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**Title of Paper:**

**What do indicators measuring the ‘Home Learning Environment’ tell us about child development in the early-years?**

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**Abstract**

In the UK, recent childcare and early-years policy has been informed by research evidence that has highlighted the positive and negative impacts on child development of care services used in the pre-school years. This evidence has come from a range of studies, including evaluations of targeted interventions aimed at socially excluded and disadvantaged children (Sure Start Local Programmes, Neighbourhood Nursery Initiatives) as well as longitudinal studies such as the Effective Provision of Pre School Education project (EPPE) and the Millennium Cohort Study (MCS). All of the studies have used diverse and complex sets of indictors to measure child development outcomes and have largely focused on the children’s experiences of formal childcare provision. But more recently, there has been new evidence emerging on the impact of the so called ‘Home Learning Environment’ (HLE). This paper will review the indicators used to measure the HLE; it will highlight where and how they have been used in recent research studies and discuss the value and limitations of the measures in relation to policy making.