

2-1 Goal and instruction planning of education/childcare at childcare facilities

The goal of education/childcare is often set in “to develop a healthy body,” in particular among daycare centers.

Regardless of the type of facility, the goal of education/childcare is often concerned with play, healthy body, lifestyle habits, or sociability, namely for children “to play freely,” “to develop a healthy body,” “to acquire basic lifestyle habits” or “to be considerate to others” (Table 2-1-1). In daycare centers where children spend long hours in groups, “to develop a healthy body” and “to be considerate to others” rank in first and second places at both public and private facilities.

Q Circle up to three that apply in the following items which you especially focus on as goals and/or contents of education/childcare at your facility.

Table 2-1-1 Points of focus as the goal of education/childcare (%)

	Kindergarten		Daycare center		Certified ECEC center	
	Public	Private	Public	Private	Public	Private
To play freely	① 35.3	③ 29.8	③ 32.3	26.4	③ 35.1	27.2
To develop a healthy body	② 32.5	27.3	① 45.8	① 39.8	① 39.9	② 33.7
To acquire basic lifestyle habits	25.7	② 32.1	32.0	③ 34.0	② 37.8	③ 28.4
To become self-reliant	5.4	7.5	5.8	6.3	3.4	7.8
To be exposed to nature	5.9	8.3	8.7	9.7	5.4	10.8
To be interested in various things through play	30.5	24.9	28.6	28.8	24.3	26.6
To take care of friends and get along well	29.2	22.6	23.0	20.7	13.5	17.1
To express thoughts clearly and listen to others carefully	18.5	14.2	14.4	12.6	20.9	10.8
To acquire good social manners	0.0	3.7	0.2	1.8	0.7	2.2
To be considerate to others	28.5	① 35.5	② 39.5	② 35.8	32.4	① 33.9
To acquire thinking skill	③ 32.0	23.2	19.6	21.9	29.1	26.4
To develop tenacity	13.9	9.8	3.9	6.0	7.4	8.1
To learn letters and numbers	0.0	0.8	0.1	0.5	0.0	0.8
To develop international sensibility and become familiar with foreign languages	0.0	1.0	0.0	0.7	2.0	1.8
To develop rich emotions and sensitivity	19.1	23.0	21.4	21.9	23.0	25.7
To express oneself using the five senses	2.1	3.7	3.1	5.0	2.7	4.3
To develop individuality	1.8	4.5	1.2	2.5	1.4	4.0

* Multiple responses allowed (up to three)

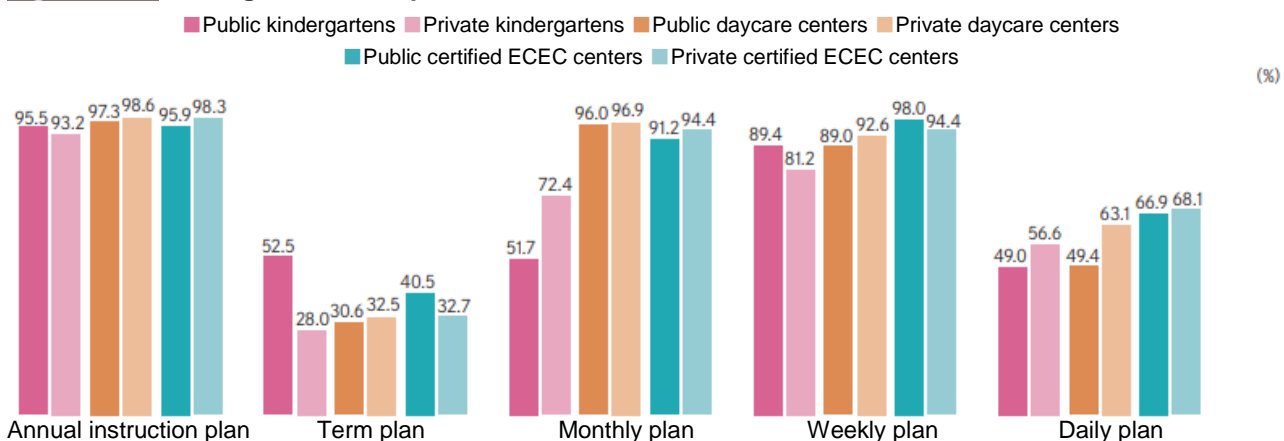
* Indicated excluding “others”

* ①-③ are put for the top 3 items among the choices per type of the facility

* Choices earning 20% or more against the parameter of all facilities are shaded dark

Q Circle all that apply as instruction plans made at your facility.

