Exploring Play and Creativity in Pre-Schoolers' Use of Apps

Final Project Report

TAP Technology and Play

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

The University Of Sheffield.

cbeebies

dubit

FOUNDLING BIRD

Monteney Primary School

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Acknowledgement

This project was funded by the Economic and Social Research Council (Grant Number: ES/M006409/1)

Citation

Marsh, J., Plowman, L., Yamada-Rice, D., Bishop, J.C., Lahmar, J., Scott, F., Davenport, A., Davis, S., French, K., Piras, M., Thornhill, S., Robinson, P. and Winter, P. (2015) *Exploring Play and Creativity in Pre-Schoolers' Use of Apps: Final Project Report.* Accessed at: www.techandplay.org.

Background to the study

1.1 Introduction

This report outlines the key findings of a co-produced study, developed in collaboration between academics at the Universities of Sheffield and Edinburgh, the BBC (CBeebies), Monteney Pirmary School and the children's media companies Dubit and Foundling Bird (Appendix 1 outlines the project team members and Advisory Board members). The project was co-produced in that all project partners contributed to the development of the project aims and objectives and were involved in data collection, analysis and dissemination. The aim of the study was to identify pre-school children's (aged 0-5) uses of and responses to tablet apps in terms of the impact on their play and creativity.

It was felt that the need for the project was significant, given evidence of growing access for young children to tablets that are able to host apps. Ofcom (2014) has reported that 65% of 3-7 year-olds live in a household with a tablet computer (Ofcom, 2015:23). The National Literacy Trust (NLT, 2014) undertook a survey of 1,028 children aged three to five in 2013. They found that 72.9% have access to a touch-screen device in the home, a figure which includes smartphones. Whilst these data are very useful, neither study examined the types of apps that children aged under 5 in the UK use and little is known about how apps are used by pre-school children. This lack of knowledge is of concern, given that this is large, and growing, market. It was reported by Shuler in 2012 that 72% of the top-selling apps in the Education section of Apple's app store were aimed at the pre-school age group and, therefore, some account should be taken of how apps are chosen and used by families of pre-schoolers. In addition, there have been repeated calls regarding the urgent need for research into the media and technology use of this age group (Buckingham, 2005; Gillen and Cameron, 2010; Holloway, Green and Livingstone, 2013). Whilst there has been a range of studies of pre-schoolers' use of apps, these have largely focused on storybooks (Kucirkova, 2013; Merchant, 2014) or on educational use in early years settings (Lynch and Redpath, 2012), and not specifically focused on an analysis of play and creativity.

Play in the digital world is becoming increasingly complex due to children's use of technologies and this use creates synergies between online and offline and digital and non-digital play (Burke and Marsh, 2013; Marsh, 2010, 2014; Marsh and Bishop, 2014). There is emergent evidence that use of tablets by the under 5s can promote creativity and play (Verenikina & Kervin, 2011), but further research is required on the types of creativity and play they foster. Theories of play as a complex, multi-faceted phenomenon, which encompasses various rhetorics including play as identity, imagination and power (Sutton Smith, 1997), were employed in the study. Digital technologies have been found to impact on play in a number of ways. Firstly, digital technologies can offer a platform for the use of games embedded in hardware that promote both rule-bound play and free play (Plowman and Stephen, 2005). Secondly, digital technologies can be a stimulus for imaginative play, such as physical play based on characters and narratives encountered in video games or virtual worlds (Marsh, 2014; Marsh and Bishop, 2014). Thirdly, digital technologies can be used in children's play as objects e.g. children using smartphones to make pretend phone calls (Plowman et al., 2012). The primary focus for this project was the way in which the use of apps promotes play. Hughes's (2002) taxonomy of play was utilised to identify episodes/ aspects of play. These classifications of play were adapted for a digital environment (see Appendix 2).

The study also examined the relationship between children's use of tablets and their creativity. Creativity is defined in this context as the production of original content and evidence of diverse forms of thinking, both often present in young children's play (Gillen, 2006; Robson, 2014) and everyday uses of technology (Willett, Robinson and Marsh, 2009). A number of studies have identified how pre-school children can use a range of technologies in ways that promote their creativity, such as the production of blogs and podcasts and the use of animation software (Marsh and Yamada-Rice, 2013; Vasquez and Felderman, 2013). It was important to determine the extent to which tablet apps can foster young children's creativity, given their growing use. In order to explore this area, Robson's (2014) 'Analysing Children's Creative Thinking (ACCT) Framework' was used in order to determine the extent to which apps promote creative thinking (see Appendix 3).

The study included a focus on augmented reality apps. Augmented reality (AR) toys such as DreamPlay combine play with real-world objects, including toy characters or musical instruments, with screen-based activities provided through apps. Bringing an AR toy/ book/ artefact into proximity with the associated app can activate on-screen content such as games and animations and bring the toy/ book/ artefact 'to life'. This is a potentially rich format for the fostering of play and creativity. There has been little research in this area, although there are emergent studies on older children's engagement with augmented reality picture books (Cheng and Tsai, 2014). The study, therefore, also included a focus on pre-school children's use of augmented reality apps. This focus emerged from the need of children's media industry partners to consider the development of apps of this type. What is of interest in this area is the extent to which such apps can blur the boundaries between offline and online and digital and non-digital play, particularly given the development of apps that interact with physical play objects.

This study, therefore, focused on examining how far apps for under 5s foster play and creativity. This included an emphasis on how the apps were being used in the context of the home, in addition to an examination of the affordances (Gibson, 1977) of the apps themselves for the promotion of play and creativity.

1.2 Aims, objectives and research questions

The aims of the study were to examine pre-school children's use of apps and identify how far tablet apps for pre-school children (aged 0-5), including apps that incorporate augmented reality, promote play and creativity. The objectives were:

1. To collect information about UK preschool children's access to and use of tablet apps in the home.
2. To identify the most popular tablet apps for pre-school children and develop an understanding of the extent to which these promote play and creativity.
3. To identify the factors that currently inform parents'/ caregivers' choices of tablet apps for this age group.
4. To examine the impact of tablet apps (including augmented reality apps) on the play and creativity of pre-school children.
5. To identify the affordances of tablet apps that are particularly successful in promoting young children's play and creativity in order to inform: (i) future app development by the children's media industry and (ii) the future choices of apps for young children by parents/ caregivers and early years educators.
6. To increase dialogue and promote knowledge exchange between academics, children's media industry, parents/ caregivers and early years educators with regard to pre-school children's use of apps.

The research questions that informed the study were as follows:

(i) What home access to tablet apps do UK pre-school children currently have and how are they used?

(ii) How do variables including socio-economic status, age, gender and ethnicity impact on this access and use?

(iii) What are the most popular tablet apps downloaded by UK parents/ caregivers for pre-school children?

(iv) How far does children's use of selected popular apps promote play and creativity?

(v) How far do selected augmented reality apps promote play and creativity?

(vi) What are the affordances of tablet apps that effectively promote pre-school children's play and creativity?

(vii) What are the affordances of augmented reality apps that effectively promote pre-school children's play and creativity?

1.3 Methodology

The research project had four separate phases that variously addressed the research questions. These phases overlapped.

1.3.1 Phase 1: Online survey of 2,000 parents/ caregivers of 0-5 year-olds in the UK.

This survey addressed research questions (i) – (iii) and further explored the following secondary questions:

- What factors play a role in the decisions of parents when it comes to choosing apps?
- Do parents exhibit conscious decision-making that takes into account the educational or creative potential of apps? What other factors are at play?
- How important is the influence of children in the selection of apps to download?

As part of the process of knowledge exchange, the survey was designed collaboratively by the research team and piloted before implementation (see Appendix 4 for a copy of the questionnaire). Dubit was responsible for administering the survey. Parents and carers who are part of an established panel drawn upon by Dubit were invited to take part. The randomised, stratified sample was constructed to ensure that parents and carers across all regions of the UK participated and to ensure it was representative in relation to national patterns with regard to socio-economic status. Dubit also ensured that the sample was ethnically diverse and that it included parents of under 3s in addition to 3-5 year olds. Of those invited to participate who qualified for inclusion, the participation rate was 89%. Table 1 outlines the profile of the sample:

Table 1: Demographic profile of the survey sample

Age of child	Under 1s 9%	1 year old 18%	2 years old 21%	3 years old 23%	4-5 years old 29%	
Social class group	A 10.8%	B 24.6%	C1 23.6%	C2 22%	D 10.8%	E 8.4%
Ethnic group	White 84.5%	Mixed Heritage 4.9%	Asian 6.8%	African/ Caribbean/ Black 2%	Chinese 0.8%	Prefer not to tell 0.9% Other 0.4%

A pool of households interested in taking part in Phase 2 was populated in order to recruit six families for Phase 2 of the study. The pool was a varied sample in terms of: (i) socio-economic class (ii) age and gender of child (iii) ethnicity (at least one of the six families from a BME group) in order that the six families' profiles could be broadly in line with the main user groups identified in the survey. Only four of the families were eventually recruited from this panel. Other families that agreed to participate dropped out at an early stage for various reasons. The team therefore recruited two additional families, one through the contacts of a local nursery and one through contacts from a member of the team. Both of these families completed the survey after joining the project.

1.3.2 Phase 2: In-depth case studies of preschool children's use of tablet apps in six families.

The case studies addressed research question (iv) and (vi) and, in the case of families that used augmented reality apps, research questions (v) and (vii). Six families were recruited, as outlined above. The profiles of the six children can be found in Table 2:

Table 2: Demographic profiles of the case study children

Family No.	Name (pseudonym)	Gender	Age on first visit	Social Class	Ethnicity	Siblings
F1	Arjun	Boy	3.1	B2	Indian	Sister, aged 10
F2	Jade	Girl	4.11	D	White	-
F3	Amy	Girl	2.11	C1	White	-
F4	Kiyaan	Boy	2.8	A	Iranian	-
F5	Tommy	Boy	6 months	E	White	Brother, aged 6
F6	Angela	Girl	2.3	C2	White	Brother, aged 7

Five visits were made to the first five families over a period of three months; the final family was visited on four occasions due to their holiday plans. During these visits (lasting up to 2 hours each), parents/ caregivers participated in interviews in which they responded to questions about the provision of tablet apps for their preschool children. A schedule was set up for the case study visits which guided their content, but the researcher was responsive to each of the families' contexts. All the families were asked to talk through their responses to the survey questions, which provided basic data about the children's tablet use, and then they were asked a set of questions about play, creativity and the downloading of apps. In addition, a play and creativity tour was undertaken of each house, with a map drawn of the house, accompanied by commentary on children's spaces and places for play and creativity (and tablet use) within it. If families did not wish the researcher to tour the house, they drew a map for or with her.

Children were asked about the apps they used and were video recorded using them by a researcher. The researcher also took photographs where appropriate. Parents were invited to video record and photograph their children using apps and then discuss these videos and images with the researcher. In addition, the two children aged 3 and above were invited to use a 'Go Pro' chestcam in order to record their own use of tablet apps. This is a camera that is strapped to the child's chest and allows the recording of action as the child moves and interacts with other people and objects, including tablets.

1.3.3 Phase 3: Observations of and interviews with children in Foundation Stages 1 and 2 using tablet apps, including augmented reality apps.

This element of the research addressed research questions (iv) to (vii). In this part of the study, researchers used a sample of apps that were preloaded onto two tablets for twelve children aged 3-5 in Foundation Stages 1 and 2 in a primary school. The apps used were those identified as the top six pre-school children's apps used by 3-5 year-olds in Phase 1 of the project, in addition to six augmented reality apps identified by the research team as suitable for this age group. All children in Foundation Stage classes 1 and 2 were invited to participate in the research. Twelve families responded to the invitation. The children's ages at the start of the study are outlined in Table 3. All the children had previously used tablets, although not all of the children accessed tablets at home. One child had African heritage (Jennifer) and the other children were White, which aligned broadly with the demographic profile of the school. The school is situated in an area of socio-economic deprivation.

Table 3: Names, gender, ethnic background and ages of children who participated in Phase 3

Name (pseudonym)	Gender	Age at start of study	Class
April	Female	3 years 9 months	Foundation Stage 1 (Nursery)
Ivy	Female	4 yrs 2 months	Foundation Stage 1 (Nursery)
James	Male	3 years 9 months	Foundation Stage 1 (Nursery)
John	Male	4 years	Foundation Stage 1 (Nursery)
Samantha	Female	4 yrs 1 months	Foundation Stage 1 (Nursery)
Catherine	Female	4 years 5 months	Foundation Stage 2 (Reception)
Hayley	Male	4 years 7 months	Foundation Stage 2 (Reception)
Nathan	Male	4 years 7 months	Foundation Stage 2 (Reception)
Simon	Male	4 years 10 months	Foundation Stage 2 (Reception)
Kevin	Male	4 years 9 months	Foundation Stage 2 (Reception)
Jennifer	Female	4 years 9 months	Foundation Stage 2 (Reception)
Frankie	Male	4 years 10 months	Foundation Stage 2 (Reception)

The video recording took place on ten separate days over a period of 3 months. On four of the occasions, two researchers were present and on the other six days, a single researcher recorded the children. The apps were introduced to children and then children were recorded using the apps and related artefacts. The materials and equipment were set up in rooms near to classrooms. The children were recorded using apps sometimes chosen by themselves but at times they were directed to specific apps by the researchers. The children used the apps individually, apart from one augmented reality fishing game, which was designed for two players, and a game that was not part of the study. The camera focused on the child's interaction with the screen.

In total 20 hours, 34 minutes and 51 seconds of video recording was completed. Three hours, 13 minutes and 3 seconds of these data were excluded from analysis as the video recordings were focused on children's use of apps that were not directly included in the study, or the videos were too short to be usable (e.g. under 10 seconds). Seventeen hours, 21 minutes and 48 seconds of video recording was thus suitable for analysis, which constituted 198 separate videos.

1.3.4 Phase 4: An analysis of the ten apps used in Phase 3 in order to identify their affordances for the promotion of play and creativity.

This element of the research addressed research questions (vi) and (vii). Content analysis and multimodal analysis of the apps themselves, in addition to a close analysis of the children's use of the apps, were used in an examination of the videos, which enabled the identification of features that promoted or limited play and creativity to be identified.

1.4 Approaches to data analysis

The survey data were processed and analysed using the IBM SPSS 22 statistical package. Descriptive statistics summarising the demographic features of the dataset are provided, followed by the full set of statistical analyses, in Appendix 6.

Responses from each question in the survey were cross-tabulated against the following variables: age of child, socio-economic class, ethnicity and gender. All variables in the survey data, both demographic and question-response, are either nominal or ordinal in nature so these results were then analysed using the chi-square test of association (Connolly, 2007; Muijs, 2011) to indicate statistically significant relationships (e.g. between a child's gender and their reported tablet usage). Statistically significant results were highlighted at the 1% and 0.1% level of significance to account for the large size of the dataset and repeated statistical testing (following Marsh et al., 2005).

Additionally, post-test "Cramer's V" effect sizes have been calculated (Cohen, Manion, & Morrison, 2011; Muijs, 2011) in cases where statistically significant results were found, though are omitted where tables have been simplified for reporting clarity (such as question A-Q6 from the survey) and are available on request from the authors.

The interview data were transcribed and imported into Nvivo 10. Interview data were analysed using thematic analysis (Braun and Clark, 2006). Data were coded both deductively (for play types, creativity and creative thinking types and types of parental mediation) and also inductively. In Nvivo, a code is termed a 'node'. At the first level of analysis there were 165 separate 'child' notes identified. At the next stage of analysis, these were grouped into 124 second level 'child' nodes. Finally, in developing the thematic categories in the third level of analysis, 28 parent nodes were developed. These were then mapped on to the three major themes that were addressed in the Phase One survey: Access and Use; Parental Engagement; Play and Creativity.

Videos were analysed by drawing on typologies of play and creative thinking. Play behaviours were classified using the adapted Hughes' (2002) taxonomy. Hughes' definitions were revised to apply to play in digital environments (see Appendix 2). This allowed the way in which apps promoted different types of play to be identified. Creative thinking was identified through the use of the ACCT Framework (Robson, 2014), which was designed for use with pre-school children. This enables creative thinking to be identified through observable behaviours and addresses three main areas: exploration, involvement and enjoyment, and persistence (see Appendix 3). The software package Scribe 4.2 was used to analyse the videos. This enables videos to be labelled in relation to codes. Codes were entered that related to the taxonomies of Hughes (2002) and Robson (2014). An 'other' category enabled an additional code to emerge, that of 'transgressive' play.

Ethical issues were addressed throughout the study, in line with the BERA Ethical Guidelines (2011). The notion of informed consent underpinned the approach to the research, with an understanding that for young children, assent must be judged through ongoing assessments of the child's body language in addition to other potential markers of discomfort (Dockett and Perry, 2011). If children appeared to be tired, then the interviews/ video recording schedules were adjusted accordingly. Parental consent was sought for the depositing of all data in the UK Data Archive. Children and parents were invited to participate in dissemination activities. Each family was given £100 of vouchers in order to acknowledge the commitment they made to the project.

2. Main Findings

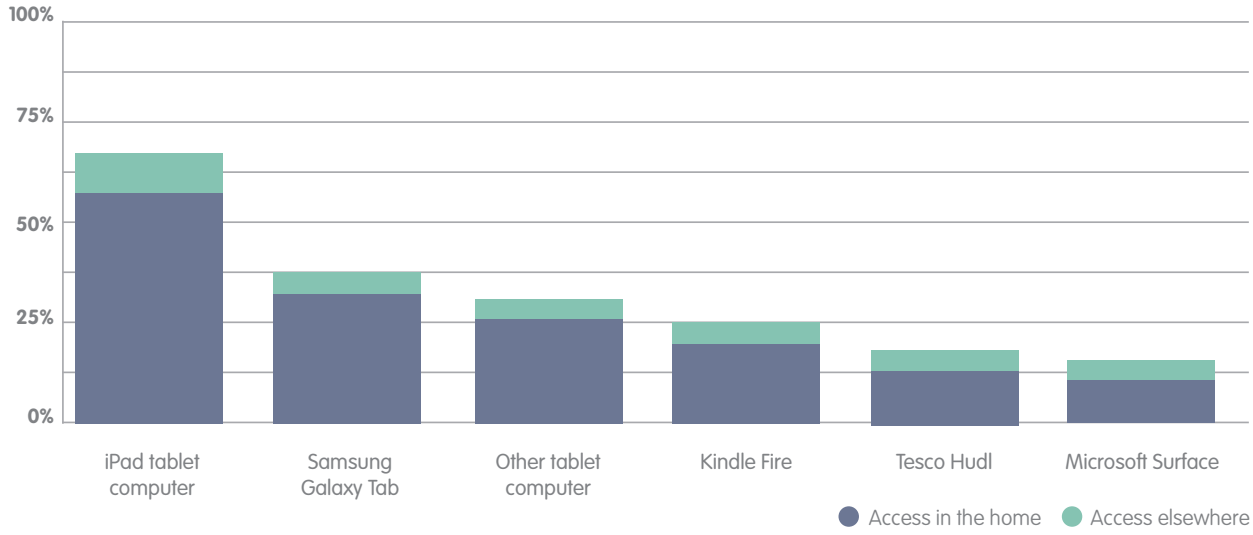
2.1 Phase 1: Survey

2.1.1 Access

Children had access to a wide range of technologies, as outlined in tables related to A-Q1 in Appendix 6. Only 9% of children had access to three or fewer technological devices, such as televisions, tablets and smartphones. Fifty percent of the sample had access to 4-10 devices, whilst 32% accessed 11-20 devices and 9% had access to more than 20 devices. Children from lower socio-economic groups were more likely than children from ABC1 families to have access to 11 or more devices (45% v 39%), as were boys (43% v 40% girls) and Black and Minority Ethnic (BME) children (48.3% v 40%).

The iPad was the most popular tablet used by children, with the Samsung Galaxy Tab the second most popular tablet (see Figure 1).

Figure 1: Access to different types of tablets



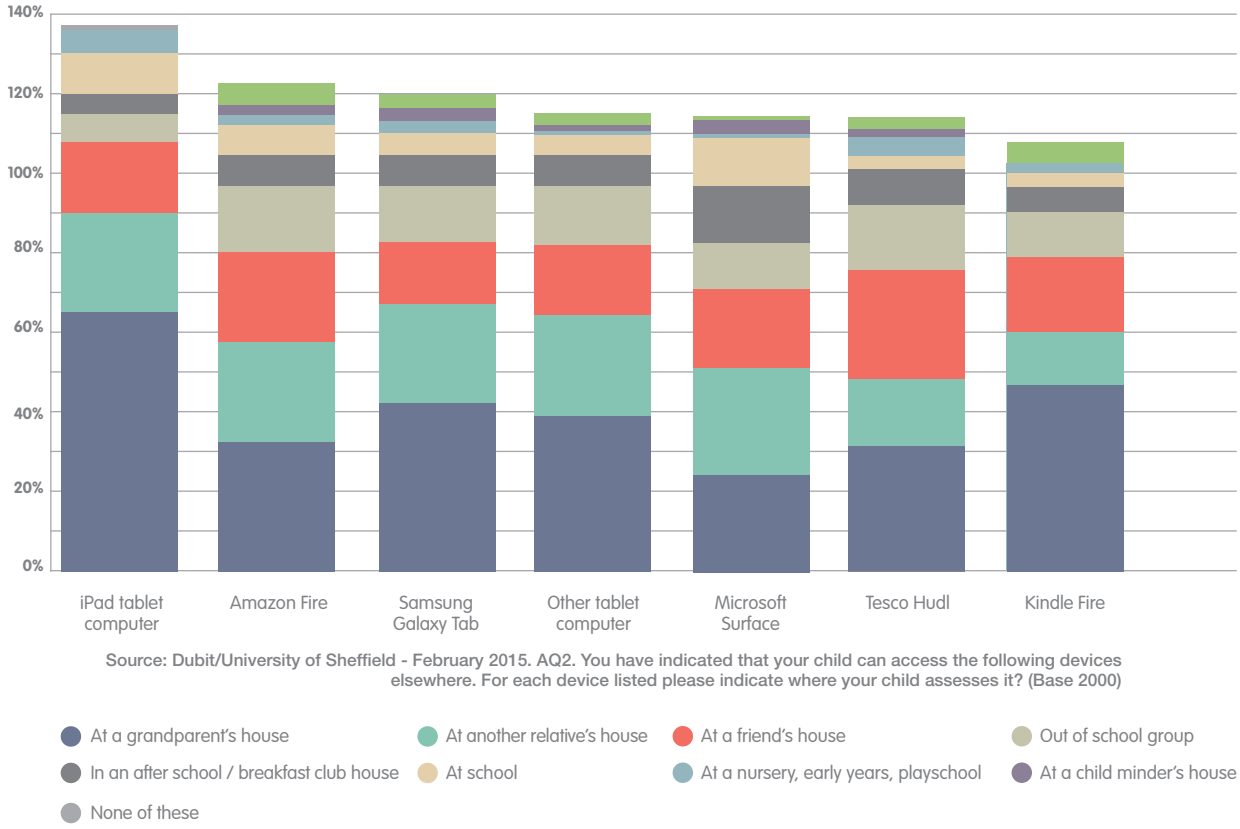
Source: Dubit/University of Sheffield - February 2015. AQ2. You have indicated that your child can access the following devices elsewhere. For each device listed please indicate where your child assesses it? (Base 2000)

Thirty-one percent of all children owned their own tablet, although this differed in relation to age, social class and gender, with more boys than girls and more older children (3-5yrs) than younger children (0-2s) owning tablets. There were social class differences in relation to the access to particular types of tablets. For example, children in families in social groups ABC1 were more likely than children in families in social groups C2DE to have access to iPads in the home (56% v 48%) with children in lower socio-economic groups more likely to have access in the home to cheaper tablets, such as Samsung Galaxy (46% v 27%).

Outside of the home, children largely had access to tablets in the homes of grandparents and friends (see Figure 2).

Figure 2: Children's access to tablets outside of the home

Of those who access the tablet outside the home we split out the places of access by tablet model. This shows that children of this age often access tablets in more than one place



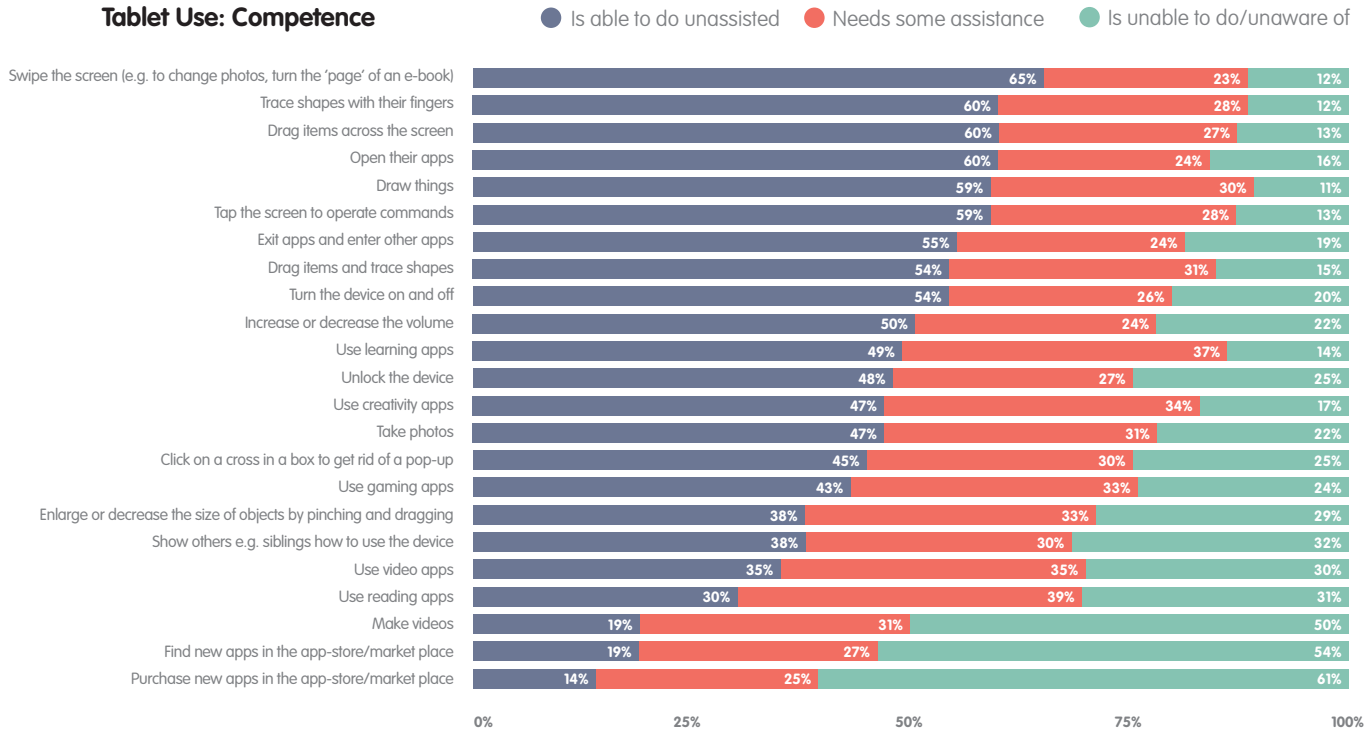
The small numbers of parents reporting access to tablets in nurseries, early years settings or schools (3%) is of concern, but may be due to parents being unaware of such use.

2.1.2 Use

Parents reported that their children under five used tablets for a mean of **1 hour 19 minutes** on a typical weekday and **1 hour 23 minutes** on a typical weekend day. As children watch television and play games on tablets, this use of the tablets reflects the convergence of media, with time spent on tablets replacing some of the time previously spent engaging with television screens. Differences in the timing of use of devices across social class groups were minimal other than in relation to watching television, which children in social groups ABC1 did less frequently than children in groups C2DE (47% watching only 60 minutes or less of TV on a typical weekday v 38%). It was found that parents reported 0-2 year olds spending slightly more time on tablets than 3-5 year olds. This may be accounted for by the time 3-5 year olds may spend in early years settings, as well as being engaged in more independent activities.

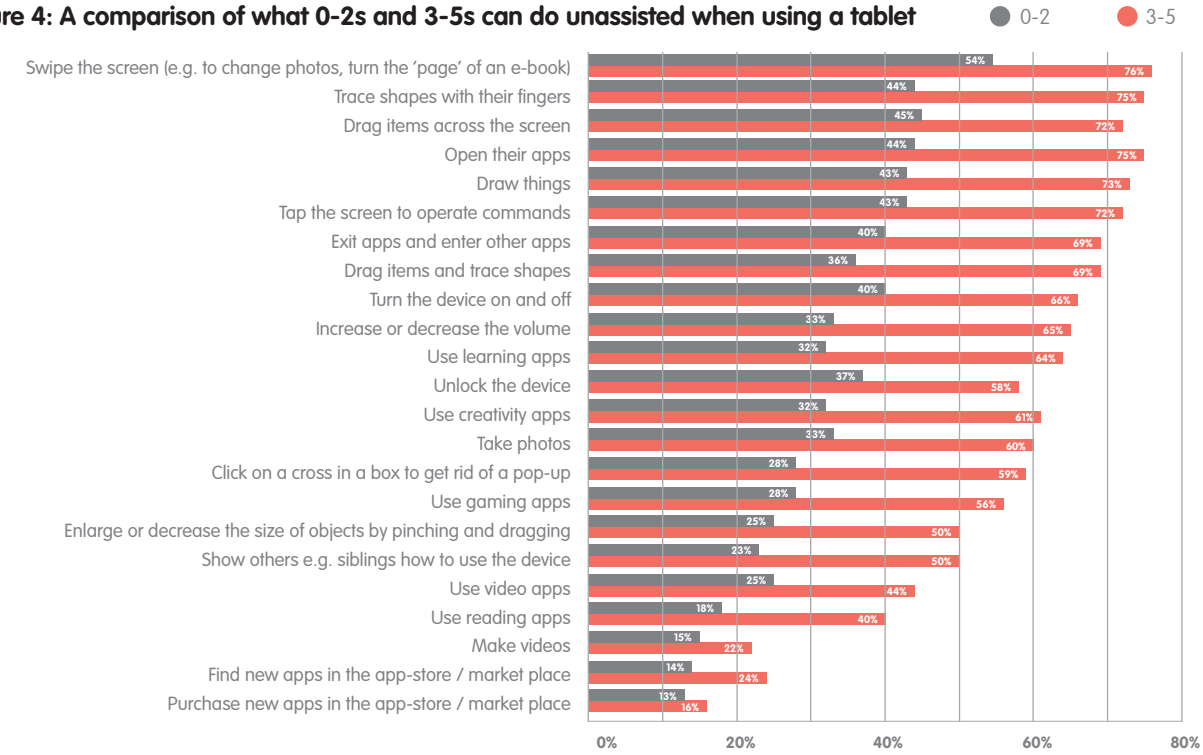
Parents were asked about the digital competences of children. Figure 3 outlines what children could do when using tablets, as identified by parents.

Figure 3: Children's competences when using tablets



Inevitably, these skills were age related. Figure 4 indicates the differences in competences reported by parents of 0-2s and 3-5s.

Figure 4: A comparison of what 0-2s and 3-5s can do unassisted when using a tablet



Source: DQ1 We want to understand how comfortable your child is using a tablet. (Base 2000)

Patterns of use vary across the day. Use of tablets peaks between 4pm and 6pm each weekday, a time when parents are likely to be getting on with other tasks. At weekends, use is spread more evenly across the day. Tablets were most likely to used in the living room, with greatest use in kitchens reported before 9am (at breakfast) and in bedrooms between 6-8pm and after 8pm (at bedtimes) (see Table B-Q2b in Appendix 6).

Tables 4 and 5 demonstrate what children are likely to use a tablet for across the day (based on data in Tables B-Q2a).

Table 5: 0-2 year olds' use of tablets across a typical day

	WEEKDAY						
	Before 9:00am	9:00am-12:00pm	12:00pm-2:00pm	2:00pm-4:00pm	4:00pm-6:00pm	6:00pm-8:00pm	After 8:00pm
Activity	Collages, search engines	Collages	Magazines, search engines	To help with education/ learning	Colouring in or looking at pictures	Making videos or watching videos	Making videos
Motivation	Distraction or quiet time	Encourage play and creativity				Distraction or quiet time	Distraction or quiet time
	WEEKEND						
Activity	Watching catch up TV	Music videos on YouTube	Browsing the internet or Watching YouTube videos	To help education/ learning, play apps for gaming, watch YouTube	Watching music videos on YouTube	Watching music videos on YouTube	Reading stories
Motivation	Distraction or quiet time	Encourage play and creativity				Bedroom stories	Bedroom stories

Table 5: 3-5 year olds' use of tablets across a typical day

	WEEKDAY						
	Before 9:00am	9:00am-12:00pm	12:00pm-2:00pm	2:00pm-4:00pm	4:00pm-6:00pm	6:00pm-8:00pm	After 8:00pm
Activity	Magazines or collages	Magazines	Search engine or browsing internet	Browsing internet, watching video or drawing	Play with/use apps for gaming	Watching video, listening to stories or browsing internet	Browsing internet
Motivation	Distraction or quiet time	Encourage play and creativity / Educational Purposes					Sit back experience. Encourage creativity and play
	WEEKEND						
Activity	Eatch YouTube videos			Watch YouTube videos, play apps for gaming	Play apps for gaming	Watching YouTube videos, watching video, stories/ audiobooks	Browsing internet
Motivation	Distraction or quiet time	Encourage play and creativity / Educational Purposes				Sit back experience. Encourage creativity and play	Bedroom stories. Sit back experience

Across a typical day, children were more likely to be reported using the tablet with a parent or guardian (57%) than on their own (35%), although more independent use was reported at the beginning and end of the day. Most reported use with siblings was between 4-6pm and at bedtime. There were no statistically significant differences in this pattern across age, gender, ethnicity or social class (see Table B-Q2c in Appendix 6).

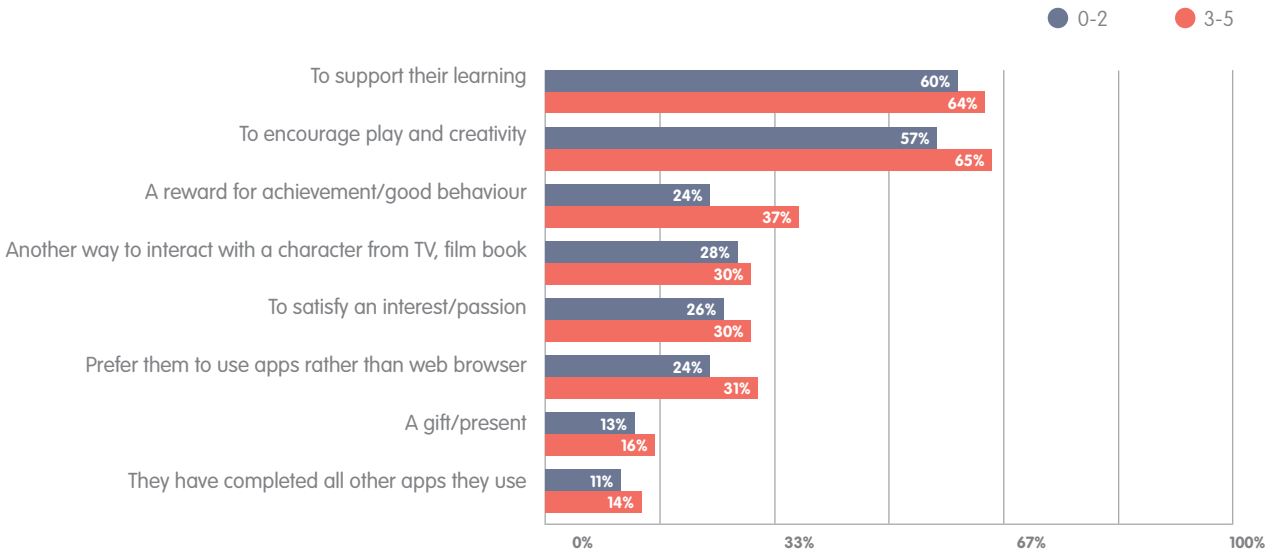
Most of the time (62%), the decision to use tablets was solely or mainly that of the parents, with only 16% of parents reporting that tablet use was solely or mainly decided by children (see Table B-Q2d in Appendix 6). Use of more than one screen at a time was limited, with 49% of parents reporting that their child rarely or never used another screen at the same time as using a tablet. There were social class and ethnic differences, with parents in social groups CD2DE and BME parents reporting that their children were more likely to use a second screen often, or all of the time (see Table B-3 in Appendix 6).

2.1.3 App choices

Parents were asked to count the number of apps their children used on the tablet. 33% of the sample said they did not know, which is a sizeable minority. This may be due to the fact that there are multiple apps on tablets for different children in the family and so isolating the apps used by one child would be difficult. A third of the sample (33%) said that their child used 0-5 apps and a fifth (20%) stated that there were 6-10 apps for the use of the child (see Table C-Q1 in Appendix 6). The majority of apps were not paid for. There were social class and ethnic differences, with parents in social groups ABC1 and BME parents more likely to pay for apps (see Table C-Q4 in Appendix 6). Parents differed in terms of the rate that they downloaded apps, with most (19%) suggesting every two or three months, others reporting once a month (16%), two or three times a month (17%) or once a week (11%), with the rest ranged at either end of that spectrum (see Table C-Q3 in Appendix 6). Parents in social groups ABC1 and BME parents downloaded apps for their children more frequently than other parents. Parents deleted apps used by children less frequently overall than they downloaded apps, with the highest percentage (21%) being those parents who deleted apps less frequently than once every six months (see Table C-Q4 in Appendix 6).

The promotion of play and creativity were key in parents' motivations for downloading apps (see Figure 5).

Figure 5: Parents' motivations for downloading apps for children

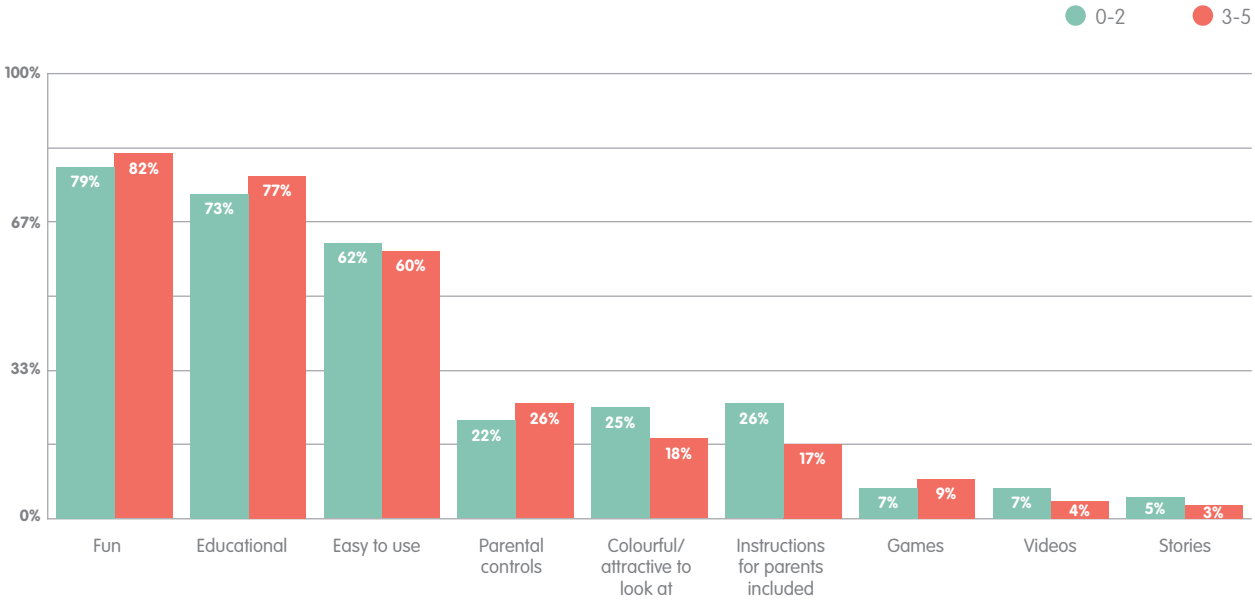


Source: Dubit/University of Sheffield - February 2015. CQ11 What are your motivations for downloading an app/apps for your child? (Base 2000)

We examined why parents download apps for their children to use. Parents are more likely with 3-5s to use tablet apps as a reward for good behaviour than with 0-2s as 3-5s begin to be able to demand more use of the tablet and ask for longer sessions.

Parents looked for a variety of features when downloading apps for the child, but the most important features were that the apps were perceived to be fun, educational and easy to use. Only 24% of parents looked for apps that had parental controls (see Figure 6, based on Table C-Q9 in Appendix 6).

Figure 6: Features considered to be important to parents when choosing apps for their children



Source: CQ9 Please rank (in order of importance) the following features of apps that you look for when choosing for your child (Top 3 rank) (Base 2000)

When searching for new apps for their children, parents' top priority is that the app is fun for their child to use, then followed closely by educational features. Instructions for parents is only important for around a fifth of parents, and is more important for parents of younger children.

There were age differences in that parents of children under 2 were less likely to look for the feature of an app being easy to use (presumably because the parents were more likely to be operating the app for the child) and parents of under 2s were more likely than other parents to look for apps that were colourful and attractive to look at.

Children were more likely to access apps of all genres on a tablet than a smartphone. There were age, gender, social class and ethnic differences in relation to the types of apps used (Table A-Q7 in Appendix 6). For example:

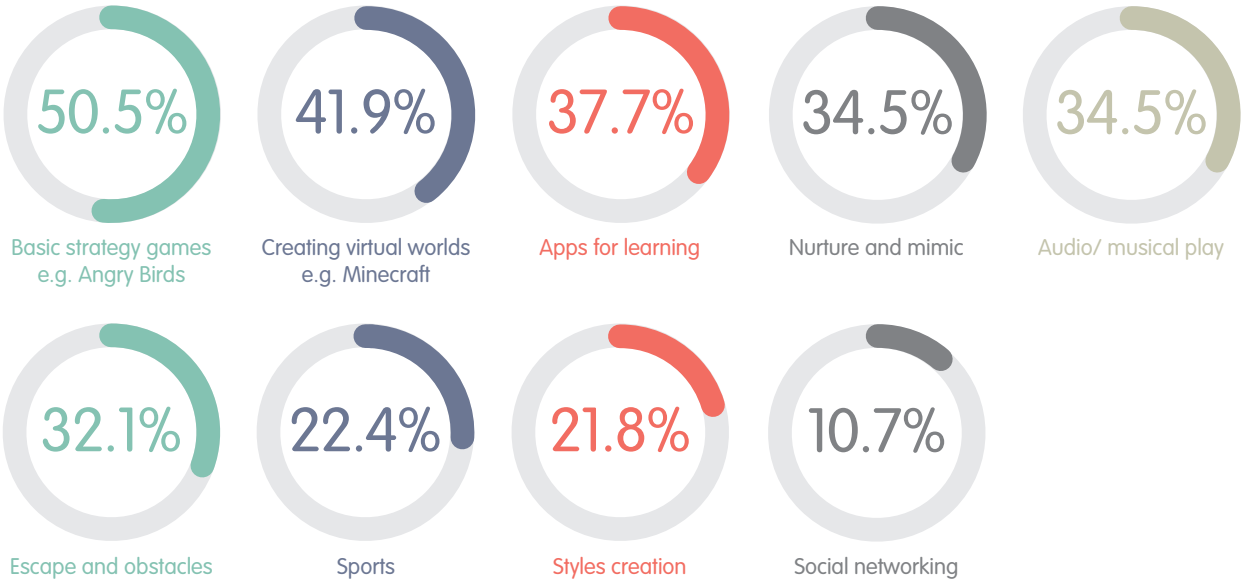
- Girls were more likely than boys to use colouring-in apps, and older children were more likely to use these apps than younger children.
- Older children were more likely than younger children to use drawing and painting, story, photograph, gaming and educational apps.
- Children under 1 were more likely to look at magazines on a tablet than older children.
- Children from BME families were more likely than White children to use apps for social purposes and to use the tablet to look at magazines. BME children were less likely to access educational apps.

Children's top ten favourite apps, in order of preference, were:

1. YouTube
2. CBeebies (general)
3. Angry Birds
4. Talking Tom (and similar)
5. Peppa Pig Paintbox
6. Temple Run
7. Minecraft
8. Disney (general)
9. Candy Crush Saga
10. Toca Boca (general)

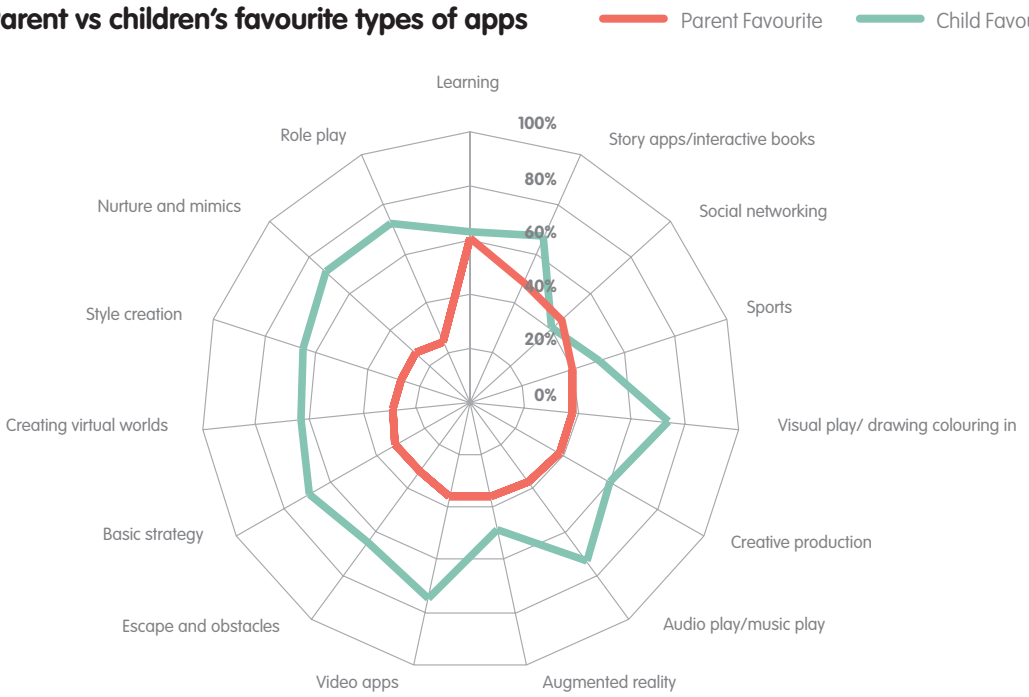
There were some differences across age, gender, social class and ethnicity. Fewer BME parents than White parents stated that one of their child's favourite 5 apps was a CBeebies app (7% v 18%). Parents from social class groups C2DE were more likely than parents from ABC1 groups to state that one of their child's favourite 5 apps was a nurture/ mimic app, such as Talking Tom (12% v 6%). More parents of 3-5 year olds than parents of 0-2 year olds stated that one of their children's top 5 apps were Angry Birds, Temple Run or Minecraft. Finally, fewer parents of boys than parents of girls stated that one of their children's favourite 5 apps was Peppa's Paintbox (9% v 13%) (see Table CQ-7 in Appendix 6).

Parents were asked to report how long children had been playing their favourite apps. Of those children that used the following types of apps, the percentage of children having used them for longer than 6 months was as follows (from CQ-6):



Whilst parents' favourite apps related to learning, parents reported that their children's favourite apps were more orientated to play and creative activities (see Figure 7) (see Table C-Q5 in Appendix 6).

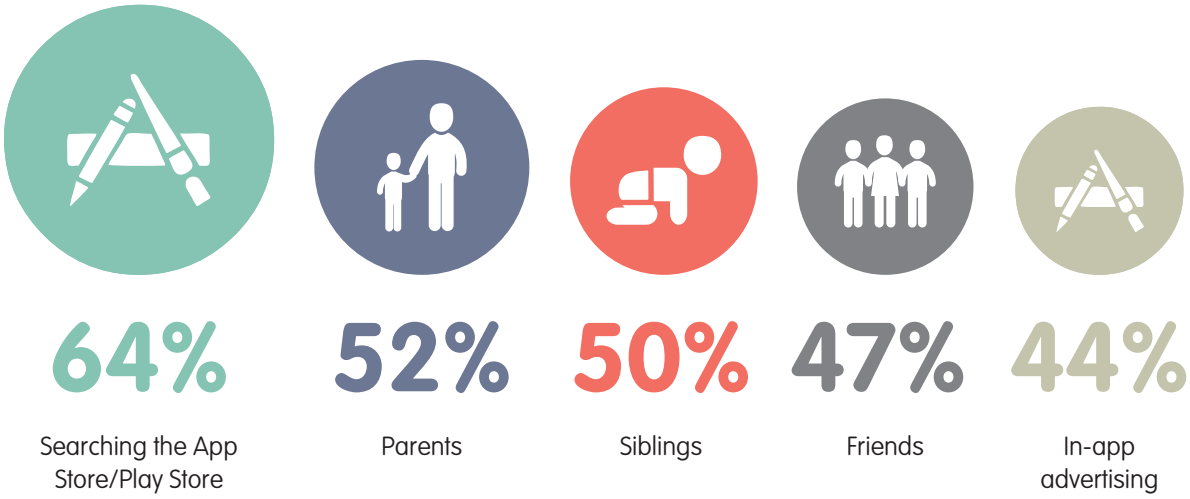
Figure 7: Parent vs children's favourite types of apps



Source: CQ5 Of all the different types of apps your child uses, we'd like you to tell us which one(s) are YOUR favourite(s) and which are THEIR favourite(s)? (Base 2000)

Parents were asked to indicate how their children had learned about the particular apps they used. Sources of information were varied, but the most frequently reported source of information was the App Store/ Play Store (see Figure 8, based on Table C-Q8 in Appendix 6).

Figure 8: How children discovered new apps

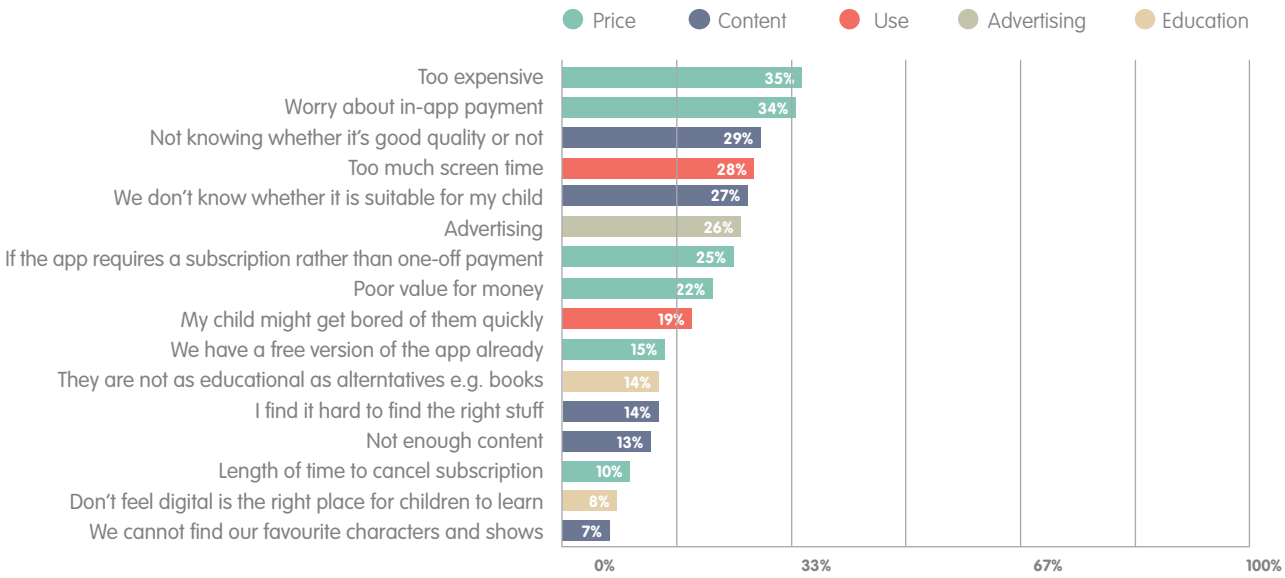


More parents of 3-5 year olds than 0-2 year-olds reported that children had learned about apps through in-app adverts.

Decisions about app downloads were largely jointly made between parents and children (30% stated that it was mainly their decision, with some input from the child and 22% stated that it was a joint decision), with only 5% of parents reporting that it was the child alone who decided on apps to download. Older children were more likely to influence app choice, as were children from social class groups C2DE (see Table C-Q10 in Appendix 6.)

The main barriers to downloading apps were varied, but the greatest barriers were financial (see Figure 9, based on Table C-Q12 in Appendix 6).

Figure 9: Barriers for parents in downloading apps for their children

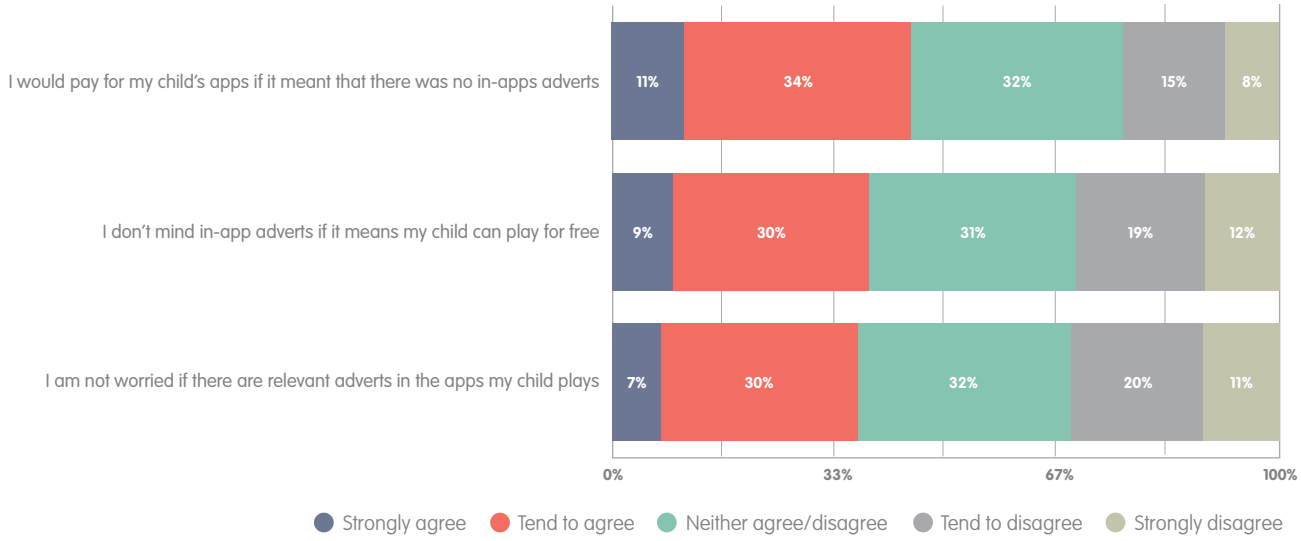


CQ12 What are the main barriers to the downloading of apps for your children on tablets? (Base 2000)

There were some differences, with parents in social class group ABC1 more likely than parents in social class group C2DE to report that they were concerned about children having too much screen time. BME parents were more likely than White parents to report that a barrier was not being able to find their children's favourite characters and shows on apps, which may reflect the limitations with regard to the depiction of diversity of characters in children's media products.

