


Table 4.1. **Enrolment rates in childcare and early education for children under six, 2004 or as noted**

In percentage

	Under three years	Three years	Four years	Five years
Australia (2005)	29.0	55.0	64.6	90.9
Austria	4.1	45.9	82.1	93.1
Belgium	38.5	99.3	99.9	99.7
Canada (2001)	19.0
Czech Republic	3.0	68.0	91.2	96.7
Denmark (2005)	61.7	81.8	93.4	93.9
Finland (2003)	22.4*	37.7	46.1	54.6
France (2004)	26.0	100.0	100.0	100.0
Germany (2001)	9.0	69.5	84.3	86.7
Greece (2003)	7.0	..	57.2	84.1
Hungary	6.9	71.0	92.3	97.8
Iceland (2003)	58.7	93.3	95.1	95.9
Ireland (2000)	15.0	48.0	46.6	100.0
Italy (2000)	6.3	98.7	100.0	100.0
Japan	15.2	67.3	95.2	96.6
Korea (2005)	19.9	59.5	66.4	88.7
Luxembourg (2003)	14.0	37.9	83.5	96.9
Netherlands	29.5	32.3	74.0	98.4
New Zealand	32.1	82.1	95.1	100.0
Norway (2003)	43.7	79.4	86.9	89.0
Poland (2001)	2.0	26.1	35.7	46.2
Portugal	23.5	63.9	79.9	90.2
Slovak Republic (2004)	17.7	60.3	71.7	84.7
Spain	20.7	95.9	100.0	100.0
Sweden	39.5	82.5	87.7	89.7
Switzerland	..	7.2	34.4	89.7
Turkey	..	1.7	3.4	26.2
United Kingdom	25.8	50.2	92.0	98.2
United States (2005)	29.5	41.8	64.1	77.0

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* Revised figure (February 2008).

.. : Not available.

Year of reference differs in some countries. Figures include both full-time and part-time care. Registered care includes licensed centre-based care in all countries; it also includes accredited family daycare (childminders/residential care) where this exists. For age group 3-5, all children enrolled in daycare facilities and pre-schools are included, regardless of whether these institutions are considered part of the formal education set-up in countries.

Source: OECD Family database (www.oecd.org/els/social/family/database).

education policies and parental-leave arrangements. It is also important to recognise links between supply and demand. Indeed, insufficient childcare capacities can conserve negative cultural attitudes towards maternal employment.

Available data on childcare use do not allow us to analyse supply and demand issues separately and on a consistent basis across countries (see Bennett, 2002, for a discussion of data needs in this area). It is, however, possible to provide a detailed analysis of the costs faced by parents. This can provide valuable clues about the reasons behind different patterns of childcare use as costs are a crucial determinant of childcare choices.

2. Quantifying net childcare costs

This section provides an overview of available information on the institutional features of policies relating to non-parental childcare. The information is then used to