Figure 2-1-1 Making instruction plans



* Multiple responses allowed *Indicated excluding “others”

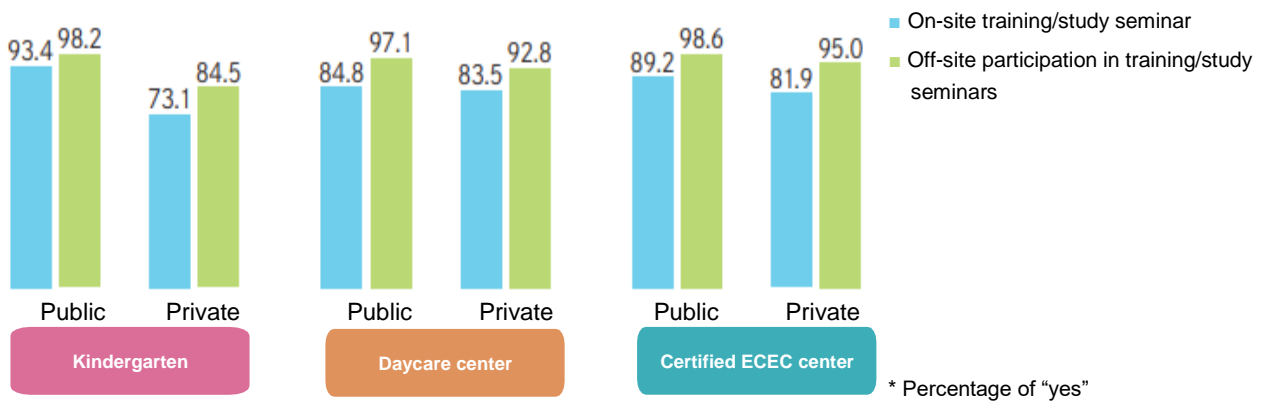
2-2 Response to course of study/guidelines

In compliance with the course of study/guidelines revised in 2018, the structure of childcare curriculum/overall plan has been revised and the childcare reviewed.

In response to the revision of the course of study/guidelines, over 70% of facilities provided opportunities for on-site/off-site training (Fig. 2-2-1), over 50% of facilities reviewed their organization of curriculum/overall plan (Fig. 2-2-2) and reviewed the childcare (Fig. 2-2-3). Approx. 40% of private kindergartens did not review curriculum organization. Regardless of the type of facility, around 80% organized their curriculum/overall plan in anticipation of connection with elementary schools. However, the percentage of joint consideration/plan development of connection curriculum with elementary schools remains at 20 to 40% (Fig. 2-2-4).

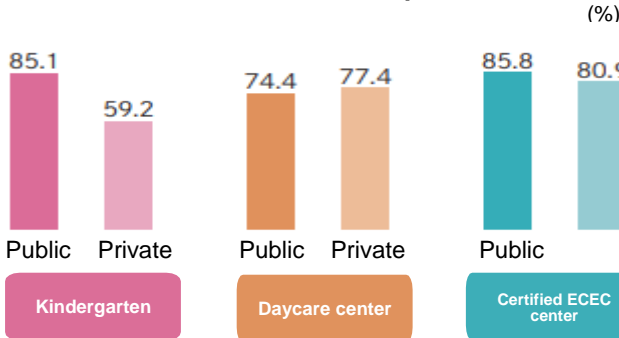
Q Has your facility held on-site training/study seminars for “course of study/guidelines”?
Has your facility participated in off-site training/study seminars?