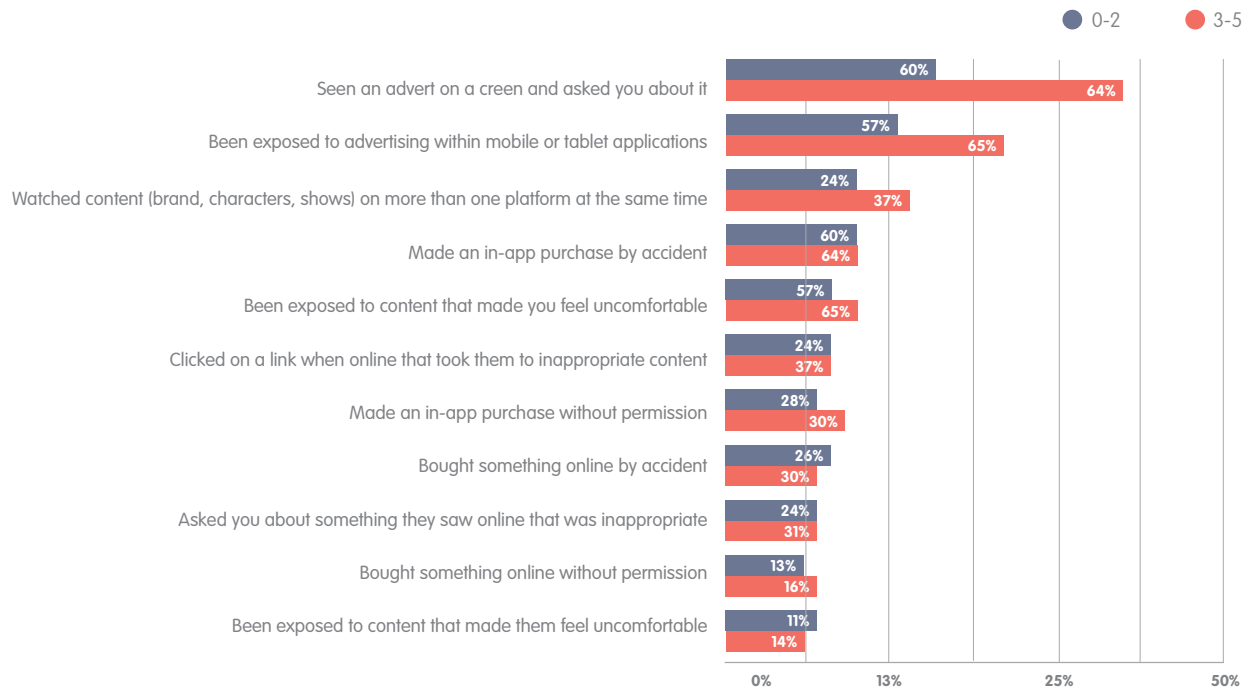
Whilst in-app purchasing appeared to be of concern, in-app advertising appeared to be a lesser concern (see Fig 10, based on Table E-Q2 in Appendix 6).

Figure 10: Level of parents' comfort with in-app advertising



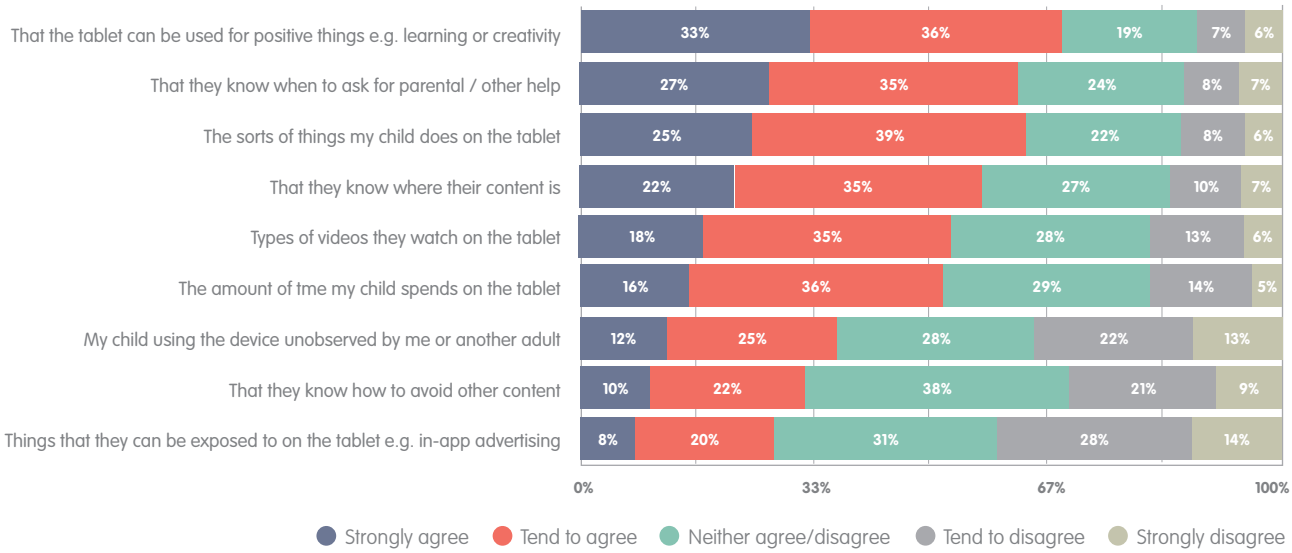
The concerns about in-app advertising may have been limited because only 17% of parents reported that their child had been exposed to such advertising. Whilst other negative use of apps were minimal, nonetheless they point to the way in which some children have been exposed to content that made them feel uncomfortable (6%), been exposed to content that made parents uncomfortable (9%) or made an in-app purchase by accident (10%) (see Figure 11, based on Table D-Q2 in Appendix 6).

Figure 11: Children's experiences when using apps



In general, parents were comfortable with their children's tablet use (see Figure 12), but safety issues were those that they were most concerned about.

Figure 12: Parents' levels of comfort with children's tablet use



2.1.4 Summary

The survey outcomes suggest that young children who have access to tablets in the home or in the homes of grandparents/ neighbours and friends engage in a wide variety of uses of the tablet. Watching videos and engaging in audio/ music play through YouTube is a key driver for use, as are creative activities, such as drawing and painting and creating virtual worlds, in addition to playing games, dressing up avatars and looking after virtual pets. Much of this use, as reported by parents, is co-use – young children are not spending long hours using tablets on their own. Children are developing a wide range of competences in their use of tablets, with the majority of 3-5 year olds able to swipe, tap, open and operate apps unassisted by adults.

Parents actively manage children's downloading of apps and have clear criteria for selection. They do have some concerns, largely in relation to the cost of apps and the potential for in-app purchasing. It would seem that both children and parents would benefit from more sources of information about which apps to use. The online stores were the sources most frequently used for learning about new apps, stores which are, inevitably, driven by commercial interests. Additional sources of independent reviews of material would be beneficial. In addition, there are concerns raised by this analysis for those children who do not have access to tablets in the home or in the homes of grandparents/ neighbours and friends. Few parents in this survey reported their children accessing tablets in early years settings and schools, yet these spaces need to offer children access to such technologies in order to ensure all children can develop the digital competences outlined in this report. In the next section of the report, we draw on the data from the visits with six case study families in order to examine some of these issues further.

2.2 Phase two: Case studies

The case studies explored the issues raised by the survey in greater depth. The areas that are discussed in this report are clustered around three major themes that relate to the survey in Phase One: Access and Use; Parental Engagement; Play and Creativity.

2.2.1 Access and Use

The case study children all had access to tablets in the home. For those children with siblings, use was shared but the three single children had their own tablets to use. Children largely used tablets in the living room and bedrooms, but there were specific spaces in which they were used at times. For example, three year old Arjun and his sister sometimes used tablets in dens the older sister built, as she explained:

> *"…we had chairs, so we put the chairs together and then I made a den so that he could sit inside and watch the tablet. So then I made it and then he sat inside and he was watching the Hot Wheels and he was playing games, and then when my mum needed to feed him my mum just came in and then fed him."*

Similarly, two-year old Kiyaan used his tablet in a den, as his mum outlined:

> *"…you put it up like a blanket on top of it and make it like a house, so he goes underneath…and he pretends it's there. So he goes there as well in his room."*

Four-year-old Jade also played with children in the neighbourhood outside and sometimes this involved using tablets in a den they made using a trampoline. In this way, tablets were integrated into the everyday play practices of children, made possible by their transportability.

Children used the tablet independently for much of the time, but with the parents overseeing use and, sometimes, participating in use. Tommy, aged six months, never used the tablet independently, but either participated directly in its use by watching videos or listening to rhymes when sat with his mum, or watched others in the family use it for gaming or communication purposes as he sat on their knee. Sometimes he participated in Skype sessions taking place between family members, so those that were at a distance addressed him directly.

Parents reported that their children largely used the tablet in short bursts of up to thirty minutes which, over a day, accumulated to between one hour and ninety minutes, as in the survey findings. For those children who had started nursery, the tablet provided the sort of relaxation time that watching television may have provided prior to them owning a tablet, as four year-old Jade's mum noted:

> *"… because she's been doing things all day at school and she's been learning and everything, I think it's her downtime, it's what she sees as her downtime. You know when she's been hard at work at school all day, as she sees it, it's her relaxing time. When she's got her uniform off and she's got changed into her normal clothes and she'll sit back on the settee and she'll have CBeebies on and she'll play on the tablet for half an hour before she has her tea."*

For 2-year old Amy, the tablet provided a bridge between being asleep and then wide awake after her afternoon nap, as her mum suggested:

> *"…she's still half asleep most of the time when she wakes up and then the pattern that I've seen, she'll watch that for a little bit, probably about 10 minutes or so, or watch one episode of something, and then she'll play a game. So yesterday she watched [title unclear], which she watches on Netflix, and then she watched one episode of that and then put her Paw Patrol game on, and then it sort of got left then and then that got her up, sort of wakes up a bit and makes her want to go and play. And then we'll go outside and play for a bit, later on in the afternoon we tend to go outside and play if the weather's alright."*

The accounts of parents related closely to the patterns of use identified in the survey (see Section 2.1). For example, interactive use occurred during the day, whilst the tablet was often used before bedtime in a more passive way, i.e. to engage with bedtime stories or films, as Arjun's mum reported:

> *"During the day he uses various activity including the video watching. But mainly during the night it's more listening and watching, he tends to listen and watch the video more during the night before he goes to bed. But I mean, watching videos is included in one of the other activities he does during the day as well, when he does a drawing he will just bring the apps... But I think during the night he is less playing and little bit more creative apps compared to watching, so he does more watching and listening…"*

For those children with siblings, tablet use was sometimes shared. Older siblings chose apps for their younger siblings to download, they showed them how to use apps and sometimes they played alongside them. Most of the time, older siblings played different games from their younger siblings on the tablet, but for a 7 year-old who had special needs, engaging in the apps aimed at his two year old sister, Angela, provided him with enjoyment:

Mum: *"Yeah…when he's looking for his games, if he sees something that Angela might enjoy he'll download it."*

Interviewer: *"Really? So can you think of any examples of that? "*

Mum: *"Yes, 'Mr Potato Head', he downloaded that…I think sometimes it's for Angela, but he's a bit intrigued as well. He's autistic and he's got ADHD, so he does seem to like a lot of things that Angela does, he'll sit and watch 'Peppa Pig', which is not…well he's 8 now, he's nearly 8, but he'll enjoy it just as much."*

The case study data reinforced findings from studies with slightly older children (Chaudron et al., 2015) in that they indicated that this group of children under 5 engage in a wide range of activities using tablets: they watch videos, watch television (particularly catch-up services and streaming services such as Netflix) play games, make virtual constructions, engage in educational apps (e.g. learning letters, numbers and shapes), take photographs, make films, draw, paint, make collages, make marks and write, create musical compositions, listen to music, participate in the social networking activities of parents and family members (e.g. Facebook) and communicate with family members and friends through Skype and Facetime. The children under 3 in the case study families also engaged in this range of activities, apart from the baby, Tommy, who at six-months old did not use the tablet independently.

App use tends to go in phases, with some repetitive use of favourite apps before children move on to new ones. The types of apps owned and used by children in the case study families reflected those identified in the Phase One survey, with the use of the YouTube app and the CBeebies apps common across the families. Often, apps would be used that related to children's popular cultural interests in television programmes, films, characters and toys. Sometimes the use of apps was sparked by a child's interest in a toy; at other times it was the other way around, as Jade's mum reported:

> *"And it's the same with that Annoying Orange… she'd got the app and now she's pestered us for the toy, and that sometimes happens. Or she'll do it the other way round, she'll have the toy and then pester for the app."*

Parents noted a variety of reasons that children liked to use apps. Motivations for engaging with apps included the following. Children: (i) found them fun to use (ii) found interactive apps particularly engaging; (iii) enjoyed learning new skills and acquiring knowledge; (iv) liked apps that related to their popular cultural interests (v) enjoyed practicing skills and achieving a sense of mastery (vi) liked the positive feedback and rewards they received when they achieved goals (vii) liked to play the apps that siblings and parents used (viii) enjoying watching videos and more passive experiences when they wanted to wind down. De-motivational aspects of use were related to the tablet as well as apps. If the tablet was slow/ overloaded, then apps froze and children became frustrated. In addition, if children found apps difficult to use, they would sometimes stop using the tablet altogether.

2.2.2 Parental Engagement

Parents, siblings and wider family members shape young children's engagement with technologies. In this section, the role that parents' theories and values play in children's use of the tablet is considered, along with the types of mediation they undertook in their child's tablet use and their management of children's apps.

2.2.2.1 Parental ethnotheories

The values, beliefs and previous experiences of parents directly shape children's engagement with digital objects. Ethnotheories are culturally- shaped systems of beliefs within families (Kenner, Ruby, Jessel & Gregory, 2008) and inevitably, these ethnotheories inform how parents mediate children's use of technologies (see Marsh, Hannon, Lewis and Ritchie, 2015: Plowman, McPake, & Stephen, 2008). Parental ethnotheories informed how the children in the six case study families used tablets. Values ranged from respecting the place technology has in supporting children's development and learning, to adopting a critical stance to commercialism and understanding the need to lead a balanced life in which technology only plays one part, as Jade's mum noted:

> *"…she does get spoilt a bit but she does know her limits. I mean, we've tried to talk to her about money and things, and I've said to her you can't just have everything you want. And the same with… she's quite good with technology, she likes her tablets and her DS and stuff but I've tried to always instill in her to, you know, like balance too, like going outside as opposed to being on her tablet all the time and she is quite good at that. And she does know her limits, she will pester for things but she knows, we have taught her her limits that she can't just have everything."*

Parents were concerned about the potential negative impact of the use of technology on health, general development and outdoor play, although none of the parents felt that their own children currently had an imbalance in engagement with digital and non-digital playthings. A further value expressed was the need to care for technology, given that some of the children had already thrown tablets in frustration.

On the whole, parents held positive views towards tablet use and identified a range of benefits for their children, such as fostering learning and extending social and personal skills. They discussed children acquiring a range of competences in using the tablet from a young age, such as opening and using apps, being able to operate the tablet independently, manage passwords and so on. In addition, parents noted a range of knowledge they felt their children had acquired in using tablet. This included learning lower case letters, numbers and shapes. Parents reported children undertaking more writing using the tablet and learning about specific topics. For Kiyaan's mum, the tablet was helpful in exposing her child to English, given the family spoke Farsi at home:

> *"Yeah, and I just remembered, because we speak another language at home and I wanted him to pick up English properly, you know from the proper place, then on YouTube and other story telling. So I also, and that he was very young, for 1 year of age, I exposed him to pick up, to listen to something that already, and he just learn to pick up properly."*

Parents noted learning from apps that were designed for that purpose, but they also pointed out that children learned incidentally from apps that were more focused on entertainment.

> *"Sometimes yeah, mainly just that she knows more than I realise. Like she's mentioned like ingredients to put in the bun mix before. Whereas I don't think I've ever told her and I've never really shown her properly and then she's told me before that she's got it off…she knows flour, eggs, milk, what have you, and I think she's got it off them apps…So it's like you wouldn't think they were educational, but they are like unintentionally educational, yeah."* (Jade's mum)

Arjun's mum reported how the app Talking Tom was helpful in potty training her son:

Mum: *"The Tom does everything. Because of Tom he has learnt…like I wanted to give him potty training, a toilet training…"*

Interviewer: *"Oh yes, yes tell me more about that, is there an app that you use for that?"*

Mum: *"Yeah, like you can see Tom, he goes to the toilet. So he makes him to sit on the toilet. So I told him, when Tom is ready to go to the toilet why not you? I showed him the little thing then I put him…"*

Interviewer: *"Yeah? Would you say that that was effectiv*e?"

Mum: *"Yeah a little. Sometimes I think that is, because he thinks I'm doing something which he doesn't want to do, I'm forcing him to do that. But if he see the same thing on app he thinks it's something like playful or something and he does that. Going to the toilet, actually Tom helped me a lot to tell him the way…Because I used to tell him 'See, when Tom is…you make Tom to go for the toilet, you make him…You know that when he gets up you have to take him….then why not you can do that?' I started to tell him. Then he's told, 'OK I'll go', then he started going."*

Thus, parental ethnotheories about children's development and learning shaped their's and their children's use of tablets, enabling them to support the use of the tablet for the development of specific skills and knowledge and allowing them to recognise key milestones in learning.

Potentially negative aspects of children's engagement in the use of tablets were not considered, other than the health and use concerns outlined above. For example, whilst gendered patterns of use were evident in the data, none of the parents challenged their children's engagement with stereotypical characters and types of apps. Indeed, they appeared to accept this as a matter of fact, despite the fact that these patterns of engagement may, ultimately, limit children's tablet use:

> *"He doesn't want to write, he doesn't want to colour, and he is only interested in boys' play. My daughter at this age she used to draw, colour, everything, he doesn't show any interest in that. He does on the app but not many."* (Arjun's mum)

> *"…she'll lead the way with what she likes with the apps, you know like she wouldn't go for anything that she doesn't like, you know, anything that she deems too boyish or anything, that's what she tends to steer away from.":* (Jade's mum)

Overall, therefore, children's interactions with tablets were shaped by family values that emphasised fun, engagement, learning, respect for technology and the need to embed technology in a balanced leisure portfolio.

2.2.2.2 App management

Parents used a range of strategies to find apps for their children. There were twelve distinct strategies deployed by parents in the case study families. Parents:

1) Use search engines on the app/play store using general search terms e.g. 'learning numbers for kids'; 'free games for 2 year olds'.
2) Look for apps related to familiar broadcasters/ television programmes (trusted sources).
3) Look for apps related to children's interests e.g. dinosaurs; princesses.
4) Look for apps similar to apps the child already likes.
5) Download apps from developers that they know develop good products.
6) Download apps that are in a series.
7) Look on known categories in the app/ play store for new apps.
8) Look at description of apps, review images from the app and read app reviews (particularly for information on whether or not the app freezes, how interactive it is and its star rating).
9) Download apps they have seen on television advertisements.
10) Follow recommendations viewed on parenting websites/ blogs.
11) Download apps that are related to the child's developmental stage/ needs e.g. mark-making.
12) Respond to children's requests if appropriate e.g. child learns about an app from peers or notes app with appealing pictures and parent reviews the app (using strategies outlined in point 7) before agreeing to download.

The qualities of apps that parents looked for were those identified in the Phase One survey – that they are fun, interactive and/or educational. Parents normally downloaded free apps, or apps that had free trials before requiring purchase, but some parents did report that they were prepared to pay for an app if they felt that the quality warranted it. Reviews by other parents were generally found to be helpful, although the Iranian Dad of Kiyaan pointed out that her own cultural referents may have been different from those of the reviewer, which needed to be taken into account:

> *"So I've got my own cultural points which will be very different from a British or German or African or Middle Eastern or Chinese culture. So then I used those things as a guideline and then I went through the apps first and then see how it looked like, is it easy to use, is it fine, does it have some sort of engagement factor in it?"*

A number of parents reported drawing on their own experiences of media as a child when finding content for children. For example, the mother of six-month old Tommy searched for lullabies on the YouTube app to play to him:

Interviewer: *"So again, how have you found the lullabies?"*

Mum: *"I just type it in usually."*

Interviewer: *"Yeah, yeah. And do you tend to just let those play without singing along yourself?"*

Mum: *"Yeah, 'cos I usually put Brahms Lullaby on for him."*

Interviewer: *"Oh right, I know it."*

Mum: *"And I don't know words to it."*

Interviewer: *"Yeah, well they'll probably be in German I think, yeah that's right…What made you choose that one, just out of interest? "*

Mum: *"I don't know, it's just one I remember when I were a kid, so…."*

Three of the families did purchase apps and the other three families seldom purchased apps. The influence of socio-economic status was clear, as the three families that primarily downloaded free apps were in social class groups C2DE. Economic issues were at play here. Six-month old Tommy's mother, the family with the least economic capital, remarked that she would probably buy apps when they were being sold at a discounted price, such as a recent sale, where they cost 9p. For Angela's family, they would have been prepared to buy apps, but did not feel that it was necessary, given the availability of free apps. Angela's mother remarked that she felt fifty pence would be a reasonable price for an app. Money was not always the reason for such decisions, however, and other issues also rose to the fore, such as attitudes towards the purchase of virtual items, as 4 year old Jade's mother suggested:

> *"I think to be honest, again, I love the apps, I love the free apps, they're brilliant for her, but if in comparison if I were buying them I'd much prefer her to have the physical toys and, you know the physical books and things. It's things that she can keep, that she can keep hold of for a long time, do you know and that she can go back to. I just think there's something not quite as realistic about the apps as opposed to proper toys."*

The families from social groups ABC1 proffered various reasons for purchasing apps. Sometimes it was because they wanted the educational value, at other times it was because of a desire to avoid in-app purchases or advertisements, as Arjun's year-old mother stated:

> *"I prefer…usually we purchase for the same, so there'll be no advertisements or such things so that he can keep on playing with that and he doesn't get distracted and irritated of those things. Because everything, sometimes when you open this, he'll come 'Mummy, mummy' and he'll just close those apps, getting irritated…So definitely I'll expect that no ads will be there when I purchase something."*

Some of the purchased apps were relatively expensive, with Amy's mum purchasing a maths app that had cost £9 for the various elements of it. She did, however, complain about the stealth marketing often used in the process, with the extent of in-app purchases only being visible once the app had been downloaded and she expressed a wish to have all the costs stated up-front before purchase. The marketing and buying of apps is a relatively new area for parents to navigate and there are, therefore, attitudinal aspects for app developers to consider as well as financial ones.

2.2.2.3 Mediation

Parental mediation theory relates to the way in which parents enable children's access to technologies, and then mediate their uses of it (Schofield Clark, 2011). Early studies of children's engagement with television suggested that there were three main types of parental mediation: restrictive mediation, instructive mediation and co-viewing (Nathanson, 1999; Warren, 2003). Restrictive mediation refers to practices which include restricting the amount of time children can view television, or only allowing specific programmes to be watched. Instructive mediation includes discussion about the content of programmes, which might be negative or positive in nature. Co-viewing consists of shared viewing, which might be undertaken for a variety of purposes, including having fun. More recently, Nikken and Jansz (2014) developed a tool to assess parental mediation of young children's internet use, building on the categories initially developed by Livingstone and Helsper (2008) in a study of pre-teens' and teenagers' online use. They found five styles of mediation that could be reliably measured: co-use (using the internet together); active mediation (e.g. helping children to understand what to do when being harassed online); restrictive mediation i (general restrictions, such as time limitations); restrictive mediation ii (content restrictions, such as banning certain sites) and supervision (parents monitoring children's internet use when nearby). These five categories can be applied in general to how the parents in the case study families engaged in mediating children's tablet use.

2.2.2.3.1 Co-use

As in the survey, parents reported that they engaged actively with their children's use of the tablet, although the extent to which they did this differed in terms of the time of day and the child's purpose for using the tablet. Co-use appeared to be most prevalent when children were learning to use new apps, or engaging in educational uses of the tablet.

Parents supported children's learning on tablets using strategies identified in previous studies of young children and technology (Plowman et al., 2012). For example, Amy's mum outlined how she scaffolded her daughter's learning:

Interviewer: *"What sort of role do you play with her when you're sitting with her?""*

Mum: *"So it's sort of repeating instructions and then like when the pattern ones and have things like shoe, sock, shoe, sock, I'll repeat that pattern to try and get her to listen. Repeat it slower than the instructions so that she…and then if she is really struggling then I show her, demonstrate to her, and then I'll let her have a go herself. But she doesn't like that, she likes to have a go herself first."*

The tablet, therefore, has not displaced traditional patterns of parent-child interactions around technology for these families, but has extended them so that such support can now take place in a range of spaces due to the mobility of the tablet. Amy's mum also engaged in game-playing with her daughter and appeared to be the parent for whom co-use was most extensive, perhaps influenced by her professional role as an early years tutor on an online course.

One of the themes that was reported in relation to these pre-school children's use of apps was their desire for independence in their use. Whilst children required parents' and siblings' help at times, particularly when an app was unfamiliar, they desired to use the apps independently, swiping others' hands away and insisting they used them alone. Jade's mum echoed other parents when she noted this pattern:

> *"But yeah like I said, if she's….if there's something that she's stuck with and she wants instructions reading then she tends to ask us. But she'll still, like she's doing with us now, she'll still not let you have full reign of it, she'll be very independent and she'll want to do as much as she can. And sometimes even when she's struggling she'll be losing her temper and I'll say 'Do you want me to help you?', 'No, I want to do it myself'."*

Whilst this can be a frustrating experience for parents, such patterns of use contribute to the development of self-efficacy (Bandura, 1986) in the use of technology at a young age.

The case study data illustrate that for these pre-school children, tablets could be used independently or with parental supervision, yet the Phase One survey data indicated that use was primarily co-use. Parents may have responded to the relevant survey question in this way because they identify the overarching support they provide young children, clearly seen in the home visits, as co-use rather than supervision. Whilst parents in the case studies did report times at which children would use tablets independently as they got on with household chores, this was interspersed with times when parents were more actively engaged in monitoring use or intervening/ supporting where necessary.

2.2.2.3.2 Active mediation

In previous studies, active mediation has related to times when parents and children use the internet together and parents help children to develop online safety strategies. This type of active mediation did not feature in observations, or reports from parents. Instead, active mediation was related to the need to help children develop strategies for managing the tablet at times when its use may have been problematic. For example, Jade's tablet was very slow at times, with apps occasionally freezing. Jade's mum helped her to develop strategies to actively manage this, such as restarting, or being more patient when waiting for games to upload. She also talked to Jade about balancing her use of the tablet with other types of play. Amy's mum reported that she had to remind Amy to press a particular button in order for an e-book to be read to her, otherwise she reported that the book was not reading. Through strategies such as these, parents helped their children to manage their tablet use more effectively.

2.2.2.3.3 Restrictive mediation

Nikken and Jansz (2006) outlined two types of restrictive mediation. The first is the imposition of general restrictions, such as time limitations and the second is content restrictions.

In general children's use of the tablet appeared to be self-managed. Jade's mum reported that she limited Jade's use of the tablet for thirty minutes at a time when she first started using it, but now no longer needed to as Jade did not stay on the tablet for too long. Overall there did not appear to be in evidence the kinds of problems that needed to be managed by time-based restrictions of use. Parents did use the tablet as a reward at times, or as a means of getting children to undertake a certain task. For example, Arjun did not always co-operate at meal times and so his mum used the tablet as a means of getting him to eat meals. There were other family rules constructed around the tablet, such as it being banned from bedrooms in one family, to being excluded from mealtimes in another. Children did not resist these rules. As was the case with the slightly older children in the study by Chaudron et al. (2015), parents with older children adopted a different set of restrictive mediation strategies for those children, once they perceived children to be more likely to meet unwanted risks online.

There were few content restrictions in relation to online use. Parents reported that their children did not access the internet without parents or siblings co-using the tablet, or without them being nearby and, therefore, they did not feel the need to impose other strategies. All of the parents discussed having some safety controls in place for children's use of tablets, such as the use of a password to access it. However, there was less evidence of the use of parental controls for social networking sites children could access on the web, such as YouTube. Most of the parents felt that their children were as yet too young to access the internet unsupervised and that this was something they would, therefore, consider later on. Nevertheless, in discussions, it was clear that some of the children had accessed online sites inadvertently. For example, Arjun had uploaded some of the drawings he had made on an app to his mother's Facebook page, which meant that she had to turn off the request embedded in the app that asked the user if he or she wished to do this. Amy's mum mentioned that Amy had strayed on to a video she had not considered suitable on YouTube and had to stop her watching it. This points to the need for further consideration of the approaches to online safety that could be adopted by parents of pre-school children.

2.2.2.3.4 Supervision

Supervision appeared to be the most prevalent mediation strategy used by parents, alongside co-use. Parents reported being aware of what their children were doing on the tablet through ensuring that they were in the same room when they used it and watching what they did. The information gained through this supervision enabled them to gain knowledge about children's competences, their developmental needs in relation to the tablet and the kinds of apps they most enjoyed using. At times, children would ask parents for help and so supervision would merge into co-use.

Parents were not always necessarily explicitly concerned with learning outcomes but they had an interest in developing their child's skills so that they could become independent users and occupy themselves without disturbing parents from domestic tasks and leisure activities, or interrupting older siblings' play. Parents felt less guilty about using educational apps to serve this function and considered the investment of one-to-one time worthwhile as it prolonged the time that children could be engaged in an activity. Parents also used their peripheral vision to keep an eye on activity and make sure that children were not getting stuck, although the mobile nature of tablets meant that it was easy for children to seek out help in these circumstances. Plowman, Stephen and McPake (2010) refer to these forms of support as guided interaction that operates either face to face (proximal) or through oversight at a distance (distal).

2.2.3 Play and Creativity

The analysis undertaken in Phase Three of the study indicated that apps can promote play and creativity in a range of ways. Observations in the home, and data collected by parents and children themselves, confirmed that apps played an important role in supporting children's play and creativity. In the next sections, each of these areas is considered separately.

2.2.3.1 Creativity

Apps fostered children's creativity in the home in a range of ways. Apps supported children's engagement in text and drawing creation. They wrote, drew, painted and created collages with apps. Jade particularly enjoyed an app that replayed the strokes used in the drawing process:

Mum: *"…you can put all sorts on it can't you, like explosions and things?"*

Jade: *"Yeah and fireworks."*

Interviewer: *"Mmm, which was your favourite bit of it?"*

Jade: *"Er…the video when you watch what you've drew."*

Interviewer: *"Yeah? Why do you like that? Why do you like to see that? "*

Jade: *"Because I like seeing myself drawing on it."*

Jade's mum even thought this had impacted on Jade's drawing in school:

> *"I'd probably say the colouring and drawing ones, they're the ones that she seems to get the most out of because she spends the most amount of time on them creative ones and it seems to have reflected in like her drawing what she does, do you know, with her things in her drawing box and at school. She's brought a lot of pictures back from school and I can tell that a lot of…the way that they teach you how to draw on certain apps, I can tell she's took that over into her drawing at school and that. So I think she does benefit quite a lot from them sort of apps."*

Taking photographs and making films was also a favourite activity for some of the children. Arjun's mum stated:

> *"…he does some editings on drawing or something like that. And he saves…he takes his own pictures, he has some app like that. He takes his own pictures and he does some editing on that."*

Jade's mum outlined how she made films, recording activities and reporting what was happening as a soundtrack. She also produced slideshows of photographs and created stories around them, although needed help to do this on the tablet, whilst she was able to do this independently on the phone:

Mum: *"Yeah, just like, you know like just out loud, she'll go through them and she'll say,'So and so was doing this' and she'll make things up that were going off in the house that weren't really going off in the house, do you know what I mean? So she'll use several pictures and connect them up using a storyline…She'll do it, because you can put them on like a slideshow can't you where you can just have them like moving along on their own, and that's how she tends to do it."*

Interviewer: *"Does she know how to set it up on a slideshow herself?"*

Mum: *"Yeah she does, yeah…they're slightly harder to work on the tablets than they are on the phone, and I tend to have to show her the slideshow on the tablet. But she can do it on her phone."*

Interviewer: *"Oh that's lovely, I really like it. What sort of things are the stories about, can you remember anything now?"*

Mum: *"Oh all sorts of things, just like make-believe stories about princesses, and her, and her dolls and everything. You name it, she makes a story up about it."*

For other parents, creativity was evident in their children's use of apps that enabled construction of virtual worlds and objects, such as Minecraft or Lego, as Arjun's mum noted:

> *"I think some of them are, like Lego app is there, there he has to construct a car or a tractor on his own, by giving his own shape, with the wheels, the top, the roof and everything, he has to construct on his own and he has to ride it. So I think all those building types and all will be creative for him."*

As other studies have indicated, music is a key ingredient in young children's everyday creative lives (Young, 2008) and the prevalence of music apps in the app and play stores is a testament to their popularity. Music apps enabled children to create new compositions and also listen to a wide range of music. Two-year old Angela, for example, enjoyed an app that enabled her to press virtual keys to construct tunes. Inevitably, YouTube played a significant role in children's musical experiences. Parents reported searching for rhymes and lullabies for children on YouTube, but children also watched popular music videos on the channel. The majority of the children were able to navigate YouTube relatively independently using the recommended video system, or the history function.

Creative activities were also prompted by the use of tablets, rather than engaging with the apps themselves. For example, Jade liked to move from apps in which she could create foodstuffs to cooking with her mum in the kitchen. Amy's imaginative and creative play was supported by her interactions with apps, as her mum noted:

> *"…with her it's really a role…like her imaginative role play really at the moment. But it does promote…like she'll get up, and if she's been playing on certain apps like the Olaf one, she'll get up and play with her Frozen things and it sort of stimulates that sort of play. But we have…when she first got that Paw Patrol drawing app we did end up doing some painting, I printed some pictures, those pictures off, I got them on the computer. But we printed them off and then she actually physically painted those…"*

All of the types of creative thinking outlined in Robson's (2014) ACCT framework could be observed in children's use of the apps in the home. Apps promoted creative thinking through the structures they created for learning, but children also applied creative thinking skills in apps that were not particularly designed for this purpose.

2.2.3.2 Play

Observations of children using apps, and analysis of video recordings taken by parents and children themselves, indicated that the range of play types in evidence in the use of the apps in school were present in the home. There was more evidence of imaginative play and role play in the home, as children embedded the apps in play with other objects, such as soft toys.

In Hughes' taxonomy, transgressive (i.e. pleasure in breaking the rules) play does not feature, yet it was evident in children's play with apps in the home. For example, Arjun used the CBeebies Playtime app and particularly enjoyed one of the games, Alphablocks. This consisted of a series of blocks with letters on, which children had to manipulate in order to construct words, using picture cues. Arjun played a game in which he clicked on the alphabet blocks and dragged them to the top of the screen so that the top half of the blocks disappeared around the edge of the screen, then he released them so that they popped out, as he said, "Peek a boo!" The app designers had not purposefully built this feature in, yet through exploring the affordances of the app in a transgressive manner, Arjun invented a new game. There were other examples of transgressive play. Jade's parents reported that she was attracted to a 'stick man' game that they disapproved of because of its content and suggested that part of the attraction for her was their disapproval.

One aspect of play that was particularly salient in children's home use of apps was the way in which it took place fluidly across digital and non-digital domains and involved a range of media. At times, there was a straightforward link between another media source and an app:

> *"…sometimes what happens, when he sees a programme, like Tree Fu Tom or something, he just comes down, he opens the app and he starts playing Tree Fu Tom. Like Super Why, he sees something, he thinks 'This time was not enough for me', he comes down, he opens and he starts playing once again with that."* (Arjun's mum)

At other times, the relation the app played to other interests was more complex, with it being one aspect in a wider transmedia web of play, as Jade's mum recalled:

Mum: *"It's just interesting because I remember Paul [father] was telling me about a dinosaur, was it YouTube films, last week."*

Interviewer: *"And I've just seen dinosaur in her bedroom I think, she's got at least one."*

Mum: *"Yeah, she has. She's got little figures, she's got a couple of cuddlies….she's had… them magazines where you can buy them every week, they start off cheap with something free and then they're like about £5 a week! And you build things up. She'd had one of them and it actually taught you all about dinosaurs and every week you got a figure and then you built a scene up… so she does like a lot of things like that. And she's done it before with books, where you got a free dinosaur, she seems to be very interested in dinosaurs."*

Interviewer: *"Yeah. And do you think that's Paul's influence, or does it come from somewhere else?"*

Mum: *"…I mean I think she does anyway because she watches Andy's Dinosaur Adventures on CBeebies…and she finds that very interesting. But I think it's primarily Paul's interest because she knows that he loves dinosaurs so…he's always trying to get her to watch 'Jurassic Park'! "*

Interviewer: *"Does she…I think on the CBeebies Playtime app there's an Andy's Dinosaur one, isn't there?"*

Mum: *"I'm not actually sure what it does but I know she does play on it quite a bit, and…she's also got a Dinosaur Minecraft…I'm not sure what…I'm assuming you construct a dinosaur, but I'm not really sure, but yeah…when I asked her if she wanted any Minecraft games she picked the Dinosaur Minecraft, so… she is interested in dinosaurs quite a bit."*

At other times, apps were used in play that incorporated other artefacts and stimulated imaginative play that was not directly connecting the app with a toy:

Mum: *"She doesn't have the Barbie app any more, but when she did have it she'd sometimes get her Barbies out and line them up and sit them at the side of her and…she'd talk to them as she's playing on the app. And she sometimes does it with the Frozen app, because she's got Elsa dolls and she'll…be having little conversations with them while she's on the app, so yeah."*

Interviewer: *"What sort of things does she say?"*

Mum: *"She'll just be telling them what she's doing on the app…like giving commentary, like running through the game and things, so…"*

Similarly, Amy's mum noted how she played alongside a Mr Potato Head app rather than with it:

Mum: *"She…she was playing with the app on the sofa and she put the toy on the floor, but she was like…she had it up like this and she was sat on the floor but the toy was next to her. So it's like she was showing it but…"*

Interviewer: *"Yeah, so she was holding the screen up to the toy."*

Mum: *"Yeah. But it does the same, all the facial features come off and she can put it together."*

As with Jade, Amy's enjoyed engaging in this kind of parallel play with the app and toy. For other children, apps were a springboard to play. For Angela and David, watching popular unboxing videos (in which commercial items are unwrapped) or playdoh videos (in which people create aretfacts using playdoh), which are very popular genres for this age group (Marsh, 2015), was a stimulus for their own unboxing/ playdoh play.

In addition, some of the children owned augmented reality apps that specifically fostered a relation between digitial and non-digital artefacts. One of the augmented reality apps used at home was a Furby, a small furry toy that is linked to an app. The app can be used to interact with the Furby, such as feeding it, or taking it to the toilet. Amy used the 'Go Pro' chestcam to film herself playing with the app and the Furby for an extended period, and the resultant play moved beyond both the toy and the app to include flights of fantasy, resulting in imaginative play that was located both in the physical world and the virtual – the app, and Amy's imagination. Amy also incorporated a Paws Patrol app into extended periods of imaginative play in which she integrated physical toys into the play with the app. This is one of the features of contemporary play that will grow in future through the development of augmented reality apps.

2.2.3.3 Summary

The case study data offered insights into some of the key issues raised by the survey data. In most cases, it confirmed the survey data, such as the data relating to favourite apps, and the way in which tablet use changes across a typical day. However, the case study data led to a questioning of the survey data in relation to co-use. It was clear from the case studies that the most frequent role for parents was that of supervision, with co-use being deployed for introducing children to new apps and supporting their engagement when the child wanted that. However, for much of the time, children appeared to prefer independent use and actively resisted parental intervention. Therefore, this points to the way in which the question in the survey may have been interpreted by parents to include both co-use and close supervision.

The findings from the case studies confirmed that apps can promote play and creativity in a wide range of ways, subject to the design of the app and the individual child's preferences. As some children are more disposed to engaging in playful and creative activities than others, it would not be reasonable to suggest that apps are solely responsible for promoting these characteristics. However, across all the case study families, there were rich examples of play and creativity and the use of apps and tablets appeared to be embedded into the playworlds of the children. Whilst there was evidence of play on other platforms/ hardware such as Nintendo DS and the X-Box, the tablet was the dominant screen in the children's game play lives.

2.3 Phase three: Observations of app use in school

2.3.1 Analysis of the use of apps

In this phase, the top ten apps identified in the Phase One survey were analysed in terms of how far they promoted play and creativity, in addition to six augmented reality apps. The augmented reality apps were chosen to ensure they included a range in terms of type (e.g. educational, creative, game, story book). The apps outlined below were analysed:

Top ten apps

1. YouTube
2. CBeebies apps (Playtime and Storytime)
3. Peppa Pig Draw
4. Angry Birds
5. Minecraft
6. Temple Run
7. Talking Tom
8. Disney apps (Imagicademy and Frozen)
9. Toca Boca apps (Toca Doctor and Toca Nature)
10. Candy Crush Saga

Augmented Reality Apps

1. AR Flashcards
2. Aurasma
3. ColAR
4. Mattel Apptivity (fishing game)
5. Meet the Animals
6. Squigglefish

C-Q7. Please write your child's favourite five apps at this moment in time? (Base 2000)

The types of play and creativity that were promoted by each app are outlined in Table 7.

Table 7: Types of play and creativity fostered by apps

Top Ten apps*	Types of play the app promoted (based on Hughes' (2002) play types)	Types of creativity/ creative thinking the app promoted (based on the ACCT Framework, Robson, 2014)
YouTube	Play was not observed when children were viewing videos in school. However, communication play, imaginative play and role play in the home was linked to video viewing on YouTube.	Creativity and creative thinking not observed when children were viewing videos in school (other than E3:Knowing what you want to do). However, creative activities in the home were linked to video viewing, such as singing, dancing and making playdoh models.
CBeebies Playtime	4. Social play 5. Creative play 6. Communication play 8. (Virtual) Locomotor play 10. Exploratory play 12. Imaginative play 14. Object play	**Creativity:** Drawing Making sounds **Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I1: Trying out ideas I2: Analysing ideas I3: Speculating I4: Involving others P1: Persisting P3: Completing challenges

Top Ten apps*	Types of play the app promoted	Types of creativity/creative thinking the app promoted
CBeebies Storytime	6. Communication play 10. Exploratory play 14. Object play	**Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I3: Speculating
Angry Birds	14. Object play	**Creative Thinking:** E2: Engaging in new activity E3: Knowing what you want to do I3: Speculating P1: Persisting
Talking Tom	10. Exploratory play 12. Imaginative play 14. Object play	**Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I2: Analysing ideas I4: Involving others
Peppa's Paintbox	05. Creative play 10. Exploratory play 14. Object play	**Creativity:** Drawing Painting Printing **Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I3: Speculating I1: Trying out ideas
Disney Imagicademy	10. Exploratory play 14. Object play	**Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I2: Analysing ideas I3: Speculating P1: Persisting P3: Completing challenges
Disney Frozen	10. Exploratory play 14. Object play	**Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I3: Speculating
Minecraft	4. Social play 5. Creative play 10. Exploratory play 13. Mastery play 14. Object play	**Creativity:** Constructing **Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I3: Speculating P1: Persisting P2: Risk taking

Top Ten apps*	Types of play the app promoted	Types of creativity/creative thinking the app promoted
Toca Boca Doctor	10. Exploratory play 14. Object play	**Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do P3: Completing challenges
Toca Boca Nature	5. Creative play 10. Exploratory play 13. Mastery play 14. Object play	**Creativity:** Constructing **Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I1: Trying out ideas I3: Speculating
Candy Crush	14. Object play	**Creative Thinking:** E2: Engaging in new activity E3: Knowing what you want to do I3: Speculating
Temple Run	9. Deep play 14. Object play	**Creative Thinking:** E2: Engaging in new activity E3: Knowing what you want to do P3: Completing challenges

Augmented Reality Apps	Types of play the app promoted	Types of creativity/creative thinking the app promoted
AR Flascards	10. Exploratory play 12. Imaginative play	**Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I1: Trying out ideas I2: Analysing ideas
Aurasma	5. Creative play 10. Exploratory play 12. Imaginative play	**Creativity:** Drawing Storytelling **Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do P1: Persisting
ColAR	5. Creative play 10. Exploratory play	**Creativity:** Colouring pictures **Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do P1: Persisting
Mattel Apptivity (Fishing)	4. Social play 10. Exploratory play 12. Role play 14. Object play	**Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I3: Speculating I4: Involving others P1: Persisting P3: Completing challenges
Meet the Animals	10. Exploratory Play	**Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I2: Analysing ideas I3: Speculating P1: Persisting
Squigglefish	5. Creative play 10. Exploratory play 12. Imaginative play	**Creativity:** Drawing Storytelling **Creative Thinking:** E1: Exploring E2: Engaging in new activity E3: Knowing what you want to do I1: Trying out ideas I3: Speculating I4: Involving others P1: Persisting

** CBeebies, Disney and Toca Boca apps are separated for analysis in this table*

2.3.2 Summary

This analysis indicates that engagement with apps promotes a range of types of creativity and creative thinking. Children created a variety of original texts and artefacts including virtual constructions, drawings, paintings and stories. In the home, this was extended to photographic slideshows and videos. All of Robson's (2014) categories of creative thinking were observed. All but the following six of Hughes' (2002) play types were observed in the use of apps in school: 1. Symbolic play; 2. Rough and tumble play; 3. Socio-dramatic play; 7. Dramatic play; 11. Fantasy play; 16. Recapitulative play. However, in observations and discussions in the home, 1. Symbolic play; 3. Socio-dramatic play and 11. Fantasy play were identified. Rough and tumble play relates to physical contact and whilst there are virtual replications of this in online play (see Marsh, 2010), this was not observed in this study. Recapitulative play is a type of play that is difficult to discern and only occurs in specific contexts, so it was of little surprise to the team that it was not identified in this study.

The CBeebies Playtime app fostered a greater range of types of play and creativity than other apps. It was also the app that was used for the longest period of time in a single episode and indeed three out of the four longest periods using apps were episodes of children using CBeebies Playtime. The app does contain a range of games that involve different kinds of play, whereas some of the other apps offer single-dimension experiences, which may offer one reason for this pattern. Nevertheless, the long periods of use were normally of one game within the app. It was also the case that this app contained many of the scaffolding features identified as important in Phase Four of the study. Angry Birds and Candy Crush Saga offered only limited opportunities for play and creativity and, therefore, cannot be viewed as presenting high-quality experiences for pre-school children. The augmented reality apps fostered exploratory and imaginative play and, thus, demonstrated potential for future use with pre-school children.

There was a range of evidence, therefore, that suggested that apps of appropriate quality and design promoted a wide range of play and creativity for pre-schoolers. However, as was the case in the case-studies, one factor that needs to be taken into account is the characteristics of the children themselves, with some more likely to engage in playful and creative behaviours than others. Nevertheless, all of the children exhibited such behaviours to a greater or lesser extent, and different children were recorded using the same apps, and it was, therefore, possible to judge how far the apps themselves played a role in these activities. This was the subject of the final phase of the study.

2.4 Phase 4: Analysis of apps

The data from the phases of the project outlined above informed the development of a series of observations on the ways that the apps limited play and creativity and the ways that they promoted play and creativity. These observations enabled the development of a set of principles that could be used to inform the design of apps for children from birth to five. It was also felt to be important to identify the features that would be important to consider in the development of apps for different age groups, given that, usually, few distinctions are made for the age phases within the 0-5 range yet, developmentally, this is a stage at which children develop rapidly. Thus, the team developed principles for app design for under 1s, 1-2s, 2-3s, 3-4s and 4-5s. The principles for the design of apps can be seen in Tables 8 and 9.

Table 8: Characteristics of apps that limit play and creativity

Purpose of app

- Purpose not clear, or the app has too many aims, so children may wander from activity to activity and then disengage

Overall design features

- Initial entry to the app leads to a home page that is not understandable, so children may not pursue the app
- Home page icon is not visible, so children may use the home button on the tablet and exit the app if they wish to move from a page in the app
- Tappable areas leave little margin for error, which may cause frustration
- Too many pop-up menus create confusion, so children may exit the app
- There is inconsistency in terms of the demands made on the user (when to swipe, tap and so on), which may cause confusion

Commercial properties

- In-app advertisements in the form of pop-ups cause frustration and children may then disengage
- Too many barriers to play in the form of the need for in-app purchases cause frustration and children may then disengage

Supporting (scaffolding) of use

- Too much written text, with limited use of text-to-speech instructions may mean that children are not able to use apps effectively
- Limited use of the scaffolding techniques outlined in Table 9 below may mean that many children are unable to use apps effectively

Promotion of play and creativity

- Narrowly-focused apps, which require children to complete tasks that have limited challenge, or have few opportunities for children to explore and experiment, are less likely to promote play and creativity
- Use of augmented reality features that do little more than animate characters or objects are of limited value, as children cannot utilise fully the animated features and may disengage.

Table 9: Characteristics of apps that promote play and creativity

Purpose of app

- Does not have too many aims
- Purpose clearly articulated to target audience, both within the app store/ website and the app itself

Overall design features

- Use of colour and design features are appropriate for the type of app (n.b. it is not always necessary to use bright colours for young children, but clearly defined pictures/ signs/ symbols etc. are important)
- Parents should be able to activate and deactivate features which may distract children and thus limit play and creativity, and also set levels of challenge if appropriate
- Easy navigation, from the moment the app is launched, with audio and/ or visual support to support navigation through the first stages of the app
- Home page icon always visible on each 'page'
- Home screen should be not be overly-complex in nature for younger children
- It is helpful for apps that contain lots of aural elements for the volume to be easily adjustable from within the app
- Arrows used to navigate backwards and forwards
- Navigation signs (arrows etc) placed at the top of screens aimed at under 2s, as they may press them accidentally if placed at the bottom
- Repeated characters, shapes, colours, signs, movement, music and sounds can be used as cues to stimulate particular responses
- A consistent approach is utilised in the requirements for the use of touch e.g. particular actions always require swipes, others taps
- Tappable areas allow for a margin of error
- Pop-up menus are limited
- It is possible to personalise and customise where possible e.g. in terms of spoken voice, linguistic, cultural and social content

Commercial properties

- No in-app, pop-up adverts
- Limited or no use of banner adverts
- In-app purchases limited

Supporting (scaffolding) of use

- Developmentally appropriate – e.g. little or no text support should be used for pre-schoolers
- There should be opportunities for adults to adjust the scaffolding techniques used e.g. turning off some cues and prompts when relevant skills are mastered and the app becomes more familiar
- Text-to-speech instructions and comments used where necessary
- Spoken instructions should be given at a speed which will enable comprehension, and instructions need to be phrased in a developmentally appropriate way
- Objects/ signs are animated or highlighted (visually, aurally) in order to signal that they can/ should be touched

- Modelling of responses used where appropriate, or support provided if children do not respond as desired e.g. by using moving arrows to signal that a swipe should be used
- Use of pauses to allow children to think about their response
- Repetition of instructions if child does not respond
- Word highlights are useful in apps that include text-to-speech sentences and phrases to be read
- Use of upper and lower case letters is consistent with use in pre-school/ school
- Positive feedback and rewards for effort used to enhance motivation where appropriate (e.g. badges, characters cheering and clapping and so on). Not all apps require such rewards, as play is intrinsically motivated, and they should not be over-used
- Voice reinforcement (i.e. recognition) of children's input where relevant e.g. "You pressed the red square, well done!" It should be possible for adults to turn this feature off if it is not felt to be of value because the child has used the app frequently
- Use of prompt questions to promote reflection on actions/ progress

Promotion of play and creativity

- Open-ended apps, which enable children to experiment for themselves and focus on the process rather than an end product, are more likely to promote play and creativity
- Apps that embed problem solving, critical thinking and abstract reasoning activities are more likely to promote creativity
- Apps can embed prompt questions/ statements to promote play, exploration and/ or experimentation with the app's resources
- Apps that stimulate children to ask questions and/ or set challenges can promote creative thinking
- Apps that foster co-production of content (with peers or adults) can promote play and creativity
- Imaginative use of the tablet itself or the properties of the tablet may enable children to become more involved in the app e.g. through inserting their own photograph or voice, tilting the tablet to move visual material, blowing into the microphone to move visual material and so on
- Apps can promote play by linking offline and online activities e.g. a physical doll or car that trigger activities in the app, but these need to be meaningful and engaging activities, otherwise the initial engagement may quickly wear off
- Apps may also promote physical activity in playful and creative ways, by linking online activities/ games/ rewards to offline physical movements or tasks.
- Apps may promote play with offline, non-digital playthings
- The use of augmented reality techniques can stimulate children's imagination as characters are 'brought to life', but the apps need to enable creative use of such features, such as linking animated characters to further activities e.g. storytelling

In Table 10, the successful features of apps for each age group addressed in our study are outlined, based on an analysis of apps and observations of children using them. Again, this is not to suggest that apps should include all of these features. In addition, children progress at individual rates and, therefore, some children may find apps easier or harder to use than others.

