be categorised into three broad groups:

**Centre-based day care:** encompasses all childcare that is provided outside the home in licensed centres. The services provided can be full- or part-time, and are most commonly referred to as nurseries, day care centres, crèches, playgroups or playschools, and parent-run groups. In general, these services are provided to children under 3 or 4 years of age before commencing pre-primary education.

**Family day care (FDC)** is traditionally provided in a home setting, usually by a childminder. This can be at the childminder's home or at the child's own home. In some countries childminders are required to hold qualifications and to register with an official authority. The maximum number of very young children who can be cared for in this way is usually 3 or 4. This type of care is most common for children prior to pre-primary education (i.e. those aged up to 3 or 4), and is sought either because the availability of places in crèche/nurseries is limited or parents prefer a homely environment (particularly for very young children).

**Pre-primary or pre-school early education programmes:** this category includes centre-based (or sometimes school-based) programmes designed to meet the needs of children preparing to enter primary (compulsory) education. In most countries, these programmes include at least a 50% educational content and are supervised by qualified staff. In some countries, these programmes are run on a full-time basis and offer out-of-school-hours provision on the same premises, although others traditionally provide kindergarten programmes on a part-time basis. Others still have effectively extended their primary school programmes by bringing in one or two years of pre-primary education into primary schools, such as, for example, the 'Prep' year in Queensland, Australia.

### *Key findings*

The broad design of childcare and early-education services is generally fairly similar across most of the covered Asia/Pacific countries, albeit with some clear exceptions (Table PF4.1.A). In most of the covered countries, children are most often cared for in 'care-oriented' day-care centres or family day care services when very young, before entering 'education-oriented' pre-primary education services like kindergarten at around age 3, and then primary (compulsory) school at age 6. The most obvious exceptions to this broad picture are in Australia, where children tend not to enter pre-primary education until age 4, and in New Zealand, where they enter compulsory schooling a year earlier than elsewhere at age 5. In some of the covered countries, integrated services that provide both 'care-' and 'education-oriented' services are available to children all the way through early childhood. One example is Japan's licensed day-care centres, which provide full-time care for children from a young age right through until they enter compulsory school. However, in most of the covered countries, services remain separated into 'care-oriented' day care and family day care services for children under age 3 or around, and 'education-oriented' services for those aged 3 or above.

*Other relevant indicators:* PF1.3: Family cash benefits; PF2.1: Key characteristics of parental leave systems

Table PF4.1A. **Typology of Childcare**

	Centre-based care, family day care, kindergarten or pre-primary education					Compulsory school	
	0	1	2	3	4	5	6
Australia	Accredited care centres. Part-time (20hrs) or full-time (up to 50hrs). Private.			Pre-primary education, integrated within primary schools. Full-time (out-of-school-hours care also provided). Public.		Compulsory schooling	
	Family day care. Part-time (20hrs) or full-time (up to 50hrs). Private.						
China	Family day care and childcare centers (Approx. 21.99% public)			Kindergartens (Approx.43.10% public)		Compulsory schooling	
Japan	Nursery school. Full-time. Approx. 2/5ths of services are public, and 3/5ths private.			Kindergarten. Part-time (20 hrs) with additional out-of-hours care also provided. Approx. 1/3rd of services are public, and 2/3rds private.		Compulsory schooling	
Korea	Childcare Centres					Compulsory schooling	
	Kindergartens						
New Zealand	Education & Care services; formal Home based Services (FDC). Part-time or full-time.					Compulsory schooling	
	Kōhanga Reo. Full-time. Private.						
	Playcentres. Part-time. Private						
	Community-based kindergarten and playcentres. Private.						
	Te Kura (distance provision) and hospital-based centres (for children in hospital). Part-time. Public.						
Singapore	Infant care centres	Childcare centres and kindergarten				Compulsory schooling	
Thailand	Family day care	Centre based care			Kindergarten pre-school;		Compulsory schooling
Viet Nam	Family day care	Day care centres			Kindergartens, day care and pre-school		Compulsory schooling
Malaysia							
Mongolia					Kindergartens and pre-school		Compulsory schooling
Indonesia					Kindergartens and day care		Compulsory schooling
		Playgroups					
		Early Childhood Education Program					
		Day care					

Note: Data for Singapore, and Viet Nam to 2013, for Australia, Japan and New Zealand to 2016, and for China to 2019.

Sources: [For Australia, Japan, Korea and New Zealand: OECD Family Database Indicator PF4.1](#); Korea: Child Care Act (2021), Early Childhood Education Act (2021), Elementary and Secondary Education Act (2021); China: Educational Statistics Yearbook 2019; China Population and Employment Statistics Yearbook 2020; Singapore: national correspondents; Thailand: Educational Statistics in Brief 2009, Bureau of Information and Communication Technology, OPS, Moe (Compulsory education until age 15 or Junior High school); Mongolia: Law on Pre-School education Law on Primary and Secondary education ; Indonesia: ILO (2020) Extending childcare services to workers in the informal economy: Policy lessons from country experiences.

**Sources and further reading:** OECD (2021), *Process quality, curriculum and pedagogy in early childhood education and care*, OECD Publishing, Paris, <https://doi.org/10.1787/eba0711e-en>; OECD (2021), *Starting Strong V: Supporting Meaningful Interactions in Early Childhood Education and Care*, OECD Publishing, Paris. <https://doi.org/10.1787/f47a06ae-en>.