Figure 2-2-1 On-site/off-site training/study seminar for “course of study/guidelines” (%)



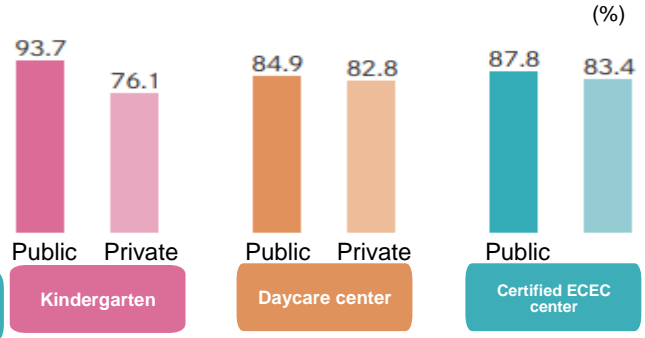
Q Has your facility reviewed its organization of curriculum/overall plan based on the “course of study/guidelines”?

Figure 2-2-2 Review of organization of curriculum/overall plan (%)



Q Does your facility provide opportunities for reviewing childcare among the caregivers in compliance with the “course of study/guidelines”?

Figure 2-2-3 Opportunities for reviewing childcare (%)

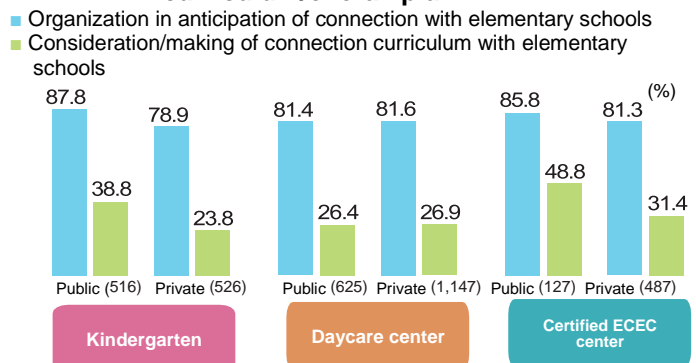


* Percentage of “yes”

* Percentage of “yes”

Q In reviewing, did you organize the curriculum in anticipation of transition to elementary schools? / Did you jointly consider/make a transitional curriculum with elementary schools (or “do you plan to”)?

Figure 2-2-4 Connection between elementary schools and childcare facilities in reviewing organization of curriculum/overall plan



* Percentage of “yes”

* Only those facilities that have reviewed organization of curriculum/overall plans

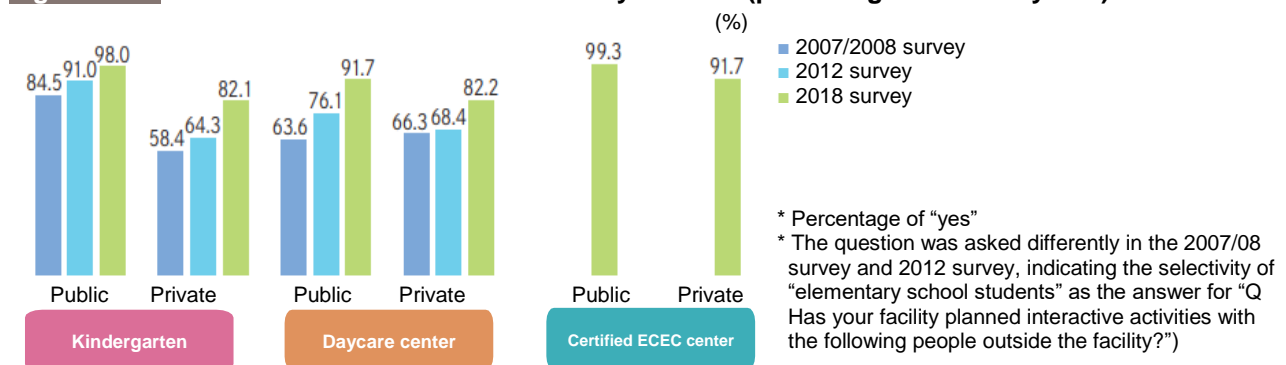
2-3 Communication/collaboration with elementary schools