Table 10: Features of apps for different age groups

Target age group

Successful features of apps

- As parents will primarily be navigating these apps, and may not have engaged children previously in the use of tablets, then support and guidance on use should be offered.
- The apps should not be too 'busy' – having one or two clear functions is sufficient for this age group, with functions that do allow for multiple possibilities and potential for creativity
- Apps that enable and encourage parents to join in, for example with singing, would be useful. Apps could feature unaccompanied musical performances, or naturalistic ones, or ones in which pitch and speed can be easily altered to match the vocal range of parent

Apps for under 1s

- Apps should promote sensory play e.g. sound, vision and touch are the primary features for this age group
- Young babies are attracted to large shapes, distinct patterns, use of contrasts (e.g. black and white)
- Audio should be used to support visual and animated elements, not detract from them, and vice versa
- Apps for this age group that foster listening and vocalisation are of value
- Interactive features should promote understanding of cause and effect e.g. if the child touches a certain spot, something happens (and actions should be consistent throughout the app, with a large margin for error)
- Games that mirror offline games are popular e.g. peekaboo
- Babies enjoy seeing their faces and the faces of those close to them, so features that enable this are appealing e.g. embedding the use of the tablet camera. Similarly, they enjoy hearing their own and others' voices and so apps can embed creative uses of the microphone
- Apps that encourage children and parents to name objects are useful for this age group, but care should be taken to ensure that they do not become monotonous in nature

Apps for 1-2s

- Apps should have some simple, repeating actions which support prediction
- Open-ended apps, which do not require prescribed outcomes, can encourage play and creativity
- Children at this age enjoy apps that reflect something of their own daily routines and can support their engagement in these routines
- Children enjoy seeing and hearing other children in apps e.g. voice-overs
- Apps should stimulate vocalisation and talk where possible, either through the provision of activities which could foster conversation, or through the use of prompt questions/ statements that promote a vocal response
- Recall/ recap features should be embedded where appropriate
- Games that mirror offline games are popular e.g. hide and seek, snap, odd one out, jigsaws
- Interaction with apps is appealing for this age group. This can be achieved through personalisation, such as enabling children to make noises into the microphone, which are captured and embedded in the app, or creating a short film to be inserted in the app
- Nursery rhymes, lullabies and popular songs apps are appropriate for this age, but care needs to be taken to ensure they are appropriate for context (e.g. some aimed at UK children contain American vocabulary)

- Apps should encourage early competencies e.g. swiping, tracing, tapping
- Apps that enable collages/ pictures to made through the use of stamps/ ready-made shapes and so on can enable children to create images quickly and easily, but they should also have opportunities for more open-ended mark-making

Apps for 2-3s

- It should be easy for parents to operate control features which offer safeguarding when online
- Text-to-speech, as well as animation, sounds and visual effects, should be used to support independent operation of apps
- Scaffolding principles outlined in Table 9 should be used to support engagement and learning
- Apps that support co-operation and turn-taking are appropriate for this age group
- Music apps should encourage experimentation and not be overly directive
- Music apps could incorporate auto-recording and playback and should encourage exploration of all dimensions of music, e.g. rhythm, pitch, timbre, speed, volume, texture.
- Drawing apps should not be limited to colouring in pre-drawn figures/ scenes (although these are enjoyable for young children) and those that do involve colouring in should not require colours to be contained within lines
- Apps that aim to promote engagement with sounds and letters should do so in a playful manner and upper and lower case should be used appropriately (it is not appropriate to only use upper case, for example)
- Early engagement with numbers should occur in a playful context
- Apps that encourage play and creativity through the use of popular characters can be appealing
- Apps can demand more complex competencies e.g. dragging, pinching
- Autosaving features in apps means that creations can be kept if the child (or parent) forgets to do this, or if play with the app is interrupted partway through

Apps for 3-4s

- Some of the features outlined above are still relevant for this age group
- Apps can promote independent use of tablet features to develop specific competencies e.g. taking photographs that then appear in the app
- Apps that link or encourage offline to online play can be appealing e.g. building models, images of which can then be uploaded into the app
- More extended games are possible at this age, as children can concentrate for longer periods on apps, but there need to be a number of levels of challenge to encourage continuity in use
- It is useful for children to be able to pause and resume the app if interrupted
- Drawing apps should embed an undo function, as this encourages review and reflection
- Use of features to promote extrinsic motivation are useful for this age e.g. virtual badges and stickers, but should not be over-used. Apps should be satisfying in their own terms and promote instrinsic motivation.
- Apps that promote a sense of wonder at the world can prompt children to ask questions and think creatively
- Apps that enable the building of worlds are popular for this age group and it should be easy to save creations in order to return to them
- Role-playing apps enable children to develop skills of empathy and care for others

Apps for 4-5s

- Some of the features outlined above are still relevant for this age group
- Apps that foster solving real world problems e.g. through early mathematical skills or scientific understanding, are helpful in both the skills developed and enabling children to see the value/ purpose of such activities
- 'Drill and skill' activities can be embedded in games and puzzles in order to make them more engaging
- Writing and spelling games should not be approached in an overly 'drill and skill' manner, as this could demotivate children at a crucial stage of their early reading and writing development and undermine any work taking place in nurseries/ schools in this area. Instead, apps can foster creative engagement with letters and words through meaningful tasks, some of which may be embedded in stories
- Story apps for this age group may promote independent reading through highlighting words as the narrator says them and enhance comprehension by asking questions. However, in-story features should not distract the young reader from the narrative structure, or the reading task itself, but should support / enhance these
- Regular opportunities for feedback should be provided throughout apps where relevant, in addition to final feedback at the end of the activity
- Apps that enable online social interaction with others should ensure sufficient safeguarding features are in place – children of this age frequently use apps aimed at an older age group, so producers of apps aimed at over 6s should take the needs of this age group into account also

It is recognised that there is a great deal of controversy with regard to the question of the use of tablets with under 2s. The American Academy of Pediatrics have previously recommended no screen time for under 2s. However, in the absence of scientific evidence that would suggest the need for a complete prohibition of the use of screens for under 2s, the project team is of the view that tablets are appropriate for this age group if use is limited in nature and takes the form of co-use with parents. Apps that promote interactivity and are designed specifically for this age range are best used with this age group. In addition, it was clear from the families' case studies that YouTube was used primarily with under 2s for the playing of nursery rhymes and lullabies. This is beneficial if these are the only means some families may have of accessing such material, which can be productive for children's language development. However, the use of tablets for bedtime stories should be viewed with caution, given the evidence about melatonin suppression caused by lights from screens (Wood et al., 2013). In the Phase One survey, 19% of those who used tablets after 6pm reported that this use was for reading stories. It is not possible to determine if this use took place immediately prior to children falling asleep. In addition, whilst most pre-school children appear to use tablets alongside other digital and non-digital playthings in a balanced way (which correlates with other research of the media use of slightly older children - see Chaudron et al., 2015), a small minority of parents in the Phase One survey reported their pre-school children using tablets for more than three hours per day (8.2% of iPad users and 11.4% of Samsung Galaxy users), which raises questions about appropriate use of media for this group of children. These data suggest that further public debate with regard to these issues would be beneficial.

3. Conclusion & Recommendations

3.1 Summary of key findings

This study has identified the ways in which apps used by pre-schoolers may foster play and creativity. The key findings of the study are summarised briefly in relation to each of the original research questions that underpinned it.

(i) What home access to tablet apps do UK pre-school children currently have and how are they used?

In households that own tablets, children have extensive access to them and 25% of under 3s and 37% of 3-5 year olds own their own tablets. Others share their use with parents, siblings and other family members. Pre-school children also have access to tablets outside of the home, largely at the homes of grandparents, other family members and friends. Children use tablets on a typical day for 1 hour 19 minutes and on a typical weekend day for 1 hour 23 minutes.

Young children enjoy using apps across a range of genres, and their favourite apps allow them to watch videos, listen to music, play games, draw and paint, play games, create virtual worlds, look after pets, dress up avatars and engage in role play. Their use differs across the day, with the peak period of use being 4pm – 6pm. Children are most likely to use tablets in the living room and their use is sometimes linked to non-digital, related items such as dolls and soft toys. Children like apps that relate to their popular cultural interests across television, films and iconic characters. Parents report that they are more likely to be using tablets along with children than children using them on their own (although, based on the case study data, this may take the form of close supervision more often than simultaneous use).

(ii) How do variables including socio-economic status, age, gender and ethnicity impact on this access and use?

There are age differences across many aspects of tablet use. Older children are more likely to own their own tablets, as are boys. 27% of boys under 3 and 24% of girls aged under 3 own their own tablets. 40% of boys aged 3-5 and 32% of girls aged 3-5 own their own tablets. The competences developed by children when using the tablet are age-related, with fewer under-3 year olds able to undertake some of the actions that 3-5 year-olds can do, such as unlocking tablets and clicking and dragging items. Older children own more apps. Children aged 3-5 are more likely to use educational apps and particular types of apps such as style creation, obstacles, basic strategy, virtual world creation and nurture and mimic apps than their younger counterparts.

Gender differences are largely present in relation to app preferences. Girls are more likely than boys to use style creation, drawing, role play, story and nurture and mimic apps, boys are more likely to use obstacle games apps, sports apps and creating virtual world apps.

Black and Minority Ethnic (BME) families were more likely than other families to provide tablets for their children. Boys, older children, children from social class groups C2DE and BME children were more likely to own 11 or more digital devices than other children. White children in social class groups ABC1 were more likely than other children to own iPads rather than other types of tablets. Children in social groups C2DE, BME children and boys were more likely than other children to use more than one screen at a time. BME children are more likely to use social networking apps than White children.

Socio-economic status impacts on the number of purchased apps that children have access to, with families in social class group ABC1 purchasing more apps. Given that many free apps contain in-app advertisements and in-app purchases, this means that children in the families with lower economic capital are the ones most likely to encounter these features, which often have a negative impact on the quality of game play.

(iii) What are the most popular tablet apps downloaded by UK parents/ caregivers for pre-school children?

The most popular apps are: YouTube, CBeebies (general apps), Angry Birds, Peppa's Paintbox, Talking Tom (and similar), Temple Run, Minecraft, Disney (general apps), Candy Crush Saga and Toca Boca (general apps).

(iv) How far does children's use of selected popular apps promote play and creativity?

The majority of apps outlined in (iii) promoted creativity and play, although the extent to which they did that differed according to the design of the app. All but two of Hughes' (2002) 16 play types were identified in children's play with apps across the school and homes, and all of the 10 elements of the ACCT framework (Robson, 2014) were observed in app use. The apps that were most successful at promoting play and creativity were apps designed specifically for this age group. Some of the apps (e.g. Angry Birds and Candy Crush Saga) did not promote a wide range of play and creativity. Temple Run offered limited play opportunities, but provided a sense of excitement as virtual monkeys,

accompanied by music and sounds, chased the user's avatar. Talking Tom did offer opportunities for play and creativity, but very often, play sessions were interrupted by pop-up adverts and the encouragement for in-app purchases. Minecraft was only successfully used to promote play and creativity once children knew how to use it. As it contains no in-app help or scaffolding, it is not appropriate for children to first use this app on their own. YouTube fostered a range of non-digital play and creativity. CBeebies, Disney, Peppa's Paintbox and Toca Boca apps were all found to be appropriate for this age group and promoted a range of types of play and creativity.

(v) How far do selected augmented reality apps promote play and creativity?

The augmented reality apps selected for study in Phase Three of this study were successful in promoting play and creativity, although there was a difference in quality of the play that arose from engagement in the different apps. For example, play with the Mattel Apptivity fishing game app was limited, with the physical plastic fishing rods interacting with the surface of the tablet to enable the players to catch fish. It was, therefore, played very much like a board game, with the added benefit of the digital fish being moved to player's digital nets. In contrast, the Aurasma app enabled children to produce their own video stories and drawings and relate these together, thus offering more open-ended opportunities for play.

(vi) What are the affordances of tablet apps that effectively promote pre-school children's play and creativity?

The most successful apps in terms of promoting play and creativity were well-designed, embedding many of the features outlined in Table 9 of this report. They offered appropriate scaffolding for this age group and fostered autonomy and independence. Open-ended apps that enabled a range of outcomes did not close down activity, but prompted creative and exploratory play. Whilst drawing, music, construction, nurture and role play apps particularly fostered play and creativity, more narrowly focused gaming apps also did so, although the more narrow the aims of the game, the less frequently creative thinking could be discerned. Children also played creatively with apps in ways not intended by the app producers.

(vii) What are the affordances of augmented reality apps that effectively promote pre-school children's play and creativity?

The augmented reality apps that fostered storytelling and open-ended creative play were more successful than the augmented reality apps that simply created 3D images of 2D pictures and did not enable children to do any more with these images. In addition, apps that were related to soft toys/ dolls/ robots and which could enable children to control, feed and nurture these toys were successful in promoting imaginative play.

These findings raise the question of whether young children should use only age-specific apps, that is, apps that have been designed for pre-schoolers. Five of the top ten apps were created for young children (CBeebies, Disney, Peppa's Paintbox, Talking Tom, Toca Boca) and these apps promoted a range of types of play and creativity (although the in-app advertising in Talking Tom deterred some children's play). The other five apps in the top ten were created for an older market, but have been appropriated by young children. Appropriate use was found to be possible in YouTube, because children and parents are able to create favourite lists of age-appropriate videos, and in Minecraft, because children can create worlds, albeit once they have been taught how to use the app (it is not intuitive for young children). However, the remaining three apps in the top ten were not created for a pre-school audience - Angry Birds, Candy Crush Saga and Temple Run. Some pre-school children were able to complete the early stages of these gaming apps, however overall the range of play and creative thinking skills they promote are limited and their value for this age group is thus questionable, other than they facilitate a sense of proficiency if children are able to complete beginning levels. Temple Run was easier for young children to complete than the other two. We would suggest that Candy Crush Saga is particularly limited, as children were largely unable to use the app as intended and simply moved sweets about in a random fashion. It was difficult to discern any positive outcome of pre-schoolers playing this game, other than playing it enables young children to feel as if they are participating in a family practice (as their older siblings and parents may use it). However, children are not likely to spend very long using the app (based on our observations) and therefore our concerns are limited in nature. Notwithstanding the sensible choices many parents are making with regard to their children's use of apps, there is a need for greater guidance, as requested by parents themselves, and this forms part of our recommendations.

Augmented reality apps were found to have potential in relation to their promotion of a range of types of play and creativity. However, such potential depended on the design of the apps in terms of the way in which they enabled prolonged use. Simply bringing characters to life, whilst novel, did not lead to extended play, for example. However, augmented reality apps that enable children to engage in storytelling, narrative comprehension, or creative play do

have potential. In addition, there was evidence from the case studies that toys that have apps which enable children to control them or embed them in play are enjoyed and used in imaginative ways. The technology is at an early stage of development, but this area appears to offer important opportunities to promote young children's play and creativity and deserves further investment by companies interested in the children's market in the future.

Finally, the project was able to identify a range of features of apps that promoted play and creativity, and some that limited play and creativity. It is important for app developers to inform their creation of products through careful attention to young children's responses to the apps. That would appear to be self-evident, but it is not the case across all products. For example, we observed a young child attempting to complete a jigsaw of an elephant on screen but because he was not able to align the virtual edges exactly, even after several attempts, he gave up. Including just a small margin of error (of less than a millimetre) would have enabled the child to complete the jigsaw whilst still promoting the kinds of skills the jigsaw app producers had in mind when they designed the app. This is just one instance; there were many examples of ways in which apps could be improved to enhance the experience for young children. Those top-ten favourite apps that are well-designed for this age group (e.g. CBeebies apps, Disney Imagicademy, Toca Boca) embedded appropriate scaffolding and fostered independent use. This is also true of other apps which did not feature in the top ten, but which embed age-appropriate principles. There is also further attention to be paid to the way in which apps are created for particular age groups. For example, whilst some apps are advertised as relevant for pre-schoolers, the developmental differences between 3- and 5-year old children mean that some apps are not effectively designed to bridge this gap. The needs of specific age ranges within the pre-school bracket needs consideration, whilst acknowledging that children differ and there is no universal rate of development.

3.2 Significance of the study

The study makes a contribution to the field in a number of ways. First, it provides knowledge about the ways in which young children's use of apps may promote, or limit, play and creativity. It offers a set of clear criteria for selecting high-quality apps for this age group, which is based on rigorous evidence gained from extensive analysis of video and interview data. This has important implications for pre-school practice, in addition to offering useful guidance for parents and app developers.

Second, the study offers an insight into the use of tablets by 0-3 year-olds. This is an under-researched area and the data therefore contributes to the development of insights into how under 3s are inducted into the use of tablets and the types of apps with which they engage.

Third, the project makes a contribution to methodology in this field in that it explored the use of 'Go Pro' chestcams with pre-school children to record their own play with tablets in the home. Inevitably, there were both advantages and disadvantages in the use of such equipment. Advantages included having an embodied view of children's play with apps and related toys, which would not have been possible from any other method. In addition, it enabled children to be actively involved in data collection in a way which did not limit their play with apps, which would not have been the case had they been asked to film using other types of cameras. Disadvantages relate primarily to the lack of control the research team had over the material collected. Some of the time, the 'Go-Pro' chestcam was not pointing at the tablet screen and so a close analysis of the affordances of the app for play was not possible. In addition, the chestcam was not recommended for use by children under 3 and so we could only offer them for use to three of the families in the study. Similar cameras need to be developed for safe use with under-3s.

Fourth, the study makes a contribution to an understanding of the way in which applied research might benefit from being undertaken using a co-production model with university, school and industry partners. This study was funded by the UK's Economic and Social Research Council (ESRC) as part of its Knowledge Exchange programme. It was felt to be important to work with the children's media industry, given that one of our goals was to facilitate the production of better quality apps for children that would, in time, enhance their play experiences, as well as inform educational use of apps in pre-school settings. Martin (2010) refers to practitioners on a continuum from research informants, to endorsers, recipients, commissioners and co-researchers and the roles of our project partners varied throughout its duration and depending on how they perceived their involvement. Although negotiations over intellectual property, commercial sensitivities and competing priorities can present challenges in working with non-academic partners, the exchange of knowledge proved to be enriching for all partners and ensured that the research had value well beyond its impact in the academy. The partnership enabled each professional to bring his or her knowledge and expertise to the work of identifying ways in which apps can promote play, creativity and learning for pre-schoolers. However, such partnerships are not without tensions. There is a need to be very explicit about the roles and responsibilities of each party, or what Nutley refers to as 'clear boundary maintenance' (2010, 264). Nevertheless, such collaborative projects can ensure that the impact of the research can be disseminated beyond the school, or set of schools, involved in such projects.

The value of this particular project is that it impacts on a range of stakeholders beyond the partners involved in the project. Creating visible outputs in the public domain on completion of the project was a condition of funding: the project has created a website that provides valuable data on patterns of app use and purchase as well as design features of apps that both hinder and support play and creativity for children between birth and five. Guidelines for the use of tablets in schools and early years settings have been produced and will be promoted through teacher networks and associations. Detailed guidance for the production of high quality apps for pre-schoolers has been developed and disseminated to the wider children's media industry. Uniquely, the project has also led to the development of design considerations for desirable features of apps for five age ranges, from the under ones to four- and five-year olds. National and international dissemination of guidance for parents and caregivers on choosing and using apps that promote play and creativity has been made possible through the involvement in the study of the national public broadcaster. The partnership, therefore, has enabled the objectives to be met in ways that would not have been possible without the use of a co-produced model of research.

3.3 Recommendations

The study has led to a number of findings that require further action in the years ahead. The following recommendations are made:

1. Parents and carers would benefit from more extensive guidance on the type of apps that are appropriate for the promotion of play and creativity for pre-school children, given their importance for early development and learning. This guidance could be provided by parents' organisations, pre-school organisations and/ or early years settings on an ongoing basis, depending on them receiving the necessary funding and support to do this.
2. Parents would benefit from information about how to promote playful and creative uses of apps by pre-school children, both through co-use and through the juxtaposition of apps with toys and stories.
3. Policy-makers should attend to the need for government support for guidance on supporting pre-school children's digital learning, including use of apps and tablets.
4. Further public discourse with regard to safe and appropriate use of tablets for pre-schoolers needs to be undertaken, with the recognition that the majority of parents manage their children's use effectively, whilst a minority of parents would benefit from further dialogue and reflection about the issues.
5. The work of app producers who develop apps for the pre-school market should be informed by those design aspects of apps that promote play and creativity for pre-school children.
6. All early years settings and schools should enable children to access tablets in order that children do not have access to them at home are able to develop relevant skills and knowledge.
7. Further guidance on how to use tablets and how to choose apps that promote play and creativity for pre-school children should be developed for early years practitioners. This guidance could be circulated by key organisations for this professional group.
8. Given the extent to which technology is a key part of young children's lives from birth, further work needs to be done to ensure that all professionals who engage in work with young children and their families (e.g. health vistors, child psychologists) are appropriately trained and informed by research.
9. Further research needs to be undertaken in a number of areas. First, research is required into the ways in which children under three access digital technologies and develop related skills and knowledge, given the very limited research in this area. This study has provided information about under-3s and use of tablet apps, but it has not been possible to trace children's trajectories of use over time so that an understanding can be developed, for example, of when certain skills are developed and how they can be supported. Second, further understanding is required of how children acquire skills with tablets and how far this is dependent upon adult mediation. Third, the commercial aspects of app use by pre-schoolers needs further consideration. Some children, for example, made inadvertent in-app purchases, and in-app advertising limited play and creativity. The extent to which children and parents understand and can navigate this commercial landscape needs to be the subject of additional investigation. Finally, further research is needed on matters with regard to online safety for pre-schoolers, given the study has demonstrated that they do access online sites and that this is not always supervised closely by all parents.
10. This study provided evidence that augmented reality apps can promote play and creativity. Children move across the online/ offline, 'real' and virtual, digital and non-digital boundaries with ease. As new technologies in this area emerge, further research needs to examine the implications for children's play and creativity and it would be beneficial for this research to be conducted by academic and media industry partners, given the knowledge and skills each party could bring to the collective endeavor.

Acknowledgement

This project was funded by the Economic and Social Research Council (Grant Number: ES/M006409/1)

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Appendix 1

Project Partners

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Appendix 2 – Hughes' (2002) Play Types (adapted for this project)

Play Type	Hughes' definition	Adapted for this project
1. Symbolic play	Occurs when children use an object to stand for another object e.g. a stick becomes a horse	Occurs when children use a virtual object to stand for another object e.g. an avatar's shoe becomes a wand.
2. Rough and tumble play	When children are in physical contact during play, but there is no violence. Energetic play.	Virtual rough and tumble play - Occurs when avatars that represent users in a digital environment touch each other playfully e.g. bumping each other.
3. Socio-dramatic play	The enactment of real-life scenarios that are based on personal experiences e.g. playing house, going shopping.	The enactment of real-life scenarios in a digital environment that are based on personal experiences e.g. playing house, going shopping. This could take place through play with avatars, or imagining that an on-screen virtual character is involved in such play off-screen.
4. Social play	Play during which rules for social interaction are constructed and employed.	Play in a digital context during which rules for social interaction are constructed and employed.
5. Creative play	Play that enables children to explore, develop ideas, make things.	Play that enables children to explore, develop ideas, make things in a digital context.
6. Communication play	Play using words, songs, rhymes, poetry etc.	Play using words, songs, rhymes, poetry etc.in a digital context. Can include text messages, multimodal communication and so on.
7. Dramatic play	Play that dramatises events in which children have not directly participated e.g. TV shows.	Play in a digital context that dramatises events in which children have not directly participated e.g. TV shows. This could take place through play with avatars, or in chat rooms etc.
8. Locomotor play	Play which involves movement e.g. chase, hide and seek.	Virtual locomotor play - Play in a digital context which involves movement e.g. child my play hide and seek with others in a virtual world.
9. Deep play	Play in which children encounter risky experiences, or feel as though they have to fight for survival.	Play in digital contexts in which children encounter risky experiences, or feel as though they have to fight for survival.
10. Exploratory play	Play in which children explore objects, spaces etc through the senses in order to find out information, or explore possibilities.	Play in a digital context in which children explore objects, spaces etc through the senses in order to find out information, or explore possibilities.
11. Fantasy play	Play in which children can take on roles that would not occur in real life e.g. be a superhero.	Play in a digital context in which children can take on roles that would not occur in real life e.g. be a superhero. This could be through the use of an avatar, but also they could take on a character off-screen as they engage in on-screen activities in the fantasy scenario.
12. Imaginative play	Play in which children pretend that things are otherwise.	Play in a digital context in which children pretend that things are otherwise.
13. Mastery play	Play in which children attempt to gain control of environments e.g. building dens.	Play in digital contexts which children attempt to gain control of environments e.g. creating a virtual world.
14. Object play	Play in which children explore objects through touch and vision. They may play with the objects.	Play in which children explore virtual objects through vision and touch through the screen or mouse. They may play with the virtual objects.
15. Role play	Play in which children might take on a role, but not one that could be part of socio-dramatic play in which roles are more personal/ domestic.	Play in a digital context in which children might take on a role, but not one that could be part of socio-dramatic play in which roles are more personal/ domestic. This could be through the use of an avatar, but also they could take on a role themselves as they engage in on-screen activities.
16. Recapitulative play	Play in which children might explore history, rituals, myths. Children may access play of earlier human evolutionary stages.	Play in a digital context in which children might explore history, rituals, myths. Children may access play of earlier human evolutionary stages.

Appendix 3: The Analysing Children's Creative Thinking (ACCT) Framework (Robson, 2014).

Category	Operational Definition	Example
E: Exploration		
E1: Exploring	Child is keen to explore, and/or shows interest in the potential of a material or activity.	J is trying out buttons on the keyboard, causing a rhythm to play. He plays individual notes with alternate hands, smiling and watching carefully as he makes a note pattern.
E2: Engaging in new activity	Child is interested in becoming involved in an activity and taking an idea forward. The activity could be of his/her own choice or suggested by another child or adult.	A approaches a Table covered in paint, where previous children have been working. She picks up a piece of paper from a pile and lays it on the Table. Turning it over she spreads the paint that is now printed on it with her fingers.
E3: Knowing what you want to do	Child shows enjoyment or curiosity when choosing to engage in an activity.	K and adult A are standing at the woodwork bench. K has chosen a piece of wood, which he holds. He points to the back of the bench: 'In there.'.
I: Involvement &Enjoyment		
I1: Trying out ideas	Child shows evidence of novel ways of looking and planning: uses prior knowledge or acquires new knowledge to imagine and/or hypothesise, or to show flexibility and originality in his/her thinking.	A is in the block area. She picks up 3 semi-circular blocks and lays two of them on the floor to form a circle, which she later calls a 'cheese'. She then puts one foot on each block and 'skates' across the carpet on them.
I2: Analysing ideas	Child shows either verbal or behavioural evidence of weighing up his/her idea, and deciding whether or not to pursue it.	R, N and K are building a tunnel from construction pieces. R watches as N and K build a cuboid, N puts a piece in front of the open end. R: 'No, they won't be able to get out.'
I3: Speculating	Child makes a speculative statement or asks a question of him/herself, or of other children or adults, relating to the activity.	H is outside, looking at herbs in the garden with adult J. H points to a herb and says 'Yes, but why is this spiky?'
I4: Involving others	Child engages with one or more children or adults to develop an idea or activity: may articulate an idea, seek to persuade others, or show receptivity to the ideas of others.	A, J and C are playing a 'Father Christmas' game in the block area. A: 'I'm Rudolph.' J: 'And he's Rudolph too....No, he...you can be... C: (to A) 'You Comet, you be.' A: (to C) 'Why don't you be Comet? C: 'No, I'm Donner.'
P: Persistence		
P1: Persisting	Child shows resilience, and maintains involvement in an activity in the face of difficulty, challenge or uncertainty. He/she tolerates ambiguity.	In the sandpit E has been filling a large tube with dry sand. He picks up the tube and goes to fill the hopper on a nearby toy lorry, but the sand runs out of the end of the tube. He looks up, smiles, but does not break his concentration, but instead uses his hands to fill the hopper.
P2: Risk taking	Child displays a willingness to take risks, and to learn from mistakes.	M is at the clay. She tries to fill a bottle by inverting it in to a full cup of water, but this causes the water to flow out on to the Table. She abandons this and pours water straight from the cup onto the clay.
P3: Completing challenges	Child shows a sense of self- efficacy, self-belief and pleasure in achievement: shows conscious awareness of his/her own thinking.	M has been at the mark-making Table, using felt tip pens and paper. He finishes his drawing. M: 'I've finished' (smiling). Adult: Mm. M pats the paper and nods, then picks up the pen and makes a large 'M' in the bottom right corner. 'That's my Muh.' (He continues to write the other letter of his name.) 'I did it, I writ may name myself.'

Appendix 4 – Survey Questions

Qa. How old are you?

Qb. Gender, are you?

Male

Female

Qc. Which of these best describes your ethnic group?

- White (This includes all White backgrounds)
- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed background
- Indian
- Pakistani
- Bangladeshi
- Any other Asian background
- Caribbean
- African
- Any other Black Background
- Chinese
- Prefer not to tell
- Any Other (please specify)

Qd. Which region of the UK do you live in?

London

South and South East England (including Channel Islands)

West and South West England

West Midlands

East Midlands

East Anglia

Yorkshire and Lincolnshire

North West England/Isle of Man

North East England

Scotland

Northern Ireland

Wales

Not in UK

Qe. Which one of the following options best describes the sort of work that the chief income earner in your household does?

Professional or higher managerial/technical

Manager or senior administrator

Junior manager

Non-managerial

Foreman or supervisor of other workers

Skilled manual work

Semi-skilled or unskilled manual work

Student

In receipt of job seekers allowance

Other

Not Applicable

Qg. How many children do you have in the household of the following ages

	Less than 1 year	1 year old	2 years old	3 years old	4 years old	5 years old	6 years old
Boy							
Girl							

	7 years old	8 years old	9 years old	10 years old	11 years old	12 years old	13 years old
Boy							
Girl							

	14 years old	15 years old	16 years old	17 years old	18 years old	None exclusive
Boy						
Girl						

Qh. Which of the following devices does your children make use of?

Tablet (IF NOT SELECTED PLEASE THANK AND CLOSE)

Mobile phone

Games console

Smart TV

Children's tablet e.g. LeapPad

None

Qi. We would like you to complete this survey on behalf of one of your children. Please choose which child you would like to complete the survey for.

Please note this child should be no older than 5 years 0 months and have access to a tablet device (state if more than one child in house) Please state their exact age in years and months below.

Section A: Use of Electronic Devices

The following questions relate to the type of electronic devices your child has access to, how they use these devices and the amount of time in a week they typically spend using them.

A-Q1. Which of these devices does your child have access to?

			1. Yes - have one of their own	2. Yes - have one in the household which they can use	3. Yes – there is one elsewhere (e.g. grandparents' home) which	4. No - we don't have one but we do expect to get one	5 No - we don't have one AND do NOT expect to get one in the near future	6 - We have one in the household but they do not have access to it
TV	1	Standard TV Set						
	1	A television set connected to the internet (Sometimes known as Smart TV or connected TV)						
Tablet Computer	3	iPad tablet computer						
	4	Samsung Galaxy Tab						
	5	Microsoft Surface						
	6	Amazon Fire						
	7	Kindle Fire						
	8	Tesco Hudl						
	9	Other tablet computer						
Smartphone	10	iPhone						
	11	Samsung Galaxy						
	12	HTC						
	13	Nokia						
	14	Sony						
	15	Other Smartphone						
Console	16	Xbox (including Kinnect)						
	17	Playstation						
	18	Ninendo Wii (including WiiU)						

Handheld	19	PSP						
	20	Nintendo DS						
	21	PC or Laptop						
	22	E-Reader (e.g. Kindle, Sony reader or Kobo)						
	23	PVR or Digital Video Recorder (one that allows you to record and store TV programmes or pause 'live' TV. (e.g. TiVo or Sky+)						
	24	DVD Recorder						
	25	BluRay						
	26	Digital Radio or DAB Radio						
	27	Portable Media Player like an iPod Touch or Archos – that can be used to access the internet						
	28	Tablet computer specifically for children e.g. LeapPad 2, VTech Innotab or Kurio 7						
	29	MP3 player / iPod used to play music						

A-Q2. You have indicated that your child can access the following devices elsewhere. For each device listed please indicate where your child accesses it.

99. None of these	
8. At a child minder's house	
7. At nursery, early years, playschool	
6. At school	
5. In an after school / breakfast club	
4. Out of school group	
3. At a friend's house	
2. At another relative's house	
1. At a grandparent's house	

A-Q3. On a normal weekday, how much time does your child spend using the devices they have access to?

10. More than 9 hours	
9. Between 8 and 9 hours	
8. Between 6 and 7 hours	
7. Between 5 and 6 hours	
6. Between 4 and 5 hours	
5. Between 3 and 4 hours	
4. Between 2 and 3 hours	
3. Between 1 and 2 hours	
2. 31-60 minutes	
1. Less than 30 minutes	

A-Q4. On a normal weekend day, how much time does your child spend using the devices they have access to?

10. More than 9 hours	
9. Between 8 and 9 hours	
8. Between 6 and 7 hours	
7. Between 5 and 6 hours	
6. Between 4 and 5 hours	
5. Between 3 and 4 hours	
4. Between 2 and 3 hours	
3. Between 1 and 2 hours	
2. 31-60 minutes	
1. Less than 30 minutes	

A-Q5. Thinking about the tablet your child has access to, how long has your child been using a tablet computer?

1. Less that 3 months
2. Between 4 and 6 months
3. Between 6 months and 1 year
4. About 1 year
5. About 2 years
6. About 3 years
7. More than 3 years

A-Q6. Which of the following types of app does your child use?

	1. On a smartphone	2. On a tablet computer	Do not use this type of app
1. Learning (e.g. matching shapes, learning numbers/letters/words/ animal names etc)			
2. Social Networking (e.g. What's App)			
3. Style Creation (e.g. Stardoll, Fashion Icon)			
4. Escape and Obstacles (e.g. temple run)			
5. Sports (e.g. FIFA, Flick Kick Rugby, Tiger Woods)			
6. Basic Strategy (e.g. Angry Birds)			
7. Creating virtual worlds (e.g. Minecraft)			
8. Nurture and mimics (e.g. My Horse, Talking Tom, Pou, Toca Pet Doctor)			
9. Audio play/ musical play/ (e.g. nursery rhymes, keyboards)			
10. Visual play/ drawing/ colouring in (e.g. Draw; Faces iMake HD)			

A-Q7. Which of the following activities does your child use a tablet for?

1. Drawing and painting
2. Colouring in
3. Making collages
4. Making videos
5. Taking photographs
6. Other creative activities
7. Watching video
8. Reading stories
9. Play with/use apps for gaming
10. Play with/use apps for social
11. To help learning/education
12. Listen to stories/audio books
13. Listen to music
14. Look at magazines
15. Look at pictures/photos
16. Voice/video communication, e.g. FaceTime/Skype
17. Browsing the internet (looking at websites)
18. Using a search engine (e.g. typing key words into Google and searching)
19. Watching music videos on YouTube
20. Watching videos made by other children on YouTube (e.g. 'unboxing' videos)
21. Watching 'catch-up' TV
22. Other (please specify)

Section B: Tablet usage

B-Q1. At what times of the day does your child use a tablet?

Weekdays	
1. Before 9am (breakfast time)	
2. Between 9am-12noon (mornings)	
3. Between 12noon and 2pm (lunchtime)	
4. Between 2 and 4pm (afternoon)	
5. Between 4 and 6pm (tea/dinner time)	
6. Between 6 and 8pm (evening – before/ around bedtime)	
7. After 8pm	

Weekends	
1. Before 9am (breakfast time)	
2. Between 9am-12noon (mornings)	
3. Between 12noon and 2pm (lunchtime)	
4. Between 2 and 4pm (afternoon)	
5. Between 4 and 6pm (tea/dinner time)	
6. Between 6 and 8pm (evening – before/ around bedtime)	
7. After 8pm	

B-Q2a. For each occasion your child uses a tablet computer we would like to know what activities they use it for at each time

B-Q2b. Where in the house are they most likely to use the device at this time?

1. Kitchen
2. Lounge/Sitting Room
3. Their bedroom / nursery
4. Their brother's or sister's bedroom
5. Playroom
6. Somewhere else (please state)

B-Q2c. Who are they typically using the device with?

6. Other adult, e.g. Nursery worker, child minder, school teacher	
5. With a friend	
4. With another family member	
3. With brother(s)/Sister(s)	
2. With me or another parent or guardian	
1. On their own	

B-Q2d. Who makes the decision to use the tablet each time?

1. Me (parent) on my own
2. Mostly my (parent's) decision
3. Joint decision with my child
4. Mostly my child's decision
5. Child's decision

B-Q2e. Which of the following statements are most true when the child is using the tablet at this time?

1. The tablet is being used as a form of distraction or quiet time, whilst I complete other tasks or relax
2. The tablet is providing a sit-back experience e.g. watching video
3. The tablet is being used to encourage my child to be creative and/or play
4. The tablet is being used as a social device e.g. co-usage with adults or other children
5. The tablet is being used for educational purposes (e.g. learning the alphabet)
6. The tablet is being used for bedtime stories
7. The tablet is being used for other reasons (please state)

B3.How often does your child watch more than one screen at the same time e.g. using a tablet whilst watching TV

1. All the time
2. Often
3. Occasionally
4. Rarely
5. Never

Section C: Decision making

C-Q1. We would like you to count the number of apps there are which your child uses on the tablet device they use. (Please enter a whole number only in the box)

C-Q2. Of all the apps that you have downloaded to the tablet device used by your child, please could you estimate the proportion that you have purchased, subscribed to or paid for through an in-app purchase?

1. % not paid for
2. % paid for – this could include in-app purchases (such as buying coins or items, sometimes called Freemium), one off purchases or subscriptions
3. Don't know

C-Q3. How often do you download new apps for your child to the tablet device used by your child?

1. Once a day
2. Two or three times a week
3. Once a week
4. Two or three times a month
5. Once a month
6. Once every two or three months
7. Once every six months
8. Less often
9. Never

C-Q4. How often do you delete apps from the tablet device used by your child?

1. Once a day
2. Two or three times a week
3. Once a week
4. Two or three times a month
5. Once a month
6. Once every two or three months
7. Once every six months
8. Less often
9. Never

C-Q5. Of all the different types of apps your child uses, we'd like you to tell us which one(s) are YOUR favourite(s) and which are THEIR favourite(s)?

	1. Parent favourite	2. Child favourite	Do not play this type of game
1. Learning (e.g. matching shapes, learning numbers/letters/words/ animal names etc)			
2. Social Networking (e.g. What's App)			
3. Style Creation (e.g. Stardoll, Fashion Icon)			
4. Escape and Obstacles (e.g. temple run)			
5. Sports (e.g. FIFA, Flick Kick Rugby, Tiger Woods)			
6. Basic Strategy (e.g. Angry Birds)			
7. Creating virtual worlds (e.g. Minecraft)			
8. Nurture and mimics (e.g. My Horse, Talking Tom, Pou, Toca Pet Doctor)			
9. Audio play/ musical play/ (e.g. nursery rhymes, keyboards)			
10. Visual play/ drawing/ colouring in (e.g. Draw; Faces iMake HD)			
11. Video apps (e.g. YouTube)			
12. Story apps/ interactive books (e.g. Nighty Night, Cinderella)			
13. Role play (e.g. Princess Dress-Up; Pet Shop)			
14. Creative production (e.g. First Camera, Video Star)			
15. Augmented reality (e.g. Mattel Apptivity apps; ColAR Mix; AR Flashcards)			

C-Q6. Of all the different types of apps you indicated were THEIR favourite(s), we'd like to know how long on average they've been using each type. Using the drop down menu in each box, please tell us approximately how long they have been using each type of app?

Options

1. A week
2. A month
3. 2 months
4. 3 months
5. 4 months
6. 5 months
7. 6-12 months
8. 1 year
9. 2 years
10. More than 2 years

C-Q7. Please write your child's favourite five apps at this moment in time?

C-Q8. Thinking of the last app your child discovered, which of these ways influenced the way they found out about it? Please rank in order of importance if there was more than one influence

1. Through TV adverts
2. Through in-app adverts
3. Through other mobile adverts e.g. text messages
4. At a cinema
5. Through social media
6. Online blogs or forums
7. Online video platforms such as YouTube
8. On other websites
9. In magazines
10. Through friends
11. Through parents
12. Through other adults
13. Through brothers or sisters
14. Through viral videos
15. Through outdoor advertising e.g. billboards, posters
16. Through a celebrity
17. Searching the Apple app store or Google Play
18. General word of mouth
19. Articles in the newspaper
20. Schools/Nursery/Playgroups

99. Other (please specify)

C-Q9. Rank order in importance the following features of apps that you look for when choosing for your child

1. Educational
2. Fun
3. Easy to use
4. Instructions for parents included
5. Parental controls
6. Colourful/ attractive to look at
7. Games
8. Videos
9. Stories
10. Music/songs

C-Q10. To what extent does your child influence the decision to download an app?

1. All my decision
2. Mostly my decision with some input from my child
3. A joint decision
4. Mostly my child's decision with some input from me
5. All my child's decision

C-Q11. What are your motivations for downloading an app/apps for your child?

As a reward for achievement/good behaviour

A gift/present

To support their learning

To encourage play and creativity

To satisfy an interest/passion

Another way to interact with a character from TV, film, book

Prefer them to use apps rather than web browser

They have completed all the other apps they use

C-Q12. What are the main barriers to the downloading of apps for your children on tablets?

1. They are not as educational as alternatives such as books
2. Too much screen time
3. Poor value for money
4. My child might get bored of them quickly
5. We cannot find our favourite characters and shows
6. We don't know whether it is suitable for my child
7. We have a free version of the app already
8. Worry about in-app payment
9. Not knowing whether it's good quality or not
10. Too expensive
11. If the app requires a subscription rather than a one-off payment
12. Advertising
13. Not enough content
14. I find it hard to find the right stuff
15. Don't feel digital is the right place for children to learn
16. Length of time

Section D: Child's use of tablets

D-Q1. We want to understand how comfortable your child is using a tablet. Please indicate to what extent you agree with each of the following statements.

1. Is able to do unassisted
2. Needs some assistance
3. Is unable to do / unaware of

Turn the device off and on

Unlock the device

Open their apps

Use gaming apps

Use reading apps

Use video apps

Use learning apps

Use creativity apps

Find new apps in the app-store / market place

Purchase new apps in the app-store / market place

Click on a cross in a box to get rid of a pop-up

Take photos

Make videos

Draw things

Drag items across the screen

Trace shapes with their fingers

Exit apps and enter other apps

Increase or decrease the volume

Tap the screen to operate commands

Swipe the screen (e.g. to change photos, turn the 'page' of an e-book)

Enlarge or decrease the size of objects by pinching and dragging

Drag items and trace shapes

Show others e.g. siblings how to use the device

D-Q2. Has your child ever?

1. Made an in-app purchase without permission
2. Made an in-app purchase by accident
3. Bought something online by accident
4. Bought something online without permission
5. Been exposed to content that made them feel uncomfortable
6. Been exposed to content that made you feel uncomfortable
7. Asked you about something they saw online that was inappropriate
8. Been exposed to advertising within mobile or tablet applications (please state)
9. Clicked on a link when online that took them to inappropriate content
10. Watched content (brand, characters shows) on more than one platform at the same time
11. Seen an advert on a screen and asked you about it

Section E: Safety/Issues

E-Q1. We want to understand how comfortable or uncomfortable you are with your child using the device

1. Very comfortable
2. Quite comfortable
3. Neither comfortable nor non-comfortable
4. Quite uncomfortable
5. Very uncomfortable

The amount of time my child spends on the tablet

My child using the device unobserved by me or another adult

The sorts of things my child does on the tablet

Things that they can be exposed to on the tablet e.g. in-app advertising / types of content

The types of videos they watch on the tablet

That they know when to ask for parental / other help

That they know where their content is

That they know how to avoid other content

That the tablet can be used for positive things e.g. learning or creativity

E-Q2. We would like to understand your opinion on in-app adverts for your child. Using a scale of 1 to 5, where 1 is strongly disagree and 6 is strongly agree please indicate how you feel about each of the following statements

		1. Strongly disagree	2. Tend to disagree	3. Neither agree/ disagree	4. Tend to agree	5. Strongly agree
1	I am not worried if there are relevant adverts in the apps my child plays					
2	I would pay for my child's apps if it meant that there was no in-app adverts					
3	I don't mind in-apps adverts if it means my child can play for free					

Appendix 5 – Case study visit schedule

Visit 1 - Familiarisation visit

Give the child some paper and felt pens to draw with whilst you talk to the parent. Depending on age, you could ask them to draw something that might be relevant for the project eg a character from an app – or a favourite TV character.

Go through the parent information sheet and explain any part of the project the parent is not sure about.

Go through survey questions with the parent and talk about the data they entered, if they can remember. If they can't, ask them what they would input if they were completing this today. Please record this interview on the Dictaphone.

Ask the child to show some of his/ her favourite tablet apps and talk about them. If the child is too young to do this, then ask the parent to show the apps and talk about why their child likes them. Please video record the child and/ or parent using/ talking about the apps.

Ask parent to use smartphone (if they have one) to take any interesting data on child's use of tablet apps until the next visit. Explain how to do this – ask them to take video and/ or photographs and then on the next visit, the researcher will upload this to a laptop. Talk about the kinds of interesting data they could collect e.g. child using tablet app, child playing games/ toys related to tablet app, child undertaking creative activity related to tablet app, child playing on apps with siblings/ family members etc.

Ask what type of voucher they would like on conclusion of the project (e.g. Apple; Argos; John Lewis; Tesco).

Visit 2 – Observation of app use

If the parent recorded data, look through it with him/ her and ask why that data has been recorded, what it means to the parent/ child and so on.

Look at the apps on the tablet with parents and children– get a sense of which ones are used by the child, which ones were specifically downloaded for their use, and the frequency each one is used. As about the history of apps ie when children first started using them, how soon they moved on, what they moved on to.

Depending on the age of the child, ask child to use their favourite apps and film them doing so. Ask child about the app e.g. why he/ she likes it e.g. "Tell me about this app…" "What would you say to a friend about this app?"

Discuss the daily schedule of family life and how the use of tablets relates to this schedule. If the child uses music apps, explore what types and how these fit into the daily schedule.

Ask parent if he/ she uses apps with their child and if so, ask them to use a typical app together. Film the parent/ child doing this. Talk to the parent about the app afterwards – why they use it, who normally initiates its use etc.

Ask parent specifically about play and creativity in relation to their children's use of apps e.g.

- What does play mean to you?
- What kinds of play does your child engage in (also ask about when and where)?
- What sort of play does N's use of apps promote? Can you give me some examples?
- Does your child have toys or objects related to any of their apps? If so, how does he/ she use them?
- What types of apps promote play, in your view? Why is that?
- Do you help your child with apps or do you prefer your child to figure it out on their own?' and then 'How...'
- What does creativity mean to you?
- What kinds of creative activities does your child engage in (also ask about when and where)?
- What types of apps promote creativity, in your view? Why is that?
- How do you support your child's creativity with tablet apps?
- Do you have any other comments on this topic?

If the child uses YouTube, talk about this with the parent: how often does the child use it; what types of videos does he/ she like to watch; how does he she find out about those videos; has he/ she ever seen unwanted content; does the parent or child use the favourites options; does the parent know how to use the safety feature of YouTube.

If age appropriate, ask child to tell you about which apps are good for playing, which are good for making things, which are good for learning.

Ask parent to use smartphone (if they have one) to take any interesting data on child's use of tablet apps until the next visit.

Visit 3-4 – Observation of app use and 'play and creativity' tour

If the parent recorded data, look through it with him/ her and ask why that data has been recorded, what it means to the parent/ child and so on.

Undertake a 'play and creativity' tour of the house with parent and child (see guide at end of this schedule).

Explore relative costs of apps in relation to picture books, toys, etc. Possible questions include:

- Which apps have you paid for?
- Why did you pay for theme?
- What makes you willing to pay for an app?
- What would prevent you from buying an app?
- What do you feel about buying apps in contrast with buying picture books for your child, or buying toys?
- When you have found a good app, do you seek out further apps by the same company? What are the feelings/ experiences towards in-app purchases?

Ask child to use their favourite apps (not used on previous visit) and film them doing so. Ask child about the app e.g. why he/ she likes it. Ask parent to support the child in the way they would normally as he/ she uses the apps.

(If age appropriate) - Give child felt pens and paper and ask them to draw an app that they would love to have or be invented. Talk to them about the drawing.

Visit 5 – Final visit

This visit can be used to tie up any loose ends e.g. explore issues that arose but that were not explored on previous visits.

Ask if parent would like to be involved in any dissemination events aimed at other parents, to take place in November (ESRC Social Sciences Festival).

Thank child and parents and leave the £100 voucher.

Play and creativity tour

Purpose: To identify spaces in the house where children's play and creativity occurs and to examine the role of tablet apps within this.

Procedure:

Create a 2D plan of the house, in collaboration with the parent. Visit each room with the parent and child, including any spaces outside of the house, such as garage/ shed, where play/ creativity takes place.

Begin by asking the parent to identify what they mean by play and creativity – what kinds of activities do these categories include?

Then visit each room in which the parent and/ or child identify that play takes place. Record all the material objects related to play/ creativity in that space by taking digital photographs and recording what children and parents say.

Use the observation schedule to note down ownership of the items that promote play and creativity for each room. Include further identifying detail such as the name/brand of the toy/technology or a brief description. Where there is a large number of small toys i.e. cars or Lego bricks, actual numbers should not be recorded, rather a proxy symbol given to indicate a toy's presence.

Ask the children to take photographs, using a colour digital camera/ tablet, of their favourite things/places. The children can have the option to tell the researcher or parent what pictures to take.

As we are particularly interested in the role of technology in play, ask children and parents about this in relation to each room e.g. does the child bring the tablet into this room? If so, how does he/s he use it? Ask also about the playful/ creative use of other technologies in the room – computers, laptops, console games and so on.

Stimuli for play/creativity	Notes	Interaction with tablet apps
Animals		
Arts & Crafts		
Baby & Toddler toys		
Board Games		
Construction		
Dinosaurs & Accessories		
Dolls & Accessories		
Domestic (including kitchen items)		
Dress-up & Accessories		
Educational: word & number		
Jigsaws & Puzzles		
Music		
Outdoor & Large Play		
Small World, figures & Accessories		
Soft Toys		
Sports		
Technological Toys		
Vehicles & Accessories		
Water & Sand play		
Wooden Toys		
Weapons		
Technologies		
Tablet		
ipod/MP3 player		
Smartphone		
Computer		
Laptop		
Games console		
Handheld computer		
Television/DVD player		
Radio		
CD Player		

Appendix 6: Statistical Report

Notes on the presentation of this report:

1. All figures are presented as percentages, unless stated otherwise
2. Due to rounding, and the consideration of proportions within subsets of data, the tables may not always add up to 100%
3. Where data is compared across demographic sub-groups, chi-squared tests have been conducted to determine where there is a statistically significant association between variables (e.g. an association between tablet ownership and gender). Where the data are significantly associated at the 0.1% level, data are headed with **; where the data are significantly associated at the 1% level, data are headed with*. Because of the large sample size, only differences at these two levels of significance are reported, not differences at the 5% level.

Sample demographics

Qa: How old are you?

18 to 21	3.0%	35 to 44	36.1%	55 to 64	0.4%
22 to 34	56.0%	45 to 54	4.5%		

Qb. Gender, are you (male or female)?

Male	21.8%	Female	78.3%

Qc. Which of these best describes your ethnic group?

White (this includes all White backgrounds)	84.5%
White and Black Caribbean	1.3%
White and Black African	0.8%
White and Asian	2.1%
Any other mixed background	0.7%
Indian	3.1%
Pakistani	1.9%
Bangladeshi	1.0%
Any other Asian background	0.8%
Caribbean	0.7%
African	1.2%
Any other Black Background	0.1%
Chinese	0.8%
Prefer not to tell	0.9%
Any other (please specify)	0.4%

Qd. Which region of the UK do you live in?

London	14.2%	Yorkshire and Lincolnshire	9.8%
South and South East England (including Channel Islands)	16.0%	North West England/Isle of Man	13.2%
West and South West England	6.2%	North East England	4.2%
West Midlands	9.8%	Scotland	7.0%
East Midlands	8.0%	Northern Ireland	1.8%
East Anglia	6.0%	Wales	3.9%

Qe. Which of the following options best describes the sort of work that the chief income earner in your household does? [Responses analysed and placed into Market Research Social Class categories]

A	10.8%	C2	22.0%
B	24.6%	D	10.8%
C	23.6%	E	8.4%

Qg. How many children do you have in the household?

Number of children in the household	Number of families	Proportion of the total sample
1	766	38.3%
2	790	39.5%
3	288	14.4%
4	108	5.4%
5	23	1.2%
6 or more	25	1.3%

Qh: Which of the following devices does your children make use of? (Please note, only tablet users were requested to complete the survey, hence 100% for the first option)

Tablet	100.0%
Mobile phone	57.3%
Games console	52.4%
Smart TV	34.0%
Children's tablet (e.g. LeapPad)	45.7%

Qi: We would like you to complete this survey on behalf of one of your children. Please note this child should be no older than 5 years 0 months and have access to a tablet device.

Less than 1 year old	9.3%
1 year old	17.5%
2 years old	20.9%
3 years old	23.3%
4 years old	24.6%
5 years old	4.6%

ANALYSIS BY YEAR GROUPS

(Under 1s, 1s, 2s, 3s, 4s and over)

Section A: Use of Electronic Devices

A-Q1: Which of these devices does your child have access to?

Notes: Percentages calculated out of each 'column' subgroup. Where results are found to be statistically significant,** indicates significance at 0.1% level,* indicates significance at 1% level and Cramér's V measure of effect size is also reported.

