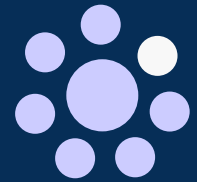


Stability of Child Care

Scorecard



Characteristics of the Reports

Assessments of development were obtained for more than 2,000 children to determine the relationships to stability of care.

Country of Origin	
	# of Reports
Canada	0
Bermuda	0
Sweden	0
UK	0
USA	3

Research Designs	
Retrospective	Prospective
2	1
No Follow-up	Follow-up
2	1
Observational	Experimental
3	0

Summary of Results

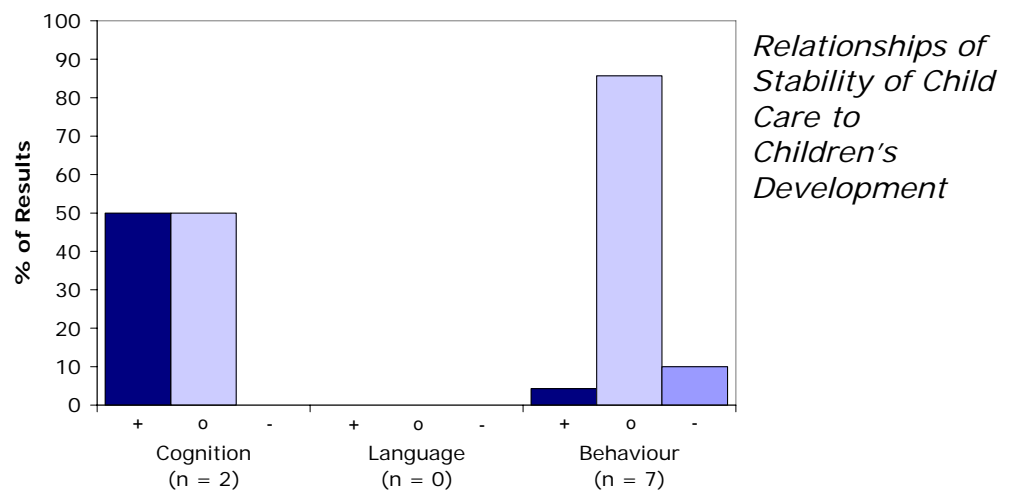
3 Reports			
Associated with Better Development	Cognition	Language	Behaviour
More stable	1	0	0
Less stable	0	0	0
Mixed results	0	0	0

Only 3 reports contained tests comparing stability to children's development. Each result in each report was given a value of 1 and a sign (+, 0, or -) based on whether the result was statistically significant.

If a test contained subtests (subscales), the result of each subscale was assigned a fractional value. Fractional values could be positive, zero, or negative within the same test. For that reason, percentages of results were not always whole numbers.

A positive sign means that more stability of centre care was related to higher scores on tests of children's development. A negative sign means that more stability of centre care was related to lower scores on the test. Zero means that stability of care was unrelated to the test results.

Other Considerations



Good research methods remove (through selection or statistical control) characteristics of children and families that might masquerade as outcomes of the child care factor in question. For example, if families of children who spent more time in child care were financially poorer than those of children who spent less time in care, any differences in their development said to be due to time in care could be challenged as differences due to the impact of poverty. Removing confounding variables adds credibility to conclusions.

In the 3 reports, researchers controlled for the following variables.

Variables Most Frequently Removed from Outcomes			
Variable	# of Reports	Variable	# of Reports
Child's gender	2	Age at school entry	1
Maternal education	2	Maternal satisfaction	1
Family income	1	Maternal behaviour	1
Family structure (parents, guardians)	1	Stability of care	1
Ethnicity	1	Maternal psychological adjustments/well-being	1
Child temperament	1	Work/family interference	1
Teacher education	1		

**Citations,
Summaries, and
Abstracts**

Howes, C. (1988). Relations between early child care and schooling. *Developmental Psychology*, 24, 53-57. [Full Text](#)

The purpose of this article is to examine relations between aspects of early child care (age entered, full- or part-time structure, and number of child-care arrangements and their quality) and school adjustment. The early child-care experiences of 87 children who entered a laboratory elementary school at 3 years, 9 months of age were documented, and their first-grade adjustment was assessed 3 years after school entrance. Although single-parent families and families in which the mother was employed used more child care and enrolled their children at earlier ages, maternal education was more closely associated with children's school adjustment than was maternal employment or marital status. After family characteristics were accounted for, academic progress, school skills, and few behavioral problems were predicted by high-quality, stable child care. The structure of the early child care (full- or part-time) was not associated with school adjustment. (Author's Abstract)

Country	USA
Sample Size	87
Age	School Age
Database	---
Design	Prospective No Follow-up Observational
Factors	Age of Entry Quality Stability

McCartney, K., Scarr, S., Rocheleau, A., Phillips, D., Abbott-Shim, M., Eisenberg, M., et al. (1997). Teacher-child interaction and child-care auspices as predictors of social outcomes in infants, toddlers, and preschoolers. *Merrill-Palmer Quarterly*, 43, 426-450. [Full Text](#)

Infants, toddlers, and preschoolers (N = 718), who were enrolled in 120 child-care centers from Massachusetts, Virginia, and Georgia, were assessed for social outcomes. Four auspices of child-care centers were sample: nonprofit, local for-profit, national chains for-profit, and church-sponsored. There were few associations between teacher-child interaction and children's social outcomes, with the exception that teacher-child interaction was associated with social bids by toddlers and preschoolers in the centers. Higher work-family interference was associated with poorer social outcomes generally. Children in nonprofit centers had better social outcomes on some measures, although effects were small. Policy and research implications are discussed. (Authors' Abstract)

Country	USA
Sample Size	718
Age	Preschool
Database	---
Design	Retrospective No Follow-up Observational
Factors	Age of Entry Quality Stability Time Spent

NICHD Early Child Care Research Network (1998). Early child care and self-control, compliance, and problem behavior at twenty-four and thirty-six months. *Child Development*, 69, 1145-1170.

[Full Text](#)

To evaluate child-care effects on young children's self-control, compliance, and problem behavior, children enrolled in the NICHD Study of Early Child Care were tested and observed in the laboratory and in child care at 24 and 36 months, and mothers and caregivers completed questionnaires. Indicators of child-care quantity, quality, stability, type, and age of entry, along with measures of family background, mothering, and child characteristics obtained through the first 3 years of life were used to predict 2 and 3 year child functioning. Results revealed (1) mothering to be a stronger and more consistent predictor of child outcomes than child care; (2) little evidence that early, extensive, and continuous care was related to problematic child behavior, in contrast to results from earlier work; (3) that among the child-care predictors, child-care quality was the most consistent predictor of child functioning, although limited variance could be explained by any (or all) child-care variables; and (4) that virtually none of the anticipated interactions among child-care factors or between them and family or child measures proved significant. (Author's Abstract)

Country	USA
Sample Size	1085
Age	Preschool
Database	NICHD
Design	Prospective Follow-up Observational
Factors	Age of Entry Quality Stability Time Spent Type of Care