Interaction/cooperation with elementary schools available at over 80% of facilities, regardless of the facility type

Interacting activities with local elementary schools are available at 98.0% of public kindergartens, 91.7% of public daycare centers, and 99.3% of public certified ECEC centers, indicating availability in almost all regions of Japan (Fig. 2-3-1). In private facilities, 82.1% of private kindergartens, 82.2% of private daycare centers and 91.7% of private certified ECEC centers provide opportunities, indicating active participation. As for the contents of interactions, “children of childcare facilities have tours or class visits to elementary schools” and “children of childcare facilities join in activities with elementary school students” show high percentages regardless of the type of childcare facility (Table 2-3-1). Public facilities are more active in various categories of interactive activity.

Q Does your facility provide interactive activities with local elementary schools?

Figure 2-3-1 Interactive activities with elementary schools (percentages over the years)



Q What interactive activities do you provide?

Table 2-3-1 Contents of interactive activities

	Kindergarten		Daycare center		Certified ECEC center	
	Public (594)	Private (729)	Public (770)	Private (1,218)	Public (147)	Private (552)
Children of childcare facilities have tours or class visits to elementary schools	81.5	>>	67.4	60.4	64.1	75.5 > 70.5
Children of childcare facilities join in activities with elementary school students	87.2	>>	62.8	69.2	>	61.4 > 66.8
Children of childcare facilities see events at elementary schools such as sports day or recitals	52.0	>>	21.9	35.6	38.8	51.7 > 37.7
Children of childcare facilities participate in events at elementary schools such as sports day or recitals	37.9	>>	20.0	35.1	>	27.4 > 29.3
Children of childcare facilities have school lunch at elementary schools	47.8	>>	10.2	13.0	12.6	26.5 > 10.5
Children of childcare facilities listen to principals or teachers of elementary schools	43.1	>>	16.9	20.5	19.3	35.4 > 21.4
Elementary school teachers teach children of childcare facilities	10.8	>	5.1	15.5	>	10.0 > 7.4
Elementary school students see or participate in events of childcare facilities	41.6	>>	26.1	29.7	33.8	43.5 > 34.4
Others	4.7		5.8	9.4	7.6	7.5 > 6.2

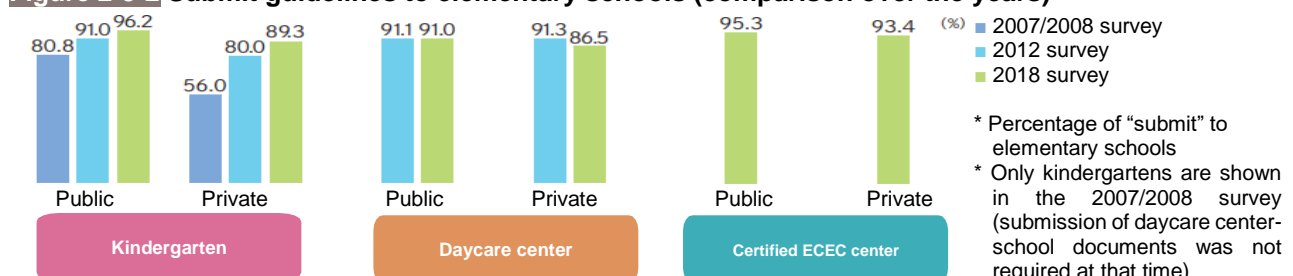
* Multiple responses

* Only those facilities providing interactive activities with elementary schools

* >> and << indicate a difference of 10 points or more, > and < indicate a difference of 5 points or more (less than 10 points)

Q Copy (or abridged copy) of kindergarten-school documents, daycare center-school documents, certified ECEC center-school documents and kindergarten-daycare integrated type certified ECEC center-school documents

Figure 2-3-2 Submit guidelines to elementary schools (comparison over the years)



2-4 Actual activities during standard childcare hours

Over half of private facilities provide “gymnastics,” “musical activities,” “*hiragana*” and “English” activities besides integrated activities through play.