			Gender		Age					Social Class**.139		Ethnicity**.107	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a Standard TV set	Yes - Have one of their own	16.2%	17.8%	14.4%	10.8%	14.3%	12.7%	18.2%	19.8%	12.2%	21.8%	16.6%	13.9%
	Yes - have one in the household which they can use	53.3%	52.1%	54.5%	51.9%	50.7%	56.2%	52.1%	54.0%	54.9%	50.9%	54.3%	47.7%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	9.7%	10.1%	9.2%	9.2%	11.7%	9.8%	7.7%	10.0%	9.4%	10.0%	9.9%	8.4%
	No - we don't have one but we do expect to get one	3.1%	3.1%	3.0%	3.2%	3.7%	2.9%	3.2%	2.6%	3.2%	2.8%	2.6%	5.5%
	No - we don't have one AND do NOT expect to get one in the near future	12.6%	11.9%	13.4%	16.2%	12.3%	14.1%	13.5%	9.8%	14.1%	10.5%	12.1%	15.5%
	We have one in the household but they CAN NOT access it	5.3%	5.1%	5.6%	8.6%	7.2%	4.3%	5.2%	4.0%	6.2%	4.0%	4.6%	9.0%

			Gender		Age*.072					Social Class**.139		Ethnicity**.107	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to Smart Televisions	Yes - Have one of their own	9.2%	11.9%	6.3%	9.2%	10.0%	8.1%	11.8%	7.2%	7.6%	11.3%	8.3%	13.5%
	Yes - have one in the household which they can use	40.6%	38.8%	42.5%	51.4%	41.8%	41.1%	38.8%	37.5%	41.9%	38.7%	40.4%	41.9%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.9%	6.9%	6.9%	3.2%	9.7%	7.2%	5.6%	7.2%	6.5%	7.4%	6.8%	7.4%
	No - we don't have one but we do expect to get one	12.2%	12.9%	11.3%	11.9%	8.9%	11.7%	11.2%	15.3%	13.1%	10.8%	12.0%	13.2%
	No - we don't have one AND do NOT expect to get one in the near future	24.6%	23.2%	26.0%	17.3%	22.6%	24.2%	25.1%	27.8%	24.9%	24.1%	26.0%	16.5%
	We have one in the household but they CAN NOT access it	6.7%	6.3%	7.0%	7.0%	6.9%	7.7%	7.5%	5.0%	6.0%	7.6%	6.5%	7.4%

			Gender*.100		Age					Social Class**.117		Ethnicity**.142	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to iPads	Yes - Have one of their own	10.2%	12.3%	7.8%	8.1%	7.7%	9.8%	11.8%	11.2%	9.6%	11.0%	10.0%	11.0%
	Yes - have one in the household which they can use	42.8%	41.2%	44.4%	44.3%	50.1%	41.6%	41.8%	39.3%	46.6%	37.1%	42.4%	44.5%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	8.9%	9.7%	7.9%	8.1%	9.2%	8.9%	9.0%	8.8%	9.7%	7.7%	8.8%	9.4%
	No - we don't have one but we do expect to get one	6.4%	6.6%	6.2%	6.5%	6.9%	6.5%	6.2%	6.2%	6.2%	6.7%	5.1%	13.2%
	No - we don't have one AND do NOT expect to get one in the near future	26.6%	24.1%	29.1%	25.9%	21.5%	28.9%	26.0%	28.5%	23.2%	31.3%	28.3%	16.8%
	We have one in the household but they CAN NOT access it	5.3%	6.0%	4.5%	7.0%	4.6%	4.3%	5.2%	6.0%	4.7%	6.2%	5.3%	5.2%

			Gender		Age*.074					Social Class**.135		Ethnicity**.161	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to Samsung Galaxy tablets	Yes - Have one of their own	7.9%	9.0%	6.6%	7.6%	6.9%	6.7%	8.2%	9.1%	5.8%	10.8%	7.3%	11.0%
	Yes - have one in the household which they can use	22.8%	22.6%	23.0%	29.7%	26.9%	25.6%	19.1%	19.1%	21.6%	24.5%	22.3%	25.5%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.0%	5.7%	6.3%	3.8%	10.6%	5.5%	4.7%	5.3%	5.2%	7.2%	5.2%	10.3%
	No - we don't have one but we do expect to get one	7.4%	6.6%	8.2%	7.0%	7.2%	7.7%	6.7%	8.1%	8.1%	6.3%	6.3%	13.2%
	No - we don't have one AND do NOT expect to get one in the near future	46.8%	47.2%	46.2%	40.0%	40.1%	46.2%	51.7%	49.3%	51.0%	40.7%	49.5%	31.9%
	We have one in the household but they CAN NOT access it	9.2%	8.7%	9.7%	11.9%	8.3%	8.4%	9.7%	9.1%	8.3%	10.5%	9.4%	8.1%

			Gender*.095		Age**.085					Social Class*.088		Ethnicity**.191	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to Microsoft Surface tablets	Yes - Have one of their own	2.6%	3.8%	1.2%	2.7%	3.7%	1.7%	2.6%	2.4%	1.9%	3.5%	2.4%	3.2%
	Yes - have one in the household which they can use	7.2%	8.1%	6.3%	13.5%	9.5%	5.5%	6.2%	5.8%	7.1%	7.3%	6.6%	10.6%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	4.5%	4.7%	4.2%	7.6%	7.7%	3.3%	2.6%	3.8%	3.7%	5.5%	3.4%	10.0%
	No - we don't have one but we do expect to get one	9.3%	9.7%	8.8%	9.2%	8.9%	10.8%	7.3%	10.0%	9.8%	8.4%	8.0%	15.8%
	No - we don't have one AND do NOT expect to get one in the near future	66.1%	63.4%	69.0%	54.1%	57.3%	69.1%	70.2%	69.8%	68.2%	63.1%	69.6%	46.8%
	We have one in the household but they CAN NOT access it	10.5%	10.4%	10.5%	13.0%	12.9%	9.6%	11.2%	8.2%	9.2%	12.2%	9.9%	13.5%

			Gender*.097		Age*.071					Social Class*.102		Ethnicity**.151	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to Amazon Fire tablets	Yes - Have one of their own	3.2%	4.4%	1.9%	3.8%	4.3%	1.7%	3.9%	2.7%	2.1%	4.6%	3.1%	3.5%
	Yes - have one in the household which they can use	6.5%	7.1%	5.8%	8.6%	8.3%	4.5%	6.9%	5.7%	6.4%	6.6%	5.9%	9.4%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	5.0%	5.8%	4.1%	7.0%	7.2%	5.7%	3.2%	4.0%	4.2%	6.1%	4.3%	8.7%
	No - we don't have one but we do expect to get one	9.8%	10.2%	9.3%	7.6%	9.5%	12.4%	7.9%	10.1%	10.0%	9.4%	8.5%	16.8%
	No - we don't have one AND do NOT expect to get one in the near future	64.6%	61.2%	68.3%	56.8%	57.9%	66.0%	67.8%	67.7%	67.5%	60.5%	67.3%	50.3%
	We have one in the household but they CAN NOT access it	11.0%	11.3%	10.7%	16.2%	12.9%	9.6%	10.3%	9.8%	9.8%	12.8%	10.9%	11.3%

			Gender*.093		Age*.074					Social Class		Ethnicity**.129	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to Kindle Fire Tablets	Yes - Have one of their own	5.1%	6.9%	3.1%	5.9%	5.7%	3.1%	6.0%	5.0%	4.1%	6.5%	4.7%	7.1%
	Yes - have one in the household which they can use	13.9%	14.5%	13.3%	22.2%	14.9%	12.2%	14.2%	11.7%	13.9%	13.9%	14.2%	12.3%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.2%	6.2%	6.2%	8.1%	6.0%	7.2%	5.6%	5.5%	6.0%	6.5%	5.8%	8.4%
	No - we don't have one but we do expect to get one	10.4%	10.1%	10.6%	3.8%	12.0%	14.1%	8.2%	10.5%	10.8%	9.7%	9.1%	17.4%
	No - we don't have one AND do NOT expect to get one in the near future	53.0%	51.7%	54.4%	45.9%	48.7%	51.9%	54.7%	57.2%	54.5%	50.8%	55.0%	41.9%
	We have one in the household but they CAN NOT access it	11.5%	10.6%	12.5%	14.1%	12.6%	11.5%	11.4%	10.1%	10.7%	12.7%	11.2%	12.9%

			Gender		Age					Social Class		Ethnicity**152	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to Tesco Hudl tablets	Yes - Have one of their own	4.8%	5.8%	3.7%	3.8%	3.2%	3.1%	6.0%	6.4%	4.2%	5.6%	4.9%	4.2%
	Yes - have one in the household which they can use	7.5%	8.2%	6.8%	9.7%	9.2%	8.4%	6.4%	6.0%	7.9%	6.9%	7.5%	7.7%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	5.4%	6.1%	4.6%	4.9%	7.2%	7.2%	4.1%	4.3%	5.3%	5.5%	4.4%	10.6%
	No - we don't have one but we do expect to get one	9.8%	10.0%	9.6%	10.3%	8.9%	9.8%	8.8%	11.0%	10.1%	9.4%	8.7%	15.8%
	No - we don't have one AND do NOT expect to get one in the near future	62.4%	59.7%	65.3%	58.9%	60.5%	62.9%	63.9%	63.1%	63.6%	60.7%	64.9%	48.7%
	We have one in the household but they CAN NOT access it	10.1%	10.2%	10.0%	12.4%	11.2%	8.6%	10.7%	9.3%	8.8%	11.9%	9.6%	12.9%

			Gender		Age*.076					Social Class**.127		Ethnicity**.156	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to other tablets	Yes - Have one of their own	9.5%	9.9%	9.0%	6.5%	4.9%	7.4%	11.2%	13.2%	8.1%	11.4%	10.0%	6.5%
	Yes - have one in the household which they can use	18.2%	18.7%	17.7%	24.9%	20.9%	18.2%	17.0%	15.5%	16.3%	21.0%	18.5%	16.8%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	5.6%	5.4%	5.8%	4.3%	6.6%	5.5%	5.6%	5.5%	4.7%	6.9%	4.4%	11.9%
	No - we don't have one but we do expect to get one	7.6%	8.2%	7.1%	7.6%	9.5%	7.9%	6.7%	7.2%	8.1%	7.1%	7.0%	11.3%
	No - we don't have one AND do NOT expect to get one in the near future	48.4%	46.6%	50.4%	42.2%	44.4%	52.2%	50.0%	49.0%	53.2%	41.7%	50.2%	39.0%
	We have one in the household but they CAN NOT access it	10.7%	11.2%	10.1%	14.6%	13.8%	8.9%	9.7%	9.6%	9.8%	11.9%	9.9%	14.5%

			Gender*.104		Age					Social Class*.090		Ethnicity*.160	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to an iPhone	Yes - Have one of their own	5.9%	8.2%	3.5%	5.4%	8.0%	4.5%	6.4%	5.3%	5.8%	6.1%	5.3%	9.4%
	Yes - have one in the household which they can use	35.5%	35.7%	35.3%	43.2%	37.8%	34.0%	35.0%	33.2%	38.0%	31.9%	34.0%	43.5%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.9%	6.8%	7.0%	5.4%	8.9%	6.5%	6.2%	7.0%	6.1%	8.0%	6.5%	9.0%
	No - we don't have one but we do expect to get one	5.7%	5.2%	6.2%	4.9%	4.6%	6.5%	4.9%	6.5%	6.3%	4.8%	5.0%	9.4%
	No - we don't have one AND do NOT expect to get one in the near future	29.3%	27.5%	31.1%	25.4%	24.9%	32.5%	30.0%	30.1%	26.7%	32.9%	31.7%	15.8%
	We have one in the household but they CAN NOT access it	16.8%	16.7%	16.9%	15.7%	15.8%	16.0%	17.4%	17.9%	17.1%	16.3%	17.5%	12.9%

			Gender		Age					Social Class*.102		Ethnicity**.196	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a Samsung Galaxy Phone	Yes - Have one of their own	5.1%	6.7%	3.5%	7.0%	6.3%	3.8%	5.6%	4.5%	4.0%	6.8%	4.3%	9.7%
	Yes - have one in the household which they can use	25.1%	23.7%	26.5%	32.4%	28.9%	25.6%	22.7%	21.8%	24.8%	25.5%	24.6%	27.7%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	5.8%	6.2%	5.4%	7.0%	8.0%	4.8%	5.2%	5.3%	5.2%	6.7%	4.9%	10.6%
	No - we don't have one but we do expect to get one	6.4%	6.6%	6.1%	5.9%	7.2%	5.0%	6.9%	6.5%	6.5%	6.1%	5.2%	12.6%
	No - we don't have one AND do NOT expect to get one in the near future	41.8%	41.5%	42.0%	33.0%	35.5%	44.5%	44.4%	44.2%	45.0%	37.0%	44.7%	25.8%
	We have one in the household but they CAN NOT access it	15.9%	15.3%	16.6%	14.6%	14.0%	16.3%	15.2%	17.7%	14.5%	17.9%	16.3%	13.5%

			Gender		Age*.074					Social Class		Ethnicity*.147	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a HTC Phone	Yes - Have one of their own	2.4%	3.5%	1.2%	2.7%	3.7%	3.1%	1.7%	1.5%	2.0%	3.0%	2.2%	3.5%
	Yes - have one in the household which they can use	10.5%	10.6%	10.4%	14.1%	12.6%	7.7%	9.4%	11.0%	9.9%	11.3%	9.3%	16.8%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	4.2%	4.0%	4.3%	7.6%	7.2%	3.1%	3.4%	2.6%	3.4%	5.2%	3.5%	7.7%
	No - we don't have one but we do expect to get one	8.3%	9.2%	7.2%	8.1%	8.6%	7.7%	7.5%	9.1%	8.2%	8.3%	7.8%	10.6%
	No - we don't have one AND do NOT expect to get one in the near future	62.2%	60.6%	63.7%	54.6%	56.2%	67.7%	62.4%	63.9%	64.6%	58.6%	64.9%	47.4%
	We have one in the household but they CAN NOT access it	12.6%	12.1%	13.1%	13.0%	11.7%	10.8%	15.5%	11.9%	11.9%	13.5%	12.3%	13.9%

Access to a Nokia smartphone	Yes - Have one of their own	2.8%	4.0%	1.4%	2.2%	2.6%	2.2%	3.6%	2.7%	2.0%	3.8%	2.5%	4.2%
	Yes - have one in the household which they can use	8.9%	8.9%	8.8%	16.2%	9.2%	6.9%	7.9%	8.4%	6.8%	11.8%	8.3%	11.6%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	4.6%	5.1%	4.1%	6.5%	8.0%	4.5%	2.4%	3.8%	3.8%	5.7%	3.9%	8.4%
	No - we don't have one but we do expect to get one	8.0%	8.5%	7.5%	6.5%	8.6%	8.1%	9.0%	7.2%	8.7%	7.1%	6.9%	13.9%
	No - we don't have one AND do NOT expect to get one in the near future	62.7%	60.0%	65.6%	55.7%	58.2%	67.5%	63.1%	63.9%	66.4%	57.4%	65.3%	48.7%
	We have one in the household but they CAN NOT access it	13.1%	13.6%	12.6%	13.0%	13.5%	10.8%	13.9%	13.9%	12.3%	14.3%	13.1%	13.2%

			Gender*.101		Age*.070					Social Class*.096		Ethnicity**.157	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a Sony smartphone	Yes - Have one of their own	3.2%	4.4%	1.9%	3.2%	4.6%	2.9%	4.5%	1.4%	2.8%	3.7%	2.8%	5.2%
	Yes - have one in the household which they can use	10.2%	11.0%	9.3%	15.1%	11.7%	8.9%	10.5%	8.2%	9.0%	11.8%	9.8%	12.3%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	4.2%	5.2%	3.1%	4.9%	6.6%	4.3%	1.9%	4.3%	3.4%	5.4%	3.4%	8.7%
	No - we don't have one but we do expect to get one	7.2%	7.4%	7.0%	7.6%	6.9%	8.1%	6.4%	7.2%	7.5%	6.8%	6.3%	12.3%
	No - we don't have one AND do NOT expect to get one in the near future	62.5%	59.4%	65.8%	57.8%	55.9%	65.8%	62.9%	65.3%	65.8%	57.7%	65.1%	48.1%
	We have one in the household but they CAN NOT access it	12.8%	12.6%	13.0%	11.4%	14.3%	10.0%	13.7%	13.6%	11.5%	14.6%	12.7%	13.5%

			Gender		Age					Social Class*.105		Ethnicity**.130	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to an 'other' smartphone	Yes - Have one of their own	2.8%	3.6%	2.0%	4.3%	2.9%	2.6%	2.6%	2.6%	2.1%	3.8%	2.5%	4.2%
	Yes - have one in the household which they can use	9.2%	10.2%	8.0%	12.4%	9.7%	9.3%	9.0%	7.7%	8.1%	10.6%	8.8%	11.0%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	4.0%	4.3%	3.7%	6.5%	4.6%	3.8%	2.1%	4.5%	3.1%	5.4%	3.4%	7.1%
	No - we don't have one but we do expect to get one	8.2%	8.6%	7.6%	8.1%	8.9%	8.4%	8.6%	7.2%	8.4%	7.8%	7.5%	11.9%
	No - we don't have one AND do NOT expect to get one in the near future	60.9%	58.2%	63.7%	52.4%	57.9%	62.4%	61.2%	64.1%	64.3%	56.0%	63.4%	47.1%
	We have one in the household but they CAN NOT access it	15.0%	15.1%	14.9%	16.2%	16.0%	13.4%	16.5%	13.9%	14.0%	16.4%	14.3%	18.7%

			Gender		Age*.069					Social Class*.123		Ethnicity*.099	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to an Xbox	Yes - Have one of their own	6.2%	7.8%	4.5%	5.9%	7.2%	3.8%	7.1%	6.7%	4.5%	8.6%	5.9%	8.1%
	Yes - have one in the household which they can use	26.9%	27.3%	26.5%	27.0%	26.6%	23.4%	26.6%	29.7%	24.8%	30.0%	27.3%	24.8%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.5%	7.0%	5.9%	11.4%	8.0%	4.3%	6.2%	5.7%	5.9%	7.2%	6.0%	8.7%
	No - we don't have one but we do expect to get one	8.3%	8.3%	8.3%	7.6%	9.5%	9.3%	7.1%	8.1%	9.0%	7.3%	7.4%	13.2%
	No - we don't have one AND do NOT expect to get one in the near future	40.0%	37.2%	42.9%	34.1%	35.0%	43.8%	42.1%	40.5%	43.6%	34.8%	41.1%	34.2%
	We have one in the household but they CAN NOT access it	12.2%	12.4%	11.8%	14.1%	13.8%	15.3%	10.9%	9.3%	12.2%	12.1%	12.4%	11.0%

			Gender**.111		Age**.081					Social Class*.088		Ethnicity**.151	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a Playstation	Yes - Have one of their own	6.8%	8.7%	4.6%	6.5%	7.4%	3.8%	8.2%	7.4%	5.9%	7.9%	6.2%	10.0%
	Yes - have one in the household which they can use	27.9%	28.9%	26.9%	28.6%	28.4%	26.3%	26.0%	30.1%	25.9%	30.8%	28.2%	26.1%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.1%	7.0%	5.0%	7.6%	6.9%	5.3%	6.0%	5.7%	6.3%	5.7%	5.2%	10.6%
	No - we don't have one but we do expect to get one	8.5%	8.6%	8.2%	10.8%	8.9%	9.3%	6.2%	8.6%	8.9%	7.8%	7.3%	14.5%
	No - we don't have one AND do NOT expect to get one in the near future	35.5%	33.3%	37.8%	25.9%	30.1%	35.9%	38.0%	39.5%	38.3%	31.4%	37.2%	26.5%
	We have one in the household but they CAN NOT access it	15.4%	13.4%	17.4%	20.5%	18.3%	19.4%	15.7%	8.8%	14.7%	16.3%	15.9%	12.3%

			Gender*.095		Age*.075					Social Class		Ethnicity**.128	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a Nintendo Wii or Wii U	Yes - Have one of their own	7.4%	9.5%	5.1%	6.5%	6.0%	4.5%	8.8%	9.5%	6.4%	8.8%	7.0%	9.4%
	Yes - have one in the household which they can use	34.9%	34.4%	35.5%	31.9%	30.9%	31.6%	37.1%	39.0%	35.2%	34.6%	36.4%	27.1%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	7.6%	8.0%	7.2%	7.6%	8.6%	7.7%	6.0%	8.2%	7.5%	7.7%	7.0%	10.6%
	No - we don't have one but we do expect to get one	7.7%	8.1%	7.3%	6.5%	10.0%	10.5%	5.8%	6.2%	7.4%	8.2%	6.6%	13.9%
	No - we don't have one AND do NOT expect to get one in the near future	30.4%	28.0%	33.0%	33.5%	28.9%	31.3%	31.3%	28.9%	31.1%	29.4%	30.6%	29.4%
	We have one in the household but they CAN NOT access it	12.0%	12.1%	11.8%	14.1%	15.5%	14.4%	10.9%	8.2%	12.3%	11.4%	12.4%	9.7%

			Gender**.114		Age*.067					Social Class*.096		Ethnicity**.174	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a PSP	Yes - Have one of their own	5.7%	8.0%	3.3%	6.5%	6.0%	3.6%	8.2%	4.8%	4.5%	7.4%	5.0%	9.4%
	Yes - have one in the household which they can use	13.0%	13.7%	12.3%	15.7%	13.2%	12.9%	13.1%	12.0%	12.3%	14.0%	12.4%	16.5%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	4.9%	5.5%	4.2%	6.5%	6.3%	3.6%	2.8%	6.2%	5.2%	4.5%	4.1%	9.0%
	No - we don't have one but we do expect to get one	9.8%	9.1%	10.4%	8.1%	10.6%	10.8%	8.4%	10.1%	9.7%	9.9%	8.8%	14.8%
	No - we don't have one AND do NOT expect to get one in the near future	56.7%	54.7%	58.8%	50.3%	51.6%	57.7%	59.2%	59.1%	59.7%	52.4%	60.2%	37.7%
	We have one in the household but they CAN NOT access it	10.0%	8.9%	11.0%	13.0%	12.3%	11.5%	8.4%	7.7%	8.7%	11.8%	9.5%	12.6%

			Gender		Age**.101					Social Class**.128		Ethnicity**.105	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a Nintendo DS	Yes - Have one of their own	13.4%	15.5%	11.1%	11.4%	6.9%	6.7%	15.9%	20.6%	11.2%	16.4%	13.8%	11.0%
	Yes - have one in the household which they can use	23.4%	24.3%	22.3%	25.9%	26.6%	22.7%	22.5%	21.6%	20.7%	27.2%	23.7%	21.6%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	5.8%	5.6%	6.0%	7.6%	5.2%	5.7%	3.6%	7.4%	5.5%	6.2%	5.2%	9.0%
	No - we don't have one but we do expect to get one	8.6%	9.3%	7.9%	7.0%	10.9%	9.8%	6.4%	8.8%	9.2%	7.9%	7.7%	13.9%
	No - we don't have one AND do NOT expect to get one in the near future	38.8%	35.6%	42.2%	35.1%	40.1%	42.3%	41.6%	34.4%	42.1%	34.1%	39.6%	34.2%
	We have one in the household but they CAN NOT access it	10.1%	9.7%	10.4%	13.0%	10.3%	12.7%	9.9%	7.2%	11.4%	8.2%	10.0%	10.3%

			Gender		Age					Social Class*.088		Ethnicity**.128	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a PC or laptop	Yes - Have one of their own	7.9%	8.7%	6.9%	11.4%	8.9%	6.0%	7.3%	7.9%	7.3%	8.6%	6.9%	12.9%
	Yes - have one in the household which they can use	53.4%	52.7%	54.3%	45.4%	47.3%	52.2%	54.5%	59.8%	52.9%	54.2%	53.9%	51.0%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.9%	7.5%	6.3%	7.0%	9.2%	6.2%	5.6%	7.0%	6.4%	7.7%	6.3%	10.3%
	No - we don't have one but we do expect to get one	2.9%	2.9%	2.8%	4.3%	3.4%	3.1%	2.6%	2.1%	2.5%	3.3%	2.6%	4.2%
	No - we don't have one AND do NOT expect to get one in the near future	7.6%	8.3%	6.8%	8.6%	8.6%	7.4%	7.3%	6.9%	6.8%	8.6%	7.4%	8.4%
	We have one in the household but they CAN NOT access it	21.4%	19.9%	23.0%	23.2%	22.6%	25.1%	22.7%	16.3%	24.1%	17.5%	22.9%	13.2%

			Gender		Age					Social Class		Ethnicity**.110	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to an e-reader device	Yes - Have one of their own	4.0%	5.2%	2.7%	5.4%	5.7%	1.7%	5.2%	3.3%	3.7%	4.4%	3.8%	4.8%
	Yes - have one in the household which they can use	19.8%	20.2%	19.4%	25.4%	19.8%	18.9%	20.0%	18.6%	20.3%	19.1%	20.2%	17.4%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.5%	6.5%	6.4%	9.7%	7.2%	6.2%	4.7%	6.5%	6.1%	6.9%	6.2%	7.7%
	No - we don't have one but we do expect to get one	9.6%	9.0%	10.2%	5.9%	11.2%	11.2%	7.9%	10.0%	9.7%	9.5%	8.3%	16.5%
	No - we don't have one AND do NOT expect to get one in the near future	41.9%	41.3%	42.6%	36.8%	39.3%	42.3%	43.6%	43.6%	41.1%	43.2%	42.4%	39.4%
	We have one in the household but they CAN NOT access it	18.2%	17.7%	18.7%	16.8%	16.9%	19.6%	18.7%	18.0%	19.2%	16.8%	18.9%	14.2%

			Gender		Age					Social Class*.093		Ethnicity**.155	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a PVR or Digital Video Recorder	Yes - Have one of their own	4.3%	5.1%	3.5%	4.3%	5.4%	3.1%	5.4%	3.6%	3.1%	6.1%	3.8%	6.8%
	Yes - have one in the household which they can use	33.7%	32.7%	34.7%	31.4%	29.2%	32.8%	31.8%	39.2%	34.0%	33.1%	36.0%	20.6%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	5.7%	6.1%	5.3%	4.9%	7.2%	5.3%	4.7%	6.2%	5.1%	6.6%	5.0%	9.4%
	No - we don't have one but we do expect to get one	8.5%	8.6%	8.3%	9.2%	8.3%	6.9%	9.0%	9.1%	9.7%	6.8%	7.4%	14.5%
	No - we don't have one AND do NOT expect to get one in the near future	33.2%	32.7%	33.8%	34.6%	33.8%	37.1%	32.0%	30.6%	33.7%	32.5%	33.1%	33.5%
	We have one in the household but they CAN NOT access it	14.6%	14.9%	14.4%	15.7%	16.0%	14.8%	17.2%	11.3%	14.5%	14.9%	14.6%	15.2%

			Gender		Age					Social Class*.098		Ethnicity**.135	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a DVD recorder	Yes - Have one of their own	6.8%	8.3%	5.3%	7.0%	6.9%	4.5%	8.2%	7.2%	5.0%	9.4%	6.5%	8.4%
	Yes - have one in the household which they can use	29.0%	28.0%	30.0%	27.0%	24.1%	27.8%	30.0%	32.5%	29.9%	27.6%	29.4%	26.5%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.5%	6.7%	6.2%	8.1%	6.6%	5.7%	5.6%	7.0%	6.1%	6.9%	5.9%	9.7%
	No - we don't have one but we do expect to get one	7.6%	7.8%	7.3%	6.5%	10.3%	7.4%	6.7%	7.0%	7.2%	8.0%	6.4%	13.5%
	No - we don't have one AND do NOT expect to get one in the near future	36.8%	35.9%	37.8%	38.9%	37.8%	37.1%	35.6%	36.3%	38.8%	33.9%	38.6%	26.8%
	We have one in the household but they CAN NOT access it	13.5%	13.4%	13.5%	12.4%	14.3%	17.5%	13.9%	10.0%	13.0%	14.1%	13.1%	15.2%

			Gender		Age					Social Class		Ethnicity**.137	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a BluRay device	Yes - Have one of their own	4.1%	5.5%	2.6%	5.4%	6.3%	2.4%	3.6%	4.0%	3.6%	4.9%	4.0%	4.5%
	Yes - have one in the household which they can use	28.2%	28.7%	27.7%	28.6%	28.4%	26.8%	27.5%	29.6%	28.7%	27.5%	29.1%	23.5%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.9%	7.3%	6.4%	6.5%	9.7%	6.0%	5.4%	7.0%	6.6%	7.2%	6.3%	10.0%
	No - we don't have one but we do expect to get one	10.0%	9.8%	10.1%	8.6%	8.9%	11.7%	8.8%	10.7%	9.7%	10.4%	8.6%	17.4%
	No - we don't have one AND do NOT expect to get one in the near future	37.4%	35.8%	39.0%	38.4%	31.5%	37.3%	41.0%	37.6%	38.2%	36.2%	38.9%	28.7%
	We have one in the household but they CAN NOT access it	13.6%	12.9%	14.2%	12.4%	15.2%	15.8%	13.7%	11.2%	13.3%	13.9%	13.1%	15.8%

			Gender		Age					Social Class		Ethnicity**.136	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a Digital (DAB) radio	Yes - Have one of their own	4.8%	5.5%	4.0%	4.9%	7.4%	3.8%	4.5%	4.1%	3.6%	6.5%	4.6%	6.1%
	Yes - have one in the household which they can use	26.9%	26.3%	27.4%	28.1%	23.2%	23.9%	26.4%	31.1%	28.2%	24.8%	27.9%	21.3%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	7.4%	8.5%	6.2%	9.2%	8.9%	6.7%	6.2%	7.2%	6.6%	8.4%	6.7%	10.6%
	No - we don't have one but we do expect to get one	8.1%	8.1%	8.1%	8.1%	8.3%	9.3%	7.3%	7.7%	8.1%	8.0%	6.8%	15.2%
	No - we don't have one AND do NOT expect to get one in the near future	35.6%	35.8%	35.4%	33.0%	36.7%	36.4%	36.3%	34.7%	35.6%	35.6%	36.1%	32.9%
	We have one in the household but they CAN NOT access it	17.3%	15.8%	18.8%	16.8%	15.5%	19.9%	19.3%	15.1%	17.7%	16.7%	17.9%	13.9%

			Gender*.096		Age					Social Class*.088		Ethnicity**.124	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a Portable Media Player with internet access	Yes - Have one of their own	5.4%	7.2%	3.4%	5.9%	5.7%	4.1%	6.2%	5.2%	4.2%	6.9%	5.2%	6.1%
	Yes - have one in the household which they can use	18.2%	16.8%	19.7%	26.5%	19.2%	19.4%	17.8%	14.4%	18.3%	18.0%	17.7%	21.0%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	5.7%	6.4%	4.8%	5.9%	7.7%	4.5%	3.9%	6.5%	4.6%	7.2%	5.3%	7.4%
	No - we don't have one but we do expect to get one	8.4%	8.3%	8.4%	8.6%	9.2%	7.7%	7.5%	8.9%	8.9%	7.6%	7.3%	13.9%
	No - we don't have one AND do NOT expect to get one in the near future	48.9%	48.3%	49.6%	40.0%	43.3%	50.0%	50.4%	53.3%	50.7%	46.4%	51.3%	36.1%
	We have one in the household but they CAN NOT access it	13.5%	13.0%	14.0%	13.0%	14.9%	14.4%	14.2%	11.7%	13.2%	13.9%	13.1%	15.5%

			Gender		Age**.102					Social Class**.155		Ethnicity**.137	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to a tablet specifically for children	Yes - Have one of their own	27.7%	27.6%	27.8%	18.4%	20.1%	23.0%	33.5%	34.0%	24.3%	32.6%	28.8%	21.6%
	Yes - have one in the household which they can use	17.9%	17.3%	18.5%	26.5%	23.8%	19.1%	14.2%	13.7%	16.5%	19.9%	16.9%	23.2%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	5.1%	6.3%	3.8%	8.1%	7.4%	4.8%	3.2%	4.5%	4.3%	6.2%	4.4%	9.0%
	No - we don't have one but we do expect to get one	11.2%	9.2%	13.3%	10.8%	13.2%	15.3%	10.1%	8.1%	12.0%	10.0%	10.6%	14.5%
	No - we don't have one AND do NOT expect to get one in the near future	32.3%	33.6%	30.9%	29.7%	28.9%	32.1%	33.0%	34.7%	37.7%	24.6%	33.9%	23.5%
	We have one in the household but they CAN NOT access it	5.8%	5.9%	5.7%	6.5%	6.6%	5.7%	6.0%	5.0%	5.2%	6.7%	5.4%	8.1%

			Gender		Age					Social Class		Ethnicity**.143	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Access to an MP3 player	Yes - Have one of their own	7.2%	8.6%	5.8%	8.1%	8.3%	4.8%	7.9%	7.6%	6.0%	9.0%	7.2%	7.4%
	Yes - have one in the household which they can use	28.6%	27.7%	29.6%	33.0%	32.1%	27.3%	28.1%	26.5%	28.5%	28.7%	29.2%	25.5%
	Yes - there is one elsewhere (e.g. grandparents' home) which they can use	6.7%	7.3%	6.0%	7.6%	8.0%	6.0%	5.6%	6.9%	6.2%	7.3%	6.0%	10.0%
	No - we don't have one but we do expect to get one	7.0%	7.3%	6.8%	7.0%	8.3%	7.4%	5.6%	7.2%	6.9%	7.3%	5.7%	14.5%
	No - we don't have one AND do NOT expect to get one in the near future	30.5%	30.4%	30.6%	29.7%	24.6%	32.5%	31.5%	32.0%	30.9%	30.0%	31.4%	25.5%
	We have one in the household but they CAN NOT access it	20.0%	18.7%	21.3%	14.6%	18.6%	22.0%	21.2%	19.9%	21.5%	17.7%	20.5%	17.1%

A-Q1b: Number of devices accessible to the children of those surveyed

		Gender**.095		Age**.097					Social Class**.098		Ethnicity*.091	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
3 or fewer	8.6%	9.0%	8.2%	13.5%	11.2%	11.0%	5.2%	6.7%	9.8%	6.9%	8.8%	8.1%
4 - 10 devices	50.0%	48.2%	51.9%	36.2%	43.8%	52.6%	55.6%	51.7%	51.2%	48.2%	51.2%	43.5%
11 - 20 devices	32.3%	31.1%	33.5%	35.1%	31.5%	28.9%	31.5%	34.7%	31.9%	32.8%	32.0%	33.5%
more than 20 devices	9.1%	11.7%	6.4%	15.1%	13.5%	7.4%	7.7%	6.9%	7.0%	12.1%	8.0%	14.8%

A-Q2: You have indicated that your child can access the following devices. For each device listed please indicate where your child accesses it.

Notes: Percentages out of those who have access to each device. For each device listed please indicate where your child accesses it.

Notes: Percentages are out of those who answered option 3 to AQ1 for each device separately, i.e. only out of participants that stated that their child had access to these devices "elsewhere". Participants could select multiple options so column totals may exceed 100%

			Gender			Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Standard TV set	At a grandparent's house	74.1%	76.0%	71.9%	52.9%	73.2%	75.6%	86.1%	72.4%	74.8%	73.2%	**79.6%	**38.5%
	At another relative's house	36.3%	34.6%	38.2%	*11.8%	*22.0%	*56.1%	*36.1%	*39.7%	39.6%	31.7%	37.7%	26.9%
	At a friend's house	28.0%	24.0%	32.6%	41.2%	22.0%	29.3%	8.3%	39.7%	30.6%	24.4%	28.7%	23.1%
	Out of school group	8.3%	9.6%	6.7%	0.0%	12.2%	9.8%	8.3%	6.9%	8.1%	8.5%	8.4%	7.7%
	In an after school / breakfast club	6.7%	5.8%	7.9%	11.8%	7.3%	4.9%	5.6%	6.9%	7.2%	6.1%	7.2%	3.8%
	At school	3.6%	1.9%	5.6%	5.9%	2.4%	2.4%	2.8%	5.2%	4.5%	2.4%	3.6%	3.8%
	At nursery, early years, playschool	6.7%	5.8%	7.9%	5.9%	2.4%	9.8%	5.6%	8.6%	8.1%	4.9%	7.8%	0.0%
	At a child minder's house	4.7%	6.7%	2.2%	11.8%	2.4%	4.9%	2.8%	5.2%	7.2%	1.2%	4.2%	7.7%
	None of these	0.5%	1.0%	0.0%	0.0%	0.0%	2.4%	0.0%	0.0%	0.9%	0.0%	0.6%	0.0%
A television set connected to the internet (Sometimes known as Smart TV or connected TV)	At a grandparent's house	57.2%	56.3%	58.2%	33.3%	47.1%	70.0%	73.1%	50.0%	59.7%	54.1%	*62.6%	*30.4%
	At another relative's house	29.7%	32.4%	26.9%	33.3%	26.5%	33.3%	15.4%	38.1%	29.9%	29.5%	26.1%	47.8%
	At a friend's house	18.1%	18.3%	17.9%	33.3%	17.6%	6.7%	11.5%	28.6%	18.2%	18.0%	17.4%	21.7%
	Out of school group	11.6%	11.3%	11.9%	16.7%	8.8%	16.7%	15.4%	7.1%	13.0%	9.8%	9.6%	21.7%
	In an after school / breakfast club	3.6%	2.8%	4.5%	0.0%	8.8%	3.3%	3.8%	0.0%	2.6%	4.9%	4.3%	0.0%
	At school	4.3%	2.8%	6.0%	0.0%	11.8%	3.3%	3.8%	0.0%	6.5%	1.6%	4.3%	4.3%
	At nursery, early years, playschool	2.9%	1.4%	4.5%	16.7%	5.9%	0.0%	3.8%	0.0%	3.9%	1.6%	2.6%	4.3%
	At a child minder's house	2.2%	1.4%	3.0%	0.0%	5.9%	0.0%	0.0%	2.4%	3.9%	0.0%	2.6%	0.0%
	None of these	2.9%	2.8%	3.0%	16.7%	0.0%	0.0%	7.7%	2.4%	1.3%	4.9%	3.5%	0.0%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
iPad tablet computer	At a grandparent's house	63.8%	67.0%	59.7%	73.3%	59.4%	75.7%	64.3%	54.9%	65.8%	60.3%	*68.9%	*37.9%
	At another relative's house	26.0%	28.0%	23.4%	13.3%	31.3%	21.6%	26.2%	29.4%	27.2%	23.8%	26.4%	24.1%
	At a friend's house	18.6%	22.0%	14.3%	6.7%	15.6%	13.5%	14.3%	31.4%	20.2%	15.9%	15.5%	34.5%
	Out of school group	6.8%	7.0%	6.5%	6.7%	12.5%	5.4%	4.8%	5.9%	5.3%	9.5%	6.1%	10.3%
	In an after school / breakfast club	5.1%	4.0%	6.5%	0.0%	12.5%	5.4%	2.4%	3.9%	3.5%	7.9%	6.1%	0.0%
	At school	9.0%	7.0%	11.7%	6.7%	9.4%	10.8%	4.8%	11.8%	10.5%	6.3%	10.1%	3.4%
	At nursery, early years, playschool	6.2%	6.0%	6.5%	0.0%	9.4%	5.4%	9.5%	3.9%	7.9%	3.2%	6.8%	3.4%
	At a child minder's house	0.6%	1.0%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	0.9%	0.0%	0.7%	0.0%
	None of these	1.1%	2.0%	0.0%	0.0%	0.0%	0.0%	2.4%	2.0%	0.9%	1.6%	1.4%	0.0%
Samsung Galaxy Tab	At a grandparent's house	41.7%	40.7%	42.6%	57.1%	48.6%	30.4%	45.5%	35.5%	42.6%	40.7%	45.5%	31.3%
	At another relative's house	26.7%	22.0%	31.1%	28.6%	18.9%	30.4%	22.7%	35.5%	29.5%	23.7%	23.9%	34.4%
	At a friend's house	16.7%	13.6%	19.7%	14.3%	18.9%	13.0%	13.6%	19.4%	13.1%	20.3%	14.8%	21.9%
	Out of school group	12.5%	16.9%	8.2%	0.0%	13.5%	17.4%	13.6%	9.7%	11.5%	13.6%	15.9%	3.1%
	In an after school / breakfast club	6.7%	6.8%	6.6%	0.0%	16.2%	0.0%	0.0%	6.5%	8.2%	5.1%	5.7%	9.4%
	At school	5.0%	5.1%	4.9%	0.0%	8.1%	4.3%	0.0%	6.5%	8.2%	1.7%	4.5%	6.3%
	At nursery, early years, playschool	2.5%	3.4%	1.6%	0.0%	5.4%	0.0%	0.0%	3.2%	4.9%	0.0%	2.3%	3.1%
	At a child minder's house	2.5%	3.4%	1.6%	0.0%	2.7%	0.0%	0.0%	6.5%	3.3%	1.7%	2.3%	3.1%
	None of these	4.2%	8.5%	0.0%	0.0%	0.0%	8.7%	9.1%	3.2%	3.3%	5.1%	3.4%	6.3%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Microsoft Surface	At a grandparent's house	22.5%	25.0%	19.5%	14.3%	25.9%	35.7%	25.0%	13.6%	13.6%	31.1%	25.9%	16.1%
	At another relative's house	30.3%	33.3%	26.8%	42.9%	33.3%	28.6%	41.7%	13.6%	38.6%	22.2%	29.3%	32.3%
	At a friend's house	21.3%	20.8%	22.0%	28.6%	22.2%	0.0%	25.0%	27.3%	25.0%	17.8%	17.2%	29.0%
	Out of school group	10.1%	12.5%	7.3%	7.1%	11.1%	0.0%	8.3%	18.2%	4.5%	15.6%	12.1%	6.5%
	In an after school / breakfast club	14.6%	16.7%	12.2%	14.3%	18.5%	14.3%	8.3%	13.6%	15.9%	13.3%	15.5%	12.9%
	At school	10.1%	4.2%	17.1%	14.3%	7.4%	14.3%	0.0%	13.6%	9.1%	11.1%	12.1%	6.5%
	At nursery, early years, playschool	2.2%	0.0%	4.9%	7.1%	3.7%	0.0%	0.0%	0.0%	2.3%	2.2%	1.7%	3.2%
	At a child minder's house	4.5%	2.1%	7.3%	0.0%	11.1%	0.0%	0.0%	4.5%	6.8%	2.2%	3.4%	6.5%
	None of these	2.2%	2.1%	2.4%	7.1%	0.0%	7.1%	0.0%	0.0%	2.3%	2.2%	3.4%	0.0%
Amazon Fire	At a grandparent's house	31.0%	33.3%	27.5%	53.8%	12.0%	29.2%	33.3%	39.1%	30.0%	32.0%	31.5%	29.6%
	At another relative's house	27.0%	26.7%	27.5%	15.4%	32.0%	29.2%	46.7%	13.0%	26.0%	28.0%	23.3%	37.0%
	At a friend's house	23.0%	18.3%	30.0%	15.4%	36.0%	8.3%	6.7%	39.1%	26.0%	20.0%	19.2%	33.3%
	Out of school group	16.0%	16.7%	15.0%	15.4%	20.0%	25.0%	6.7%	8.7%	12.0%	20.0%	19.2%	7.4%
	In an after school / breakfast club	7.0%	6.7%	7.5%	[a] 0.0%	[a] 24.0%	[a] 4.2%	[a] 0.0%	[a] 0.0%	4.0%	10.0%	9.6%	0.0%
	At school	7.0%	5.0%	10.0%	0.0%	8.0%	16.7%	0.0%	4.3%	10.0%	4.0%	6.8%	7.4%
	At nursery, early years, playschool	3.0%	0.0%	7.5%	0.0%	4.0%	8.3%	0.0%	0.0%	2.0%	4.0%	4.1%	0.0%
	At a child minder's house	3.0%	3.3%	2.5%	0.0%	12.0%	0.0%	0.0%	0.0%	4.0%	2.0%	2.7%	3.7%
	None of these	6.0%	6.7%	5.0%	15.4%	0.0%	4.2%	13.3%	4.3%	8.0%	4.0%	6.8%	3.7%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Kindle Fire	At a grandparent's house	45.2%	42.2%	48.3%	40.0%	38.1%	40.0%	46.2%	56.3%	43.7%	47.2%	**54.1%	**11.5%
	At another relative's house	14.5%	15.6%	13.3%	13.3%	9.5%	23.3%	11.5%	12.5%	16.9%	11.3%	14.3%	15.4%
	At a friend's house	18.5%	15.6%	21.7%	33.3%	14.3%	20.0%	15.4%	15.6%	16.9%	20.8%	14.3%	34.6%
	Out of school group	12.9%	15.6%	10.0%	13.3%	14.3%	10.0%	15.4%	12.5%	18.3%	5.7%	**7.1%	**34.6%
	In an after school / breakfast club	6.5%	6.3%	6.7%	0.0%	19.0%	10.0%	0.0%	3.1%	5.6%	7.5%	8.2%	0.0%
	At school	2.4%	1.6%	3.3%	0.0%	4.8%	0.0%	0.0%	6.3%	2.8%	1.9%	2.0%	3.8%
	At nursery, early years, playschool	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	At a child minder's house	3.2%	1.6%	5.0%	0.0%	4.8%	6.7%	0.0%	3.1%	5.6%	0.0%	3.1%	3.8%
	None of these	4.8%	7.8%	1.7%	0.0%	0.0%	6.7%	11.5%	3.1%	2.8%	7.5%	5.1%	3.8%
Tesco Hudl	At a grandparent's house	30.6%	28.6%	33.3%	22.2%	24.0%	40.0%	36.8%	24.0%	30.2%	31.1%	**38.7%	**12.1%
	At another relative's house	16.7%	20.6%	11.1%	33.3%	16.0%	13.3%	21.1%	12.0%	20.6%	11.1%	20.0%	9.1%
	At a friend's house	28.7%	22.2%	37.8%	33.3%	28.0%	23.3%	31.6%	32.0%	30.2%	26.7%	25.3%	36.4%
	Out of school group	15.7%	19.0%	11.1%	11.1%	20.0%	20.0%	5.3%	16.0%	15.9%	15.6%	10.7%	27.3%
	In an after school / breakfast club	10.2%	11.1%	8.9%	0.0%	16.0%	13.3%	5.3%	8.0%	11.1%	8.9%	9.3%	12.1%
	At school	2.8%	3.2%	2.2%	11.1%	8.0%	0.0%	0.0%	0.0%	1.6%	4.4%	2.7%	3.0%
	At nursery, early years, playschool	4.6%	4.8%	4.4%	0.0%	4.0%	10.0%	0.0%	4.0%	6.3%	2.2%	4.0%	6.1%
	At a child minder's house	0.9%	1.6%	0.0%	11.1%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	1.3%	0.0%
	None of these	3.7%	4.8%	2.2%	11.1%	0.0%	3.3%	5.3%	4.0%	1.6%	6.7%	4.0%	3.0%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Other tablet computer	At a grandparent's house	37.5%	41.1%	33.9%	25.0%	34.8%	43.5%	42.3%	34.4%	29.1%	45.6%	44.0%	24.3%
	At another relative's house	25.9%	23.2%	28.6%	25.0%	13.0%	34.8%	30.8%	25.0%	*38.2%	*14.0%	24.0%	29.7%
	At a friend's house	21.4%	19.6%	23.2%	[a] 50.0%	[a] 13.0%	[a] 0.0%	[a] 30.8%	[a] 28.1%	23.6%	19.3%	16.0%	32.4%
	Out of school group	11.6%	16.1%	7.1%	0.0%	26.1%	8.7%	7.7%	9.4%	14.5%	8.8%	12.0%	10.8%
	In an after school / breakfast club	7.1%	7.1%	7.1%	12.5%	13.0%	13.0%	0.0%	3.1%	7.3%	7.0%	6.7%	8.1%
	At school	6.3%	1.8%	10.7%	0.0%	0.0%	13.0%	0.0%	12.5%	5.5%	7.0%	5.3%	8.1%
	At nursery, early years, playschool	1.8%	1.8%	1.8%	0.0%	4.3%	4.3%	0.0%	0.0%	0.0%	3.5%	2.7%	0.0%
	At a child minder's house	0.9%	0.0%	1.8%	0.0%	0.0%	4.3%	0.0%	0.0%	1.8%	0.0%	0.0%	2.7%
	None of these	4.5%	3.6%	5.4%	0.0%	0.0%	8.7%	3.8%	6.3%	5.5%	3.5%	2.7%	8.1%
iPhone	At a grandparent's house	46.4%	42.9%	50.0%	60.0%	58.1%	48.1%	41.4%	36.6%	52.8%	39.4%	54.5%	14.3%
	At another relative's house	30.4%	32.9%	27.9%	10.0%	32.3%	25.9%	31.0%	36.6%	*36.1%	*24.2%	30.9%	28.6%
	At a friend's house	16.7%	21.4%	11.8%	[a] 20.0%	[a] 12.9%	[a] 14.8%	[a] 10.3%	[a] 24.4%	15.3%	18.2%	16.4%	17.9%
	Out of school group	15.2%	14.3%	16.2%	20.0%	12.9%	22.2%	13.8%	12.2%	11.1%	19.7%	13.6%	21.4%
	In an after school / breakfast club	5.1%	2.9%	7.4%	0.0%	6.5%	7.4%	3.4%	4.9%	4.2%	6.1%	3.6%	10.7%
	At school	3.6%	4.3%	2.9%	0.0%	3.2%	7.4%	3.4%	2.4%	1.4%	6.1%	4.5%	0.0%
	At nursery, early years, playschool	2.2%	2.9%	1.5%	0.0%	0.0%	3.7%	0.0%	4.9%	4.2%	0.0%	[a] 0.0%	[a] 10.7%
	At a child minder's house	2.9%	0.0%	5.9%	0.0%	0.0%	3.7%	3.4%	4.9%	2.8%	3.0%	3.6%	0.0%
	None of these	3.6%	4.3%	2.9%	0.0%	0.0%	7.4%	6.9%	2.4%	1.4%	6.1%	2.7%	7.1%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Samsung Galaxy	At a grandparent's house	42.2%	37.5%	48.1%	38.5%	42.9%	55.0%	45.8%	32.3%	34.4%	50.9%	**44.6%	**36.4%
	At another relative's house	28.4%	28.1%	28.8%	53.8%	25.0%	5.0%	33.3%	32.3%	32.8%	23.6%	31.3%	21.2%
	At a friend's house	12.9%	12.5%	13.5%	7.7%	0.0%	20.0%	8.3%	25.8%	11.5%	14.5%	6.0%	30.3%
	Out of school group	6.9%	9.4%	3.8%	23.1%	14.3%	0.0%	0.0%	3.2%	8.2%	5.5%	4.8%	12.1%
	In an after school / breakfast club	8.6%	10.9%	5.8%	0.0%	14.3%	10.0%	8.3%	6.5%	8.2%	9.1%	9.6%	6.1%
	At school	6.9%	4.7%	9.6%	7.7%	14.3%	10.0%	0.0%	3.2%	8.2%	5.5%	8.4%	3.0%
	At nursery, early years, playschool	1.7%	1.6%	1.9%	0.0%	0.0%	5.0%	0.0%	3.2%	3.3%	0.0%	[a] 1.2%	[a] 3.0%
	At a child minder's house	1.7%	1.6%	1.9%	0.0%	3.6%	0.0%	0.0%	3.2%	3.3%	0.0%	2.4%	0.0%
	None of these	4.3%	6.3%	1.9%	7.7%	0.0%	0.0%	4.2%	9.7%	6.6%	1.8%	4.8%	3.0%
HTC	At a grandparent's house	27.7%	19.5%	35.7%	28.6%	40.0%	23.1%	25.0%	13.3%	22.5%	32.6%	32.2%	16.7%
	At another relative's house	18.1%	22.0%	14.3%	28.6%	28.0%	7.7%	12.5%	6.7%	22.5%	14.0%	20.3%	12.5%
	At a friend's house	16.9%	17.1%	16.7%	21.4%	16.0%	0.0%	25.0%	20.0%	22.5%	11.6%	[a] 13.6%	[a] 25.0%
	Out of school group	15.7%	22.0%	9.5%	7.1%	16.0%	30.8%	18.8%	6.7%	15.0%	16.3%	11.9%	25.0%
	In an after school / breakfast club	10.8%	12.2%	9.5%	28.6%	8.0%	15.4%	6.3%	0.0%	12.5%	9.3%	10.2%	12.5%
	At school	6.0%	4.9%	7.1%	0.0%	0.0%	15.4%	6.3%	13.3%	7.5%	4.7%	5.1%	8.3%
	At nursery, early years, playschool	3.6%	2.4%	4.8%	7.1%	0.0%	0.0%	0.0%	13.3%	7.5%	0.0%	3.4%	4.2%
	At a child minder's house	2.4%	4.9%	0.0%	0.0%	0.0%	7.7%	0.0%	6.7%	0.0%	4.7%	3.4%	0.0%
	None of these	4.8%	4.9%	4.8%	0.0%	0.0%	0.0%	6.3%	20.0%	0.0%	9.3%	6.8%	0.0%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Nokia	At a grandparent's house	27.2%	25.0%	30.0%	16.7%	32.1%	26.3%	27.3%	27.3%	31.1%	23.4%	30.3%	19.2%
	At another relative's house	20.7%	23.1%	17.5%	25.0%	10.7%	26.3%	18.2%	27.3%	17.8%	23.4%	21.2%	19.2%
	At a friend's house	18.5%	25.0%	10.0%	25.0%	28.6%	10.5%	9.1%	13.6%	20.0%	17.0%	18.2%	19.2%
	Out of school group	15.2%	13.5%	17.5%	16.7%	17.9%	21.1%	9.1%	9.1%	15.6%	14.9%	12.1%	23.1%
	In an after school / breakfast club	10.9%	9.6%	12.5%	16.7%	14.3%	5.3%	18.2%	4.5%	13.3%	8.5%	10.6%	11.5%
	At school	5.4%	5.8%	5.0%	8.3%	3.6%	5.3%	0.0%	9.1%	6.7%	4.3%	4.5%	7.7%
	At nursery, early years, playschool	4.3%	5.8%	2.5%	8.3%	3.6%	0.0%	0.0%	9.1%	6.7%	2.1%	6.1%	0.0%
	At a child minder's house	1.1%	1.9%	0.0%	0.0%	3.6%	0.0%	0.0%	0.0%	2.2%	0.0%	1.5%	0.0%
	None of these	6.5%	1.9%	12.5%	0.0%	3.6%	10.5%	18.2%	4.5%	2.2%	10.6%	7.6%	3.8%
Sony	At a grandparent's house	15.5%	18.5%	10.0%	11.1%	13.0%	16.7%	22.2%	16.0%	12.5%	18.2%	15.8%	14.8%
	At another relative's house	23.8%	22.2%	26.7%	22.2%	26.1%	22.2%	22.2%	24.0%	15.0%	31.8%	22.8%	25.9%
	At a friend's house	23.8%	22.2%	26.7%	44.4%	17.4%	33.3%	11.1%	20.0%	25.0%	22.7%	24.6%	22.2%
	Out of school group	19.0%	22.2%	13.3%	22.2%	17.4%	16.7%	33.3%	16.0%	22.5%	15.9%	15.8%	25.9%
	In an after school / breakfast club	17.9%	20.4%	13.3%	11.1%	21.7%	16.7%	0.0%	24.0%	20.0%	15.9%	15.8%	22.2%
	At school	8.3%	7.4%	10.0%	11.1%	13.0%	11.1%	0.0%	4.0%	7.5%	9.1%	12.3%	0.0%
	At nursery, early years, playschool	3.6%	3.7%	3.3%	0.0%	0.0%	0.0%	0.0%	12.0%	5.0%	2.3%	5.3%	0.0%
	At a child minder's house	3.6%	5.6%	0.0%	0.0%	4.3%	0.0%	0.0%	8.0%	5.0%	2.3%	1.8%	7.4%
	None of these	6.0%	5.6%	6.7%	0.0%	0.0%	5.6%	11.1%	12.0%	2.5%	9.1%	7.0%	3.7%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Other Smartphone	At a grandparent's house	28.7%	29.5%	27.8%	41.7%	18.8%	37.5%	20.0%	26.9%	27.8%	29.5%	25.9%	36.4%
	At another relative's house	25.0%	20.5%	30.6%	25.0%	18.8%	37.5%	10.0%	26.9%	22.2%	27.3%	27.6%	18.2%
	At a friend's house	25.0%	20.5%	30.6%	25.0%	18.8%	37.5%	20.0%	23.1%	25.0%	25.0%	25.9%	22.7%
	Out of school group	15.0%	18.2%	11.1%	8.3%	18.8%	25.0%	30.0%	3.8%	16.7%	13.6%	15.5%	13.6%
	In an after school / breakfast club	12.5%	15.9%	8.3%	8.3%	18.8%	6.3%	20.0%	11.5%	13.9%	11.4%	12.1%	13.6%
	At school	6.3%	6.8%	5.6%	8.3%	0.0%	6.3%	10.0%	7.7%	2.8%	9.1%	6.9%	4.5%
	At nursery, early years, playschool	7.5%	9.1%	5.6%	8.3%	6.3%	6.3%	0.0%	11.5%	5.6%	9.1%	6.9%	9.1%
	At a child minder's house	3.8%	2.3%	5.6%	0.0%	6.3%	6.3%	10.0%	0.0%	2.8%	4.5%	5.2%	0.0%
	None of these	3.8%	2.3%	5.6%	8.3%	0.0%	6.3%	0.0%	3.8%	2.8%	4.5%	3.4%	4.5%
Xbox (including Kinect)	At a grandparent's house	20.9%	18.1%	24.6%	9.5%	21.4%	38.9%	17.2%	21.2%	24.3%	16.9%	21.6%	18.5%
	At another relative's house	28.7%	33.3%	22.8%	28.6%	28.6%	22.2%	24.1%	36.4%	30.0%	27.1%	*34.3%	*7.4%
	At a friend's house	27.9%	30.6%	24.6%	33.3%	21.4%	27.8%	27.6%	30.3%	27.1%	28.8%	26.5%	33.3%
	Out of school group	10.9%	9.7%	12.3%	14.3%	17.9%	5.6%	10.3%	6.1%	12.9%	8.5%	8.8%	18.5%
	In an after school / breakfast club	10.9%	11.1%	10.5%	14.3%	17.9%	0.0%	6.9%	12.1%	8.6%	13.6%	9.8%	14.8%
	At school	6.2%	6.9%	5.3%	0.0%	14.3%	5.6%	6.9%	3.0%	2.9%	10.2%	6.9%	3.7%
	At nursery, early years, playschool	5.4%	5.6%	5.3%	0.0%	7.1%	16.7%	3.4%	3.0%	7.1%	3.4%	5.9%	3.7%
	At a child minder's house	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	None of these	6.2%	2.8%	10.5%	9.5%	0.0%	11.1%	6.9%	6.1%	5.7%	6.8%	3.9%	14.8%