During standard childcare hours in private kindergartens and private certified ECEC centers, “gymnastics” is provided at over 70% of facilities, “English” at over 60%, “musical activities” at 60%, and “*hiragana* reading and writing practice” at over 50% of facilities (Fig. 2-4-1). Among the private facilities providing such activities, over 50% of them start “gymnastics” and “English” in 3-year olds classes (Table 2-4-1). “Gymnastics” and “English” are often provided by outsourced instructors (Table 2-4-2).

Q Do you provide the following activities to all the children in the classroom during standard childcare hours in addition to integrated activities through play stipulated in the “course of study/guidelines”?

Figure 2-4-1 Activities during standard childcare hours (comparison over the years)

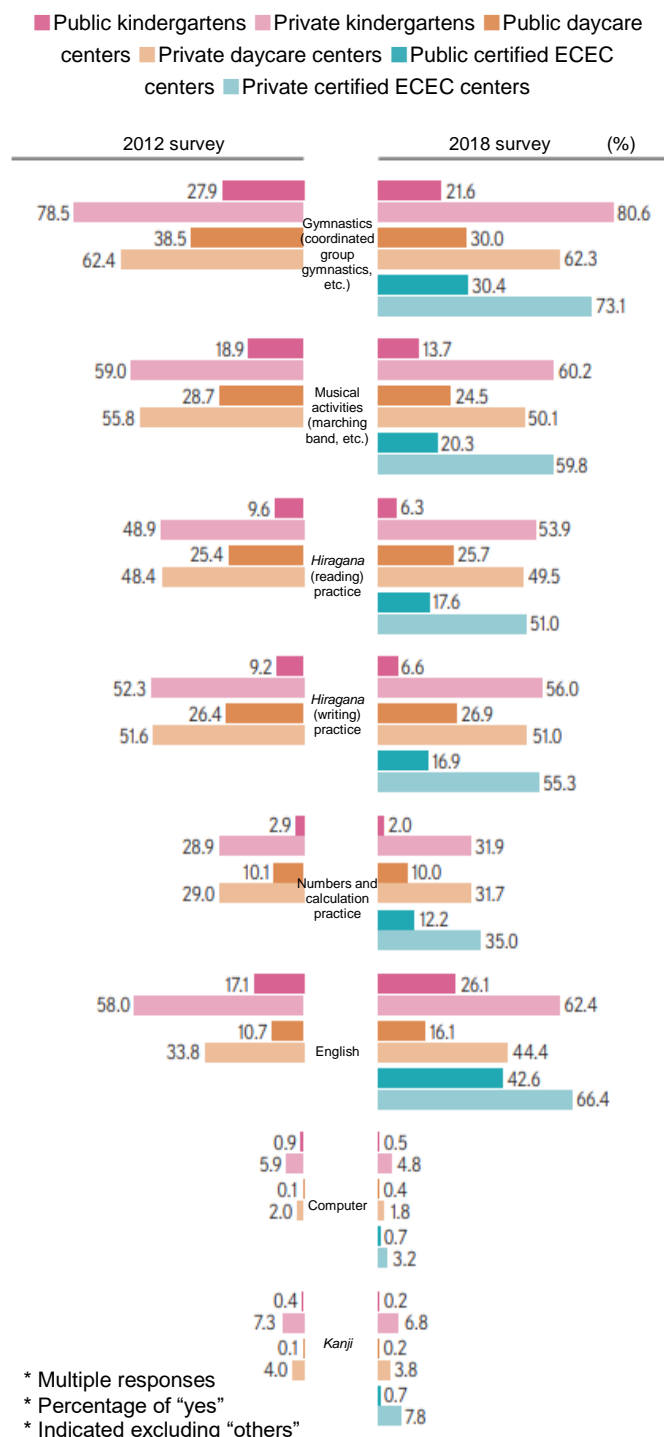


Table 2-4-1 Implementation percentage of activities per age group (private facilities only) (%)

Activity	Age group	Kindergarten	Daycare center	Certified ECEC center
		Private	Private	Private
Gymnastics (coordinated group gymnastics, etc.)	3-year olds	70.0	69.0	66.8
	4-year olds	84.6	87.2	85.2
	5-year olds	97.3	95.8	95.5
Musical activities (marching band, etc.)	3-year olds	58.1	56.3	46.1
	4-year olds	73.1	76.4	69.2
	5-year olds	97.4	94.5	94.7
English	3-year olds	61.9	55.4	54.0
	4-year olds	81.9	82.2	82.5
	5-year olds	97.3	95.0	96.8
Hiragana (writing) practice	3-year olds	11.3	9.1	8.7
	4-year olds	35.6	33.7	33.0
	5-year olds	98.0	98.0	97.0

* Multiple responses

* Only those facilities that provide each activity

* Indicating only the top 4 items of percentages at facilities providing activities for all the children

Table 2-4-2 Instructors of activities (private facilities only) (%)

Activity	Instructor	Kindergarten	Daycare center	Certified ECEC center
		Private	Private	Private
Gymnastics (coordinated group gymnastics, etc.)	Outsourced instructors	81.8	72.2	79.8
	Caregivers of the facility	40.6	41.4	38.9
Musical activities (marching band, etc.)	Outsourced instructors	40.0	40.0	44.2
	Caregivers of the facility	76.6	70.9	73.9
English	Outsourced instructors	88.6	88.6	91.0
	Caregivers of the facility	19.9	15.1	15.3
Hiragana (writing) practice	Outsourced instructors	9.3	11.5	15.0
	Caregivers of the facility	89.3	86.2	85.6

* Multiple responses

* Only those facilities that provide each activity

* Indicating only the top 4 items of percentages at facilities providing activities for all the children

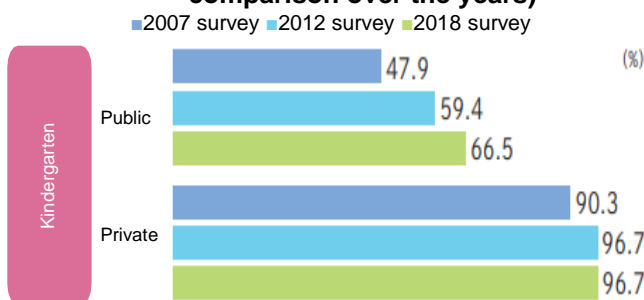
2-5 Actual circumstances of extended childcare (kindergartens)

Extended childcare is available at 66.5% of public kindergartens and 96.7% of private kindergartens. Among the available facilities, 77.7% of public kindergartens and 94.4% of private kindergartens provide extended childcare “every weekday.”

Among the facilities providing extended childcare, 64.9% of public kindergartens and 96.4% of private kindergartens implement extended childcare after standard childcare (afternoon) (Fig. 2.5.1). The average closing time of private kindergartens is 17:46 (Table 2-5-1). To accept a child in extended childcare, 49.4% of public kindergartens and 70.4% of private kindergartens do not include parents’ being in employment as a requirement (figures/tables omitted). 58.3% of public kindergartens make activity plans for extended childcare, while such plan making remains at 33.9% in private kindergartens (Fig. 2-5-3). Major activities include “free play,” “games with a small number of players,” “reading picture books and/or *kamishibai* (story telling with picture cards)” or “snack” (Table 2-5-2). “Securing caregivers” is an issue at both public and private facilities to provide extended childcare (Table 2-5-3).

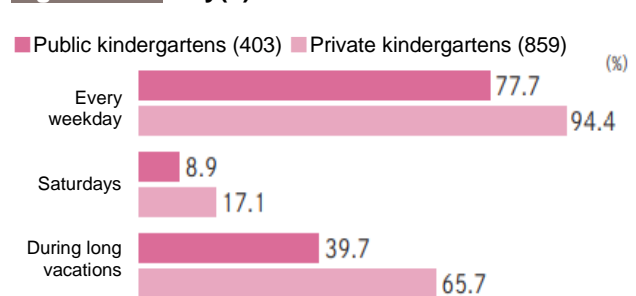
Q Is extended care available at your facility?