			Gender			Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Playstation	At a grandparent's house	28.1%	31.9%	22.4%	28.6%	20.8%	36.4%	28.6%	27.3%	23.0%	36.2%	31.8%	18.2%
	At another relative's house	28.9%	26.4%	32.7%	21.4%	29.2%	40.9%	28.6%	24.2%	32.4%	23.4%	*26.1%	*36.4%
	At a friend's house	17.4%	13.9%	22.4%	28.6%	4.2%	22.7%	25.0%	12.1%	18.9%	14.9%	15.9%	21.2%
	Out of school group	14.9%	18.1%	10.2%	14.3%	16.7%	4.5%	10.7%	24.2%	17.6%	10.6%	13.6%	18.2%
	In an after school / breakfast club	9.1%	5.6%	14.3%	7.1%	16.7%	0.0%	7.1%	12.1%	4.1%	17.0%	6.8%	15.2%
	At school	5.0%	5.6%	4.1%	7.1%	12.5%	4.5%	3.6%	0.0%	5.4%	4.3%	4.5%	6.1%
	At nursery, early years, playschool	4.1%	0.0%	10.2%	0.0%	4.2%	13.6%	0.0%	3.0%	5.4%	2.1%	4.5%	3.0%
	At a child minder's house	3.3%	5.6%	0.0%	7.1%	4.2%	4.5%	0.0%	3.0%	1.4%	6.4%	4.5%	0.0%
	None of these	5.0%	2.8%	8.2%	7.1%	8.3%	9.1%	0.0%	3.0%	6.8%	2.1%	4.5%	6.1%
Nintendo Wii (including WiiU)	At a grandparent's house	34.2%	28.0%	41.4%	42.9%	36.7%	46.9%	28.6%	25.0%	34.8%	33.3%	*40.3%	*12.1%
	At another relative's house	30.3%	32.9%	27.1%	14.3%	40.0%	21.9%	28.6%	35.4%	28.1%	33.3%	31.1%	27.3%
	At a friend's house	15.8%	19.5%	11.4%	21.4%	0.0%	21.9%	10.7%	22.9%	18.0%	12.7%	13.4%	24.2%
	Out of school group	8.6%	4.9%	12.9%	7.1%	3.3%	15.6%	17.9%	2.1%	9.0%	7.9%	5.9%	18.2%
	In an after school / breakfast club	11.2%	11.0%	11.4%	14.3%	10.0%	3.1%	10.7%	16.7%	9.0%	14.3%	10.1%	15.2%
	At school	5.9%	4.9%	7.1%	0.0%	13.3%	3.1%	7.1%	4.2%	4.5%	7.9%	5.9%	6.1%
	At nursery, early years, playschool	1.3%	1.2%	1.4%	0.0%	0.0%	0.0%	3.6%	2.1%	1.1%	1.6%	1.7%	0.0%
	At a child minder's house	1.3%	2.4%	0.0%	7.1%	3.3%	0.0%	0.0%	0.0%	1.1%	1.6%	1.7%	0.0%
	None of these	2.0%	1.2%	2.9%	7.1%	0.0%	3.1%	0.0%	2.1%	3.4%	0.0%	1.7%	3.0%

			Gender			Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
PSP	At a grandparent's house	34.7%	38.6%	29.3%	50.0%	27.3%	40.0%	46.2%	27.8%	29.5%	43.2%	38.6%	25.0%
	At another relative's house	25.5%	22.8%	29.3%	41.7%	9.1%	33.3%	23.1%	27.8%	27.9%	21.6%	25.7%	25.0%
	At a friend's house	18.4%	19.3%	17.1%	8.3%	13.6%	13.3%	23.1%	25.0%	24.6%	8.1%	*10.0%	*39.3%
	Out of school group	10.2%	10.5%	9.8%	0.0%	22.7%	0.0%	15.4%	8.3%	11.5%	8.1%	10.0%	10.7%
	In an after school / breakfast club	8.2%	5.3%	12.2%	0.0%	18.2%	0.0%	0.0%	11.1%	3.3%	16.2%	10.0%	3.6%
	At school	5.1%	5.3%	4.9%	8.3%	0.0%	6.7%	0.0%	8.3%	4.9%	5.4%	7.1%	0.0%
	At nursery, early years, playschool	3.1%	1.8%	4.9%	0.0%	4.5%	0.0%	0.0%	5.6%	3.3%	2.7%	2.9%	3.6%
	At a child minder's house	4.1%	3.5%	4.9%	0.0%	9.1%	6.7%	0.0%	2.8%	6.6%	0.0%	4.3%	3.6%
	None of these	1.0%	1.8%	0.0%	0.0%	4.5%	0.0%	0.0%	0.0%	1.6%	0.0%	1.4%	0.0%
Nintendo DS	At a grandparent's house	33.6%	36.2%	31.0%	35.7%	38.9%	33.3%	41.2%	27.9%	32.3%	35.3%	37.5%	21.4%
	At another relative's house	32.8%	36.2%	29.3%	50.0%	16.7%	41.7%	17.6%	34.9%	35.4%	29.4%	29.5%	42.9%
	At a friend's house	18.1%	17.2%	19.0%	7.1%	27.8%	29.2%	11.8%	14.0%	20.0%	15.7%	19.3%	14.3%
	Out of school group	9.5%	10.3%	8.6%	7.1%	11.1%	12.5%	11.8%	7.0%	9.2%	9.8%	9.1%	10.7%
	In an after school / breakfast club	11.2%	12.1%	10.3%	0.0%	16.7%	4.2%	5.9%	18.6%	13.8%	7.8%	9.1%	17.9%
	At school	6.0%	5.2%	6.9%	7.1%	5.6%	12.5%	0.0%	4.7%	6.2%	5.9%	6.8%	3.6%
	At nursery, early years, playschool	2.6%	1.7%	3.4%	0.0%	0.0%	0.0%	5.9%	4.7%	0.0%	5.9%	2.3%	3.6%
	At a child minder's house	6.0%	1.7%	10.3%	0.0%	11.1%	4.2%	11.8%	4.7%	6.2%	5.9%	6.8%	3.6%
	None of these	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
PC or Laptop	At a grandparent's house	47.1%	48.1%	45.9%	61.5%	43.8%	53.8%	50.0%	39.0%	52.0%	41.3%	50.9%	34.4%
	At another relative's house	16.7%	16.9%	16.4%	0.0%	15.6%	19.2%	3.8%	29.3%	14.7%	19.0%	19.8%	6.3%
	At a friend's house	21.7%	26.0%	16.4%	30.8%	25.0%	11.5%	11.5%	29.3%	21.3%	22.2%	19.8%	28.1%
	Out of school group	10.9%	10.4%	11.5%	7.7%	6.3%	15.4%	15.4%	9.8%	13.3%	7.9%	9.4%	15.6%
	In an after school / breakfast club	12.3%	10.4%	14.8%	7.7%	6.3%	26.9%	3.8%	14.6%	8.0%	17.5%	10.4%	18.8%
	At school	11.6%	13.0%	9.8%	0.0%	9.4%	11.5%	15.4%	14.6%	14.7%	7.9%	13.2%	6.3%
	At nursery, early years, playschool	5.8%	5.2%	6.6%	7.7%	3.1%	3.8%	7.7%	7.3%	8.0%	3.2%	7.5%	0.0%
	At a child minder's house	2.2%	1.3%	3.3%	7.7%	3.1%	0.0%	3.8%	0.0%	2.7%	1.6%	1.9%	3.1%
	None of these	3.6%	2.6%	4.9%	0.0%	6.3%	3.8%	7.7%	0.0%	2.7%	4.8%	3.8%	3.1%
E-Reader (e.g. Kindle, Sony reader or Kobo)	At a grandparent's house	43.4%	40.3%	46.8%	50.0%	32.0%	50.0%	50.0%	39.5%	47.2%	38.6%	47.6%	25.0%
	At another relative's house	16.3%	17.9%	14.5%	22.2%	24.0%	15.4%	9.1%	13.2%	13.9%	19.3%	15.2%	20.8%
	At a friend's house	17.1%	16.4%	17.7%	11.1%	12.0%	15.4%	22.7%	21.1%	18.1%	15.8%	15.2%	25.0%
	Out of school group	14.0%	16.4%	11.3%	16.7%	16.0%	7.7%	9.1%	18.4%	16.7%	10.5%	11.4%	25.0%
	In an after school / breakfast club	7.8%	4.5%	11.3%	0.0%	8.0%	11.5%	4.5%	10.5%	6.9%	8.8%	7.6%	8.3%
	At school	5.4%	3.0%	8.1%	5.6%	0.0%	3.8%	4.5%	10.5%	4.2%	7.0%	4.8%	8.3%
	At nursery, early years, playschool	2.3%	1.5%	3.2%	0.0%	0.0%	3.8%	4.5%	2.6%	4.2%	0.0%	1.9%	4.2%
	At a child minder's house	3.9%	3.0%	4.8%	0.0%	4.0%	3.8%	0.0%	7.9%	2.8%	5.3%	4.8%	0.0%
	None of these	3.1%	1.5%	4.8%	0.0%	4.0%	3.8%	9.1%	0.0%	1.4%	5.3%	3.8%	0.0%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
PVR or Digital Video Recorder	At a grandparent's house	34.2%	33.3%	35.3%	55.6%	32.0%	31.8%	36.4%	30.6%	36.7%	31.5%	36.5%	27.6%
	At another relative's house	20.2%	19.0%	21.6%	44.4%	20.0%	13.6%	18.2%	19.4%	16.7%	24.1%	21.2%	17.2%
	At a friend's house	26.3%	33.3%	17.6%	11.1%	24.0%	36.4%	27.3%	25.0%	25.0%	27.8%	28.2%	20.7%
	Out of school group	17.5%	15.9%	19.6%	33.3%	20.0%	13.6%	13.6%	16.7%	20.0%	14.8%	16.5%	20.7%
	In an after school / breakfast club	9.6%	11.1%	7.8%	11.1%	12.0%	4.5%	0.0%	16.7%	10.0%	9.3%	11.8%	3.4%
	At school	9.6%	6.3%	13.7%	0.0%	16.0%	13.6%	9.1%	5.6%	8.3%	11.1%	7.1%	17.2%
	At nursery, early years, playschool	1.8%	0.0%	3.9%	11.1%	0.0%	0.0%	0.0%	2.8%	3.3%	0.0%	2.4%	0.0%
	At a child minder's house	2.6%	3.2%	2.0%	0.0%	4.0%	0.0%	0.0%	5.6%	3.3%	1.9%	3.5%	0.0%
	None of these												
DVD Recorder	At a grandparent's house	7.0%	4.8%	9.8%	0.0%	4.0%	13.6%	13.6%	2.8%	6.7%	7.4%	8.2%	3.4%
	At another relative's house	32.6%	33.3%	31.7%	33.3%	26.1%	33.3%	38.5%	31.7%	34.7%	29.8%	37.4%	16.7%
	At a friend's house	20.9%	18.8%	23.3%	26.7%	21.7%	16.7%	15.4%	24.4%	19.4%	22.8%	19.2%	26.7%
	Out of school group	23.3%	18.8%	28.3%	26.7%	13.0%	16.7%	23.1%	31.7%	23.6%	22.8%	21.2%	30.0%
	In an after school / breakfast club	19.4%	26.1%	11.7%	26.7%	26.1%	16.7%	15.4%	17.1%	18.1%	21.1%	18.2%	23.3%
	At school	7.0%	4.3%	10.0%	6.7%	17.4%	0.0%	11.5%	2.4%	5.6%	8.8%	7.1%	6.7%
	At nursery, early years, playschool	5.4%	4.3%	6.7%	0.0%	0.0%	8.3%	3.8%	9.8%	6.9%	3.5%	6.1%	3.3%
	At a child minder's house	2.3%	1.4%	3.3%	6.7%	4.3%	4.2%	0.0%	0.0%	1.4%	3.5%	3.0%	0.0%
	None of these	0.8%	0.0%	1.7%	0.0%	4.3%	0.0%	0.0%	0.0%	1.4%	0.0%	1.0%	0.0%
		3.9%	4.3%	3.3%	0.0%	4.3%	12.5%	3.8%	0.0%	1.4%	7.0%	4.0%	3.3%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
BluRay	At a grandparent's house	32.8%	33.3%	32.3%	50.0%	29.4%	36.0%	44.0%	22.0%	34.6%	30.5%	38.7%	12.9%
	At another relative's house	27.7%	22.7%	33.9%	41.7%	29.4%	28.0%	20.0%	26.8%	32.1%	22.0%	28.3%	25.8%
	At a friend's house	20.4%	22.7%	17.7%	25.0%	11.8%	16.0%	20.0%	29.3%	23.1%	16.9%	19.8%	22.6%
	Out of school group	13.1%	17.3%	8.1%	8.3%	20.6%	16.0%	8.0%	9.8%	10.3%	16.9%	12.3%	16.1%
	In an after school / breakfast club	5.1%	5.3%	4.8%	8.3%	5.9%	8.0%	0.0%	4.9%	3.8%	6.8%	4.7%	6.5%
	At school	10.2%	9.3%	11.3%	8.3%	8.8%	20.0%	4.0%	9.8%	15.4%	3.4%	8.5%	16.1%
	At nursery, early years, playschool	5.1%	4.0%	6.5%	0.0%	8.8%	4.0%	4.0%	4.9%	2.6%	8.5%	3.8%	9.7%
	At a child minder's house	1.5%	1.3%	1.6%	0.0%	2.9%	0.0%	0.0%	2.4%	2.6%	0.0%	1.9%	0.0%
	None of these	6.6%	6.7%	6.5%	0.0%	5.9%	8.0%	12.0%	4.9%	5.1%	8.5%	7.5%	3.2%
Digital Radio or DAB Radio	At a grandparent's house	37.4%	32.2%	45.0%	35.3%	29.0%	42.9%	51.7%	31.0%	42.3%	31.9%	*43.0%	*18.2%
	At another relative's house	20.4%	18.4%	23.3%	35.3%	16.1%	28.6%	20.7%	11.9%	16.7%	24.6%	19.3%	24.2%
	At a friend's house	27.2%	31.0%	21.7%	29.4%	19.4%	32.1%	17.2%	35.7%	28.2%	26.1%	25.4%	33.3%
	Out of school group	17.0%	21.8%	10.0%	11.8%	29.0%	17.9%	10.3%	14.3%	20.5%	13.0%	17.5%	15.2%
	In an after school / breakfast club	10.2%	9.2%	11.7%	5.9%	16.1%	7.1%	3.4%	14.3%	11.5%	8.7%	8.8%	15.2%
	At school	2.7%	2.3%	3.3%	5.9%	3.2%	0.0%	0.0%	4.8%	3.8%	1.4%	3.5%	0.0%
	At nursery, early years, playschool	2.7%	2.3%	3.3%	5.9%	6.5%	0.0%	0.0%	2.4%	3.8%	1.4%	1.8%	6.1%
	At a child minder's house	1.4%	1.1%	1.7%	5.9%	0.0%	3.6%	0.0%	0.0%	2.6%	0.0%	[a] 0.0%	[a] 6.1%
	None of these	2.7%	2.3%	3.3%	0.0%	3.2%	0.0%	3.4%	4.8%	2.6%	2.9%	2.6%	3.0%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender			Age (in years)				Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Portable Media Player like an iPod Touch or Archos – that can be used to access the internet	At a grandparent's house	31.0%	33.3%	27.7%	36.4%	29.6%	52.6%	27.8%	21.1%	31.5%	30.5%	34.4%	17.4%
	At another relative's house	18.6%	24.2%	10.6%	27.3%	18.5%	26.3%	22.2%	10.5%	22.2%	15.3%	18.9%	17.4%
	At a friend's house	17.7%	13.6%	23.4%	36.4%	11.1%	10.5%	22.2%	18.4%	22.2%	13.6%	20.0%	8.7%
	Out of school group	19.5%	22.7%	14.9%	18.2%	25.9%	0.0%	27.8%	21.1%	24.1%	15.3%	16.7%	30.4%
	In an after school / breakfast club	20.4%	19.7%	21.3%	9.1%	22.2%	10.5%	11.1%	31.6%	22.2%	18.6%	21.1%	17.4%
	At school	7.1%	[a] 1.5%	[a] 14.9%	9.1%	3.7%	10.5%	0.0%	10.5%	5.6%	8.5%	6.7%	8.7%
	At nursery, early years, playschool	6.2%	6.1%	6.4%	0.0%	7.4%	10.5%	5.6%	5.3%	9.3%	3.4%	6.7%	4.3%
	At a child minder's house	2.7%	3.0%	2.1%	0.0%	11.1%	0.0%	0.0%	0.0%	1.9%	3.4%	2.2%	4.3%
	None of these	1.8%	1.5%	2.1%	0.0%	0.0%	0.0%	11.1%	0.0%	0.0%	3.4%	2.2%	0.0%
Tablet computer specifically for children e.g. LeapPad 2, VTech Innotab or Kurio 7	At a grandparent's house	22.5%	23.1%	21.6%	33.3%	19.2%	30.0%	6.7%	23.1%	15.7%	29.4%	24.3%	17.9%
	At another relative's house	22.5%	18.5%	29.7%	53.3%	15.4%	10.0%	33.3%	15.4%	19.6%	25.5%	27.0%	10.7%
	At a friend's house	29.4%	33.8%	21.6%	20.0%	30.8%	25.0%	26.7%	38.5%	39.2%	19.6%	29.7%	28.6%
	Out of school group	16.7%	16.9%	16.2%	13.3%	19.2%	20.0%	6.7%	19.2%	19.6%	13.7%	16.2%	17.9%
	In an after school / breakfast club	13.7%	13.8%	13.5%	20.0%	11.5%	15.0%	13.3%	11.5%	15.7%	11.8%	12.2%	17.9%
	At school	10.8%	12.3%	8.1%	6.7%	26.9%	5.0%	6.7%	3.8%	13.7%	7.8%	9.5%	14.3%
	At nursery, early years, playschool	4.9%	6.2%	2.7%	6.7%	0.0%	10.0%	6.7%	3.8%	5.9%	3.9%	4.1%	7.1%
	At a child minder's house	3.9%	4.6%	2.7%	0.0%	11.5%	0.0%	6.7%	0.0%	3.9%	3.9%	5.4%	0.0%
	None of these	2.0%	0.0%	5.4%	0.0%	3.8%	5.0%	0.0%	0.0%	2.0%	2.0%	1.4%	3.6%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender			Age (in years)				Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
MP3 player / iPod used to play music	At a grandparent's house	25.6%	24.0%	27.6%	35.7%	21.4%	32.0%	26.9%	20.0%	28.8%	21.7%	29.4%	12.9%
	At another relative's house	27.8%	34.7%	19.0%	28.6%	32.1%	20.0%	34.6%	25.0%	27.4%	28.3%	29.4%	22.6%
	At a friend's house	18.8%	20.0%	17.2%	14.3%	10.7%	24.0%	15.4%	25.0%	24.7%	11.7%	15.7%	29.0%
	Out of school group	15.8%	17.3%	13.8%	0.0%	21.4%	32.0%	3.8%	15.0%	15.1%	16.7%	16.7%	12.9%
	In an after school / breakfast club	12.8%	10.7%	15.5%	21.4%	17.9%	8.0%	3.8%	15.0%	12.3%	13.3%	11.8%	16.1%
	At school	8.3%	6.7%	10.3%	14.3%	10.7%	4.0%	11.5%	5.0%	9.6%	6.7%	7.8%	9.7%
	At nursery, early years, playschool	3.0%	2.7%	3.4%	0.0%	0.0%	4.0%	7.7%	2.5%	4.1%	1.7%	2.0%	6.5%
	At a child minder's house	5.3%	6.7%	3.4%	0.0%	7.1%	12.0%	0.0%	5.0%	8.2%	1.7%	6.9%	0.0%
	None of these	5.3%	2.7%	8.6%	0.0%	3.6%	8.0%	11.5%	2.5%	4.1%	6.7%	6.9%	0.0%

A-Q3: On a normal weekday, how much time does your child spend using the devices they have access to

A-Q3a – All respondents, usage by device

Notes: Percentages out of those who have access to each device, e.g. 41.3% of parents who said their children had access to an iPad went on to say that their child uses it for less than 30 minutes on a typical weekday. Continuing to test at the 1% and 0.1% levels, smallest sub-set of the sample contains over 250 participants.

	Standard TV Set (Weekday)	A television set connected to the internet (Weekday)	iPad tablet computer (Weekday)	Samsung Galaxy Tab (Weekday)	Microsoft Surface (Weekday)	Amazon Fire (Weekday)	Kindle Fire (Weekday)	Tesco Hudl (Weekday)	Other tablet computer (Weekday)	iPhone (Weekday)	Samsung Galaxy (Weekday)	HTC (Weekday)	Nokia (Weekday)	Sony (Weekday)	Other Smartphone (Weekday)
Less than 30 minutes	22.8%	25.2%	41.3%	41.1%	33.1%	34.6%	47.1%	36.4%	46.2%	58.1%	56.5%	44.6%	45.1%	43.4%	48.6%
31-60 minutes	20.2%	20.9%	23.8%	24.1%	19.0%	17.5%	18.1%	23.4%	20.5%	15.4%	16.3%	15.2%	16.7%	17.1%	17.2%
Between 1 and 2 hours	26.1%	24.2%	18.5%	15.3%	18.0%	17.1%	14.9%	14.1%	14.4%	10.5%	11.1%	12.3%	11.7%	14.0%	8.8%
Between 2 and 3 hours	14.7%	14.4%	8.1%	8.2%	11.6%	11.3%	6.4%	7.9%	8.0%	6.4%	6.0%	9.1%	8.0%	9.4%	11.3%
Between 3 and 4 hours	8.5%	7.5%	4.3%	5.9%	6.7%	8.6%	6.0%	6.8%	4.5%	4.9%	3.8%	6.2%	7.7%	5.4%	6.3%
Between 4 and 5 hours	3.2%	3.4%	1.9%	3.3%	5.3%	4.8%	3.6%	5.9%	2.9%	2.2%	2.5%	5.9%	3.7%	3.4%	3.1%
Between 5 and 6 hours	1.6%	1.9%	0.6%	1.1%	2.8%	2.7%	2.2%	2.3%	1.2%	1.1%	1.8%	3.8%	3.1%	2.9%	2.5%
Between 6 and 7 hours	0.6%	1.0%	0.2%	0.3%	1.1%	2.1%	0.4%	1.4%	0.6%	0.4%	0.6%	0.6%	2.2%	1.1%	0.6%
Between 8 and 9 hours	0.7%	0.4%	0.4%	0.3%	1.1%	0.3%	0.6%	0.3%	0.3%	0.5%	0.4%	1.2%	0.9%	1.1%	0.6%
More than 9 hours	1.5%	1.2%	0.8%	0.5%	1.4%	1.0%	0.8%	1.4%	1.5%	0.5%	1.1%	1.2%	0.9%	2.0%	0.9%

	Xbox (Weekday)	Playstation (Weekday)	Ninendo Wii or WiiU (Weekday)	PSP (Weekday)	Nintendo DS (Weekday)	PC or Laptop (Weekday)	E-Reader (Weekday)	PVR or Digital Video Recorder (Weekday)	DVD Recorder (Weekday)	BluRay (Weekday)	Digital Radio or DAB Radio (Weekday)	Portable Media Player (Weekday)	Tablet computer specifically for children (Weekday)	MP3 player / iPod used to play music (Weekday)
Less than 30 minutes	45.3%	51.1%	57.7%	43.2%	51.4%	58.9%	54.7%	47.9%	51.4%	51.7%	58.2%	51.2%	35.7%	57.2%
31-60 minutes	19.1%	15.6%	16.7%	17.4%	19.3%	17.0%	14.4%	18.1%	19.0%	16.6%	14.9%	15.6%	23.8%	14.6%
Between 1 and 2 hours	15.5%	13.0%	11.2%	16.7%	11.6%	10.3%	12.4%	15.8%	13.3%	15.1%	9.7%	12.5%	18.7%	11.9%
Between 2 and 3 hours	8.3%	8.7%	5.4%	6.8%	7.5%	6.7%	6.3%	8.2%	6.5%	5.1%	7.2%	8.0%	9.4%	5.9%
Between 3 and 4 hours	4.0%	4.7%	3.0%	5.7%	4.4%	3.0%	6.1%	4.6%	4.3%	5.5%	4.7%	6.0%	5.7%	5.3%
Between 4 and 5 hours	4.0%	1.7%	2.4%	4.4%	2.1%	1.5%	2.1%	2.5%	2.4%	2.7%	2.6%	2.4%	2.9%	1.5%
Between 5 and 6 hours	1.1%	2.6%	1.8%	1.9%	1.9%	0.8%	1.7%	1.5%	1.2%	1.4%	1.4%	1.9%	1.2%	1.8%
Between 6 and 7 hours	1.6%	1.5%	1.2%	1.9%	1.1%	0.9%	1.3%	0.8%	0.8%	0.9%	0.4%	1.2%	1.1%	0.6%
Between 8 and 9 hours	0.5%	0.4%	0.2%	1.1%	0.2%	0.4%	0.3%	0.2%	0.2%	0.1%	0.0%	0.3%	0.3%	0.6%
More than 9 hours	0.4%	0.7%	0.4%	0.8%	0.5%	0.6%	0.7%	0.3%	0.9%	0.9%	0.9%	0.9%	1.3%	0.7%

A-Q3b – Demographic breakdown of usage duration by device

(Each column represents a combination of device type and demographic group, percentages are calculated out of each column. e.g. 22.4% of white participants who said their child has access to a standard TV went on to state that their child spends less than 30 minutes using it on a typical weekday)

			Gender		Age					Social Class**.145		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Standard TV Set (Weekday)	Less than 30 minutes	22.8%	23.7%	21.8%	29.3%	30.6%	24.0%	23.1%	15.6%	24.9%	19.9%	22.4%	24.9%
	31-60 minutes	20.2%	19.6%	21.0%	21.8%	19.4%	17.9%	16.5%	24.6%	21.7%	18.3%	20.4%	19.4%
	Between 1 and 2 hours	26.1%	26.6%	25.6%	19.5%	23.1%	24.6%	27.5%	29.6%	26.5%	25.6%	26.4%	24.4%
	Between 2 and 3 hours	14.7%	15.6%	13.9%	11.3%	9.3%	15.8%	16.8%	16.4%	14.1%	15.6%	14.7%	14.7%
	Between 3 and 4 hours	8.5%	6.7%	10.6%	9.8%	7.8%	9.1%	8.2%	8.4%	6.1%	11.8%	8.9%	6.0%
	Between 4 and 5 hours	3.2%	3.2%	3.3%	3.0%	4.9%	4.0%	3.0%	2.1%	3.0%	3.5%	3.0%	4.6%
	Between 5 and 6 hours	1.6%	1.1%	2.1%	3.0%	1.1%	1.8%	2.2%	0.8%	1.2%	2.1%	1.3%	3.2%
	Between 6 and 7 hours	0.6%	0.6%	0.7%	0.8%	1.1%	0.3%	0.5%	0.6%	0.9%	0.3%	0.5%	1.4%
	Between 8 and 9 hours	0.7%	1.1%	0.3%	0.0%	1.1%	0.6%	0.5%	0.8%	0.8%	0.6%	0.8%	0.0%
	More than 9 hours	1.5%	1.9%	0.9%	1.5%	1.5%	1.8%	1.6%	1.0%	0.8%	2.4%	1.5%	1.4%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
A television set connected to the internet (Weekday)	Less than 30 minutes	25.2%	25.3%	25.0%	25.4%	28.8%	22.9%	21.8%	27.2%	27.8%	21.4%	24.8%	26.7%
	31-60 minutes	20.9%	22.3%	19.4%	24.6%	22.3%	17.8%	24.4%	17.9%	22.2%	19.1%	21.4%	18.5%
	Between 1 and 2 hours	24.2%	24.0%	24.4%	24.6%	18.1%	29.2%	23.7%	24.8%	23.3%	25.4%	25.4%	18.5%
	Between 2 and 3 hours	14.4%	13.7%	15.2%	14.4%	13.5%	14.0%	13.0%	16.6%	14.2%	14.6%	13.5%	18.5%
	Between 3 and 4 hours	7.5%	7.3%	7.8%	5.1%	9.3%	7.6%	9.2%	5.6%	6.4%	9.1%	7.5%	7.7%
	Between 4 and 5 hours	3.4%	2.7%	4.1%	2.5%	4.7%	3.8%	2.7%	3.0%	2.7%	4.2%	3.0%	5.1%
	Between 5 and 6 hours	1.9%	1.4%	2.4%	2.5%	0.5%	0.8%	3.1%	2.3%	1.4%	2.5%	1.8%	2.1%
	Between 6 and 7 hours	1.0%	1.0%	0.9%	0.0%	1.4%	1.3%	0.8%	1.0%	0.9%	1.1%	1.1%	0.5%
	Between 8 and 9 hours	0.4%	0.7%	0.2%	0.0%	0.5%	1.3%	0.4%	0.0%	0.5%	0.4%	0.2%	1.5%
	More than 9 hours	1.2%	1.7%	0.7%	0.8%	0.9%	1.3%	1.1%	1.7%	0.6%	2.1%	1.3%	1.0%

			Gender		Age [a]					Social Class [a]		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
iPad tablet computer (Weekday)	Less than 30 minutes	41.3%	37.5%	45.5%	42.0%	52.1%	42.1%	39.0%	35.1%	45.4%	34.3%	42.5%	35.3%
	31-60 minutes	23.8%	27.2%	20.0%	24.1%	16.2%	28.6%	19.5%	29.0%	23.8%	23.8%	24.6%	19.9%
	Between 1 and 2 hours	18.5%	17.5%	19.5%	17.0%	13.2%	14.7%	22.9%	21.4%	17.1%	20.7%	17.9%	21.4%
	Between 2 and 3 hours	8.1%	9.4%	6.7%	11.6%	6.8%	7.9%	8.2%	7.8%	7.5%	9.2%	7.4%	11.4%
	Between 3 and 4 hours	4.3%	4.5%	4.1%	0.9%	5.6%	4.4%	5.1%	3.8%	3.3%	5.9%	4.1%	5.5%
	Between 4 and 5 hours	1.9%	1.7%	2.2%	1.8%	2.1%	1.2%	2.7%	1.7%	1.5%	2.6%	1.7%	3.0%
	Between 5 and 6 hours	0.6%	0.5%	0.9%	0.9%	1.7%	0.4%	0.7%	0.0%	0.5%	0.9%	0.5%	1.5%
	Between 6 and 7 hours	0.2%	0.2%	0.3%	0.0%	0.0%	0.4%	0.7%	0.0%	0.3%	0.2%	0.3%	0.0%
	Between 8 and 9 hours	0.4%	0.6%	0.2%	0.0%	0.9%	0.0%	0.3%	0.6%	0.1%	0.9%	0.4%	0.5%
	More than 9 hours	0.8%	1.1%	0.5%	1.8%	1.3%	0.4%	0.7%	0.6%	0.4%	1.5%	0.7%	1.5%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Samsung Galaxy Tab (Weekday)	Less than 30 minutes	41.1%	35.8%	46.8%	44.7%	47.1%	39.9%	30.2%	44.1%	41.9%	40.1%	44.9%	25.5%
	31-60 minutes	24.1%	26.5%	21.6%	18.4%	16.1%	25.9%	27.5%	28.7%	24.5%	23.8%	24.0%	24.8%
	Between 1 and 2 hours	15.3%	16.6%	13.8%	17.1%	12.9%	16.5%	18.8%	12.8%	14.8%	15.8%	14.1%	20.0%
	Between 2 and 3 hours	8.2%	8.8%	7.5%	6.6%	7.7%	8.9%	11.4%	6.2%	7.8%	8.6%	7.5%	11.0%
	Between 3 and 4 hours	5.9%	6.5%	5.2%	7.9%	8.4%	5.1%	5.4%	4.1%	4.9%	6.9%	5.1%	9.0%
	Between 4 and 5 hours	3.3%	2.9%	3.7%	3.9%	4.5%	2.5%	4.7%	1.5%	3.9%	2.6%	2.7%	5.5%
	Between 5 and 6 hours	1.1%	1.3%	0.9%	0.0%	2.6%	0.6%	0.7%	1.0%	0.8%	1.4%	1.0%	1.4%
	Between 6 and 7 hours	0.3%	0.3%	0.3%	0.0%	0.0%	0.6%	0.0%	0.5%	0.0%	0.6%	0.2%	0.7%
	Between 8 and 9 hours	0.3%	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	1.0%	0.5%	0.0%	0.0%	1.4%
	More than 9 hours	0.5%	1.0%	0.0%	1.3%	0.6%	0.0%	1.3%	0.0%	0.8%	0.3%	0.5%	0.7%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Microsoft Surface (Weekday)	Less than 30 minutes	33.1%	30.6%	36.8%	29.5%	34.2%	34.1%	28.3%	37.1%	38.0%	27.6%	33.3%	32.4%
	31-60 minutes	19.0%	19.4%	18.4%	18.2%	15.1%	18.2%	22.6%	21.4%	14.0%	24.6%	20.5%	14.9%
	Between 1 and 2 hours	18.0%	18.2%	17.5%	13.6%	19.2%	15.9%	22.6%	17.1%	18.7%	17.2%	17.1%	20.3%
	Between 2 and 3 hours	11.6%	12.9%	9.6%	15.9%	11.0%	6.8%	9.4%	14.3%	12.0%	11.2%	11.9%	10.8%
	Between 3 and 4 hours	6.7%	7.6%	5.3%	6.8%	6.8%	11.4%	3.8%	5.7%	3.3%	10.4%	7.1%	5.4%
	Between 4 and 5 hours	5.3%	4.1%	7.0%	13.6%	4.1%	4.5%	5.7%	1.4%	6.0%	4.5%	3.8%	9.5%
	Between 5 and 6 hours	2.8%	2.9%	2.6%	0.0%	5.5%	4.5%	1.9%	1.4%	2.7%	3.0%	2.9%	2.7%
	Between 6 and 7 hours	1.1%	1.2%	0.9%	0.0%	2.7%	2.3%	0.0%	0.0%	2.0%	0.0%	1.0%	1.4%
	Between 8 and 9 hours	1.1%	1.2%	0.9%	2.3%	0.0%	0.0%	1.9%	1.4%	1.3%	0.7%	1.0%	1.4%
	More than 9 hours	1.4%	1.8%	0.9%	0.0%	1.4%	2.3%	3.8%	0.0%	2.0%	0.7%	1.4%	1.4%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Amazon Fire (Weekday)	Less than 30 minutes	34.6%	32.0%	38.6%	36.1%	36.2%	40.0%	29.2%	33.3%	40.0%	28.9%	36.4%	28.4%
	31-60 minutes	17.5%	17.4%	17.5%	11.1%	13.0%	18.0%	23.1%	19.4%	14.0%	21.1%	17.8%	16.4%
	Between 1 and 2 hours	17.1%	16.3%	18.4%	22.2%	11.6%	10.0%	21.5%	20.8%	14.0%	20.4%	17.3%	16.4%
	Between 2 and 3 hours	11.3%	13.5%	7.9%	19.4%	11.6%	8.0%	13.8%	6.9%	14.7%	7.7%	12.4%	7.5%
	Between 3 and 4 hours	8.6%	7.9%	9.6%	8.3%	11.6%	10.0%	4.6%	8.3%	4.0%	13.4%	8.0%	10.4%
	Between 4 and 5 hours	4.8%	3.9%	6.1%	2.8%	5.8%	10.0%	1.5%	4.2%	5.3%	4.2%	3.1%	10.4%
	Between 5 and 6 hours	2.7%	3.9%	0.9%	0.0%	1.4%	4.0%	1.5%	5.6%	3.3%	2.1%	2.2%	4.5%
	Between 6 and 7 hours	2.1%	2.8%	0.9%	0.0%	5.8%	0.0%	3.1%	0.0%	2.7%	1.4%	1.3%	4.5%
	Between 8 and 9 hours	0.3%	0.6%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	0.7%	0.0%	0.4%	0.0%
	More than 9 hours	1.0%	1.7%	0.0%	0.0%	1.4%	0.0%	1.5%	1.4%	1.3%	0.7%	0.9%	1.5%

			Gender		Age [a]					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Kindle Fire (Weekday)	Less than 30 minutes	47.1%	45.8%	48.9%	38.8%	44.1%	59.6%	43.3%	48.1%	50.9%	42.3%	50.8%	29.1%
	31-60 minutes	18.1%	19.4%	16.4%	7.5%	16.1%	12.8%	23.3%	24.0%	15.9%	20.9%	19.4%	11.6%
	Between 1 and 2 hours	14.9%	13.7%	16.4%	19.4%	14.0%	12.8%	17.5%	12.4%	14.5%	15.5%	13.7%	20.9%
	Between 2 and 3 hours	6.4%	7.4%	5.0%	14.9%	1.1%	4.3%	7.5%	6.2%	6.4%	6.4%	5.5%	10.5%
	Between 3 and 4 hours	6.0%	6.0%	5.9%	11.9%	10.8%	6.4%	1.7%	3.1%	3.5%	9.1%	4.8%	11.6%
	Between 4 and 5 hours	3.6%	3.2%	4.1%	4.5%	7.5%	2.1%	0.8%	3.9%	4.2%	2.7%	2.9%	7.0%
	Between 5 and 6 hours	2.2%	2.1%	2.3%	0.0%	4.3%	1.1%	2.5%	2.3%	2.5%	1.8%	1.4%	5.8%
	Between 6 and 7 hours	0.4%	0.4%	0.5%	3.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.5%	0.2%	1.2%
	Between 8 and 9 hours	0.6%	1.1%	0.0%	0.0%	1.1%	1.1%	0.8%	0.0%	1.1%	0.0%	0.5%	1.2%
	More than 9 hours	0.8%	1.1%	0.5%	0.0%	1.1%	0.0%	2.5%	0.0%	0.7%	0.9%	0.7%	1.2%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Tesco Hudl (Weekday)	Less than 30 minutes	36.4%	36.7%	36.1%	32.4%	36.8%	39.7%	36.4%	35.1%	40.3%	31.1%	39.4%	24.3%
	31-60 minutes	23.4%	23.2%	23.8%	17.6%	14.7%	25.6%	26.0%	27.8%	19.4%	29.1%	25.7%	14.3%
	Between 1 and 2 hours	14.1%	14.5%	13.6%	20.6%	8.8%	15.4%	11.7%	16.5%	16.0%	11.5%	11.6%	24.3%
	Between 2 and 3 hours	7.9%	7.7%	8.2%	8.8%	8.8%	5.1%	9.1%	8.2%	8.3%	7.4%	7.4%	10.0%
	Between 3 and 4 hours	6.8%	6.8%	6.8%	14.7%	10.3%	2.6%	6.5%	5.2%	6.3%	7.4%	6.0%	10.0%
	Between 4 and 5 hours	5.9%	5.3%	6.8%	2.9%	8.8%	5.1%	5.2%	6.2%	4.9%	7.4%	4.2%	12.9%
	Between 5 and 6 hours	2.3%	1.4%	3.4%	0.0%	5.9%	2.6%	1.3%	1.0%	1.5%	3.4%	2.5%	1.4%
	Between 6 and 7 hours	1.4%	1.4%	1.4%	2.9%	4.4%	1.3%	0.0%	0.0%	1.5%	1.4%	1.4%	1.4%
	Between 8 and 9 hours	0.3%	0.5%	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.7%	0.4%	0.0%
	More than 9 hours	1.4%	2.4%	0.0%	0.0%	1.5%	1.3%	3.9%	0.0%	1.9%	0.7%	1.4%	1.4%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class [a]		Ethnicity*.203	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Other tablet computer (Weekday)	Less than 30 minutes	46.2%	43.7%	48.9%	45.5%	48.7%	47.7%	45.2%	44.7%	51.5%	40.6%	48.7%	33.0%
	31-60 minutes	20.5%	21.1%	19.7%	19.7%	16.8%	24.6%	22.9%	18.1%	15.5%	25.7%	20.9%	18.3%
	Between 1 and 2 hours	14.4%	15.7%	13.0%	7.6%	11.5%	11.5%	14.6%	20.1%	14.0%	14.9%	14.0%	16.5%
	Between 2 and 3 hours	8.0%	7.4%	8.6%	12.1%	8.0%	7.7%	7.0%	7.5%	7.9%	8.0%	7.6%	10.1%
	Between 3 and 4 hours	4.5%	4.9%	4.1%	10.6%	7.1%	3.1%	3.2%	3.0%	3.8%	5.3%	3.4%	10.1%
	Between 4 and 5 hours	2.9%	2.9%	2.9%	4.5%	5.3%	2.3%	1.3%	2.5%	3.8%	1.9%	2.0%	7.3%
	Between 5 and 6 hours	1.2%	1.4%	1.0%	0.0%	0.9%	0.0%	1.9%	2.0%	1.8%	0.6%	1.1%	1.8%
	Between 6 and 7 hours	0.6%	0.9%	0.3%	0.0%	0.9%	0.8%	0.6%	0.5%	0.0%	1.2%	0.7%	0.0%
	Between 8 and 9 hours	0.3%	0.0%	0.6%	0.0%	0.0%	0.8%	0.0%	0.5%	0.3%	0.3%	0.2%	0.9%
	More than 9 hours	1.5%	2.0%	1.0%	0.0%	0.9%	1.5%	3.2%	1.0%	1.5%	1.5%	1.4%	1.8%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
iPhone (Weekday)	Less than 30 minutes	58.1%	54.9%	61.8%	50.0%	55.0%	56.9%	58.6%	63.8%	63.3%	50.0%	62.8%	39.1%
	31-60 minutes	15.4%	15.7%	15.1%	13.0%	14.1%	18.6%	16.7%	14.0%	13.6%	18.3%	14.3%	19.8%
	Between 1 and 2 hours	10.5%	11.3%	9.4%	13.0%	10.5%	12.2%	8.1%	10.2%	9.7%	11.6%	9.2%	15.6%
	Between 2 and 3 hours	6.4%	7.3%	5.4%	11.0%	5.8%	5.9%	6.8%	5.3%	5.4%	7.9%	5.7%	9.4%
	Between 3 and 4 hours	4.9%	5.4%	4.3%	8.0%	7.9%	4.8%	3.6%	2.6%	3.9%	6.3%	4.0%	8.3%
	Between 4 and 5 hours	2.2%	1.9%	2.5%	1.0%	5.2%	1.1%	1.4%	1.9%	2.2%	2.1%	1.8%	3.6%
	Between 5 and 6 hours	1.1%	1.3%	0.9%	2.0%	0.0%	0.0%	3.2%	0.8%	0.7%	1.9%	0.9%	2.1%
	Between 6 and 7 hours	0.4%	0.6%	0.2%	0.0%	0.5%	0.0%	0.9%	0.4%	0.5%	0.3%	0.4%	0.5%
	Between 8 and 9 hours	0.5%	0.8%	0.2%	1.0%	0.5%	0.5%	0.0%	0.8%	0.3%	0.8%	0.5%	0.5%
	More than 9 hours	0.5%	0.8%	0.2%	1.0%	0.5%	0.0%	0.9%	0.4%	0.3%	0.8%	0.4%	1.0%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity*.185	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Samsung Galaxy (Weekday)	Less than 30 minutes	56.5%	50.4%	63.3%	51.2%	53.0%	55.9%	56.4%	62.5%	60.0%	52.2%	60.4%	41.6%
	31-60 minutes	16.3%	18.3%	14.0%	8.1%	15.2%	19.6%	17.3%	17.4%	13.8%	19.4%	16.1%	16.8%
	Between 1 and 2 hours	11.1%	13.3%	8.7%	16.3%	9.9%	10.5%	12.2%	9.2%	12.0%	10.0%	9.5%	17.4%
	Between 2 and 3 hours	6.0%	5.3%	6.7%	11.6%	7.3%	4.9%	5.8%	3.3%	5.3%	6.9%	5.3%	8.7%
	Between 3 and 4 hours	3.8%	5.0%	2.3%	2.3%	7.9%	2.1%	2.6%	3.3%	3.3%	4.4%	3.3%	5.4%
	Between 4 and 5 hours	2.5%	2.9%	2.0%	4.7%	3.3%	2.8%	1.3%	1.6%	2.8%	2.2%	1.9%	4.7%
	Between 5 and 6 hours	1.8%	2.4%	1.2%	3.5%	1.3%	0.7%	2.6%	1.6%	1.0%	2.8%	1.6%	2.7%
	Between 6 and 7 hours	0.6%	0.5%	0.6%	0.0%	0.0%	1.4%	0.6%	0.5%	0.5%	0.6%	0.5%	0.7%
	Between 8 and 9 hours	0.4%	0.3%	0.6%	1.2%	0.7%	0.7%	0.0%	0.0%	0.3%	0.6%	0.5%	0.0%
	More than 9 hours	1.1%	1.6%	0.6%	1.2%	1.3%	1.4%	1.3%	0.5%	1.3%	0.9%	0.9%	2.0%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
HTC (Weekday)	Less than 30 minutes	44.6%	41.4%	48.4%	35.6%	39.0%	48.3%	50.0%	47.7%	48.3%	40.4%	46.1%	40.2%
	31-60 minutes	15.2%	17.2%	12.9%	11.1%	13.4%	15.5%	13.2%	20.5%	11.7%	19.3%	17.7%	8.0%
	Between 1 and 2 hours	12.3%	12.4%	12.3%	11.1%	14.6%	10.3%	13.2%	11.4%	12.8%	11.8%	12.2%	12.6%
	Between 2 and 3 hours	9.1%	8.6%	9.7%	15.6%	11.0%	6.9%	7.4%	6.8%	10.0%	8.1%	7.5%	13.8%
	Between 3 and 4 hours	6.2%	8.1%	3.9%	13.3%	6.1%	6.9%	5.9%	2.3%	6.1%	6.2%	5.5%	8.0%
	Between 4 and 5 hours	5.9%	4.8%	7.1%	8.9%	9.8%	5.2%	2.9%	3.4%	6.1%	5.6%	5.9%	5.7%
	Between 5 and 6 hours	3.8%	4.3%	3.2%	4.4%	2.4%	3.4%	2.9%	5.7%	2.8%	5.0%	2.8%	6.9%
	Between 6 and 7 hours	0.6%	0.0%	1.3%	0.0%	0.0%	1.7%	1.5%	0.0%	0.6%	0.6%	0.4%	1.1%
	Between 8 and 9 hours	1.2%	1.1%	1.3%	0.0%	1.2%	1.7%	1.5%	1.1%	0.6%	1.9%	1.2%	1.1%
	More than 9 hours	1.2%	2.2%	0.0%	0.0%	2.4%	0.0%	1.5%	1.1%	1.1%	1.2%	0.8%	2.3%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Nokia (Weekday)	Less than 30 minutes	45.1%	41.1%	50.4%	41.3%	44.9%	38.6%	50.8%	47.1%	46.3%	44.0%	49.8%	29.3%
	31-60 minutes	16.7%	20.5%	11.5%	6.5%	13.0%	28.1%	18.5%	16.1%	14.1%	18.9%	14.9%	22.7%
	Between 1 and 2 hours	11.7%	13.0%	10.1%	15.2%	13.0%	7.0%	9.2%	13.8%	11.4%	12.0%	11.6%	12.0%
	Between 2 and 3 hours	8.0%	7.6%	8.6%	17.4%	5.8%	8.8%	4.6%	6.9%	9.4%	6.9%	6.0%	14.7%
	Between 3 and 4 hours	7.7%	7.0%	8.6%	19.6%	7.2%	7.0%	3.1%	5.7%	6.0%	9.1%	8.8%	4.0%
	Between 4 and 5 hours	3.7%	5.4%	1.4%	0.0%	8.7%	1.8%	1.5%	4.6%	4.7%	2.9%	3.2%	5.3%
	Between 5 and 6 hours	3.1%	1.6%	5.0%	0.0%	2.9%	3.5%	6.2%	2.3%	2.7%	3.4%	2.4%	5.3%
	Between 6 and 7 hours	2.2%	2.2%	2.2%	0.0%	2.9%	1.8%	3.1%	2.3%	2.0%	2.3%	2.0%	2.7%
	Between 8 and 9 hours	0.9%	0.5%	1.4%	0.0%	0.0%	3.5%	0.0%	1.1%	2.0%	0.0%	0.8%	1.3%
	More than 9 hours	0.9%	1.1%	0.7%	0.0%	1.4%	0.0%	3.1%	0.0%	1.3%	0.6%	0.4%	2.7%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Sony (Weekday)	Less than 30 minutes	43.4%	41.5%	46.4%	39.5%	42.5%	49.3%	48.1%	37.0%	47.5%	39.2%	46.1%	34.6%
	31-60 minutes	17.1%	17.9%	15.9%	11.6%	15.0%	16.4%	16.5%	23.5%	14.0%	20.5%	19.7%	8.6%
	Between 1 and 2 hours	14.0%	13.7%	14.5%	18.6%	12.5%	11.9%	16.5%	12.3%	16.2%	11.7%	11.5%	22.2%
	Between 2 and 3 hours	9.4%	10.4%	8.0%	16.3%	7.5%	7.5%	6.3%	12.3%	6.7%	12.3%	9.3%	9.9%
	Between 3 and 4 hours	5.4%	5.2%	5.8%	9.3%	7.5%	6.0%	1.3%	4.9%	3.4%	7.6%	4.8%	7.4%
	Between 4 and 5 hours	3.4%	3.3%	3.6%	2.3%	3.8%	3.0%	3.8%	3.7%	4.5%	2.3%	2.2%	7.4%
	Between 5 and 6 hours	2.9%	2.8%	2.9%	2.3%	3.8%	3.0%	3.8%	1.2%	2.2%	3.5%	2.6%	3.7%
	Between 6 and 7 hours	1.1%	1.4%	0.7%	0.0%	5.0%	0.0%	0.0%	0.0%	1.7%	0.6%	1.1%	1.2%
	Between 8 and 9 hours	1.1%	0.9%	1.4%	0.0%	0.0%	1.5%	2.5%	1.2%	1.1%	1.2%	1.1%	1.2%
	More than 9 hours	2.0%	2.8%	0.7%	0.0%	2.5%	1.5%	1.3%	3.7%	2.8%	1.2%	1.5%	3.7%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Other Smartphone (Weekday)	Less than 30 minutes	48.6%	46.2%	51.9%	39.5%	43.3%	53.0%	51.6%	51.2%	52.9%	44.4%	52.0%	36.2%
	31-60 minutes	17.2%	16.7%	18.0%	18.6%	8.3%	24.2%	15.6%	18.6%	11.5%	22.8%	16.4%	20.3%
	Between 1 and 2 hours	8.8%	9.1%	8.3%	16.3%	6.7%	4.5%	10.9%	8.1%	7.0%	10.5%	9.2%	7.2%
	Between 2 and 3 hours	11.3%	11.8%	10.5%	18.6%	13.3%	9.1%	9.4%	9.3%	10.8%	11.7%	9.2%	18.8%
	Between 3 and 4 hours	6.3%	7.0%	5.3%	2.3%	13.3%	3.0%	3.1%	8.1%	7.0%	5.6%	6.4%	5.8%
	Between 4 and 5 hours	3.1%	2.7%	3.8%	0.0%	6.7%	4.5%	4.7%	0.0%	4.5%	1.9%	2.8%	4.3%
	Between 5 and 6 hours	2.5%	3.8%	0.8%	2.3%	1.7%	1.5%	3.1%	3.5%	2.5%	2.5%	2.0%	4.3%
	Between 6 and 7 hours	0.6%	0.5%	0.8%	2.3%	1.7%	0.0%	0.0%	0.0%	1.3%	0.0%	0.4%	1.4%
	Between 8 and 9 hours	0.6%	1.1%	0.0%	0.0%	1.7%	0.0%	0.0%	1.2%	1.3%	0.0%	0.8%	0.0%
	More than 9 hours	0.9%	1.1%	0.8%	0.0%	3.3%	0.0%	1.6%	0.0%	1.3%	0.6%	0.8%	1.4%