Figure 2-5-1 Extended childcare (kindergartens, comparison over the years)



* Percentage of “available”

Figure 2-5-2 Day(s) of extended childcare



* Multiple responses

* Only the facilities providing extended childcare

* Only 3 items are shown from 7 items including “others”

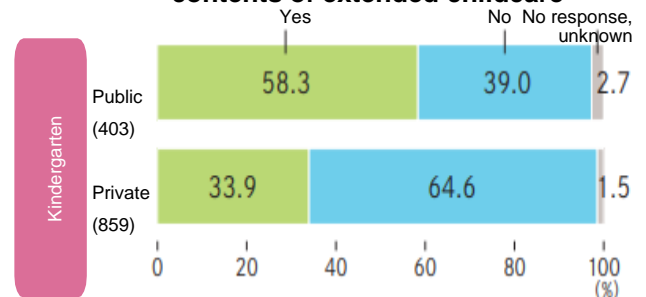
Table 2-5-1 Average starting time and closing time of extended childcare

	Kindergarten	Available (%)	Average closing time of childcare in the afternoon	
			Average starting time of childcare in the morning	Average closing time of childcare in the afternoon
Before standard childcare (morning)	Public	19.5	7:42	-
	Private	64.6	7:43	-
After standard childcare (afternoon)	Public	64.9	-	16:58
	Private	96.4	-	17:46

* Only the facilities providing extended childcare

* Compiled excluding “no response” or “unknown”

Figure 2-5-3 Making plans concerning activity contents of extended childcare



* Only the facilities providing extended childcare

Table 2-5-2 Activity contents of extended childcare

	Kindergarten (%)	
	Public (403)	Private (859)
Free play	95.5	98.1
Games with a small number of players (Card games and board games, etc.)	79.2	73.5
Reading picture books and/or <i>kamishibai</i> (story telling with picture cards)	75.9	78.5
Snack	74.2	84.9
Outside activity	63.8	66.1
Arts and crafts	60.5	64.5
Nap	42.2	23.5
Watching videos/DVDs	40.0	43.8
Making snack	8.9	12.9
Worksheets	2.7	4.1
Lessons	0.0	5.4
Computer	0.0	0.7
Others	1.5	1.9

* Multiple responses

* Only the facilities providing extended childcare

* Showing answers of public kindergartens in descending order

Table 2-5-3 Issues of extended childcare

	Kindergarten (%)	
	Public (403)	Private (859)
Securing caregivers	70.0	67.4
Enriching contents of childcare	36.7	30.8
Securing places for extended childcare	32.0	31.8
Improving expertise of caregivers	31.0	18.9
Enrich teaching material, etc.	29.5	27.5
Response to parents	23.3	18.7
Making plans concerning activity contents	18.6	19.8
Financing operation expense	12.7	37.7
Others	2.7	3.1

* Multiple responses

* Only the facilities providing extended childcare

* Showing answers of public kindergartens in descending order

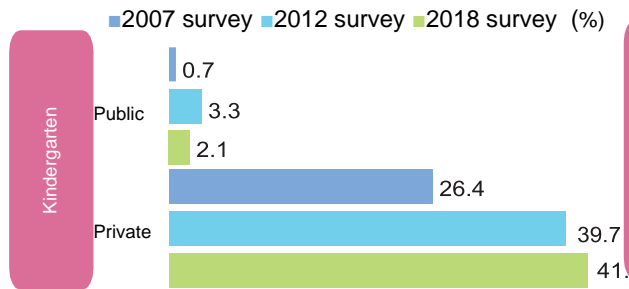
2-6 Actual circumstances of childcare for two-year olds (kindergartens)

41.9% of private kindergartens accept 2-year olds, 56.2% of which accept them “every weekday”

41.9% of private kindergartens accept 2-year olds, an increase of 15.5% compared with the percentage in the 2007 survey (26.4%) (Fig. 2-6-1). 32.3% of kindergartens that are not currently accepting are planning or contemplating to accept 2-year olds in the future (Fig. 2-6-2). 53.2% of currently accepting kindergartens have “classrooms exclusively for 2-year olds” (Fig. 2-6-3). 56.2% of currently accepting kindergartens accept 2-year olds “every weekday” (Fig. 2-6-4). The average capacity fill-rate of 2-year olds is 75.7% (Table 2-6-1).