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Xbox (Weekday)	Less than 30 minutes	45.3%	43.4%	47.5%	39.0%	50.0%	53.0%	42.5%	42.4%	45.8%	44.7%	47.7%	32.6%
	31-60 minutes	19.1%	18.2%	20.1%	13.4%	13.0%	20.5%	19.4%	23.7%	19.8%	18.4%	20.1%	14.0%
	Between 1 and 2 hours	15.5%	17.3%	13.4%	23.2%	9.6%	11.4%	14.0%	20.0%	15.7%	15.4%	14.7%	20.2%
	Between 2 and 3 hours	8.3%	8.8%	7.8%	14.6%	8.9%	5.3%	9.7%	6.5%	7.5%	9.3%	7.6%	12.4%
	Between 3 and 4 hours	4.0%	4.8%	3.1%	3.7%	5.5%	2.3%	5.4%	3.3%	3.6%	4.5%	4.1%	3.9%
	Between 4 and 5 hours	4.0%	3.0%	5.3%	4.9%	5.5%	5.3%	4.8%	1.6%	4.3%	3.7%	3.5%	7.0%
	Between 5 and 6 hours	1.1%	1.4%	0.8%	1.2%	1.4%	0.0%	1.6%	1.2%	1.0%	1.3%	0.8%	3.1%
	Between 6 and 7 hours	1.6%	1.8%	1.4%	0.0%	4.1%	2.3%	1.6%	0.4%	1.7%	1.6%	0.9%	5.4%
	Between 8 and 9 hours	0.5%	0.5%	0.6%	0.0%	1.4%	0.0%	0.5%	0.4%	0.2%	0.8%	0.5%	0.8%
	More than 9 hours	0.4%	0.7%	0.0%	0.0%	0.7%	0.0%	0.5%	0.4%	0.5%	0.3%	0.3%	0.8%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity**.227	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Playstation (Weekday)	Less than 30 minutes	51.1%	47.9%	55.2%	44.3%	47.7%	56.8%	47.6%	54.6%	53.7%	47.9%	53.8%	38.6%
	31-60 minutes	15.6%	16.1%	14.9%	15.2%	13.4%	15.5%	13.9%	18.3%	13.8%	17.8%	17.0%	9.0%
	Between 1 and 2 hours	13.0%	14.8%	10.7%	16.5%	8.7%	13.5%	17.6%	10.8%	12.9%	13.2%	11.7%	19.3%
	Between 2 and 3 hours	8.7%	10.5%	6.5%	15.2%	10.1%	3.4%	10.2%	8.0%	8.7%	8.8%	8.4%	10.3%
	Between 3 and 4 hours	4.7%	3.7%	5.9%	2.5%	8.1%	5.4%	5.3%	2.4%	3.3%	6.3%	4.2%	6.9%
	Between 4 and 5 hours	1.7%	1.7%	1.7%	1.3%	2.7%	0.7%	1.1%	2.4%	2.0%	1.4%	1.3%	3.4%
	Between 5 and 6 hours	2.6%	2.6%	2.5%	3.8%	4.0%	3.4%	2.7%	0.8%	2.4%	2.7%	1.5%	7.6%
	Between 6 and 7 hours	1.5%	1.5%	1.4%	1.3%	2.7%	1.4%	0.5%	1.6%	1.8%	1.1%	1.2%	2.8%
	Between 8 and 9 hours	0.4%	0.0%	0.8%	0.0%	2.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.3%	0.7%
	More than 9 hours	0.7%	1.1%	0.3%	0.0%	0.7%	0.0%	1.1%	1.2%	0.7%	0.8%	0.6%	1.4%

			Gender		Age [a]					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Nintendo Wii or WiiU (Weekday)	Less than 30 minutes	57.7%	53.9%	61.9%	45.9%	56.6%	61.7%	57.4%	59.1%	60.2%	54.2%	60.4%	41.8%
	31-60 minutes	16.7%	18.4%	14.8%	16.5%	10.1%	19.7%	17.4%	17.9%	15.5%	18.4%	17.5%	12.3%
	Between 1 and 2 hours	11.2%	12.2%	10.1%	15.3%	12.6%	8.2%	14.0%	9.1%	12.1%	10.0%	10.2%	17.1%
	Between 2 and 3 hours	5.4%	5.6%	5.2%	11.8%	3.1%	3.8%	3.3%	7.3%	4.7%	6.4%	4.7%	9.6%
	Between 3 and 4 hours	3.0%	3.4%	2.6%	3.5%	5.7%	1.1%	3.7%	2.1%	2.1%	4.3%	3.0%	2.7%
	Between 4 and 5 hours	2.4%	2.4%	2.4%	1.2%	4.4%	2.7%	1.2%	2.4%	2.9%	1.7%	1.8%	6.2%
	Between 5 and 6 hours	1.8%	2.1%	1.5%	3.5%	2.5%	1.1%	2.1%	1.2%	0.9%	3.1%	1.2%	5.5%
	Between 6 and 7 hours	1.2%	1.3%	1.1%	1.2%	3.8%	1.1%	0.4%	0.6%	1.2%	1.2%	0.8%	3.4%
	Between 8 and 9 hours	0.2%	0.0%	0.4%	0.0%	0.6%	0.5%	0.0%	0.0%	0.2%	0.2%	0.1%	0.7%
	More than 9 hours	0.4%	0.7%	0.0%	1.2%	0.6%	0.0%	0.4%	0.3%	0.3%	0.5%	0.4%	0.7%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
PSP (Weekday)	Less than 30 minutes	43.2%	41.8%	45.3%	35.8%	40.4%	48.8%	45.5%	42.5%	47.1%	38.5%	45.3%	36.1%
	31-60 minutes	17.4%	17.5%	17.2%	17.0%	13.5%	15.5%	18.8%	20.1%	15.4%	19.7%	19.0%	12.0%
	Between 1 and 2 hours	16.7%	17.1%	16.1%	20.8%	14.6%	13.1%	14.3%	20.9%	15.1%	18.8%	15.7%	20.4%
	Between 2 and 3 hours	6.8%	7.5%	5.7%	7.5%	5.6%	7.1%	7.1%	6.7%	5.8%	8.0%	7.1%	5.6%
	Between 3 and 4 hours	5.7%	5.7%	5.7%	5.7%	11.2%	6.0%	4.5%	3.0%	5.8%	5.6%	4.7%	9.3%
	Between 4 and 5 hours	4.4%	4.6%	4.2%	5.7%	6.7%	3.6%	4.5%	3.0%	4.6%	4.2%	3.8%	6.5%
	Between 5 and 6 hours	1.9%	1.4%	2.6%	3.8%	2.2%	0.0%	2.7%	1.5%	2.3%	1.4%	1.4%	3.7%
	Between 6 and 7 hours	1.9%	2.5%	1.0%	1.9%	2.2%	3.6%	0.9%	1.5%	1.9%	1.9%	1.6%	2.8%
	Between 8 and 9 hours	1.1%	0.7%	1.6%	0.0%	2.2%	1.2%	0.9%	0.7%	1.2%	0.9%	0.8%	1.9%
	More than 9 hours	0.8%	1.1%	0.5%	1.9%	1.1%	1.2%	0.9%	0.0%	0.8%	0.9%	0.5%	1.9%

			Gender		Age [a]					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Nintendo DS (Weekday)	Less than 30 minutes	51.4%	48.8%	54.6%	47.0%	49.6%	59.2%	49.5%	50.9%	52.8%	49.9%	53.5%	39.5%
	31-60 minutes	19.3%	22.1%	15.9%	18.1%	14.1%	19.0%	18.9%	22.5%	20.6%	17.8%	19.3%	19.4%
	Between 1 and 2 hours	11.6%	12.2%	11.0%	7.2%	8.9%	6.1%	15.8%	14.2%	9.8%	13.7%	12.1%	9.3%
	Between 2 and 3 hours	7.5%	6.6%	8.6%	15.7%	8.1%	6.1%	7.1%	5.9%	7.0%	8.1%	7.1%	10.1%
	Between 3 and 4 hours	4.4%	4.3%	4.4%	8.4%	7.4%	4.8%	3.1%	2.4%	4.3%	4.4%	3.6%	8.5%
	Between 4 and 5 hours	2.1%	2.1%	2.1%	1.2%	2.2%	1.4%	2.6%	2.4%	1.8%	2.4%	1.9%	3.1%
	Between 5 and 6 hours	1.9%	1.9%	1.8%	2.4%	5.2%	1.4%	2.0%	0.3%	1.6%	2.2%	1.2%	5.4%
	Between 6 and 7 hours	1.1%	1.3%	0.8%	0.0%	2.2%	0.7%	0.5%	1.4%	1.1%	1.0%	1.0%	1.6%
	Between 8 and 9 hours	0.2%	0.0%	0.5%	0.0%	0.7%	0.7%	0.0%	0.0%	0.2%	0.2%	0.0%	1.6%
	More than 9 hours	0.5%	0.6%	0.3%	0.0%	1.5%	0.7%	0.5%	0.0%	0.7%	0.2%	0.3%	1.6%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
PC or Laptop (Weekday)	Less than 30 minutes	58.9%	57.0%	60.9%	46.6%	57.5%	65.4%	58.6%	59.1%	61.4%	55.4%	62.8%	39.6%
	31-60 minutes	17.0%	18.8%	15.1%	16.1%	11.4%	16.4%	16.6%	20.9%	16.2%	18.1%	16.8%	17.8%
	Between 1 and 2 hours	10.3%	9.4%	11.1%	14.4%	9.6%	8.6%	11.8%	9.4%	9.6%	11.2%	9.2%	15.7%
	Between 2 and 3 hours	6.7%	7.2%	6.1%	11.0%	8.3%	4.1%	7.0%	6.0%	6.8%	6.6%	5.5%	12.6%
	Between 3 and 4 hours	3.0%	2.8%	3.2%	5.1%	5.3%	2.6%	2.2%	2.1%	2.0%	4.3%	2.6%	5.2%
	Between 4 and 5 hours	1.5%	1.4%	1.7%	3.4%	3.5%	0.7%	1.0%	0.9%	1.5%	1.6%	1.3%	2.6%
	Between 5 and 6 hours	0.8%	0.8%	0.8%	0.8%	1.3%	0.4%	1.3%	0.5%	0.9%	0.7%	0.8%	0.9%
	Between 6 and 7 hours	0.9%	1.3%	0.5%	0.0%	1.8%	0.7%	1.0%	0.7%	0.5%	1.4%	0.6%	2.2%
	Between 8 and 9 hours	0.4%	0.4%	0.3%	0.8%	0.9%	0.4%	0.0%	0.2%	0.6%	0.0%	0.2%	1.3%
	More than 9 hours	0.6%	0.8%	0.3%	1.7%	0.4%	0.7%	0.6%	0.2%	0.5%	0.7%	0.3%	2.2%

			Gender		Age [a]					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
E-Reader (Weekday)	Less than 30 minutes	54.7%	51.1%	59.1%	45.3%	50.9%	68.8%	49.6%	56.4%	60.8%	46.0%	58.0%	36.6%
	31-60 minutes	14.4%	16.7%	11.6%	20.0%	9.6%	9.8%	15.1%	17.6%	12.7%	16.8%	14.6%	12.9%
	Between 1 and 2 hours	12.4%	12.5%	12.3%	10.7%	12.3%	7.1%	18.0%	12.1%	10.4%	15.2%	11.1%	19.4%
	Between 2 and 3 hours	6.3%	6.4%	6.2%	13.3%	3.5%	5.4%	5.8%	6.1%	6.2%	6.4%	5.7%	9.7%
	Between 3 and 4 hours	6.1%	6.7%	5.4%	8.0%	9.6%	5.4%	5.0%	4.2%	4.5%	8.4%	5.7%	8.6%
	Between 4 and 5 hours	2.1%	2.1%	2.2%	0.0%	5.3%	0.9%	2.2%	1.8%	2.0%	2.4%	1.6%	5.4%
	Between 5 and 6 hours	1.7%	1.8%	1.4%	1.3%	2.6%	0.0%	3.6%	0.6%	1.1%	2.4%	1.6%	2.2%
	Between 6 and 7 hours	1.3%	1.8%	0.7%	0.0%	2.6%	2.7%	0.0%	1.2%	0.8%	2.0%	1.0%	3.2%
	Between 8 and 9 hours	0.3%	0.0%	0.7%	0.0%	1.8%	0.0%	0.0%	0.0%	0.6%	0.0%	0.4%	0.0%
	More than 9 hours	0.7%	0.9%	0.4%	1.3%	1.8%	0.0%	0.7%	0.0%	0.8%	0.4%	0.4%	2.2%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class [a]		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
PVR or Digital Video Recorder (Weekday)	Less than 30 minutes	47.9%	43.2%	52.8%	41.3%	47.9%	48.3%	45.1%	51.2%	52.5%	41.8%	49.3%	38.6%
	31-60 minutes	18.1%	20.6%	15.4%	13.3%	13.7%	17.4%	18.5%	21.8%	16.7%	19.9%	18.8%	13.2%
	Between 1 and 2 hours	15.8%	16.4%	15.2%	25.3%	12.3%	9.9%	21.0%	15.1%	15.7%	16.0%	14.8%	22.8%
	Between 2 and 3 hours	8.2%	8.4%	8.1%	8.0%	8.9%	12.8%	7.7%	5.6%	7.6%	9.0%	7.5%	13.2%
	Between 3 and 4 hours	4.6%	4.9%	4.3%	9.3%	7.5%	4.1%	2.6%	3.5%	2.2%	7.7%	4.6%	4.4%
	Between 4 and 5 hours	2.5%	2.7%	2.4%	1.3%	4.1%	4.7%	2.6%	0.7%	2.6%	2.4%	2.9%	0.0%
	Between 5 and 6 hours	1.5%	2.2%	0.7%	0.0%	2.1%	1.7%	1.0%	1.8%	1.4%	1.6%	1.1%	4.4%
	Between 6 and 7 hours	0.8%	0.9%	0.7%	1.3%	2.1%	0.6%	0.5%	0.4%	0.8%	0.8%	0.5%	2.6%
	Between 8 and 9 hours	0.2%	0.2%	0.2%	0.0%	0.7%	0.0%	0.5%	0.0%	0.0%	0.5%	0.3%	0.0%
	More than 9 hours	0.3%	0.4%	0.2%	0.0%	0.7%	0.6%	0.5%	0.0%	0.4%	0.3%	0.3%	0.9%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age [a]					Social Class [a]		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
DVD Recorder (Weekday)	Less than 30 minutes	51.4%	52.5%	50.2%	35.9%	48.1%	52.2%	52.5%	56.3%	57.8%	42.9%	53.1%	42.8%
	31-60 minutes	19.0%	20.1%	17.7%	12.8%	15.3%	19.5%	22.5%	19.5%	17.6%	20.8%	19.8%	14.5%
	Between 1 and 2 hours	13.3%	11.8%	14.9%	23.1%	8.4%	15.7%	9.8%	14.0%	10.8%	16.6%	13.2%	13.8%
	Between 2 and 3 hours	6.5%	5.2%	8.0%	11.5%	12.2%	3.1%	7.4%	3.7%	6.4%	6.6%	5.2%	13.0%
	Between 3 and 4 hours	4.3%	4.1%	4.5%	7.7%	6.9%	3.1%	4.4%	2.6%	3.3%	5.5%	3.7%	7.2%
	Between 4 and 5 hours	2.4%	2.3%	2.5%	6.4%	0.8%	5.0%	0.5%	1.8%	1.9%	3.0%	2.4%	2.2%
	Between 5 and 6 hours	1.2%	2.0%	0.2%	1.3%	2.3%	0.6%	0.5%	1.5%	0.6%	1.9%	1.1%	1.4%
	Between 6 and 7 hours	0.8%	0.5%	1.2%	0.0%	2.3%	0.6%	1.0%	0.4%	1.0%	0.6%	0.6%	2.2%
	Between 8 and 9 hours	0.2%	0.0%	0.5%	0.0%	0.8%	0.0%	0.5%	0.0%	0.0%	0.6%	0.3%	0.0%
	More than 9 hours	0.9%	1.6%	0.2%	1.3%	3.1%	0.0%	1.0%	0.4%	0.6%	1.4%	0.6%	2.9%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age [a]					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
BluRay (Weekday)	Less than 30 minutes	51.7%	50.8%	52.8%	41.3%	49.7%	55.8%	51.8%	53.8%	56.6%	44.9%	53.4%	42.4%
	31-60 minutes	16.6%	17.8%	15.2%	13.3%	15.5%	13.6%	15.3%	21.2%	15.5%	18.2%	17.0%	14.4%
	Between 1 and 2 hours	15.1%	15.2%	14.9%	17.3%	11.6%	17.0%	18.8%	12.7%	14.4%	16.0%	14.7%	16.9%
	Between 2 and 3 hours	5.1%	3.7%	6.7%	10.7%	3.9%	3.4%	7.1%	3.8%	4.8%	5.5%	4.2%	10.2%
	Between 3 and 4 hours	5.5%	6.3%	4.5%	8.0%	7.1%	6.1%	3.5%	4.7%	4.4%	7.1%	5.1%	7.6%
	Between 4 and 5 hours	2.7%	2.1%	3.4%	6.7%	5.2%	2.0%	0.0%	2.1%	1.5%	4.3%	2.9%	1.7%
	Between 5 and 6 hours	1.4%	2.1%	0.6%	0.0%	1.9%	0.7%	2.9%	0.8%	1.3%	1.5%	1.1%	3.4%
	Between 6 and 7 hours	0.9%	0.7%	1.1%	0.0%	1.9%	1.4%	0.0%	0.8%	0.9%	0.9%	0.9%	0.8%
	Between 8 and 9 hours	0.1%	0.0%	0.3%	1.3%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.2%	0.0%
	More than 9 hours	0.9%	1.2%	0.6%	1.3%	3.2%	0.0%	0.6%	0.0%	0.4%	1.5%	0.6%	2.5%

			Gender		Age					Social Class [a]		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Digital Radio or DAB Radio (Weekday)	Less than 30 minutes	58.2%	56.6%	60.0%	44.9%	55.8%	63.9%	57.2%	61.1%	62.8%	51.8%	60.0%	48.3%
	31-60 minutes	14.9%	17.1%	12.3%	12.8%	13.8%	12.5%	17.9%	15.4%	10.8%	20.6%	15.6%	11.0%
	Between 1 and 2 hours	9.7%	9.4%	10.1%	14.1%	9.4%	6.9%	9.8%	10.1%	10.4%	8.9%	9.5%	11.0%
	Between 2 and 3 hours	7.2%	5.8%	8.8%	15.4%	8.0%	5.6%	8.1%	4.5%	8.8%	4.9%	5.9%	14.4%
	Between 3 and 4 hours	4.7%	4.6%	4.9%	2.6%	5.1%	4.9%	3.5%	6.1%	2.9%	7.4%	4.7%	5.1%
	Between 4 and 5 hours	2.6%	3.6%	1.4%	6.4%	3.6%	2.8%	1.2%	1.6%	2.2%	3.1%	2.1%	5.1%
	Between 5 and 6 hours	1.4%	1.7%	1.1%	2.6%	0.7%	1.4%	1.7%	1.2%	0.7%	2.5%	1.4%	1.7%
	Between 6 and 7 hours	0.4%	0.0%	0.8%	0.0%	1.4%	0.7%	0.0%	0.0%	0.4%	0.3%	0.3%	0.8%
	Between 8 and 9 hours	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	More than 9 hours	0.9%	1.2%	0.5%	1.3%	2.2%	1.4%	0.6%	0.0%	1.1%	0.6%	0.6%	2.5%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Portable Media Player (Weekday)	Less than 30 minutes	51.2%	46.6%	56.5%	43.7%	45.6%	57.3%	56.9%	49.3%	57.5%	43.6%	53.5%	41.1%
	31-60 minutes	15.6%	18.2%	12.5%	15.5%	11.4%	15.4%	15.4%	19.1%	11.9%	20.1%	16.6%	11.2%
	Between 1 and 2 hours	12.5%	10.9%	14.4%	18.3%	13.2%	7.7%	12.3%	13.2%	11.6%	13.6%	11.7%	15.9%
	Between 2 and 3 hours	8.0%	9.3%	6.6%	9.9%	12.3%	7.7%	6.9%	5.3%	8.4%	7.6%	6.3%	15.9%
	Between 3 and 4 hours	6.0%	7.0%	4.8%	5.6%	7.9%	4.3%	4.6%	7.2%	3.8%	8.7%	6.5%	3.7%
	Between 4 and 5 hours	2.4%	2.9%	1.8%	2.8%	2.6%	2.6%	0.8%	3.3%	2.2%	2.7%	1.9%	4.7%
	Between 5 and 6 hours	1.9%	2.2%	1.5%	2.8%	1.8%	3.4%	1.5%	0.7%	2.5%	1.1%	1.7%	2.8%
	Between 6 and 7 hours	1.2%	1.6%	0.7%	0.0%	1.8%	0.9%	0.8%	2.0%	1.3%	1.1%	0.8%	2.8%
	Between 8 and 9 hours	0.3%	0.3%	0.4%	0.0%	0.9%	0.9%	0.0%	0.0%	0.3%	0.4%	0.2%	0.9%
	More than 9 hours	0.9%	1.0%	0.7%	1.4%	2.6%	0.0%	0.8%	0.0%	0.6%	1.1%	0.8%	0.9%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Tablet computer specifically for children (Weekday)	Less than 30 minutes	35.7%	35.7%	35.7%	30.6%	37.4%	38.8%	34.6%	35.2%	37.8%	33.4%	36.0%	34.1%
	31-60 minutes	23.8%	22.6%	25.1%	17.3%	17.9%	27.6%	23.2%	27.3%	23.9%	23.7%	25.9%	13.2%
	Between 1 and 2 hours	18.7%	17.6%	19.9%	26.5%	13.4%	17.9%	21.9%	17.4%	19.7%	17.6%	18.4%	20.4%
	Between 2 and 3 hours	9.4%	10.2%	8.4%	13.3%	14.0%	4.6%	10.5%	7.6%	8.5%	10.4%	8.4%	14.4%
	Between 3 and 4 hours	5.7%	5.9%	5.5%	6.1%	8.4%	4.6%	5.5%	4.9%	4.3%	7.3%	5.3%	7.8%
	Between 4 and 5 hours	2.9%	2.8%	2.9%	3.1%	2.8%	3.6%	1.3%	3.6%	3.0%	2.7%	3.0%	2.4%
	Between 5 and 6 hours	1.2%	1.7%	0.6%	0.0%	2.2%	1.0%	0.4%	1.6%	0.9%	1.5%	0.9%	2.4%
	Between 6 and 7 hours	1.1%	1.5%	0.6%	1.0%	1.1%	1.5%	0.8%	1.0%	1.3%	0.8%	0.8%	2.4%
	Between 8 and 9 hours	0.3%	0.6%	0.0%	0.0%	1.1%	0.5%	0.0%	0.0%	0.2%	0.4%	0.1%	1.2%
	More than 9 hours	1.3%	1.3%	1.2%	2.0%	1.7%	0.0%	1.7%	1.3%	0.4%	2.3%	1.2%	1.8%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity*.183	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
MP3 player / iPod used to play music (Weekday)	Less than 30 minutes	57.2%	56.1%	58.4%	55.6%	55.6%	63.5%	55.2%	56.3%	61.5%	51.6%	59.4%	45.1%
	31-60 minutes	14.6%	14.9%	14.2%	12.2%	11.2%	13.8%	15.5%	17.6%	13.1%	16.5%	15.5%	9.8%
	Between 1 and 2 hours	11.9%	12.0%	11.7%	10.0%	11.2%	8.8%	13.4%	13.9%	11.9%	11.9%	10.9%	17.3%
	Between 2 and 3 hours	5.9%	6.5%	5.2%	8.9%	7.1%	3.8%	6.2%	5.0%	5.4%	6.5%	5.6%	7.5%
	Between 3 and 4 hours	5.3%	3.6%	7.2%	6.7%	8.3%	4.4%	6.2%	2.5%	3.1%	8.1%	4.6%	9.0%
	Between 4 and 5 hours	1.5%	2.0%	1.0%	2.2%	2.4%	1.9%	0.0%	1.7%	1.3%	1.9%	1.1%	3.8%
	Between 5 and 6 hours	1.8%	2.2%	1.2%	2.2%	1.2%	1.9%	1.5%	2.1%	2.1%	1.4%	1.4%	3.8%
	Between 6 and 7 hours	0.6%	0.9%	0.2%	1.1%	0.6%	0.6%	0.5%	0.4%	0.4%	0.8%	0.4%	1.5%
	Between 8 and 9 hours	0.6%	0.9%	0.2%	0.0%	0.6%	1.3%	0.5%	0.4%	0.8%	0.3%	0.4%	1.5%
	More than 9 hours	0.7%	0.9%	0.5%	1.1%	1.8%	0.0%	1.0%	0.0%	0.4%	1.1%	0.7%	0.8%

A-Q4: On a normal weekend day, how much time does your child spend using the devices they have access to?

A-Q4a – All respondents, usage by device

Notes: Percentages out of those who have access to each device, e.g. 37.8% of parents who said their children had access to an iPad went on to say that their child uses it for less than 30 minutes on a typical weekend day

	Standard T (Weekend)	A television connected internet (Weekend)	iPad tablet computer (Weekend)	Samsung G Tab (Week	Microsoft S (Weekend)	Amazon Fir (Weekend)	Kindle Fire (Weekend)	Tesco Hudl (Weekend)	Other table computer (Weekend)	iPhone (Weekend)	Samsung G (Weekend)	HTC (Week	Nokia (Wee	Sony (Weel	Other Smartphon (Weekend)
Less than 30 minutes	22.1%	26.7%	37.8%	39.4%	33.8%	34.6%	47.9%	37.3%	45.1%	55.5%	55.6%	44.3%	41.4%	42.3%	47.0%
31-60 minutes	19.2%	19.7%	24.0%	25.4%	21.1%	17.5%	18.9%	22.0%	20.6%	18.3%	17.9%	19.1%	17.3%	18.6%	16.3%
Between 1 and 2 hours	22.4%	20.7%	20.9%	14.5%	14.1%	13.0%	11.7%	14.7%	14.9%	10.5%	10.7%	10.0%	15.1%	12.9%	12.5%
Between 2 and 3 hours	17.0%	16.1%	8.3%	10.4%	11.3%	12.3%	8.3%	9.3%	7.7%	7.0%	6.8%	9.4%	7.7%	12.3%	9.4%
Between 3 and 4 hours	9.5%	8.1%	4.5%	4.4%	9.2%	10.6%	5.4%	6.8%	5.6%	5.0%	3.3%	7.6%	8.3%	5.4%	6.0%
Between 4 and 5 hours	5.2%	4.5%	2.2%	3.0%	4.2%	6.8%	3.8%	4.5%	2.3%	1.4%	2.2%	4.1%	3.1%	3.1%	4.4%
Between 5 and 6 hours	2.3%	1.7%	0.8%	1.1%	2.8%	2.4%	1.8%	2.3%	1.7%	0.8%	1.1%	2.6%	3.4%	2.6%	0.9%
Between 6 and 7 hours	0.9%	0.8%	0.4%	0.7%	1.4%	0.0%	0.8%	1.4%	0.6%	0.7%	1.0%	1.2%	1.5%	0.6%	2.2%
Between 8 and 9 hours	0.1%	0.8%	0.6%	0.7%	0.7%	1.0%	0.4%	0.6%	0.9%	0.2%	0.6%	1.2%	1.2%	0.9%	0.6%
More than 9 hours	1.3%	1.1%	0.6%	0.5%	1.4%	1.7%	1.0%	1.1%	0.8%	0.5%	0.8%	0.6%	0.9%	1.4%	0.6%

	Xbox (Weekend)	Playstation (Weekend)	Ninendo Wii or WiiU (Weekend)	PSP (Weekend)	Nintendo DS (Weekend)	PC or Laptop (Weekend)	E-Reader (Weekend)	PVR or Digital Video Recorder (Weekend)	DVD Recorder (Weekend)	BluRay (Weekend)	Digital Radio or DAB Radio (Weekend)	Portable Media Player (Weekend)	Tablet computer specifically for children (Weekend)	MP3 player / iPod used to play music (Weekend)
Less than 30 minutes	42.2%	47.3%	54.7%	42.6%	45.6%	57.8%	55.4%	49.3%	49.4%	52.0%	55.9%	51.2%	37.0%	56.5%
31-60 minutes	20.2%	18.2%	17.9%	19.3%	21.8%	17.8%	15.2%	17.0%	18.4%	17.2%	16.3%	16.3%	23.4%	18.1%
Between 1 and 2 hours	15.9%	12.7%	10.4%	10.4%	12.2%	10.4%	8.6%	11.7%	12.6%	11.6%	8.8%	10.4%	17.3%	7.6%
Between 2 and 3 hours	8.6%	8.1%	6.8%	11.0%	7.9%	5.8%	7.8%	8.8%	8.9%	8.6%	7.7%	9.4%	10.4%	7.1%
Between 3 and 4 hours	5.8%	5.8%	5.2%	6.8%	5.9%	3.5%	5.3%	6.2%	4.7%	5.1%	5.3%	6.0%	6.5%	5.1%
Between 4 and 5 hours	3.3%	3.2%	2.0%	5.3%	3.4%	1.7%	3.6%	3.8%	2.3%	2.8%	2.6%	3.1%	2.5%	3.1%
Between 5 and 6 hours	1.6%	2.3%	1.8%	1.7%	1.6%	1.2%	1.7%	1.5%	1.2%	1.0%	1.5%	1.7%	1.6%	0.8%
Between 6 and 7 hours	0.9%	1.2%	0.1%	1.1%	0.2%	0.6%	0.7%	0.9%	1.2%	0.4%	0.6%	0.3%	0.6%	0.7%
Between 8 and 9 hours	1.0%	0.6%	0.8%	0.4%	0.7%	0.7%	1.3%	0.1%	0.6%	0.5%	0.8%	0.5%	0.2%	0.2%
More than 9 hours	0.4%	0.6%	0.3%	1.5%	0.6%	0.5%	0.5%	0.8%	0.8%	0.8%	0.5%	1.0%	0.7%	0.8%

A-Q4b – Demographic breakdown by device

Notes: Each column represents a combination of device type and demographic group, percentages are calculated out of each column. e.g. 21.6% of white participants who said their child has access to a standard TV went on to state that their child spends less than 30 minutes using it on a typical weekend day.
Continuing to test at the 1% and 0.1% levels, smallest sub-set of the sample contains over 250 participants.

			Gender		Age [a]					Social Class*.090		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Standard TV Set (Weekend)	Less than 30 minutes	22.1%	22.0%	22.3%	37.6%	30.2%	23.7%	20.9%	13.3%	23.5%	20.3%	21.8%	24.4%
	31-60 minutes	19.2%	21.0%	17.3%	14.3%	18.7%	18.8%	18.1%	22.0%	20.1%	18.1%	19.1%	20.3%
	Between 1 and 2 hours	22.4%	22.0%	22.8%	16.5%	21.3%	20.1%	25.0%	24.2%	24.3%	19.9%	22.8%	19.8%
	Between 2 and 3 hours	17.0%	16.9%	17.0%	12.0%	12.7%	18.5%	16.2%	20.1%	17.2%	16.6%	16.9%	17.1%
	Between 3 and 4 hours	9.5%	8.9%	10.2%	9.8%	7.5%	8.8%	9.9%	10.7%	7.9%	11.6%	9.8%	7.8%
	Between 4 and 5 hours	5.2%	4.9%	5.5%	3.8%	4.5%	6.4%	4.7%	5.5%	4.1%	6.6%	5.1%	6.0%
	Between 5 and 6 hours	2.3%	1.5%	3.2%	3.0%	1.5%	2.1%	2.2%	2.7%	1.7%	3.1%	2.4%	1.4%
	Between 6 and 7 hours	0.9%	0.7%	1.1%	1.5%	1.5%	0.9%	0.8%	0.4%	0.6%	1.3%	0.7%	2.3%
	Between 8 and 9 hours	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.3%	0.2%	0.1%	0.1%	0.1%	0.5%
	More than 9 hours	1.3%	1.9%	0.7%	1.5%	2.2%	0.6%	1.9%	0.8%	0.7%	2.2%	1.5%	0.5%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
A television set connected to the internet (Weekend)	Less than 30 minutes	26.7%	27.5%	25.7%	31.4%	33.0%	25.8%	24.8%	22.5%	28.7%	23.7%	26.7%	26.7%
	31-60 minutes	19.7%	21.1%	18.1%	21.2%	14.9%	19.5%	19.8%	22.5%	19.4%	20.1%	19.7%	19.5%
	Between 1 and 2 hours	20.7%	19.8%	21.6%	17.8%	18.6%	16.9%	25.2%	22.2%	21.5%	19.5%	21.5%	16.4%
	Between 2 and 3 hours	16.1%	13.5%	18.9%	16.9%	13.5%	21.6%	11.5%	17.2%	17.1%	14.6%	15.9%	16.9%
	Between 3 and 4 hours	8.1%	8.4%	7.8%	5.9%	7.9%	8.9%	9.2%	7.6%	7.3%	9.3%	7.8%	9.7%
	Between 4 and 5 hours	4.5%	4.6%	4.4%	3.4%	6.0%	4.7%	4.2%	4.0%	3.3%	6.1%	4.2%	6.2%
	Between 5 and 6 hours	1.7%	1.9%	1.5%	0.8%	2.8%	0.4%	2.3%	1.7%	1.2%	2.3%	1.8%	1.0%
	Between 6 and 7 hours	0.8%	0.5%	1.1%	1.7%	0.5%	0.8%	1.1%	0.3%	0.5%	1.3%	0.6%	1.5%
	Between 8 and 9 hours	0.8%	1.0%	0.6%	0.0%	0.9%	0.8%	1.1%	0.7%	0.5%	1.3%	0.9%	0.5%
	More than 9 hours	1.1%	1.7%	0.4%	0.8%	1.9%	0.4%	0.8%	1.3%	0.6%	1.7%	1.0%	1.5%

			Gender		Age [a]					Social Class [a]		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
iPad tablet computer (Weekend)	Less than 30 minutes	37.8%	36.9%	38.9%	50.0%	49.1%	39.3%	33.6%	28.7%	40.4%	33.4%	39.0%	31.8%
	31-60 minutes	24.0%	25.2%	22.6%	14.3%	17.9%	27.8%	25.3%	27.2%	25.1%	22.1%	24.9%	19.4%
	Between 1 and 2 hours	20.9%	20.0%	21.9%	19.6%	14.5%	21.0%	19.9%	26.4%	20.3%	21.8%	20.5%	22.9%
	Between 2 and 3 hours	8.3%	8.8%	7.9%	7.1%	7.3%	5.6%	9.2%	10.7%	7.7%	9.4%	7.4%	13.4%
	Between 3 and 4 hours	4.5%	3.8%	5.1%	4.5%	4.3%	3.2%	6.5%	3.8%	2.7%	7.4%	4.5%	4.0%
	Between 4 and 5 hours	2.2%	2.0%	2.4%	1.8%	2.1%	2.4%	3.1%	1.4%	1.8%	2.8%	1.7%	4.5%
	Between 5 and 6 hours	0.8%	0.9%	0.7%	0.9%	1.3%	0.4%	0.7%	0.9%	0.8%	0.9%	0.8%	1.0%
	Between 6 and 7 hours	0.4%	0.6%	0.2%	0.9%	0.4%	0.0%	0.3%	0.6%	0.3%	0.7%	0.4%	0.5%
	Between 8 and 9 hours	0.6%	0.8%	0.3%	0.0%	1.7%	0.0%	1.0%	0.0%	0.4%	0.9%	0.5%	1.0%
	More than 9 hours	0.6%	1.1%	0.0%	0.9%	1.3%	0.4%	0.3%	0.3%	0.5%	0.7%	0.4%	1.5%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Samsung Galaxy Tab (Weekend)	Less than 30 minutes	39.4%	36.6%	42.5%	42.1%	44.5%	39.9%	36.2%	36.4%	40.6%	38.1%	42.5%	26.9%
	31-60 minutes	25.4%	25.7%	25.0%	26.3%	17.4%	24.7%	26.8%	30.8%	25.5%	25.2%	26.5%	20.7%
	Between 1 and 2 hours	14.5%	14.5%	14.4%	11.8%	11.6%	17.7%	13.4%	15.9%	14.8%	14.0%	13.1%	20.0%
	Between 2 and 3 hours	10.4%	10.9%	9.8%	7.9%	10.3%	10.8%	11.4%	10.3%	10.2%	10.6%	8.5%	17.9%
	Between 3 and 4 hours	4.4%	5.2%	3.4%	6.6%	7.1%	2.5%	4.0%	3.1%	4.2%	4.6%	3.9%	6.2%
	Between 4 and 5 hours	3.0%	3.4%	2.6%	3.9%	4.5%	1.9%	3.4%	2.1%	2.3%	3.7%	3.2%	2.1%
	Between 5 and 6 hours	1.1%	1.3%	0.9%	0.0%	1.9%	1.3%	2.0%	0.0%	0.5%	1.7%	0.7%	2.8%
	Between 6 and 7 hours	0.7%	0.5%	0.9%	0.0%	1.3%	0.6%	0.7%	0.5%	0.8%	0.6%	0.5%	1.4%
	Between 8 and 9 hours	0.7%	0.8%	0.6%	0.0%	0.6%	0.6%	1.3%	0.5%	0.5%	0.9%	0.7%	0.7%
	More than 9 hours	0.5%	1.0%	0.0%	1.3%	0.6%	0.0%	0.7%	0.5%	0.5%	0.6%	0.3%	1.4%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Microsoft Surface (Weekend)	Less than 30 minutes	33.8%	30.0%	39.5%	31.8%	35.6%	43.2%	32.1%	28.6%	36.7%	30.6%	35.7%	28.4%
	31-60 minutes	21.1%	24.1%	16.7%	15.9%	15.1%	13.6%	24.5%	32.9%	16.0%	26.9%	23.8%	13.5%
	Between 1 and 2 hours	14.1%	12.9%	15.8%	13.6%	13.7%	11.4%	15.1%	15.7%	16.7%	11.2%	10.5%	24.3%
	Between 2 and 3 hours	11.3%	12.9%	8.8%	18.2%	5.5%	11.4%	11.3%	12.9%	14.7%	7.5%	11.0%	12.2%
	Between 3 and 4 hours	9.2%	10.0%	7.9%	13.6%	15.1%	9.1%	5.7%	2.9%	5.3%	13.4%	9.5%	8.1%
	Between 4 and 5 hours	4.2%	2.4%	7.0%	4.5%	5.5%	2.3%	3.8%	4.3%	4.0%	4.5%	3.3%	6.8%
	Between 5 and 6 hours	2.8%	2.9%	2.6%	2.3%	5.5%	2.3%	1.9%	1.4%	2.7%	3.0%	2.9%	2.7%
	Between 6 and 7 hours	1.4%	1.8%	0.9%	0.0%	1.4%	4.5%	0.0%	1.4%	2.0%	0.7%	1.0%	2.7%
	Between 8 and 9 hours	0.7%	0.6%	0.9%	0.0%	0.0%	2.3%	1.9%	0.0%	0.7%	0.7%	1.0%	0.0%
	More than 9 hours	1.4%	2.4%	0.0%	0.0%	2.7%	0.0%	3.8%	0.0%	1.3%	1.5%	1.4%	1.4%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Amazon Fire (Weekend)	Less than 30 minutes	34.6%	30.9%	40.4%	36.1%	34.8%	38.0%	32.3%	33.3%	38.7%	30.3%	37.8%	23.9%
	31-60 minutes	17.5%	22.5%	9.6%	13.9%	11.6%	16.0%	21.5%	22.2%	13.3%	21.8%	18.7%	13.4%
	Between 1 and 2 hours	13.0%	9.6%	18.4%	13.9%	13.0%	6.0%	13.8%	16.7%	13.3%	12.7%	10.7%	20.9%
	Between 2 and 3 hours	12.3%	11.2%	14.0%	19.4%	8.7%	22.0%	10.8%	6.9%	12.0%	12.7%	10.7%	17.9%
	Between 3 and 4 hours	10.6%	11.8%	8.8%	8.3%	14.5%	8.0%	9.2%	11.1%	9.3%	12.0%	11.1%	9.0%
	Between 4 and 5 hours	6.8%	7.3%	6.1%	8.3%	7.2%	6.0%	4.6%	8.3%	8.0%	5.6%	6.7%	7.5%
	Between 5 and 6 hours	2.4%	2.2%	2.6%	0.0%	4.3%	4.0%	3.1%	0.0%	3.3%	1.4%	1.3%	6.0%
	Between 6 and 7 hours	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Between 8 and 9 hours	1.0%	1.7%	0.0%	0.0%	2.9%	0.0%	1.5%	0.0%	0.0%	2.1%	1.3%	0.0%
	More than 9 hours	1.7%	2.8%	0.0%	0.0%	2.9%	0.0%	3.1%	1.4%	2.0%	1.4%	1.8%	1.5%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Kindle Fire (Weekend)	Less than 30 minutes	47.9%	45.1%	51.6%	44.8%	46.2%	58.5%	47.5%	43.4%	52.3%	42.3%	50.4%	36.0%
	31-60 minutes	18.9%	22.2%	14.6%	9.0%	15.1%	18.1%	18.3%	27.9%	17.0%	21.4%	20.1%	12.8%
	Between 1 and 2 hours	11.7%	10.2%	13.7%	17.9%	14.0%	6.4%	11.7%	10.9%	12.7%	10.5%	10.6%	17.4%
	Between 2 and 3 hours	8.3%	8.8%	7.8%	14.9%	4.3%	5.3%	10.0%	8.5%	7.1%	10.0%	6.7%	16.3%
	Between 3 and 4 hours	5.4%	5.6%	5.0%	4.5%	6.5%	6.4%	5.0%	4.7%	3.9%	7.3%	5.0%	7.0%
	Between 4 and 5 hours	3.8%	3.2%	4.6%	7.5%	6.5%	3.2%	1.7%	2.3%	3.9%	3.6%	3.6%	4.7%
	Between 5 and 6 hours	1.8%	1.4%	2.3%	0.0%	3.2%	2.1%	2.5%	0.8%	1.4%	2.3%	1.4%	3.5%
	Between 6 and 7 hours	0.8%	1.1%	0.5%	1.5%	1.1%	0.0%	0.0%	1.6%	0.7%	0.9%	0.7%	1.2%
	Between 8 and 9 hours	0.4%	0.7%	0.0%	0.0%	1.1%	0.0%	0.8%	0.0%	0.0%	0.9%	0.5%	0.0%
	More than 9 hours	1.0%	1.8%	0.0%	0.0%	2.2%	0.0%	2.5%	0.0%	1.1%	0.9%	1.0%	1.2%

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Tesco Hudl (Weekend)	Less than 30 minutes	37.3%	36.2%	38.8%	35.3%	38.2%	44.9%	37.7%	30.9%	40.3%	33.1%	40.1%	25.7%
	31-60 minutes	22.0%	22.7%	21.1%	14.7%	13.2%	20.5%	22.1%	32.0%	20.9%	23.6%	25.0%	10.0%
	Between 1 and 2 hours	14.7%	13.0%	17.0%	2.9%	14.7%	14.1%	13.0%	20.6%	15.0%	14.2%	12.0%	25.7%
	Between 2 and 3 hours	9.3%	9.2%	9.5%	17.6%	8.8%	6.4%	11.7%	7.2%	10.7%	7.4%	7.4%	17.1%
	Between 3 and 4 hours	6.8%	7.7%	5.4%	17.6%	7.4%	5.1%	6.5%	4.1%	4.9%	9.5%	6.7%	7.1%
	Between 4 and 5 hours	4.5%	3.9%	5.4%	8.8%	8.8%	2.6%	2.6%	3.1%	3.4%	6.1%	3.9%	7.1%
	Between 5 and 6 hours	2.3%	2.9%	1.4%	2.9%	1.5%	5.1%	1.3%	1.0%	2.4%	2.0%	2.1%	2.9%
	Between 6 and 7 hours	1.4%	1.4%	1.4%	0.0%	2.9%	1.3%	1.3%	1.0%	1.5%	1.4%	1.1%	2.9%
	Between 8 and 9 hours	0.6%	1.0%	0.0%	0.0%	1.5%	0.0%	1.3%	0.0%	0.0%	1.4%	0.7%	0.0%
	More than 9 hours	1.1%	1.9%	0.0%	0.0%	2.9%	0.0%	2.6%	0.0%	1.0%	1.4%	1.1%	1.4%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Other tablet computer (Weekend)	Less than 30 minutes	45.1%	43.1%	47.3%	47.0%	49.6%	51.5%	43.9%	38.7%	50.6%	39.3%	47.1%	34.9%
	31-60 minutes	20.6%	22.3%	18.7%	16.7%	15.9%	22.3%	21.0%	23.1%	17.8%	23.5%	21.0%	18.3%
	Between 1 and 2 hours	14.9%	13.1%	16.8%	13.6%	10.6%	12.3%	15.3%	19.1%	13.2%	16.7%	14.6%	16.5%
	Between 2 and 3 hours	7.7%	7.7%	7.6%	10.6%	8.8%	6.2%	7.0%	7.5%	6.7%	8.7%	7.0%	11.0%
	Between 3 and 4 hours	5.6%	6.6%	4.4%	4.5%	7.1%	4.6%	5.7%	5.5%	5.0%	6.2%	5.6%	5.5%
	Between 4 and 5 hours	2.3%	2.6%	1.9%	4.5%	2.7%	0.8%	2.5%	2.0%	2.6%	1.9%	1.8%	4.6%
	Between 5 and 6 hours	1.7%	1.7%	1.6%	1.5%	1.8%	0.8%	1.3%	2.5%	1.2%	2.2%	1.4%	2.8%
	Between 6 and 7 hours	0.6%	0.6%	0.6%	0.0%	1.8%	0.0%	0.6%	0.5%	0.9%	0.3%	0.4%	1.8%
	Between 8 and 9 hours	0.9%	1.1%	0.6%	1.5%	0.9%	1.5%	0.6%	0.5%	1.2%	0.6%	0.4%	3.7%
	More than 9 hours	0.8%	1.1%	0.3%	0.0%	0.9%	0.0%	1.9%	0.5%	0.9%	0.6%	0.7%	0.9%

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
iPhone (Weekend)	Less than 30 minutes	55.5%	52.2%	59.3%	53.0%	56.5%	54.8%	54.1%	57.4%	59.4%	49.5%	58.8%	42.2%
	31-60 minutes	18.3%	21.3%	14.8%	11.0%	16.8%	21.3%	19.4%	19.2%	18.7%	17.7%	18.3%	18.2%
	Between 1 and 2 hours	10.5%	9.0%	12.1%	12.0%	6.3%	11.2%	9.9%	12.8%	9.4%	12.2%	9.3%	15.1%
	Between 2 and 3 hours	7.0%	7.7%	6.3%	10.0%	7.3%	5.9%	8.6%	5.3%	6.0%	8.7%	6.1%	10.9%
	Between 3 and 4 hours	5.0%	5.8%	4.0%	7.0%	7.9%	4.8%	3.6%	3.4%	3.9%	6.6%	4.0%	8.9%
	Between 4 and 5 hours	1.4%	1.5%	1.3%	2.0%	1.6%	1.1%	1.4%	1.5%	1.2%	1.9%	1.4%	1.6%
	Between 5 and 6 hours	0.8%	0.8%	0.9%	3.0%	1.0%	0.5%	0.9%	0.0%	0.3%	1.6%	0.8%	1.0%
	Between 6 and 7 hours	0.7%	0.6%	0.9%	1.0%	2.1%	0.5%	0.5%	0.0%	0.7%	0.8%	0.6%	1.0%
	Between 8 and 9 hours	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.2%	0.3%	0.3%	0.0%
	More than 9 hours	0.5%	0.8%	0.2%	1.0%	0.5%	0.0%	0.9%	0.4%	0.3%	0.8%	0.4%	1.0%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender [a]		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Samsung Galaxy (Weekend)	Less than 30 minutes	55.6%	50.4%	61.2%	59.3%	56.3%	56.6%	48.7%	58.2%	57.8%	52.8%	58.5%	44.3%
	31-60 minutes	17.9%	22.5%	12.8%	14.0%	14.6%	16.1%	19.2%	22.8%	17.3%	18.8%	18.0%	17.4%
	Between 1 and 2 hours	10.7%	8.8%	12.8%	7.0%	9.3%	9.8%	15.4%	10.3%	10.3%	11.3%	9.5%	15.4%
	Between 2 and 3 hours	6.8%	8.0%	5.5%	9.3%	8.6%	7.7%	7.1%	3.3%	6.5%	7.2%	5.8%	10.7%
	Between 3 and 4 hours	3.3%	3.7%	2.9%	7.0%	3.3%	2.1%	2.6%	3.3%	3.5%	3.1%	3.2%	4.0%
	Between 4 and 5 hours	2.2%	2.7%	1.7%	1.2%	2.6%	4.2%	1.9%	1.1%	1.8%	2.8%	2.1%	2.7%
	Between 5 and 6 hours	1.1%	0.8%	1.5%	1.2%	2.0%	0.7%	1.9%	0.0%	1.0%	1.3%	1.1%	1.3%
	Between 6 and 7 hours	1.0%	1.1%	0.9%	0.0%	1.3%	0.7%	1.9%	0.5%	0.5%	1.6%	0.9%	1.3%
	Between 8 and 9 hours	0.6%	1.1%	0.0%	0.0%	0.7%	0.7%	0.6%	0.5%	0.5%	0.6%	0.5%	0.7%
	More than 9 hours	0.8%	1.1%	0.6%	1.2%	1.3%	1.4%	0.6%	0.0%	1.0%	0.6%	0.5%	2.0%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
HTC (Weekend)	Less than 30 minutes	44.3%	40.3%	49.0%	42.2%	41.5%	44.8%	50.0%	43.2%	47.8%	40.4%	46.5%	37.9%
	31-60 minutes	19.1%	22.0%	15.5%	8.9%	13.4%	24.1%	20.6%	25.0%	16.7%	21.7%	19.7%	17.2%
	Between 1 and 2 hours	10.0%	9.7%	10.3%	20.0%	9.8%	3.4%	7.4%	11.4%	8.3%	11.8%	9.1%	12.6%
	Between 2 and 3 hours	9.4%	9.7%	9.0%	6.7%	11.0%	13.8%	5.9%	9.1%	11.1%	7.5%	8.7%	11.5%
	Between 3 and 4 hours	7.6%	8.1%	7.1%	13.3%	12.2%	3.4%	4.4%	5.7%	6.7%	8.7%	8.3%	5.7%
	Between 4 and 5 hours	4.1%	5.4%	2.6%	6.7%	4.9%	3.4%	4.4%	2.3%	4.4%	3.7%	4.7%	2.3%
	Between 5 and 6 hours	2.6%	2.2%	3.2%	2.2%	3.7%	3.4%	1.5%	2.3%	2.2%	3.1%	0.8%	8.0%
	Between 6 and 7 hours	1.2%	0.5%	1.9%	0.0%	1.2%	3.4%	1.5%	0.0%	1.1%	1.2%	1.2%	1.1%
	Between 8 and 9 hours	1.2%	1.1%	1.3%	0.0%	1.2%	0.0%	2.9%	1.1%	0.6%	1.9%	0.8%	2.3%
	More than 9 hours	0.6%	1.1%	0.0%	0.0%	1.2%	0.0%	1.5%	0.0%	1.1%	0.0%	0.4%	1.1%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Nokia (Weekend)	Less than 30 minutes	41.4%	36.8%	47.5%	34.8%	39.1%	33.3%	50.8%	44.8%	44.3%	38.9%	45.4%	28.0%
	31-60 minutes	17.3%	21.6%	11.5%	13.0%	15.9%	28.1%	18.5%	12.6%	15.4%	18.9%	18.1%	14.7%
	Between 1 and 2 hours	15.1%	14.6%	15.8%	19.6%	13.0%	10.5%	10.8%	20.7%	14.8%	15.4%	12.0%	25.3%
	Between 2 and 3 hours	7.7%	8.1%	7.2%	10.9%	4.3%	8.8%	4.6%	10.3%	8.1%	7.4%	6.8%	10.7%
	Between 3 and 4 hours	8.3%	9.7%	6.5%	13.0%	11.6%	10.5%	3.1%	5.7%	9.4%	7.4%	8.8%	6.7%
	Between 4 and 5 hours	3.1%	3.2%	2.9%	4.3%	5.8%	1.8%	1.5%	2.3%	1.3%	4.6%	3.6%	1.3%
	Between 5 and 6 hours	3.4%	2.2%	5.0%	2.2%	5.8%	3.5%	4.6%	1.1%	3.4%	3.4%	2.4%	6.7%
	Between 6 and 7 hours	1.5%	1.6%	1.4%	2.2%	1.4%	1.8%	1.5%	1.1%	0.7%	2.3%	1.6%	1.3%
	Between 8 and 9 hours	1.2%	1.1%	1.4%	0.0%	1.4%	1.8%	1.5%	1.1%	1.3%	1.1%	0.8%	2.7%
	More than 9 hours	0.9%	1.1%	0.7%	0.0%	1.4%	0.0%	3.1%	0.0%	1.3%	0.6%	0.4%	2.7%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Sony (Weekend)	Less than 30 minutes	42.3%	38.2%	48.6%	41.9%	38.8%	46.3%	48.1%	37.0%	43.0%	41.5%	47.6%	24.7%
	31-60 minutes	18.6%	21.2%	14.5%	9.3%	16.3%	17.9%	22.8%	22.2%	19.0%	18.1%	18.2%	19.8%
	Between 1 and 2 hours	12.9%	10.8%	15.9%	18.6%	15.0%	11.9%	10.1%	11.1%	13.4%	12.3%	10.4%	21.0%
	Between 2 and 3 hours	12.3%	14.6%	8.7%	18.6%	10.0%	10.4%	8.9%	16.0%	12.3%	12.3%	11.5%	14.8%
	Between 3 and 4 hours	5.4%	5.7%	5.1%	4.7%	10.0%	4.5%	0.0%	7.4%	3.4%	7.6%	4.5%	8.6%
	Between 4 and 5 hours	3.1%	3.3%	2.9%	0.0%	6.3%	3.0%	3.8%	1.2%	3.4%	2.9%	3.0%	3.7%
	Between 5 and 6 hours	2.6%	2.4%	2.9%	7.0%	1.3%	3.0%	1.3%	2.5%	2.8%	2.3%	2.6%	2.5%
	Between 6 and 7 hours	0.6%	0.5%	0.7%	0.0%	1.3%	0.0%	1.3%	0.0%	0.0%	1.2%	0.7%	0.0%
	Between 8 and 9 hours	0.9%	0.9%	0.7%	0.0%	0.0%	0.0%	2.5%	1.2%	0.6%	1.2%	0.4%	2.5%
	More than 9 hours	1.4%	2.4%	0.0%	0.0%	1.3%	3.0%	1.3%	1.2%	2.2%	0.6%	1.1%	2.5%