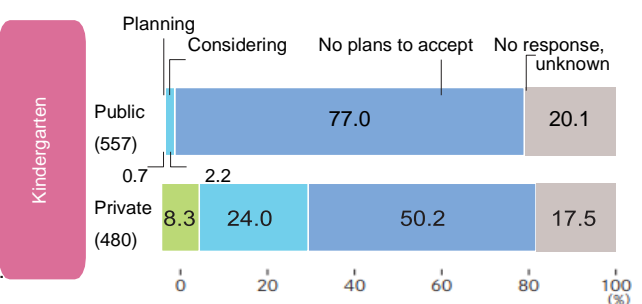
Q Does your facility accept 2-year olds?

Figure 2-6-1 Accepting 2-year olds



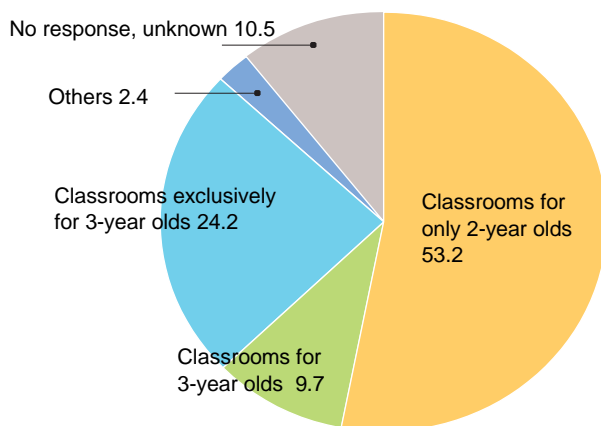
* % of “Yes”

Figure 2-6-2 Plan to accept 2-year olds in the future



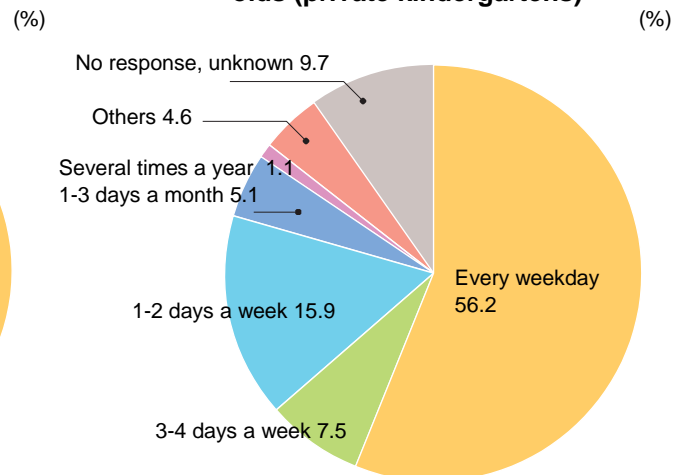
* Only the facilities that are “not currently accepting” 2-year olds

Figure 2-6-3 Classrooms for 2-year olds (private kindergartens)



* Only the private kindergartens that are accepting 2-year olds (372)

Figure 2-6-4 Acceptance frequency of 2-year olds (private kindergartens)



* Only the private kindergartens that are accepting 2-year olds (372)

Table 2-6-1 Number of accepted 2-year olds and capacity fill-rate (private kindergartens)

Average acceptance capacity of 2-year olds (320)	21.4
Average number of actually accepted 2-year olds (345)	16.5
Average capacity fill-rate	75.7%

* Only the kindergartens that indicated capacity and actually accepted numbers among the private kindergartens accepting 2-year olds