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Other Smartphone (Weekend)	Less than 30 minutes	47.0%	44.6%	50.4%	39.5%	43.3%	56.1%	50.0%	44.2%	50.3%	43.8%	50.4%	34.8%
	31-60 minutes	16.3%	17.2%	15.0%	11.6%	10.0%	19.7%	17.2%	19.8%	12.7%	19.8%	16.4%	15.9%
	Between 1 and 2 hours	12.5%	12.4%	12.8%	14.0%	13.3%	9.1%	10.9%	15.1%	11.5%	13.6%	10.8%	18.8%
	Between 2 and 3 hours	9.4%	9.7%	9.0%	16.3%	8.3%	7.6%	9.4%	8.1%	9.6%	9.3%	8.8%	11.6%
	Between 3 and 4 hours	6.0%	4.8%	7.5%	9.3%	6.7%	4.5%	6.3%	4.7%	6.4%	5.6%	5.2%	8.7%
	Between 4 and 5 hours	4.4%	6.5%	1.5%	2.3%	6.7%	3.0%	3.1%	5.8%	3.8%	4.9%	4.8%	2.9%
	Between 5 and 6 hours	0.9%	1.1%	0.8%	2.3%	1.7%	0.0%	0.0%	1.2%	1.9%	0.0%	0.8%	1.4%
	Between 6 and 7 hours	2.2%	1.6%	3.0%	2.3%	8.3%	0.0%	0.0%	1.2%	2.5%	1.9%	1.6%	4.3%
	Between 8 and 9 hours	0.6%	1.1%	0.0%	2.3%	0.0%	0.0%	1.6%	0.0%	0.0%	1.2%	0.8%	0.0%
	More than 9 hours	0.6%	1.1%	0.0%	0.0%	1.7%	0.0%	1.6%	0.0%	1.3%	0.0%	0.4%	1.4%

			Gender		Age [a]					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Xbox (Weekend)	Less than 30 minutes	42.2%	37.0%	48.6%	42.7%	46.6%	55.3%	40.9%	33.5%	42.4%	42.0%	44.7%	29.5%
	31-60 minutes	20.2%	21.9%	18.2%	12.2%	13.0%	22.0%	16.7%	29.0%	21.0%	19.4%	20.7%	17.8%
	Between 1 and 2 hours	15.9%	18.0%	13.4%	17.1%	17.1%	9.1%	17.2%	17.6%	15.9%	16.0%	15.7%	17.1%
	Between 2 and 3 hours	8.6%	9.0%	8.1%	14.6%	4.1%	5.3%	9.1%	10.6%	8.7%	8.5%	7.7%	13.2%
	Between 3 and 4 hours	5.8%	5.8%	5.9%	4.9%	11.0%	3.0%	6.5%	4.1%	6.0%	5.6%	5.1%	9.3%
	Between 4 and 5 hours	3.3%	3.7%	2.8%	4.9%	2.7%	1.5%	4.3%	3.3%	2.7%	4.0%	2.9%	5.4%
	Between 5 and 6 hours	1.6%	2.1%	1.1%	1.2%	2.1%	1.5%	2.2%	1.2%	1.4%	1.9%	1.4%	3.1%
	Between 6 and 7 hours	0.9%	0.5%	1.4%	1.2%	0.7%	1.5%	1.6%	0.0%	1.0%	0.8%	0.3%	3.9%
	Between 8 and 9 hours	1.0%	1.4%	0.6%	1.2%	2.1%	0.8%	1.1%	0.4%	0.5%	1.6%	1.2%	0.0%
	More than 9 hours	0.4%	0.7%	0.0%	0.0%	0.7%	0.0%	0.5%	0.4%	0.5%	0.3%	0.3%	0.8%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Playstation (Weekend)	Less than 30 minutes	47.3%	45.3%	49.9%	45.6%	47.7%	54.1%	43.9%	46.2%	47.9%	46.6%	49.6%	36.6%
	31-60 minutes	18.2%	18.7%	17.5%	15.2%	10.1%	19.6%	18.7%	22.7%	18.7%	17.5%	20.0%	9.7%
	Between 1 and 2 hours	12.7%	13.5%	11.5%	13.9%	14.1%	8.1%	11.8%	14.7%	12.9%	12.3%	11.2%	19.3%
	Between 2 and 3 hours	8.1%	8.9%	7.0%	8.9%	7.4%	9.5%	9.1%	6.8%	7.6%	8.8%	6.9%	13.8%
	Between 3 and 4 hours	5.8%	5.7%	5.9%	5.1%	9.4%	3.4%	6.4%	4.8%	5.6%	6.0%	5.8%	5.5%
	Between 4 and 5 hours	3.2%	3.3%	3.1%	5.1%	5.4%	2.0%	3.7%	1.6%	3.3%	3.0%	2.7%	5.5%
	Between 5 and 6 hours	2.3%	1.7%	3.1%	2.5%	2.7%	2.0%	4.3%	0.8%	2.4%	2.2%	1.3%	6.9%
	Between 6 and 7 hours	1.2%	1.3%	1.1%	1.3%	2.0%	0.7%	0.5%	1.6%	0.7%	1.9%	1.3%	0.7%
	Between 8 and 9 hours	0.6%	0.7%	0.6%	1.3%	0.7%	0.7%	0.5%	0.4%	0.2%	1.1%	0.6%	0.7%
	More than 9 hours	0.6%	0.9%	0.3%	1.3%	0.7%	0.0%	1.1%	0.4%	0.7%	0.5%	0.4%	1.4%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age [a]					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Nintendo Wii or WiiU (Weekend)	Less than 30 minutes	54.7%	49.4%	60.6%	49.4%	56.6%	61.2%	55.8%	50.6%	56.7%	51.8%	57.7%	37.0%
	31-60 minutes	17.9%	20.2%	15.3%	7.1%	11.3%	19.1%	14.0%	26.1%	17.6%	18.4%	18.8%	13.0%
	Between 1 and 2 hours	10.4%	11.6%	9.0%	16.5%	10.1%	7.7%	11.6%	9.7%	10.7%	10.0%	9.1%	17.8%
	Between 2 and 3 hours	6.8%	6.9%	6.7%	5.9%	6.3%	6.0%	7.4%	7.3%	6.2%	7.6%	6.0%	11.6%
	Between 3 and 4 hours	5.2%	6.0%	4.3%	9.4%	8.8%	3.3%	5.0%	3.6%	4.8%	5.7%	4.3%	10.3%
	Between 4 and 5 hours	2.0%	2.1%	1.9%	4.7%	3.1%	0.5%	2.9%	0.9%	2.1%	1.9%	1.5%	4.8%
	Between 5 and 6 hours	1.8%	2.2%	1.3%	5.9%	2.5%	1.1%	1.7%	0.9%	1.2%	2.6%	1.6%	2.7%
	Between 6 and 7 hours	0.1%	0.2%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%
	Between 8 and 9 hours	0.8%	0.7%	0.9%	1.2%	0.0%	1.1%	1.2%	0.6%	0.3%	1.4%	0.6%	2.1%
	More than 9 hours	0.3%	0.6%	0.0%	0.0%	0.6%	0.0%	0.4%	0.3%	0.3%	0.2%	0.2%	0.7%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
PSP (Weekend)	Less than 30 minutes	42.6%	40.7%	45.3%	37.7%	38.2%	46.4%	46.4%	41.8%	47.9%	36.2%	45.6%	32.4%
	31-60 minutes	19.3%	21.1%	16.7%	11.3%	12.4%	19.0%	21.4%	25.4%	17.0%	22.1%	19.2%	19.4%
	Between 1 and 2 hours	10.4%	9.3%	12.0%	9.4%	10.1%	7.1%	8.0%	14.9%	9.7%	11.3%	8.5%	16.7%
	Between 2 and 3 hours	11.0%	12.9%	8.3%	15.1%	12.4%	16.7%	7.1%	8.2%	10.4%	11.7%	10.7%	12.0%
	Between 3 and 4 hours	6.8%	5.4%	8.9%	7.5%	11.2%	4.8%	8.0%	3.7%	6.6%	7.0%	6.9%	6.5%
	Between 4 and 5 hours	5.3%	5.7%	4.7%	15.1%	6.7%	2.4%	3.6%	3.7%	5.0%	5.6%	5.8%	3.7%
	Between 5 and 6 hours	1.7%	1.8%	1.6%	0.0%	4.5%	2.4%	1.8%	0.0%	1.5%	1.9%	0.8%	4.6%
	Between 6 and 7 hours	1.1%	1.4%	0.5%	1.9%	2.2%	0.0%	0.9%	0.7%	1.2%	0.9%	0.5%	2.8%
	Between 8 and 9 hours	0.4%	0.4%	0.5%	1.9%	0.0%	0.0%	0.9%	0.0%	0.0%	0.9%	0.5%	0.0%
	More than 9 hours	1.5%	1.4%	1.6%	0.0%	2.2%	1.2%	1.8%	1.5%	0.8%	2.3%	1.4%	1.9%

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Nintendo DS (Weekend)	Less than 30 minutes	45.6%	42.6%	49.3%	44.6%	44.4%	54.4%	46.9%	41.2%	48.5%	42.5%	47.3%	36.4%
	31-60 minutes	21.8%	25.3%	17.5%	13.3%	16.3%	19.7%	18.9%	29.8%	19.3%	24.4%	23.4%	12.4%
	Between 1 and 2 hours	12.2%	12.2%	12.3%	13.3%	11.1%	10.2%	12.2%	13.5%	13.8%	10.5%	10.7%	20.9%
	Between 2 and 3 hours	7.9%	7.5%	8.4%	12.0%	5.9%	8.8%	8.7%	6.6%	7.0%	8.8%	6.9%	13.2%
	Between 3 and 4 hours	5.9%	5.4%	6.5%	7.2%	9.6%	3.4%	6.1%	4.8%	5.7%	6.1%	6.1%	4.7%
	Between 4 and 5 hours	3.4%	3.9%	2.9%	7.2%	7.4%	1.4%	2.6%	2.1%	2.7%	4.2%	3.1%	5.4%
	Between 5 and 6 hours	1.6%	1.7%	1.6%	1.2%	3.0%	1.4%	2.0%	1.0%	2.3%	1.0%	1.1%	4.7%
	Between 6 and 7 hours	0.2%	0.2%	0.3%	0.0%	0.0%	0.0%	0.5%	0.3%	0.2%	0.2%	0.1%	0.8%
	Between 8 and 9 hours	0.7%	0.6%	0.8%	0.0%	1.5%	0.7%	1.0%	0.3%	0.0%	1.5%	0.7%	0.8%
	More than 9 hours	0.6%	0.6%	0.5%	1.2%	0.7%	0.0%	1.0%	0.3%	0.5%	0.7%	0.6%	0.8%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age [a]					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
PC or Laptop (Weekend)	Less than 30 minutes	57.8%	55.7%	60.2%	57.6%	57.9%	65.1%	57.0%	54.0%	60.1%	54.7%	61.1%	41.7%
	31-60 minutes	17.8%	19.3%	16.2%	12.7%	11.4%	15.6%	15.3%	25.7%	16.8%	19.2%	17.8%	17.8%
	Between 1 and 2 hours	10.4%	9.4%	11.5%	8.5%	8.8%	9.7%	14.0%	9.7%	10.6%	10.2%	9.1%	17.0%
	Between 2 and 3 hours	5.8%	5.8%	5.8%	11.9%	8.3%	3.7%	5.1%	4.6%	5.9%	5.7%	5.1%	9.1%
	Between 3 and 4 hours	3.5%	4.2%	2.7%	3.4%	5.7%	2.6%	2.9%	3.4%	2.7%	4.7%	3.1%	5.7%
	Between 4 and 5 hours	1.7%	2.0%	1.4%	3.4%	2.2%	1.5%	2.5%	0.5%	1.3%	2.2%	1.4%	3.0%
	Between 5 and 6 hours	1.2%	1.4%	0.9%	1.7%	2.6%	0.4%	1.0%	0.9%	1.4%	0.9%	1.1%	1.7%
	Between 6 and 7 hours	0.6%	0.6%	0.6%	0.0%	0.4%	0.7%	1.3%	0.2%	0.4%	0.9%	0.5%	0.9%
	Between 8 and 9 hours	0.7%	0.7%	0.6%	0.8%	1.3%	0.4%	0.6%	0.5%	0.5%	0.9%	0.4%	1.7%
	More than 9 hours	0.5%	0.8%	0.2%	0.0%	1.3%	0.4%	0.3%	0.5%	0.4%	0.7%	0.4%	1.3%

[a] invalid statistical test due to large number of cells with expected frequencies below

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
E Reader - (Weekend)	Less than 30 minutes	55.4%	49.8%	62.0%	54.7%	51.8%	64.3%	51.8%	55.2%	61.4%	46.8%	59.0%	35.5%
	31-60 minutes	15.2%	18.2%	11.6%	12.0%	9.6%	16.1%	14.4%	20.6%	13.2%	18.0%	15.0%	16.1%
	Between 1 and 2 hours	8.6%	7.6%	9.8%	13.3%	7.0%	1.8%	10.8%	10.3%	7.3%	10.4%	8.4%	9.7%
	Between 2 and 3 hours	7.8%	9.4%	5.8%	9.3%	12.3%	7.1%	7.2%	4.8%	7.3%	8.4%	5.7%	19.4%
	Between 3 and 4 hours	5.3%	5.2%	5.4%	2.7%	7.9%	5.4%	7.9%	2.4%	4.8%	6.0%	4.5%	9.7%
	Between 4 and 5 hours	3.6%	4.3%	2.9%	5.3%	4.4%	1.8%	4.3%	3.0%	2.5%	5.2%	3.7%	3.2%
	Between 5 and 6 hours	1.7%	2.4%	0.7%	1.3%	2.6%	0.9%	1.4%	1.8%	1.1%	2.4%	1.4%	3.2%
	Between 6 and 7 hours	0.7%	0.6%	0.7%	0.0%	0.9%	0.9%	0.0%	1.2%	0.8%	0.4%	0.4%	2.2%
	Between 8 and 9 hours	1.3%	1.5%	1.1%	1.3%	2.6%	1.8%	1.4%	0.0%	0.8%	2.0%	1.6%	0.0%
	More than 9 hours	0.5%	0.9%	0.0%	0.0%	0.9%	0.0%	0.7%	0.6%	0.6%	0.4%	0.4%	1.1%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
PVR or Digital Video Recorder (Weekend)	Less than 30 minutes	49.3%	44.8%	54.0%	49.3%	50.0%	54.1%	44.1%	49.5%	52.7%	44.7%	50.1%	43.9%
	31-60 minutes	17.0%	20.0%	13.7%	8.0%	10.3%	14.5%	22.1%	20.7%	16.3%	17.8%	17.8%	11.4%
	Between 1 and 2 hours	11.7%	11.3%	12.1%	14.7%	9.6%	8.1%	11.3%	14.4%	11.5%	12.0%	11.3%	14.0%
	Between 2 and 3 hours	8.8%	8.6%	9.0%	8.0%	9.6%	9.3%	7.7%	9.1%	9.5%	8.0%	8.3%	12.3%
	Between 3 and 4 hours	6.2%	7.1%	5.2%	10.7%	8.9%	5.8%	7.7%	2.8%	4.0%	9.0%	5.9%	7.9%
	Between 4 and 5 hours	3.8%	4.0%	3.6%	6.7%	5.5%	5.2%	3.1%	1.8%	3.0%	4.8%	3.8%	3.5%
	Between 5 and 6 hours	1.5%	1.6%	1.4%	1.3%	2.1%	1.7%	2.1%	0.7%	1.2%	1.9%	1.3%	2.6%
	Between 6 and 7 hours	0.9%	1.1%	0.7%	1.3%	2.7%	0.0%	0.5%	0.7%	1.2%	0.5%	0.7%	2.6%
	Between 8 and 9 hours	0.1%	0.2%	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.3%	0.1%	0.0%
	More than 9 hours	0.8%	1.3%	0.2%	0.0%	1.4%	1.2%	1.0%	0.4%	0.6%	1.1%	0.7%	1.8%

			Gender [a]		Age [a]					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
DVD Recorder (Weekend)	Less than 30 minutes	49.4%	45.7%	53.5%	39.7%	51.1%	56.0%	44.1%	51.5%	55.1%	41.8%	50.7%	42.8%
	31-60 minutes	18.4%	22.2%	14.2%	14.1%	15.3%	15.7%	22.5%	19.5%	17.4%	19.7%	18.7%	16.7%
	Between 1 and 2 hours	12.6%	10.9%	14.4%	14.1%	8.4%	8.8%	16.2%	13.6%	10.8%	15.0%	12.0%	15.2%
	Between 2 and 3 hours	8.9%	9.5%	8.2%	15.4%	6.9%	11.3%	5.9%	8.8%	8.7%	9.1%	8.2%	12.3%
	Between 3 and 4 hours	4.7%	4.3%	5.2%	6.4%	6.1%	2.5%	5.9%	4.0%	3.1%	6.9%	4.8%	4.3%
	Between 4 and 5 hours	2.3%	3.2%	1.2%	6.4%	3.8%	2.5%	1.5%	0.7%	1.9%	2.8%	1.8%	4.3%
	Between 5 and 6 hours	1.2%	1.6%	0.7%	1.3%	2.3%	1.9%	1.5%	0.0%	1.0%	1.4%	1.3%	0.7%
	Between 6 and 7 hours	1.2%	0.7%	1.7%	1.3%	3.1%	0.0%	1.0%	1.1%	1.0%	1.4%	0.8%	2.9%
	Between 8 and 9 hours	0.6%	0.9%	0.2%	1.3%	0.0%	1.3%	0.5%	0.4%	0.4%	0.8%	0.7%	0.0%
	More than 9 hours	0.8%	1.1%	0.5%	0.0%	3.1%	0.0%	1.0%	0.4%	0.6%	1.1%	0.8%	0.7%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
BluRay (Weekend)	Less than 30 minutes	52.0%	49.4%	55.1%	44.0%	58.1%	54.4%	48.8%	51.3%	55.7%	46.8%	53.4%	44.1%
	31-60 minutes	17.2%	18.5%	15.7%	13.3%	10.3%	19.0%	17.1%	22.0%	16.6%	18.2%	18.0%	12.7%
	Between 1 and 2 hours	11.6%	10.5%	12.9%	18.7%	7.1%	8.8%	15.3%	11.4%	11.8%	11.4%	10.7%	16.9%
	Between 2 and 3 hours	8.6%	9.1%	7.9%	10.7%	8.4%	9.5%	7.6%	8.1%	7.4%	10.2%	8.9%	6.8%
	Between 3 and 4 hours	5.1%	5.9%	4.2%	6.7%	5.8%	4.1%	6.5%	3.8%	3.5%	7.4%	4.2%	10.2%
	Between 4 and 5 hours	2.8%	3.3%	2.2%	4.0%	7.1%	1.4%	1.8%	1.3%	2.4%	3.4%	2.4%	5.1%
	Between 5 and 6 hours	1.0%	1.2%	0.8%	0.0%	1.3%	1.4%	1.2%	0.8%	0.7%	1.5%	0.9%	1.7%
	Between 6 and 7 hours	0.4%	0.5%	0.3%	0.0%	0.0%	1.4%	0.6%	0.0%	0.7%	0.0%	0.3%	0.8%
	Between 8 and 9 hours	0.5%	0.7%	0.3%	2.7%	0.6%	0.0%	0.6%	0.0%	0.4%	0.6%	0.5%	0.8%
	More than 9 hours	0.8%	0.9%	0.6%	0.0%	1.3%	0.0%	0.6%	1.3%	0.9%	0.6%	0.8%	0.8%

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Digital Radio or DAB Radio (Weekend)	Less than 30 minutes	55.9%	53.0%	59.2%	50.0%	54.3%	65.3%	52.0%	55.9%	59.9%	50.3%	57.3%	48.3%
	31-60 minutes	16.3%	17.3%	15.1%	10.3%	15.2%	13.2%	19.7%	18.2%	15.0%	18.1%	17.5%	9.3%
	Between 1 and 2 hours	8.8%	8.2%	9.6%	9.0%	8.7%	3.5%	10.4%	10.9%	8.8%	8.9%	8.0%	13.6%
	Between 2 and 3 hours	7.7%	10.1%	4.9%	16.7%	6.5%	6.3%	5.8%	7.7%	7.0%	8.6%	6.8%	12.7%
	Between 3 and 4 hours	5.3%	5.1%	5.5%	7.7%	7.2%	7.6%	5.2%	2.0%	4.4%	6.4%	4.8%	7.6%
	Between 4 and 5 hours	2.6%	2.7%	2.5%	2.6%	4.3%	1.4%	2.9%	2.0%	1.5%	4.0%	2.6%	2.5%
	Between 5 and 6 hours	1.5%	1.7%	1.4%	2.6%	0.0%	2.8%	0.6%	2.0%	1.3%	1.8%	1.7%	0.8%
	Between 6 and 7 hours	0.6%	0.5%	0.8%	0.0%	0.7%	0.0%	1.7%	0.4%	0.4%	0.9%	0.6%	0.8%
	Between 8 and 9 hours	0.8%	1.0%	0.5%	0.0%	1.4%	0.0%	1.2%	0.8%	0.7%	0.9%	0.3%	3.4%
	More than 9 hours	0.5%	0.5%	0.5%	1.3%	1.4%	0.0%	0.6%	0.0%	0.9%	0.0%	0.5%	0.8%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class [a]		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Portable Media Player (Weekend)	Less than 30 minutes	51.2%	46.0%	57.2%	47.9%	50.0%	56.4%	54.6%	46.7%	58.1%	42.8%	53.2%	42.1%
	31-60 minutes	16.3%	17.6%	14.8%	14.1%	9.6%	17.9%	14.6%	22.4%	12.2%	21.2%	17.0%	13.1%
	Between 1 and 2 hours	10.4%	9.9%	11.1%	12.7%	9.6%	6.0%	10.8%	13.2%	8.8%	12.5%	10.5%	10.3%
	Between 2 and 3 hours	9.4%	11.8%	6.6%	11.3%	15.8%	8.5%	6.2%	7.2%	9.4%	9.5%	7.8%	16.8%
	Between 3 and 4 hours	6.0%	6.4%	5.5%	5.6%	9.6%	4.3%	6.9%	3.9%	4.1%	8.3%	5.9%	6.5%
	Between 4 and 5 hours	3.1%	3.5%	2.6%	2.8%	1.8%	5.1%	3.1%	2.6%	3.4%	2.7%	2.5%	5.6%
	Between 5 and 6 hours	1.7%	2.2%	1.1%	2.8%	1.8%	1.7%	1.5%	1.3%	1.9%	1.5%	1.9%	0.9%
	Between 6 and 7 hours	0.3%	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	1.3%	0.6%	0.0%	0.2%	0.9%
	Between 8 and 9 hours	0.5%	0.6%	0.4%	1.4%	0.0%	0.0%	0.8%	0.7%	0.6%	0.4%	0.4%	0.9%
	More than 9 hours	1.0%	1.6%	0.4%	1.4%	1.8%	0.0%	1.5%	0.7%	0.9%	1.1%	0.6%	2.8%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Tablet computer specifically for children (Weekend)	Less than 30 minutes	37.0%	37.6%	36.3%	38.8%	38.5%	42.9%	35.0%	33.2%	37.8%	36.1%	38.3%	30.5%
	31-60 minutes	23.4%	22.8%	24.0%	18.4%	18.4%	26.0%	25.3%	24.7%	24.1%	22.6%	24.6%	17.4%
	Between 1 and 2 hours	17.3%	15.0%	19.7%	18.4%	16.2%	11.7%	18.6%	20.1%	18.4%	16.0%	16.2%	22.8%
	Between 2 and 3 hours	10.4%	12.3%	8.2%	11.2%	10.1%	9.2%	9.3%	11.8%	9.4%	11.4%	10.7%	8.4%
	Between 3 and 4 hours	6.5%	5.7%	7.4%	6.1%	9.5%	5.6%	6.8%	5.3%	6.4%	6.6%	5.5%	11.4%
	Between 4 and 5 hours	2.5%	2.7%	2.3%	4.1%	2.8%	2.0%	2.1%	2.3%	1.5%	3.5%	2.4%	3.0%
	Between 5 and 6 hours	1.6%	1.9%	1.2%	1.0%	1.7%	2.0%	1.3%	1.6%	1.3%	1.9%	1.4%	2.4%
	Between 6 and 7 hours	0.6%	0.6%	0.6%	1.0%	1.1%	0.5%	0.4%	0.3%	0.4%	0.8%	0.5%	1.2%
	Between 8 and 9 hours	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.4%	0.3%	0.2%	0.2%	0.1%	0.6%
	More than 9 hours	0.7%	1.1%	0.2%	1.0%	1.7%	0.0%	0.8%	0.3%	0.6%	0.8%	0.4%	2.4%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

			Gender		Age					Social Class		Ethnicity [a]	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
MP3 player / iPod used to play music (Weekend)	Less than 30 minutes	56.5%	53.9%	59.4%	54.4%	60.9%	60.4%	53.1%	54.2%	60.2%	51.6%	57.9%	48.9%
	31-60 minutes	18.1%	19.8%	16.2%	13.3%	11.8%	20.8%	20.1%	21.0%	17.7%	18.6%	18.7%	15.0%
	Between 1 and 2 hours	7.6%	7.3%	8.0%	8.9%	5.9%	6.3%	7.7%	9.2%	7.5%	7.8%	7.1%	10.5%
	Between 2 and 3 hours	7.1%	6.7%	7.5%	7.8%	7.7%	4.4%	8.8%	6.7%	6.0%	8.4%	6.8%	8.3%
	Between 3 and 4 hours	5.1%	4.9%	5.2%	6.7%	5.9%	3.8%	5.7%	4.2%	3.5%	7.0%	4.6%	7.5%
	Between 4 and 5 hours	3.1%	3.8%	2.2%	7.8%	4.1%	2.5%	1.5%	2.1%	2.5%	3.8%	2.5%	6.0%
	Between 5 and 6 hours	0.8%	0.9%	0.7%	1.1%	0.0%	1.3%	1.0%	0.8%	0.6%	1.1%	1.0%	0.0%
	Between 6 and 7 hours	0.7%	1.1%	0.2%	0.0%	1.2%	0.6%	0.0%	1.3%	1.0%	0.3%	0.6%	1.5%
	Between 8 and 9 hours	0.2%	0.2%	0.2%	0.0%	0.6%	0.0%	0.5%	0.0%	0.2%	0.3%	0.3%	0.0%
	More than 9 hours	0.8%	1.3%	0.2%	0.0%	1.8%	0.0%	1.5%	0.4%	0.6%	1.1%	0.6%	2.3%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

A-Q5: Thinking about the tablet your child has access to, how long has your child been using a tablet computer?

NOTE: A small proportion of participants declared conflicting information, that their child was younger than the number of years of tablet use (highlighted below)

		Gender		Age					Social Class*.092		Ethnicity [a]	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Less than 3 months	32.8%	34.7%	30.7%	67.6%	57.9%	36.8%	18.9%	14.8%	30.4%	36.2%	33.6%	28.1%
Between 4 and 6 months	20.9%	20.8%	21.0%	11.4%	20.9%	28.0%	21.5%	18.4%	20.4%	21.6%	20.1%	25.2%
Between 6 months and 1 year	18.8%	18.4%	19.3%	8.1%	13.5%	17.9%	26.0%	20.3%	19.9%	17.2%	18.5%	20.3%
About 1 year	17.1%	16.7%	17.5%	8.1%	5.2%	14.1%	22.1%	25.3%	18.1%	15.7%	17.5%	14.8%
About 2 years	8.7%	7.8%	9.7%	3.8%	1.1%	3.1%	9.4%	18.2%	9.0%	8.3%	8.9%	7.7%
About 3 years	1.6%	1.5%	1.6%	1.1%	1.1%	0.0%	1.9%	2.7%	2.1%	0.7%	1.1%	3.9%
More than 3 years	0.2%	0.2%	0.2%	0.0%	0.3%	0.0%	0.2%	0.3%	0.1%	0.4%	0.2%	0.0%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

A-Q6: Which of the following types of app does your child use?

Notes: Percentages out of sub-groups, e.g. 11.2% of males who use devices for 'learning' do so on a smartphone. Statistical significance denoted within cells corresponding to each combination of demographic group and type of activity, Cramer's V omitted due to the complexity of the table, available on request from the authors).

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Learning (e.g. matching shapes, learning numbers/letters/words/animal names etc)	On a smartphone	30.5%	31.1%	29.9%	29.2%	30.1%	33.3%	33.0%	27.1%	29.3%	32.3%	29.4%	36.5%
	On a tablet computer	70.4%	69.8%	71.1%	**48.1%	**63.6%	**68.7%	**76.0%	**78.4%	70.2%	70.6%	71.4%	65.2%
	Does not use this type of app	18.6%	19.0%	18.0%	**38.4%	**23.5%	**18.7%	**13.3%	**13.4%	19.9%	16.6%	18.6%	18.4%
Social Networking (e.g. WhatsApp)	On a smartphone	8.3%	9.2%	7.3%	9.2%	11.5%	6.2%	8.4%	7.6%	7.8%	9.0%	**6.3%	**19.0%
	On a tablet computer	10.4%	*12.2%	*8.4%	15.7%	13.2%	8.9%	9.9%	8.6%	9.8%	11.3%	**8.9%	**18.7%
	Does not use this type of app	83.0%	*80.5%	*85.6%	*77.3%	*78.2%	*85.9%	*83.5%	*85.1%	84.1%	81.4%	**86.0%	**66.5%
Style Creation (e.g. Stardoll, Fashion Icon)	On a smartphone	9.0%	9.1%	8.9%	13.0%	10.3%	6.7%	10.1%	7.7%	*7.5%	*11.1%	**7.6%	**16.8%
	On a tablet computer	20.4%	**16.1%	**24.9%	**17.3%	**18.9%	**13.6%	**21.9%	**25.9%	*18.4%	*23.3%	*19.1%	*27.4%
	Does not use this type of app	73.5%	*76.8%	*69.9%	*73.0%	*73.4%	*80.9%	*71.9%	*69.6%	**76.4%	**69.2%	**75.9%	**60.0%
Escape and Obstacles (e.g. Temple Run)	On a smartphone	12.5%	**15.5%	**9.4%	9.2%	9.7%	10.5%	15.5%	14.3%	11.4%	14.1%	**10.8%	**21.6%
	On a tablet computer	23.9%	*26.4%	*21.2%	**23.8%	**19.5%	**15.1%	**24.0%	**32.8%	*21.2%	*27.8%	22.9%	29.4%
	Does not use this type of app	68.2%	**63.8%	**72.7%	**70.8%	**73.1%	**77.8%	**64.2%	**60.7%	**71.3%	**63.6%	**70.4%	**55.8%
Sports (e.g. FIFA, Flick Kick Rugby, Tiger Woods)	On a smartphone	7.9%	**10.4%	**5.3%	6.5%	7.2%	6.9%	10.3%	7.6%	6.9%	9.4%	**6.6%	**15.2%
	On a tablet computer	14.6%	**18.0%	**11.0%	15.1%	16.9%	10.5%	13.3%	17.0%	13.5%	16.2%	**12.6%	**25.5%
	Does not use this type of app	79.5%	**74.3%	**85.0%	80.5%	77.1%	84.2%	78.8%	77.8%	*81.6%	*76.5%	**82.6%	**62.6%

A-Q6: Continued

		Gender			Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	B
Basic Strategy (e.g. Angry Birds)	On a smartphone	18.1%	19.5%	16.5%	*12.4%	*18.3%	*12.9%	*20.4%	*21.5%	17.5%	18.9%	*16.9%	*2
	On a tablet computer	33.4%	**38.3%	**28.1%	**18.9%	**21.8%	**23.4%	**34.1%	**51.4%	31.4%	36.2%	*32.0%	*4
	Does not use this type of app	56.6%	**51.4%	**62.0%	**73.0%	**66.5%	**68.7%	**53.0%	**39.5%	*59.4%	*52.5%	**58.9%	**4
Creating virtual worlds (e.g. Minecraft)	On a smartphone	8.8%	**11.1%	**6.3%	10.3%	9.7%	6.5%	8.6%	9.5%	7.9%	10.0%	*7.9%	*1
	On a tablet computer	20.8%	**25.3%	**16.0%	**21.6%	**16.9%	**13.9%	**21.2%	**27.3%	19.8%	22.0%	**19.3%	**2
	Does not use this type of app	73.1%	**67.2%	**79.2%	**71.9%	**74.8%	**80.9%	**72.3%	**67.4%	74.7%	70.6%	**75.4%	**6
Nurture and mimics (e.g. My Horse, Talking Tom, Pou, Toca Pet Doctor)	On a smartphone	17.2%	**20.1%	**14.1%	16.2%	19.2%	17.2%	16.5%	16.8%	*15.4%	*19.9%	**15.8%	**2
	On a tablet computer	37.3%	37.0%	37.6%	**28.6%	**31.2%	**30.4%	**41.4%	**45.4%	*34.3%	*41.7%	36.6%	41
	Does not use this type of app	54.1%	52.9%	55.4%	**63.8%	**57.3%	**59.8%	**51.3%	**47.3%	**58.1%	**48.4%	*55.7%	*4
Audio play/musical play (e.g. nursery rhymes, keyboards)	On a smartphone	27.4%	28.2%	26.6%	**32.4%	**33.2%	**31.6%	**29.4%	**17.7%	27.5%	27.3%	**25.4%	**3
	On a tablet computer	60.4%	59.8%	61.1%	50.8%	61.9%	62.7%	61.6%	60.0%	60.5%	60.3%	60.5%	59
	Does not use this type of app	28.7%	29.9%	27.4%	*35.7%	*24.6%	*24.9%	*26.4%	*33.5%	29.6%	27.4%	*29.8%	*2
Visual play/drawing/colouring in (e.g. Draw; Faces iMake HD)	On a smartphone	20.7%	20.5%	20.9%	20.0%	21.5%	19.4%	23.6%	19.1%	20.0%	21.7%	*19.6%	*2
	On a tablet computer	60.3%	58.1%	62.5%	**36.2%	**53.0%	**56.9%	**67.6%	**68.7%	59.5%	61.4%	*61.5%	*5
	Does not use this type of app	31.3%	32.8%	29.7%	**50.8%	**36.7%	**36.4%	**23.2%	**24.7%	*33.6%	*28.0%	31.4%	31

A-Q6: Continued

			Gender			Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	
Video apps (e.g. YouTube)	On a smartphone	28.8%	28.9%	28.7%	30.3%	30.4%	29.9%	32.0%	24.1%	27.8%	30.2%	**26.0%	*
	On a tablet computer	51.1%	50.6%	51.6%	50.3%	47.9%	49.3%	53.2%	52.9%	50.2%	52.4%	50.1%	
	Does not use this type of app	39.0%	38.7%	39.2%	38.9%	41.0%	41.1%	35.2%	39.2%	40.9%	36.2%	**41.6%	*
Story apps/interactive books (e.g. Nighty Night, Cinderella)	On a smartphone	18.5%	17.3%	19.7%	16.2%	20.6%	20.3%	18.0%	16.8%	18.9%	17.8%	*17.3%	*
	On a tablet computer	51.7%	49.3%	54.3%	**44.9%	**43.8%	**48.3%	**55.6%	**57.9%	51.1%	52.6%	51.6%	
	Does not use this type of app	39.4%	*42.9%	*35.7%	*47.6%	*44.4%	*41.4%	*35.0%	*35.9%	40.2%	38.2%	*40.9%	*
Role play (e.g. Princess Dress-Up; Pet Shop)	On a smartphone	13.6%	*11.2%	*16.2%	15.7%	11.5%	11.7%	16.3%	13.4%	13.1%	14.4%	*12.5%	*
	On a tablet computer	35.3%	*29.2%	*41.7%	**27.6%	**24.1%	**28.0%	**41.4%	**44.7%	33.5%	37.8%	34.6%	
	Does not use this type of app	57.2%	**63.7%	**50.4%	**64.9%	**67.0%	**63.6%	**50.9%	**49.3%	*59.6%	*53.7%	*58.6%	*
Creative production (e.g. First Camera, Video Star)	On a smartphone	11.4%	*13.4%	*9.3%	8.1%	12.6%	12.2%	11.8%	10.8%	**8.9%	**15.0%	**9.3%	*
	On a tablet computer	24.9%	25.5%	24.2%	22.2%	24.9%	20.8%	25.3%	28.2%	**22.1%	**28.7%	24.0%	
	Does not use this type of app	67.8%	65.9%	69.8%	74.1%	65.9%	71.5%	66.5%	65.3%	**72.3%	**61.4%	**70.2%	*
Augmented reality (e.g. Mattel Apptivity apps; ColAR Mix; AR Flashcards)	On a smartphone	8.5%	*10.3%	*6.5%	10.8%	9.5%	7.2%	9.9%	6.9%	7.5%	9.9%	**7.3%	*
	On a tablet computer	18.5%	**21.6%	**15.1%	16.2%	19.2%	16.5%	18.2%	20.3%	17.5%	19.9%	*17.2%	*
	Does not use this type of app	75.6%	**71.8%	**79.7%	76.2%	73.4%	78.0%	75.5%	75.3%	77.6%	72.8%	**78.0%	*

A-Q7: Which of the following types of activities does your child use a tablet for

Notes: Percentages out of all respondents, statistical significance from crosstabulations for each combination of activity (yes/no) and demographic group denoted within cells.

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year old	1 year old	2 years old	3 years old	4 to 5 years	ABC1	C2DE	White	BME
Drawing and painting	55.8%	53.1%	58.7%	**40.0%	**43.3%	**54.1%	**63.7%	**63.2%	*53.4%	*59.3%	56.7%	51.0%
Colouring in	53.3%	**48.8%	**58.0%	**37.8%	**42.7%	**50.2%	**62.4%	**59.3%	*50.6%	*57.0%	54.2%	48.1%
Making collages	9.2%	9.3%	9.0%	7.6%	7.4%	7.9%	11.6%	9.6%	9.6%	8.5%	*8.4%	*13.2%
Making videos	10.6%	11.6%	9.6%	11.9%	10.0%	9.8%	10.1%	11.5%	*9.0%	*12.9%	*9.6%	*15.8%
Taking photographs	34.3%	33.8%	34.8%	**22.7%	**22.9%	**31.6%	**39.1%	43.0%	*32.0%	*37.6%	33.4%	39.0%
Other creative activities	24.9%	23.9%	26.0%	*19.5%	*18.3%	*24.4%	*29.6%	*27.1%	24.2%	25.9%	24.6%	26.5%
Watching video	45.2%	46.6%	43.7%	43.2%	43.0%	42.8%	50.0%	45.0%	44.7%	45.9%	45.1%	45.8%
Reading stories	33.7%	31.4%	36.0%	**34.1%	**25.5%	**28.5%	**35.8%	**40.4%	33.8%	33.5%	33.3%	35.8%
Play with/use apps for gaming	39.3%	40.1%	38.4%	**22.2%	**23.8%	**31.1%	**46.8%	**54.0%	37.1%	42.5%	39.8%	36.8%
Play with/use apps for social	8.4%	8.9%	7.8%	11.4%	8.0%	5.5%	9.2%	9.1%	7.7%	9.4%	**7.3%	**14.2%
To help with learning/education	56.6%	55.0%	58.3%	**38.9%	**45.0%	**55.5%	**65.0%	**63.2%	57.1%	55.9%	**58.5%	**46.5%
Listen to stories/audiobooks	39.9%	37.1%	42.7%	36.2%	35.0%	42.1%	42.5%	40.2%	40.0%	39.6%	39.4%	42.3%
Listen to music	34.9%	32.9%	37.1%	37.3%	35.0%	30.9%	35.8%	36.4%	33.8%	36.5%	34.2%	39.0%
Look at magazines	6.1%	6.9%	5.3%	**10.3%	**10.0%	**3.8%	**6.0%	**4.1%	5.9%	6.3%	**5.3%	**10.6%
Look at pictures/photos	50.7%	*47.2%	*54.4%	47.0%	45.8%	51.4%	56.7%	49.5%	50.6%	50.8%	51.2%	48.1%
Voice/video communication, e.g. FaceTime/Skype	16.3%	15.9%	16.7%	20.5%	15.2%	17.2%	17.0%	14.4%	17.4%	14.7%	*15.3%	*21.9%
Browsing the internet (looking at websites)	9.6%	10.7%	8.4%	12.4%	8.3%	6.7%	9.0%	12.0%	9.2%	10.2%	9.1%	12.6%
Using a search engine (e.g. typing key words into Google and searching)	7.1%	8.5%	5.7%	*11.4%	*5.7%	*4.8%	*5.8%	*9.3%	5.9%	8.8%	6.7%	9.4%
Watching music videos on YouTube	28.8%	27.4%	30.4%	30.3%	24.1%	30.1%	31.1%	28.5%	27.0%	31.5%	28.6%	30.3%

Section B: Tablet usage

B-Q1: What times of day does your child use a tablet? (Weekday)

Notes: Percentages out of each demographic group, e.g 26.9% of male children use tablets before 9am. Statistical significance from crosstabulations for each combination of time (use/no use) and demographic group denoted within cells.

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	24.9%	26.9%	22.8%	27.0%	30.7%	23.7%	22.1%	23.9%	26.6%	22.4%	25.0%	24.2%
Between 9am and 12pm	22.3%	22.4%	22.0%	**31.4%	**30.1%	**27.0%	**20.6%	**12.5%	*19.8%	*25.8%	21.5%	26.1%
Between 12pm and 2pm	19.8%	20.5%	19.1%	**24.9%	**29.5%	**21.1%	**18.7%	**12.4%	**16.2%	**25.0%	**18.4%	**27.4%
Between 2pm and 4pm	30.8%	31.0%	30.5%	**28.6%	**34.4%	**32.1%	**36.1%	**24.1%	**27.4%	**35.6%	30.6%	31.6%
Between 4pm and 6pm	52.3%	52.6%	52.0%	**43.8%	**43.8%	**47.1%	**51.7%	**64.3%	52.2%	52.5%	52.9%	49.0%
Between 6pm and 8pm	28.4%	28.6%	28.3%	26.5%	26.4%	25.4%	30.0%	31.3%	28.0%	29.1%	27.8%	31.9%
After 8pm	6.6%	6.8%	6.4%	*11.4%	*8.6%	*4.8%	*7.1%	*4.8%	*5.3%	*8.4%	*5.3%	*13.9%

B-Q1: What times of day does your child use a tablet? (Weekend)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	24.2%	25.2%	23.1%	22.7%	24.4%	20.3%	25.8%	25.9%	25.2%	22.7%	25.1%	18.7%
Between 9am and 12pm	41.6%	41.2%	41.9%	42.2%	38.1%	38.8%	40.6%	46.2%	40.0%	43.7%	41.3%	42.9%
Between 12pm and 2pm	34.3%	34.4%	34.2%	34.6%	32.4%	29.4%	37.3%	36.4%	*31.3%	*38.6%	*33.0%	*41.6%
Between 2pm and 4pm	44.9%	45.5%	44.2%	40.0%	43.3%	41.9%	49.6%	45.7%	*42.4%	*48.4%	44.9%	44.8%
Between 4pm and 6pm	45.5%	44.9%	46.0%	**39.5%	**37.8%	**43.1%	**44.6%	**54.3%	47.3%	42.8%	45.1%	47.1%
Between 6pm and 8pm	29.5%	29.0%	30.0%	31.4%	24.9%	27.0%	30.0%	32.8%	29.0%	30.1%	28.9%	32.6%
After 8pm	9.1%	10.5%	7.6%	**7.6%	**11.2%	**6.9%	**10.9%	**8.4%	8.3%	10.2%	**7.8%	**16.5%

B-Q2a: For each occasion your child uses a tablet computer, we would like to know what activities they use it for at each time

Notes: Percentages out of the demographic group, e.g. 15.0% of males use learning apps before 9am on weekdays.

Significance tests for only for differences at each time point within each demographic group (as participants could select multiple times of use)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	12.8%	15.0%	10.7%	6.8%	13.9%	14.6%	13.5%	12.0%	12.9%	12.7%	12.8%	12.7%
Between 9am and 12pm	13.5%	13.4%	13.7%	**16.2%	**21.2%	**17.7%	**15.2%	**6.0%	12.9%	14.4%	14.0%	10.8%
Between 12pm and 2pm	10.8%	11.9%	9.8%	*20.3%	*15.2%	*13.3%	*9.4%	*6.8%	*8.3%	*14.2%	10.5%	12.7%
Between 2pm and 4pm	21.2%	19.4%	23.0%	14.9%	27.2%	22.1%	24.9%	16.6%	20.2%	22.6%	21.3%	20.9%
Between 4pm and 6pm	33.6%	33.0%	34.2%	*33.8%	*22.5%	*29.6%	*33.0%	*41.0%	34.3%	32.6%	35.1%	24.7%
Between 6pm and 8pm	13.7%	12.3%	15.1%	8.1%	12.6%	11.1%	13.8%	16.8%	14.3%	12.9%	13.8%	13.3%
After 8pm	1.7%	1.6%	1.8%	0.0%	3.3%	1.8%	2.0%	1.1%	1.9%	1.4%	**1.1%	**5.1%

2. *Weekends drawing and painting (n = 1116)*

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	9.8%	9.2%	10.4%	5.4%	11.3%	6.6%	12.1%	10.1%	11.6%	7.4%	10.5%	5.1%
Between 9am and 12pm	22.0%	20.0%	23.9%	*14.9%	*18.5%	*18.6%	*19.5%	*28.8%	21.1%	23.0%	23.2%	14.6%
Between 12pm and 2pm	17.2%	15.9%	18.4%	13.5%	15.9%	13.3%	17.2%	20.9%	15.3%	19.7%	17.4%	15.8%
Between 2pm and 4pm	26.3%	26.2%	26.5%	12.2%	21.9%	25.7%	30.3%	28.3%	26.2%	26.5%	27.3%	20.3%
Between 4pm and 6pm	23.6%	22.5%	24.6%	**12.2%	**17.9%	**19.9%	**22.9%	**31.0%	25.9%	20.5%	23.6%	23.4%
Between 6pm and 8pm	10.9%	9.5%	12.3%	8.1%	9.9%	8.4%	11.4%	13.0%	11.6%	10.1%	11.5%	7.6%
After 8pm	1.7%	1.5%	1.9%	0.0%	2.6%	0.9%	2.4%	1.6%	1.4%	2.1%	1.6%	2.5%

3. *Weekdays colouring in (n = 1065)*

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	10.9%	11.4%	10.5%	14.3%	12.1%	11.4%	10.3%	9.9%	12.2%	9.2%	10.9%	10.7%
Between 9am and 12pm	12.6%	12.7%	12.4%	**15.7%	**22.8%	**14.3%	**13.1%	**6.1%	10.4%	15.4%	13.0%	10.1%
Between 12pm and 2pm	11.2%	11.4%	11.0%	15.7%	15.4%	12.4%	11.0%	7.8%	*8.9%	*14.1%	10.8%	13.4%
Between 2pm and 4pm	20.5%	19.3%	21.5%	*12.9%	*27.5%	*23.3%	*23.4%	*14.8%	19.8%	21.4%	21.3%	15.4%
Between 4pm and 6pm	32.4%	32.1%	32.7%	*32.9%	*24.2%	*31.9%	*28.9%	*39.1%	32.0%	32.9%	33.6%	24.8%
Between 6pm and 8pm	12.6%	12.7%	12.4%	*2.9%	*9.4%	*8.1%	*15.5%	*16.2%	13.2%	11.8%	12.8%	11.4%
After 8pm	1.7%	1.8%	1.6%	0.0%	3.4%	1.0%	2.1%	1.4%	1.3%	2.1%	1.3%	4.0%

4. *Weekends colouring in (n = 1065)*

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	9.6%	8.4%	10.7%	2.9%	8.7%	7.6%	10.7%	11.6%	10.9%	7.9%	10.5%	4.0%
Between 9am and 12pm	24.4%	21.1%	27.4%	20.0%	24.2%	18.6%	24.4%	29.0%	23.1%	26.1%	25.4%	18.1%
Between 12pm and 2pm	18.1%	15.9%	20.1%	18.6%	12.1%	18.6%	17.9%	20.6%	16.9%	19.7%	18.3%	16.8%
Between 2pm and 4pm	26.9%	27.9%	26.1%	15.7%	25.5%	28.6%	27.8%	28.1%	27.1%	26.7%	*28.4%	*18.1%
Between 4pm and 6pm	24.7%	23.1%	26.1%	**14.3%	**18.1%	**19.0%	**23.7%	**33.9%	*27.8%	*20.7%	25.1%	22.1%
Between 6pm and 8pm	11.5%	10.2%	12.6%	7.1%	7.4%	8.1%	14.1%	13.9%	13.1%	9.4%	11.8%	9.4%
After 8pm	2.0%	2.0%	2.0%	0.0%	2.0%	1.4%	3.4%	1.4%	1.7%	2.4%	2.0%	2.0%

5. *Weekdays making collages (n = 183)*

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	20.8%	22.9%	18.4%	28.6%	19.2%	24.2%	22.2%	16.1%	16.8%	27.1%	22.5%	14.6%
Between 9am and 12pm	15.3%	15.6%	14.9%	21.4%	26.9%	12.1%	14.8%	10.7%	15.0%	15.7%	13.4%	22.0%
Between 12pm and 2pm	14.8%	17.7%	11.5%	21.4%	23.1%	15.2%	13.0%	10.7%	15.0%	14.3%	14.8%	14.6%
Between 2pm and 4pm	13.7%	9.4%	18.4%	14.3%	7.7%	15.2%	22.2%	7.1%	12.4%	15.7%	12.7%	17.1%
Between 4pm and 6pm	25.1%	21.9%	28.7%	7.1%	15.4%	24.2%	24.1%	35.7%	31.0%	15.7%	23.9%	29.3%
Between 6pm and 8pm	8.7%	9.4%	8.0%	7.1%	7.7%	3.0%	9.3%	12.5%	10.6%	5.7%	9.9%	4.9%
After 8pm	3.8%	5.2%	2.3%	0.0%	7.7%	3.0%	5.6%	1.8%	5.3%	1.4%	2.8%	7.3%

6. *Weekends making collages (n = 183)*

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	8.2%	9.4%	6.9%	0.0%	11.5%	12.1%	7.4%	7.1%	8.8%	7.1%	9.9%	2.4%
Between 9am and 12pm	18.0%	14.6%	21.8%	7.1%	19.2%	12.1%	14.8%	26.8%	19.5%	15.7%	18.3%	17.1%
Between 12pm and 2pm	14.2%	12.5%	16.1%	0.0%	11.5%	6.1%	16.7%	21.4%	15.9%	11.4%	14.1%	14.6%
Between 2pm and 4pm	19.7%	17.7%	21.8%	7.1%	11.5%	15.2%	27.8%	21.4%	24.8%	11.4%	19.0%	22.0%
Between 4pm and 6pm	19.1%	17.7%	20.7%	[a]0.0%	[a]3.8%	[a]12.1%	[a]18.5%	[a]35.7%	24.8%	10.0%	19.7%	17.1%
Between 6pm and 8pm	8.2%	9.4%	6.9%	7.1%	0.0%	3.0%	11.1%	12.5%	8.0%	8.6%	8.5%	7.3%
After 8pm	3.8%	6.3%	1.1%	0.0%	7.7%	0.0%	5.6%	3.6%	4.4%	2.9%	3.5%	4.9%

[a] invalid statistical test due to expected frequencies less than 5

7. Weekdays making videos (n = 212)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	13.2%	16.0%	9.7%	13.6%	25.7%	9.8%	14.9%	7.5%	14.2%	12.3%	11.7%	18.4%
Between 9am and 12pm	10.4%	10.9%	9.7%	4.5%	11.4%	19.5%	8.5%	7.5%	9.4%	11.3%	9.2%	14.3%
Between 12pm and 2pm	10.8%	14.3%	6.5%	18.2%	20.0%	9.8%	10.6%	4.5%	8.5%	13.2%	9.8%	14.3%
Between 2pm and 4pm	15.6%	14.3%	17.2%	22.7%	17.1%	17.1%	17.0%	10.4%	16.0%	15.1%	14.7%	18.4%
Between 4pm and 6pm	20.8%	18.5%	23.7%	9.1%	14.3%	26.8%	17.0%	26.9%	18.9%	22.6%	19.6%	24.5%
Between 6pm and 8pm	16.0%	16.8%	15.1%	0.0%	17.1%	22.0%	19.1%	14.9%	16.0%	16.0%	16.0%	16.3%
After 8pm	5.2%	6.7%	3.2%	4.5%	11.4%	4.9%	4.3%	3.0%	7.5%	2.8%	4.9%	6.1%

8. Weekends making videos (n = 212)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	8.5%	9.2%	7.5%	4.5%	14.3%	2.4%	8.5%	10.4%	8.5%	8.5%	10.4%	2.0%
Between 9am and 12pm	15.6%	13.4%	18.3%	4.5%	8.6%	9.8%	14.9%	26.9%	18.9%	12.3%	18.4%	6.1%
Between 12pm and 2pm	16.5%	15.1%	18.3%	13.6%	11.4%	12.2%	19.1%	20.9%	17.0%	16.0%	17.8%	12.2%
Between 2pm and 4pm	20.8%	21.0%	20.4%	9.1%	14.3%	26.8%	23.4%	22.4%	17.9%	23.6%	23.9%	10.2%
Between 4pm and 6pm	17.5%	20.2%	14.0%	4.5%	8.6%	19.5%	12.8%	28.4%	17.0%	17.9%	17.8%	16.3%
Between 6pm and 8pm	11.8%	9.2%	15.1%	4.5%	2.9%	12.2%	10.6%	19.4%	9.4%	14.2%	14.1%	4.1%
After 8pm	3.8%	4.2%	3.2%	0.0%	8.6%	4.9%	4.3%	1.5%	5.7%	1.9%	4.3%	2.0%

9. Weekdays taking photographs (n = 686)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	9.3%	9.8%	8.9%	11.9%	12.5%	15.2%	8.2%	5.6%	9.5%	9.1%	9.9%	6.6%
Between 9am and 12pm	9.6%	10.3%	8.9%	19.0%	13.8%	13.6%	7.1%	6.4%	9.5%	9.7%	10.1%	7.4%
Between 12pm and 2pm	9.3%	10.3%	8.3%	11.9%	15.0%	11.4%	7.1%	7.6%	8.0%	11.0%	9.4%	9.1%
Between 2pm and 4pm	18.4%	18.1%	18.6%	16.7%	20.0%	19.7%	21.4%	15.2%	*14.9%	*22.7%	18.8%	16.5%
Between 4pm and 6pm	29.0%	26.7%	31.4%	19.0%	23.8%	27.3%	28.6%	33.6%	30.2%	27.5%	29.9%	24.8%
Between 6pm and 8pm	15.2%	14.9%	15.4%	9.5%	11.3%	15.2%	18.1%	15.2%	15.1%	15.2%	15.2%	14.9%
After 8pm	1.9%	1.7%	2.1%	0.0%	2.5%	3.0%	2.7%	0.8%	1.9%	1.9%	1.4%	4.1%

10. Weekends taking photographs (n = 686)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	9.2%	9.2%	9.2%	4.8%	12.5%	11.4%	10.4%	6.8%	9.5%	8.7%	9.7%	6.6%
Between 9am and 12pm	24.1%	22.1%	26.0%	**19.0%	**16.3%	**17.4%	**20.3%	**33.6%	23.3%	24.9%	25.7%	16.5%
Between 12pm and 2pm	21.1%	21.0%	21.3%	19.0%	18.8%	15.9%	19.2%	26.4%	21.2%	21.0%	21.8%	18.2%
Between 2pm and 4pm	29.2%	30.5%	27.8%	11.9%	25.0%	27.3%	31.3%	32.8%	28.1%	30.4%	30.3%	24.0%
Between 4pm and 6pm	24.1%	24.1%	24.0%	11.9%	20.0%	19.7%	23.1%	30.4%	26.8%	20.7%	25.7%	16.5%
Between 6pm and 8pm	12.4%	10.1%	14.8%	16.7%	6.3%	11.4%	12.1%	14.4%	13.5%	11.0%	12.9%	9.9%
After 8pm	2.3%	2.3%	2.4%	0.0%	3.8%	2.3%	2.2%	2.4%	2.7%	1.9%	1.9%	4.1%

11. Weekdays other creative activities (n = 498)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	9.0%	10.2%	7.9%	5.6%	7.8%	10.8%	10.9%	7.6%	*11.9%	*5.2%	9.1%	8.5%
Between 9am and 12pm	11.2%	11.4%	11.1%	[a]25.0%	[a]20.3%	[a]11.8%	[a]11.6%	[a]3.8%	10.9%	11.7%	11.5%	9.8%
Between 12pm and 2pm	10.4%	10.2%	10.7%	13.9%	18.8%	13.7%	5.8%	8.2%	*7.4%	*14.6%	10.6%	9.8%
Between 2pm and 4pm	19.7%	18.3%	21.0%	*27.8%	*15.6%	*27.5%	*23.9%	*10.8%	15.8%	24.9%	21.4%	11.0%
Between 4pm and 6pm	32.7%	30.5%	34.9%	22.2%	21.9%	31.4%	34.1%	39.2%	33.7%	31.5%	34.4%	24.4%
Between 6pm and 8pm	14.5%	15.9%	13.1%	11.1%	9.4%	12.7%	13.8%	19.0%	17.2%	10.8%	13.2%	20.7%
After 8pm	2.8%	4.1%	1.6%	0.0%	4.7%	2.9%	2.9%	2.5%	2.8%	2.8%	2.9%	2.4%

[a] invalid statistical test due to expected frequencies less than 5

12. Weekends other creative activities (n = 498)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	11.2%	12.6%	9.9%	5.6%	7.8%	12.7%	13.0%	11.4%	11.6%	10.8%	12.3%	6.1%
Between 9am and 12pm	24.7%	23.6%	25.8%	16.7%	23.4%	17.6%	27.5%	29.1%	24.2%	25.4%	25.7%	19.5%
Between 12pm and 2pm	18.9%	17.1%	20.6%	5.6%	10.9%	16.7%	21.7%	24.1%	16.1%	22.5%	19.0%	18.3%
Between 2pm and 4pm	27.7%	28.9%	26.6%	16.7%	23.4%	27.5%	31.9%	28.5%	26.0%	30.0%	28.8%	22.0%
Between 4pm and 6pm	27.1%	27.6%	26.6%	16.7%	25.0%	20.6%	25.4%	36.1%	*32.6%	*19.7%	26.4%	30.5%
Between 6pm and 8pm	12.4%	13.0%	11.9%	11.1%	12.5%	12.7%	9.4%	15.2%	14.0%	10.3%	12.5%	12.2%
After 8pm	2.0%	3.3%	0.8%	0.0%	4.7%	2.0%	1.4%	1.9%	2.1%	1.9%	1.9%	2.4%

13. Weekdays watching video (n = 904)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	14.9%	16.3%	13.4%	*13.8%	*21.3%	*19.6%	*15.0%	*8.4%	17.5%	11.4%	16.1%	8.5%
Between 9am and 12pm	11.7%	11.7%	11.8%	**22.5%	**15.3%	**14.0%	**11.6%	**5.0%	10.8%	13.0%	11.2%	14.8%
Between 12pm and 2pm	10.1%	9.2%	11.1%	*18.8%	*15.3%	*8.4%	*9.0%	*6.5%	8.5%	12.2%	9.3%	14.1%
Between 2pm and 4pm	19.1%	19.6%	18.6%	22.5%	15.3%	19.6%	24.9%	14.9%	18.6%	19.9%	19.2%	19.0%
Between 4pm and 6pm	30.1%	30.2%	30.0%	*16.3%	*24.7%	*31.3%	*28.8%	*37.8%	30.9%	28.9%	31.8%	21.1%
Between 6pm and 8pm	18.5%	16.7%	20.5%	*6.3%	*14.7%	*19.6%	*24.0%	*18.7%	19.2%	17.5%	18.1%	20.4%
After 8pm	3.1%	3.1%	3.1%	1.3%	3.3%	3.9%	3.0%	3.1%	2.8%	3.4%	2.5%	6.3%

14. Weekends watching video (n = 904)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	13.5%	14.4%	12.5%	6.3%	16.0%	11.2%	15.9%	13.7%	**17.1%	**8.5%	*15.1%	*4.9%
Between 9am and 12pm	24.8%	23.5%	26.2%	21.3%	20.0%	20.7%	25.3%	30.9%	24.7%	24.9%	24.8%	24.6%
Between 12pm and 2pm	18.9%	*15.0%	*23.3%	17.5%	12.7%	15.1%	21.0%	23.7%	17.5%	21.0%	18.1%	23.2%
Between 2pm and 4pm	26.3%	25.4%	27.4%	*20.0%	*16.7%	*26.8%	*33.0%	*27.5%	27.1%	25.2%	26.8%	23.9%
Between 4pm and 6pm	26.0%	26.7%	25.2%	*20.0%	*16.0%	*28.5%	*24.0%	*33.6%	28.8%	22.0%	26.4%	23.9%
Between 6pm and 8pm	16.0%	14.8%	17.5%	12.5%	10.7%	16.2%	17.2%	19.1%	18.4%	12.7%	15.6%	18.3%
After 8pm	4.0%	3.8%	4.2%	2.5%	4.0%	3.4%	5.6%	3.4%	4.2%	3.7%	3.4%	7.0%

15. Weekdays reading stories (n = 673)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	7.1%	8.4%	6.0%	3.2%	9.0%	8.4%	8.4%	6.0%	6.5%	8.0%	7.5%	5.4%
Between 9am and 12pm	7.6%	6.8%	8.3%	17.5%	9.0%	9.2%	5.4%	5.1%	5.5%	10.5%	7.5%	8.1%
Between 12pm and 2pm	8.5%	9.3%	7.7%	*11.1%	*16.9%	*10.9%	*6.6%	*4.7%	6.3%	11.6%	8.2%	9.9%
Between 2pm and 4pm	16.6%	14.6%	18.6%	17.5%	19.1%	21.0%	16.8%	13.2%	16.6%	16.7%	16.0%	19.8%
Between 4pm and 6pm	29.6%	31.9%	27.4%	17.5%	28.1%	22.7%	29.9%	36.6%	31.7%	26.5%	30.6%	24.3%
Between 6pm and 8pm	16.0%	16.7%	15.4%	7.9%	7.9%	14.3%	18.0%	20.9%	18.1%	13.1%	16.5%	13.5%
After 8pm	3.4%	4.6%	2.3%	4.8%	5.6%	1.7%	3.6%	3.0%	3.3%	3.6%	2.8%	6.3%

16. Weekends reading stories (n = 673)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	10.3%	9.3%	11.1%	4.8%	9.0%	6.7%	12.0%	12.8%	10.6%	9.8%	11.2%	5.4%
Between 9am and 12pm	16.8%	18.0%	15.7%	17.5%	19.1%	11.8%	14.4%	20.0%	17.1%	16.4%	17.6%	12.6%
Between 12pm and 2pm	13.1%	12.1%	14.0%	12.7%	7.9%	10.9%	20.4%	11.1%	13.3%	12.7%	13.0%	13.5%
Between 2pm and 4pm	22.7%	22.3%	23.1%	17.5%	19.1%	27.7%	24.0%	22.1%	24.1%	20.7%	23.7%	18.0%
Between 4pm and 6pm	23.6%	23.5%	23.7%	17.5%	18.0%	19.3%	21.6%	31.1%	**28.4%	**16.7%	23.7%	23.4%
Between 6pm and 8pm	15.6%	17.6%	13.7%	17.5%	12.4%	11.8%	10.8%	21.7%	15.8%	15.3%	15.8%	14.4%
After 8pm	3.0%	3.7%	2.3%	3.2%	6.7%	1.7%	1.8%	3.0%	2.8%	3.3%	2.8%	3.6%

17. Weekdays play/use with apps for gaming (n = 786)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	11.6%	11.4%	11.8%	4.9%	14.5%	12.3%	11.0%	11.8%	13.7%	8.9%	12.5%	6.1%
Between 9am and 12pm	10.3%	9.9%	10.7%	*17.1%	*9.6%	*15.4%	*11.0%	*7.0%	*7.6%	*13.8%	11.0%	6.1%
Between 12pm and 2pm	8.9%	7.0%	11.0%	12.2%	13.3%	12.3%	6.0%	8.0%	*5.9%	*12.6%	8.5%	11.4%
Between 2pm and 4pm	19.3%	16.0%	23.1%	12.2%	18.1%	23.8%	23.9%	15.6%	17.6%	21.5%	20.2%	14.0%
Between 4pm and 6pm	38.3%	42.1%	34.0%	**19.5%	**20.5%	**33.8%	**42.2%	**44.6%	40.0%	36.1%	39.7%	29.8%
Between 6pm and 8pm	17.8%	16.5%	19.3%	4.9%	12.0%	17.7%	17.4%	21.3%	18.1%	17.5%	17.7%	18.4%
After 8pm	2.4%	1.9%	2.9%	0.0%	4.8%	3.1%	2.3%	1.9%	2.5%	2.3%	[a]1.8%	[a]6.1%

[a] invalid statistical test due to expected frequencies less than 5

18. Weekends play/use with apps for gaming (n = 786)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	14.0%	14.5%	13.4%	7.3%	15.7%	9.2%	12.8%	17.2%	**17.8%	**9.2%	15.0%	7.9%
Between 9am and 12pm	26.7%	28.3%	24.9%	**24.4%	**10.8%	**23.1%	**22.9%	**35.4%	27.5%	25.8%	28.3%	17.5%
Between 12pm and 2pm	22.0%	21.1%	23.1%	22.0%	16.9%	16.2%	22.5%	25.5%	20.1%	24.4%	22.2%	21.1%
Between 2pm and 4pm	32.4%	29.8%	35.4%	17.1%	22.9%	30.8%	34.9%	36.0%	31.8%	33.2%	33.9%	23.7%
Between 4pm and 6pm	29.6%	30.8%	28.4%	**12.2%	**16.9%	**23.1%	**26.6%	**40.1%	**35.5%	**22.3%	29.6%	29.8%
Between 6pm and 8pm	14.9%	13.8%	16.1%	7.3%	7.2%	11.5%	14.2%	19.7%	16.2%	13.2%	15.6%	10.5%
After 8pm	3.8%	3.4%	4.3%	7.3%	3.6%	3.8%	3.7%	3.5%	3.9%	3.7%	3.7%	4.4%

19. Weekdays play/use with apps for social (n = 168)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	10.1%	9.8%	10.5%	4.8%	21.4%	4.3%	16.3%	3.8%	8.8%	11.7%	10.5%	9.1%
Between 9am and 12pm	9.5%	9.8%	9.2%	23.8%	3.6%	8.7%	7.0%	9.4%	9.9%	9.1%	10.5%	6.8%
Between 12pm and 2pm	6.0%	5.4%	6.6%	0.0%	7.1%	8.7%	4.7%	7.5%	2.2%	10.4%	6.5%	4.5%
Between 2pm and 4pm	16.1%	14.1%	18.4%	23.8%	10.7%	21.7%	18.6%	11.3%	14.3%	18.2%	13.7%	22.7%
Between 4pm and 6pm	25.0%	22.8%	27.6%	14.3%	25.0%	8.7%	27.9%	34.0%	30.8%	18.2%	26.6%	20.5%
Between 6pm and 8pm	8.9%	6.5%	11.8%	0.0%	17.9%	8.7%	16.3%	1.9%	11.0%	6.5%	8.1%	11.4%
After 8pm	4.2%	4.3%	3.9%	0.0%	10.7%	0.0%	7.0%	1.9%	5.5%	2.6%	2.4%	9.1%

20. Weekends play/use with apps for social (n = 168)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	11.3%	15.2%	6.6%	14.3%	10.7%	0.0%	9.3%	17.0%	9.9%	13.0%	12.1%	9.1%
Between 9am and 12pm	13.7%	16.3%	10.5%	14.3%	7.1%	13.0%	14.0%	17.0%	16.5%	10.4%	12.9%	15.9%
Between 12pm and 2pm	10.7%	13.0%	7.9%	4.8%	0.0%	17.4%	11.6%	15.1%	12.1%	9.1%	9.7%	13.6%
Between 2pm and 4pm	17.3%	19.6%	14.5%	14.3%	10.7%	13.0%	27.9%	15.1%	20.9%	13.0%	15.3%	22.7%
Between 4pm and 6pm	15.5%	14.1%	17.1%	4.8%	7.1%	8.7%	23.3%	20.8%	19.8%	10.4%	12.9%	22.7%
Between 6pm and 8pm	11.9%	12.0%	11.8%	9.5%	17.9%	4.3%	14.0%	11.3%	14.3%	9.1%	8.9%	20.5%
After 8pm	4.2%	6.5%	1.3%	0.0%	3.6%	0.0%	7.0%	5.7%	5.5%	2.6%	[a]0.8%	[a]13.6%

[a] invalid statistical test due to expected frequencies less than 5

21. Weekdays to help learning/education (n = 1132)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	9.5%	10.2%	8.7%	9.7%	10.2%	9.5%	9.9%	8.7%	11.3%	6.8%	9.9%	6.3%
Between 9am and 12pm	11.7%	12.4%	11.1%	**20.8%	**15.9%	**14.2%	**12.5%	**6.0%	11.4%	12.2%	12.1%	9.0%
Between 12pm and 2pm	10.6%	9.5%	11.7%	*6.9%	*18.5%	*12.1%	*9.2%	*8.2%	*8.0%	*14.4%	10.3%	12.5%
Between 2pm and 4pm	22.1%	22.1%	22.1%	*22.2%	*21.7%	*27.6%	*26.7%	*14.9%	20.7%	24.2%	22.3%	20.8%
Between 4pm and 6pm	37.2%	36.2%	38.2%	**29.2%	**25.5%	**30.6%	**37.0%	**48.1%	38.8%	34.9%	37.3%	36.1%
Between 6pm and 8pm	14.9%	15.5%	14.3%	*6.9%	*10.2%	*10.8%	*15.8%	*20.4%	15.3%	14.4%	14.6%	17.4%
After 8pm	2.2%	2.1%	2.3%	1.4%	2.5%	2.6%	2.6%	1.6%	1.9%	2.6%	**1.7%	**5.6%

22. Weekends to help learning/education (n = 1132)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	11.7%	12.2%	11.1%	16.7%	10.8%	10.8%	9.9%	13.0%	13.7%	8.7%	*12.7%	*4.9%
Between 9am and 12pm	22.6%	21.7%	23.5%	20.8%	18.5%	19.4%	20.1%	28.8%	22.4%	22.9%	23.2%	18.8%
Between 12pm and 2pm	19.3%	18.2%	20.5%	18.1%	17.2%	15.1%	18.5%	23.9%	17.1%	22.7%	18.8%	22.9%
Between 2pm and 4pm	29.8%	29.3%	30.2%	22.2%	25.5%	30.2%	30.7%	32.1%	30.0%	29.4%	30.6%	24.3%
Between 4pm and 6pm	26.8%	25.3%	28.3%	**13.9%	**19.7%	**21.6%	**25.1%	**37.0%	29.4%	22.9%	26.9%	25.7%
Between 6pm and 8pm	11.8%	11.0%	12.7%	11.1%	8.3%	10.8%	10.2%	15.5%	12.5%	10.9%	11.6%	13.2%
After 8pm	1.4%	1.6%	1.2%	0.0%	1.9%	0.4%	2.3%	1.4%	1.2%	1.7%	[a]1.3%	[a]2.1%

[a] invalid statistical test due to expected frequencies less than 5

23. Weekdays listen to stories/audiobooks (n = 797)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	7.4%	8.6%	6.3%	10.4%	10.7%	7.4%	5.6%	6.4%	7.0%	8.0%	8.1%	3.8%
Between 9am and 12pm	9.9%	10.5%	9.4%	**20.9%	**17.2%	**9.1%	**8.6%	**4.7%	7.8%	12.9%	10.5%	6.9%
Between 12pm and 2pm	8.0%	7.1%	8.9%	**6.0%	**18.0%	**5.1%	**7.6%	**6.0%	6.1%	10.8%	7.2%	12.2%
Between 2pm and 4pm	19.3%	18.3%	20.2%	26.9%	18.0%	21.0%	22.7%	13.7%	17.4%	22.2%	19.2%	19.8%
Between 4pm and 6pm	30.7%	29.1%	32.3%	*16.4%	*24.6%	*27.3%	*31.3%	*40.2%	32.6%	28.0%	32.3%	22.9%
Between 6pm and 8pm	17.9%	18.3%	17.6%	10.4%	16.4%	13.6%	20.2%	22.2%	18.6%	16.9%	18.6%	14.5%
After 8pm	1.9%	1.8%	1.9%	1.5%	3.3%	1.1%	2.0%	1.7%	1.5%	2.5%	[a]1.4%	[a]4.6%

[a] invalid statistical test due to expected frequencies less than 5

24. Weekends listen to stories/audiobooks (n = 797)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	10.2%	11.3%	9.2%	6.0%	9.8%	4.5%	11.6%	14.5%	11.0%	8.9%	10.8%	6.9%
Between 9am and 12pm	21.7%	20.7%	22.7%	22.4%	20.5%	17.6%	23.2%	23.9%	19.9%	24.3%	23.0%	15.3%
Between 12pm and 2pm	15.6%	*11.0%	*19.8%	9.0%	17.2%	14.8%	17.7%	15.4%	13.6%	18.5%	15.6%	15.3%
Between 2pm and 4pm	24.0%	23.8%	24.1%	14.9%	22.1%	26.1%	25.3%	24.8%	22.5%	26.2%	24.8%	19.8%
Between 4pm and 6pm	26.3%	24.9%	27.7%	**14.9%	**22.1%	**18.8%	**24.7%	**38.9%	*30.7%	*20.0%	26.4%	26.0%
Between 6pm and 8pm	15.7%	16.8%	14.7%	17.9%	12.3%	12.5%	14.1%	20.5%	16.9%	13.8%	16.1%	13.7%
After 8pm	2.5%	1.8%	3.1%	1.5%	4.9%	1.7%	3.0%	1.7%	1.9%	3.4%	2.1%	4.6%

25. Weekdays listen to music (n = 699)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	11.2%	12.7%	9.7%	8.7%	14.8%	13.2%	11.4%	8.5%	11.5%	10.7%	12.3%	5.8%
Between 9am and 12pm	11.6%	12.1%	11.1%	*20.3%	*11.5%	*17.1%	*10.2%	*6.6%	11.0%	12.3%	11.4%	12.4%
Between 12pm and 2pm	8.7%	8.6%	8.9%	*8.7%	*18.0%	*7.0%	*5.4%	*7.1%	6.5%	11.7%	9.0%	7.4%
Between 2pm and 4pm	19.3%	20.9%	17.8%	21.7%	21.3%	22.5%	22.8%	12.7%	18.0%	21.0%	19.7%	17.4%
Between 4pm and 6pm	31.6%	32.4%	30.8%	23.2%	26.2%	28.7%	32.3%	38.7%	34.1%	28.3%	33.2%	24.0%
Between 6pm and 8pm	14.4%	12.4%	16.4%	10.1%	13.1%	11.6%	16.8%	16.5%	15.3%	13.3%	14.9%	12.4%
After 8pm	2.7%	3.2%	2.2%	0.0%	4.1%	2.3%	4.2%	1.9%	3.3%	2.0%	2.2%	5.0%

26. Weekends listen to music (n = 699)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	11.7%	12.1%	11.4%	8.7%	11.5%	12.4%	14.4%	10.4%	12.8%	10.3%	12.3%	9.1%
Between 9am and 12pm	23.9%	23.3%	24.4%	17.4%	16.4%	23.3%	24.6%	30.2%	25.1%	22.3%	25.1%	18.2%
Between 12pm and 2pm	19.2%	17.7%	20.6%	15.9%	16.4%	13.2%	21.6%	23.6%	17.3%	21.7%	19.4%	18.2%
Between 2pm and 4pm	24.9%	23.0%	26.7%	21.7%	25.4%	24.0%	29.9%	22.2%	24.6%	25.3%	26.3%	18.2%
Between 4pm and 6pm	25.3%	26.5%	24.2%	21.7%	19.7%	25.6%	22.2%	32.1%	28.8%	20.7%	27.0%	17.4%
Between 6pm and 8pm	12.6%	11.2%	13.9%	11.6%	12.3%	8.5%	12.6%	15.6%	15.0%	9.3%	13.5%	8.3%
After 8pm	3.3%	2.7%	3.9%	4.3%	4.9%	3.1%	4.2%	1.4%	3.3%	3.3%	3.6%	1.7%

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	14.8%	21.1%	5.9%	0.0%	17.1%	12.5%	25.0%	12.5%	11.4%	19.2%	15.7%	12.1%
Between 9am and 12pm	13.9%	14.1%	13.7%	5.3%	11.4%	12.5%	21.4%	16.7%	11.4%	17.3%	15.7%	9.1%
Between 12pm and 2pm	14.8%	11.3%	19.6%	[a]15.8%	[a]25.7%	[a]6.3%	[a]10.7%	[a]8.3%	18.6%	9.6%	**6.7%	**36.4%
Between 2pm and 4pm	13.1%	9.9%	17.6%	15.8%	11.4%	18.8%	10.7%	12.5%	12.9%	13.5%	13.5%	12.1%
Between 4pm and 6pm	25.4%	28.2%	21.6%	15.8%	22.9%	6.3%	35.7%	37.5%	30.0%	19.2%	25.8%	24.2%
Between 6pm and 8pm	11.5%	14.1%	7.8%	15.8%	8.6%	18.8%	10.7%	8.3%	14.3%	7.7%	9.0%	18.2%
After 8pm	3.3%	2.8%	3.9%	5.3%	2.9%	0.0%	3.6%	4.2%	2.9%	3.8%	3.4%	3.0%

[a] invalid statistical test due to expected frequencies less than 5

28. Weekends look at magazines (n = 122)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	7.4%	4.2%	11.8%	15.8%	5.7%	6.3%	7.1%	4.2%	7.1%	7.7%	6.7%	9.1%
Between 9am and 12pm	14.8%	16.9%	11.8%	15.8%	17.1%	12.5%	10.7%	16.7%	12.9%	17.3%	12.4%	21.2%
Between 12pm and 2pm	9.0%	7.0%	11.8%	5.3%	5.7%	6.3%	14.3%	12.5%	11.4%	5.8%	9.0%	9.1%
Between 2pm and 4pm	13.1%	8.5%	19.6%	5.3%	14.3%	25.0%	14.3%	8.3%	15.7%	9.6%	10.1%	21.2%
Between 4pm and 6pm	13.9%	14.1%	13.7%	0.0%	8.6%	12.5%	21.4%	25.0%	*21.4%	*3.8%	13.5%	15.2%
Between 6pm and 8pm	8.2%	8.5%	7.8%	10.5%	5.7%	0.0%	10.7%	12.5%	10.0%	5.8%	6.7%	12.1%
After 8pm	3.3%	4.2%	2.0%	0.0%	0.0%	12.5%	3.6%	4.2%	4.3%	1.9%	2.2%	6.1%

29. Weekdays look at pictures/photos (n = 1014)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	9.6%	9.5%	9.7%	10.3%	10.6%	10.2%	11.0%	6.9%	*11.9%	*6.2%	10.1%	6.7%
Between 9am and 12pm	11.8%	12.6%	11.2%	**20.7%	**16.9%	**15.8%	**9.1%	**5.9%	10.6%	13.7%	12.5%	8.1%
Between 12pm and 2pm	10.2%	10.1%	10.2%	11.5%	11.9%	13.5%	10.6%	5.9%	**6.9%	**14.9%	10.4%	8.7%
Between 2pm and 4pm	18.4%	17.9%	18.9%	19.5%	16.9%	20.5%	21.6%	14.6%	16.1%	21.8%	19.1%	14.8%
Between 4pm and 6pm	31.8%	30.7%	32.8%	**17.2%	**30.0%	**31.6%	**28.4%	**40.3%	31.2%	32.6%	32.6%	26.8%
Between 6pm and 8pm	14.7%	15.4%	14.0%	13.8%	10.0%	14.4%	15.5%	17.0%	15.6%	13.4%	14.0%	18.8%
After 8pm	2.5%	2.9%	2.1%	1.1%	1.9%	1.9%	3.4%	2.8%	2.7%	2.2%	[a]1.7%	[a]6.7%

[a] invalid statistical test due to expected frequencies less than 5

30. Weekends look at pictures/photos (n = 1014)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	11.0%	10.5%	11.6%	10.3%	11.3%	8.4%	12.5%	11.8%	12.4%	9.1%	12.0%	5.4%
Between 9am and 12pm	23.7%	23.7%	23.7%	14.9%	20.6%	22.8%	23.1%	29.2%	25.0%	21.8%	*25.3%	*14.1%
Between 12pm and 2pm	19.0%	17.9%	20.1%	16.1%	15.6%	15.8%	21.2%	22.2%	17.1%	21.8%	18.4%	22.8%
Between 2pm and 4pm	29.2%	30.0%	28.4%	21.8%	23.1%	27.9%	32.6%	32.6%	29.1%	29.3%	30.3%	22.8%
Between 4pm and 6pm	27.5%	27.8%	27.3%	19.5%	22.5%	26.0%	28.0%	33.3%	*31.3%	*22.1%	28.3%	22.8%
Between 6pm and 8pm	12.7%	13.2%	12.3%	11.5%	11.9%	11.2%	14.4%	13.2%	13.7%	11.3%	12.9%	11.4%
After 8pm	1.7%	1.9%	1.5%	0.0%	2.5%	1.4%	3.0%	0.7%	2.0%	1.2%	1.4%	3.4%

31. Weekdays voice/video communication (n = 326)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	8.0%	11.6%	4.3%	0.0%	11.3%	11.1%	7.6%	7.1%	5.4%	12.4%	7.4%	10.3%
Between 9am and 12pm	8.3%	8.5%	8.0%	10.5%	5.7%	11.1%	10.1%	4.8%	10.2%	5.0%	8.5%	7.4%
Between 12pm and 2pm	7.7%	9.8%	5.6%	5.3%	15.1%	4.2%	7.6%	7.1%	5.9%	10.7%	7.4%	8.8%
Between 2pm and 4pm	13.2%	16.5%	9.9%	21.1%	5.7%	15.3%	15.2%	10.7%	13.7%	12.4%	12.4%	16.2%
Between 4pm and 6pm	26.7%	28.0%	25.3%	26.3%	24.5%	26.4%	26.6%	28.6%	30.2%	20.7%	25.6%	30.9%
Between 6pm and 8pm	12.6%	11.6%	13.6%	2.6%	11.3%	13.9%	21.5%	8.3%	10.7%	15.7%	13.2%	10.3%
After 8pm	3.7%	4.9%	2.5%	2.6%	7.5%	2.8%	2.5%	3.6%	3.4%	4.1%	3.5%	4.4%

32. Weekends voice/video communication (n = 326)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	8.0%	8.5%	7.4%	5.3%	7.5%	9.7%	5.1%	10.7%	5.9%	11.6%	8.9%	4.4%
Between 9am and 12pm	21.8%	20.1%	23.5%	28.9%	15.1%	18.1%	21.5%	26.2%	23.9%	18.2%	23.3%	16.2%
Between 12pm and 2pm	14.7%	14.6%	14.8%	10.5%	11.3%	8.3%	20.3%	19.0%	11.7%	19.8%	15.1%	13.2%
Between 2pm and 4pm	19.0%	21.3%	16.7%	13.2%	15.1%	15.3%	26.6%	20.2%	21.0%	15.7%	20.5%	13.2%
Between 4pm and 6pm	23.6%	26.2%	21.0%	10.5%	28.3%	23.6%	25.3%	25.0%	28.3%	15.7%	24.8%	19.1%
Between 6pm and 8pm	13.8%	11.6%	16.0%	10.5%	5.7%	15.3%	19.0%	14.3%	14.1%	13.2%	12.8%	17.6%
After 8pm	4.6%	4.9%	4.3%	2.6%	5.7%	6.9%	5.1%	2.4%	4.4%	5.0%	3.9%	7.4%

33. Weekdays browsing the internet (n = 192)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	14.6%	16.4%	12.2%	4.3%	13.8%	10.7%	28.6%	11.4%	16.7%	11.9%	16.3%	7.7%
Between 9am and 12pm	10.4%	10.9%	9.8%	13.0%	6.9%	10.7%	19.0%	5.7%	8.3%	13.1%	10.5%	10.3%
Between 12pm and 2pm	13.5%	11.8%	15.9%	4.3%	24.1%	17.9%	16.7%	8.6%	11.1%	16.7%	13.1%	15.4%
Between 2pm and 4pm	19.3%	20.9%	17.1%	26.1%	17.2%	10.7%	28.6%	15.7%	19.4%	19.0%	17.6%	25.6%
Between 4pm and 6pm	26.0%	26.4%	25.6%	13.0%	24.1%	21.4%	23.8%	34.3%	25.0%	27.4%	24.8%	30.8%
Between 6pm and 8pm	17.2%	18.2%	15.9%	8.7%	10.3%	14.3%	19.0%	22.9%	23.1%	9.5%	17.0%	17.9%
After 8pm	8.9%	7.3%	11.0%	8.7%	3.4%	7.1%	11.9%	10.0%	9.3%	8.3%	8.5%	10.3%

34. Weekends browsing the internet (n = 192)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	12.5%	10.9%	14.6%	*8.7%	*6.9%	*7.1%	*31.0%	*7.1%	13.9%	10.7%	14.4%	5.1%
Between 9am and 12pm	17.7%	16.4%	19.5%	4.3%	10.3%	7.1%	26.2%	24.3%	15.7%	20.2%	19.6%	10.3%
Between 12pm and 2pm	20.8%	20.9%	20.7%	21.7%	13.8%	21.4%	28.6%	18.6%	19.4%	22.6%	20.9%	20.5%
Between 2pm and 4pm	17.7%	17.3%	18.3%	13.0%	6.9%	10.7%	35.7%	15.7%	21.3%	13.1%	17.0%	20.5%
Between 4pm and 6pm	24.0%	26.4%	20.7%	8.7%	13.8%	17.9%	28.6%	32.9%	23.1%	25.0%	23.5%	25.6%
Between 6pm and 8pm	13.5%	16.4%	9.8%	8.7%	3.4%	17.9%	16.7%	15.7%	14.8%	11.9%	14.4%	10.3%
After 8pm	10.4%	10.9%	9.8%	4.3%	6.9%	10.7%	21.4%	7.1%	13.0%	7.1%	9.2%	15.4%

35. Weekdays using a search engine (n = 142)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	20.4%	24.1%	14.5%	14.3%	25.0%	35.0%	29.6%	11.1%	18.6%	22.2%	23.0%	10.3%
Between 9am and 12pm	9.2%	8.0%	10.9%	9.5%	0.0%	15.0%	7.4%	11.1%	7.1%	11.1%	9.7%	6.9%
Between 12pm and 2pm	16.2%	20.7%	9.1%	*9.5%	*35.0%	*15.0%	*29.6%	*5.6%	18.6%	13.9%	15.0%	20.7%
Between 2pm and 4pm	13.4%	9.2%	20.0%	19.0%	5.0%	0.0%	29.6%	11.1%	11.4%	15.3%	13.3%	13.8%
Between 4pm and 6pm	28.9%	27.6%	30.9%	23.8%	15.0%	15.0%	25.9%	42.6%	*40.0%	*18.1%	25.7%	41.4%
Between 6pm and 8pm	21.1%	25.3%	14.5%	4.8%	10.0%	25.0%	37.0%	22.2%	22.9%	19.4%	21.2%	20.7%
After 8pm	4.9%	6.9%	1.8%	4.8%	10.0%	5.0%	7.4%	1.9%	7.1%	2.8%	4.4%	6.9%

36. Weekends using a search engine (n = 142)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	10.6%	12.6%	7.3%	0.0%	10.0%	15.0%	11.1%	13.0%	14.3%	6.9%	9.7%	13.8%
Between 9am and 12pm	19.7%	14.9%	27.3%	4.8%	20.0%	20.0%	18.5%	25.9%	22.9%	16.7%	21.2%	13.8%
Between 12pm and 2pm	16.9%	16.1%	18.2%	14.3%	20.0%	10.0%	11.1%	22.2%	21.4%	12.5%	15.0%	24.1%
Between 2pm and 4pm	21.1%	23.0%	18.2%	19.0%	15.0%	5.0%	29.6%	25.9%	28.6%	13.9%	20.4%	24.1%
Between 4pm and 6pm	18.3%	19.5%	16.4%	19.0%	15.0%	15.0%	14.8%	22.2%	22.9%	13.9%	17.7%	20.7%
Between 6pm and 8pm	14.8%	19.5%	7.3%	9.5%	5.0%	25.0%	14.8%	16.7%	18.6%	11.1%	15.0%	13.8%
After 8pm	4.9%	6.9%	1.8%	0.0%	5.0%	10.0%	3.7%	5.6%	7.1%	2.8%	5.3%	3.4%

37. Weekdays watching music videos on YouTube (n = 577)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	15.3%	16.3%	14.2%	16.1%	16.7%	17.5%	17.2%	10.8%	17.3%	12.7%	16.6%	8.5%
Between 9am and 12pm	8.1%	11.0%	5.4%	7.1%	11.9%	11.9%	7.6%	4.2%	8.5%	7.7%	7.5%	11.7%
Between 12pm and 2pm	8.8%	9.9%	7.8%	12.5%	15.5%	7.1%	7.6%	6.6%	*6.0%	*12.4%	7.7%	14.9%
Between 2pm and 4pm	17.9%	17.0%	18.6%	19.6%	14.3%	17.5%	24.8%	13.3%	16.7%	19.3%	18.4%	14.9%
Between 4pm and 6pm	31.4%	27.7%	34.9%	23.2%	25.0%	25.4%	33.8%	39.8%	34.3%	27.8%	31.9%	28.7%
Between 6pm and 8pm	19.8%	19.9%	19.7%	14.3%	15.5%	19.0%	21.4%	22.9%	20.8%	18.5%	19.3%	22.3%
After 8pm	4.7%	6.0%	3.4%	1.8%	9.5%	3.2%	6.2%	3.0%	4.4%	5.0%	4.1%	7.4%

38. Weekends watching music videos on YouTube (n = 577)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	12.3%	14.5%	10.2%	7.1%	16.7%	11.9%	14.5%	10.2%	14.5%	9.7%	13.7%	5.3%
Between 9am and 12pm	22.5%	22.3%	22.7%	12.5%	17.9%	19.8%	24.8%	28.3%	22.3%	22.8%	22.4%	23.4%
Between 12pm and 2pm	17.5%	15.6%	19.3%	12.5%	21.4%	15.9%	17.9%	18.1%	16.0%	19.3%	17.6%	17.0%
Between 2pm and 4pm	23.4%	25.2%	21.7%	12.5%	21.4%	23.0%	29.0%	23.5%	22.6%	24.3%	24.6%	17.0%
Between 4pm and 6pm	25.3%	23.4%	27.1%	14.3%	17.9%	29.4%	25.5%	29.5%	29.2%	20.5%	25.5%	24.5%
Between 6pm and 8pm	16.8%	17.0%	16.6%	14.3%	11.9%	16.7%	17.9%	19.3%	18.9%	14.3%	16.8%	17.0%
After 8pm	4.5%	4.6%	4.4%	1.8%	4.8%	3.2%	9.0%	2.4%	4.1%	5.0%	4.3%	5.3%

39. Weekdays watching videos made by other children (n = 471)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	16.6%	18.0%	15.1%	4.3%	18.2%	20.0%	21.3%	13.4%	20.0%	12.1%	18.0%	9.8%
Between 9am and 12pm	11.3%	10.7%	11.8%	*17.4%	*21.2%	*11.1%	*11.8%	*4.2%	10.2%	12.6%	11.8%	8.5%
Between 12pm and 2pm	10.2%	12.4%	8.0%	6.5%	13.6%	14.4%	9.4%	7.7%	9.1%	11.7%	10.0%	11.0%
Between 2pm and 4pm	18.9%	18.9%	18.9%	13.0%	12.1%	17.8%	29.1%	15.5%	17.0%	21.4%	18.5%	20.7%
Between 4pm and 6pm	35.5%	34.8%	36.1%	*19.6%	*22.7%	*34.4%	*37.8%	*45.1%	34.3%	36.9%	37.5%	25.6%
Between 6pm and 8pm	17.8%	15.9%	19.7%	6.5%	13.6%	21.1%	22.0%	17.6%	21.1%	13.6%	17.7%	18.3%
After 8pm	3.6%	3.9%	3.4%	4.3%	4.5%	3.3%	5.5%	1.4%	3.8%	3.4%	2.8%	7.3%

40. Weekends watching videos made by other children (n = 471)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	17.0%	19.3%	14.7%	10.9%	22.7%	10.0%	18.9%	19.0%	*22.3%	*10.2%	*19.5%	*4.9%
Between 9am and 12pm	28.0%	26.6%	29.4%	23.9%	28.8%	18.9%	26.8%	35.9%	27.9%	28.2%	29.6%	20.7%
Between 12pm and 2pm	22.9%	21.9%	23.9%	23.9%	19.7%	14.4%	25.2%	27.5%	23.8%	21.8%	22.1%	26.8%
Between 2pm and 4pm	31.8%	32.6%	31.1%	13.0%	27.3%	31.1%	37.8%	35.2%	32.8%	30.6%	31.6%	32.9%
Between 4pm and 6pm	27.0%	25.8%	28.2%	15.2%	22.7%	24.4%	27.6%	33.8%	26.8%	27.2%	27.2%	25.6%
Between 6pm and 8pm	17.4%	18.0%	16.8%	15.2%	7.6%	18.9%	19.7%	19.7%	21.1%	12.6%	17.2%	18.3%
After 8pm	3.6%	4.7%	2.5%	0.0%	4.5%	1.1%	6.3%	3.5%	3.4%	3.9%	3.3%	4.9%

41. Weekdays watching catch-up TV (n = 306)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	15.7%	15.2%	16.2%	13.8%	15.4%	26.4%	20.0%	7.2%	16.6%	14.4%	16.9%	10.3%
Between 9am and 12pm	6.5%	7.0%	6.1%	13.8%	7.7%	1.9%	5.3%	7.2%	4.4%	9.6%	6.9%	5.2%
Between 12pm and 2pm	10.5%	8.9%	12.2%	*10.3%	*23.1%	*13.2%	*8.0%	*4.1%	8.3%	13.6%	8.5%	19.0%
Between 2pm and 4pm	14.4%	10.8%	18.2%	13.8%	13.5%	13.2%	14.7%	15.5%	15.5%	12.8%	12.9%	20.7%
Between 4pm and 6pm	25.2%	23.4%	27.0%	20.7%	21.2%	24.5%	17.3%	35.1%	27.6%	21.6%	28.2%	12.1%
Between 6pm and 8pm	15.7%	16.5%	14.9%	3.4%	15.4%	11.3%	21.3%	17.5%	17.1%	13.6%	16.1%	13.8%
After 8pm	3.9%	5.1%	2.7%	3.4%	9.6%	1.9%	5.3%	1.0%	4.4%	3.2%	[a]2.4%	[a]10.3%

[a] invalid statistical test due to expected frequencies less than 5

42. Weekends watching catch-up TV (n = 306)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	15.4%	14.6%	16.2%	10.3%	25.0%	13.2%	14.7%	13.4%	17.7%	12.0%	17.3%	6.9%
Between 9am and 12pm	20.3%	19.0%	21.6%	*6.9%	*9.6%	*20.8%	*17.3%	*32.0%	19.9%	20.8%	22.2%	12.1%
Between 12pm and 2pm	14.1%	12.0%	16.2%	10.3%	11.5%	17.0%	13.3%	15.5%	14.4%	13.6%	14.5%	12.1%
Between 2pm and 4pm	20.3%	17.1%	23.6%	13.8%	11.5%	22.6%	24.0%	22.7%	21.5%	18.4%	18.5%	27.6%
Between 4pm and 6pm	23.9%	24.1%	23.6%	*13.8%	*15.4%	*17.0%	*21.3%	*37.1%	**31.5%	**12.8%	25.8%	15.5%
Between 6pm and 8pm	14.1%	14.6%	13.5%	6.9%	13.5%	13.2%	10.7%	19.6%	16.0%	11.2%	15.3%	8.6%
After 8pm	3.9%	4.4%	3.4%	0.0%	5.8%	3.8%	6.7%	2.1%	5.0%	2.4%	3.6%	5.2%

43. Weekdays other (n = 12, insufficient data to allow for meaningful significance testing)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	25.0%	20.0%	28.6%	50.0%	33.3%	0.0%	0.0%	0.0%	28.6%	20.0%	30.0%	0.0%
Between 9am and 12pm	16.7%	0.0%	28.6%	0.0%	33.3%	0.0%	33.3%	0.0%	14.3%	20.0%	20.0%	0.0%
Between 12pm and 2pm	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Between 2pm and 4pm	16.7%	0.0%	28.6%	0.0%	33.3%	0.0%	33.3%	0.0%	28.6%	0.0%	20.0%	0.0%
Between 4pm and 6pm	33.3%	20.0%	42.9%	0.0%	0.0%	100.0%	66.7%	0.0%	14.3%	60.0%	30.0%	50.0%
Between 6pm and 8pm	8.3%	20.0%	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	0.0%	20.0%	0.0%	50.0%
After 8pm	16.7%	20.0%	14.3%	25.0%	0.0%	0.0%	33.3%	0.0%	14.3%	20.0%	10.0%	50.0%

44. Weekdays other (n = 12, insufficient data to allow for meaningful significance testing)

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5 years	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	16.7%	20.0%	14.3%	25.0%	33.3%	0.0%	0.0%	0.0%	28.6%	0.0%	20.0%	0.0%
Between 9am and 12pm	25.0%	0.0%	42.9%	0.0%	33.3%	0.0%	66.7%	0.0%	14.3%	40.0%	20.0%	50.0%
Between 12pm and 2pm	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Between 2pm and 4pm	25.0%	20.0%	28.6%	0.0%	33.3%	50.0%	33.3%	0.0%	28.6%	20.0%	30.0%	0.0%
Between 4pm and 6pm	33.3%	40.0%	28.6%	0.0%	33.3%	50.0%	66.7%	0.0%	0.0%	80.0%	20.0%	100.0%
Between 6pm and 8pm	8.3%	20.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	10.0%	0.0%
After 8pm	16.7%	20.0%	14.3%	25.0%	0.0%	0.0%	33.3%	0.0%	14.3%	20.0%	10.0%	50.0%

B-Q2b: Where in the house are they most likely to use the device at this time?

Notes: Percentages out of those children who are using devices at the time, e.g. 15.5% of children who use their tablet before 9am do so in the lounge/sitting room. Statistical significance tests not computed due to the large number of cells with expected frequencies below 5

Weekdays			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	Kitchen	15.5%	15.9%	14.9%	12.0%	24.3%	12.1%	15.5%	12.2%	14.3%	17.4%	13.9%	24.0%
	Lounge/Sitting Room	55.8%	56.7%	54.8%	58.0%	37.4%	55.6%	66.0%	61.9%	56.1%	55.4%	58.9%	38.7%
	Their bedroom/nursery	17.9%	19.9%	15.4%	24.0%	25.2%	16.2%	10.7%	16.5%	17.5%	18.5%	16.1%	28.0%
	Their brother's or sister's bedroom	2.2%	1.4%	3.2%	0.0%	5.6%	1.0%	1.9%	1.4%	2.5%	1.6%	1.9%	4.0%
	Playroom	2.0%	2.2%	1.8%	2.0%	0.9%	3.0%	1.9%	2.2%	1.0%	3.8%	1.7%	4.0%
	Somewhere else	6.6%	4.0%	10.0%	4.0%	6.5%	12.1%	3.9%	5.8%	8.6%	3.3%	7.6%	1.3%
Between 9am and 12pm	Kitchen	5.6%	7.8%	3.3%	6.9%	4.8%	4.4%	5.2%	8.2%	4.7%	6.6%	5.8%	4.9%
	Lounge/Sitting Room	73.0%	74.0%	72.0%	67.2%	71.4%	79.6%	71.9%	71.2%	70.4%	75.9%	73.6%	70.4%
	Their bedroom/nursery	16.4%	14.7%	18.2%	22.4%	18.1%	9.7%	19.8%	15.1%	19.7%	12.7%	15.4%	21.0%
	Their brother's or sister's bedroom	1.8%	0.9%	2.8%	0.0%	2.9%	0.0%	3.1%	2.7%	1.3%	2.4%	2.2%	0.0%
	Playroom	2.5%	2.2%	2.8%	3.4%	2.9%	3.5%	0.0%	2.7%	3.0%	1.9%	2.2%	3.7%
	Somewhere else	0.7%	0.4%	0.9%	0.0%	0.0%	2.7%	0.0%	0.0%	0.9%	0.5%	0.8%	0.0%
Between 12pm and 2pm	Kitchen	4.0%	4.7%	3.2%	6.5%	1.0%	2.3%	8.0%	4.2%	4.2%	3.9%	3.5%	5.9%
	Lounge/Sitting Room	74.0%	71.1%	77.3%	73.9%	68.0%	80.7%	69.0%	80.6%	69.1%	78.5%	75.2%	69.4%
	Their bedroom/nursery	13.6%	15.6%	11.4%	13.0%	19.4%	9.1%	16.1%	8.3%	16.8%	10.7%	12.9%	16.5%
	Their brother's or sister's bedroom	3.3%	3.8%	2.7%	4.3%	5.8%	2.3%	1.1%	2.8%	3.7%	2.9%	3.5%	2.4%
	Playroom	3.5%	3.3%	3.8%	0.0%	4.9%	4.5%	4.6%	1.4%	4.7%	2.4%	3.2%	4.7%
	Somewhere else	1.5%	1.4%	1.6%	2.2%	1.0%	1.1%	1.1%	2.8%	1.6%	1.5%	1.6%	1.2%
Between 2pm and 4pm	Kitchen	4.2%	4.4%	4.1%	3.8%	1.7%	6.7%	6.0%	2.1%	4.6%	3.8%	4.4%	3.1%
	Lounge/Sitting Room	79.8%	79.3%	80.4%	79.2%	75.0%	79.9%	79.2%	85.0%	78.3%	81.5%	83.0%	63.3%
	Their bedroom/nursery	9.9%	10.3%	9.5%	11.3%	15.8%	11.2%	6.0%	7.9%	11.1%	8.6%	7.0%	25.5%
	Their brother's or sister's bedroom	2.1%	2.5%	1.7%	0.0%	3.3%	0.0%	3.0%	2.9%	1.5%	2.7%	1.5%	5.1%
	Playroom	3.4%	3.4%	3.4%	5.7%	4.2%	1.5%	5.4%	1.4%	4.0%	2.7%	3.7%	2.0%
	Somewhere else	0.5%	0.0%	1.0%	0.0%	0.0%	0.7%	0.6%	0.7%	0.3%	0.7%	0.4%	1.0%
Between 4pm and 6pm	Kitchen	5.7%	6.3%	5.1%	7.4%	5.2%	6.6%	6.6%	4.5%	6.7%	4.4%	6.2%	3.3%
	Lounge/Sitting Room	77.8%	76.3%	79.4%	69.1%	68.0%	75.1%	82.2%	82.4%	77.9%	77.7%	79.9%	65.8%
	Their bedroom/nursery	11.0%	11.6%	10.3%	19.8%	18.3%	10.2%	7.5%	8.8%	10.2%	12.1%	9.5%	19.7%
	Their brother's or sister's bedroom	2.5%	2.4%	2.6%	1.2%	5.2%	3.6%	2.1%	1.3%	2.6%	2.3%	2.0%	5.3%
	Playroom	2.1%	2.6%	1.6%	2.5%	2.6%	3.6%	1.2%	1.6%	2.0%	2.3%	1.6%	5.3%
	Somewhere else	0.9%	0.7%	1.0%	0.0%	0.7%	1.0%	0.4%	1.3%	0.7%	1.2%	0.9%	0.7%
Between 6pm and 8pm	Kitchen	3.2%	4.1%	2.2%	4.1%	1.1%	6.6%	4.3%	1.1%	2.4%	4.2%	2.8%	5.1%
	Lounge/Sitting Room	60.5%	62.2%	58.5%	61.2%	46.7%	65.1%	62.1%	63.2%	61.8%	58.6%	61.9%	53.5%
	Their bedroom/nursery	28.6%	26.2%	31.3%	34.7%	34.8%	24.5%	25.0%	29.1%	26.4%	31.8%	28.7%	28.3%
	Their brother's or sister's bedroom	3.0%	3.1%	2.9%	0.0%	8.7%	0.9%	3.6%	1.6%	3.0%	2.9%	1.7%	9.1%
	Playroom	2.8%	3.1%	2.5%	0.0%	3.3%	1.9%	2.9%	3.8%	3.3%	2.1%	2.6%	4.0%
	Somewhere else	1.9%	1.4%	2.5%	0.0%	5.4%	0.9%	2.1%	1.1%	3.0%	0.4%	2.3%	0.0%
After 8pm	Kitchen	8.3%	12.9%	3.2%	0.0%	16.7%	0.0%	15.2%	3.6%	9.5%	7.2%	7.9%	9.3%
	Lounge/Sitting Room	40.2%	40.0%	40.3%	52.4%	33.3%	55.0%	30.3%	39.3%	39.7%	40.6%	37.1%	46.5%
	Their bedroom/nursery	38.6%	31.4%	46.8%	33.3%	23.3%	35.0%	48.5%	50.0%	36.5%	40.6%	39.3%	37.2%

Their brother's or sister's bedroom	6.1%	5.7%	6.5%	4.8%	16.7%	5.0%	3.0%	0.0%	4.8%	7.2%	6.7%	4.7%
Playroom	4.5%	7.1%	1.6%	4.8%	6.7%	5.0%	0.0%	7.1%	4.8%	4.3%	6.7%	0.0%
Somewhere else	2.3%	2.9%	1.6%	4.8%	3.3%	0.0%	3.0%	0.0%	4.8%	0.0%	2.2%	2.3%

Weekends

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	Kitchen	8.3%	7.7%	8.9%	7.1%	10.6%	9.4%	5.8%	8.6%	9.4%	6.5%	7.5%	13.8%
	Lounge/Sitting Room	58.2%	59.1%	57.1%	59.5%	52.9%	48.2%	65.8%	60.3%	57.9%	58.6%	59.5%	48.3%
	Their bedroom/nursery	19.0%	22.0%	15.6%	26.2%	20.0%	18.8%	18.3%	17.2%	16.5%	23.1%	18.8%	20.7%
	Their brother's or sister's bedroom	3.1%	2.3%	4.0%	0.0%	3.5%	4.7%	2.5%	3.3%	2.7%	3.8%	2.1%	10.3%
	Playroom	2.9%	3.9%	1.8%	2.4%	3.5%	3.5%	0.8%	4.0%	2.7%	3.2%	2.6%	5.2%
	Somewhere else	8.5%	5.0%	12.5%	4.8%	9.4%	15.3%	6.7%	6.6%	10.8%	4.8%	9.4%	1.7%
Between 9am and 12pm	Kitchen	5.9%	5.7%	6.1%	3.8%	7.5%	6.2%	7.9%	4.1%	5.7%	6.1%	6.2%	4.5%
	Lounge/Sitting Room	72.3%	73.1%	71.5%	66.7%	65.4%	70.4%	74.6%	77.0%	72.0%	72.7%	74.6%	60.2%
	Their bedroom/nursery	12.0%	11.3%	12.8%	19.2%	12.8%	13.6%	10.6%	9.7%	12.1%	12.0%	10.6%	19.5%
	Their brother's or sister's bedroom	4.1%	4.5%	3.7%	5.1%	7.5%	1.2%	4.8%	3.3%	4.4%	3.6%	3.0%	9.8%
	Playroom	3.6%	4.0%	3.2%	5.1%	5.3%	4.3%	1.1%	3.7%	3.6%	3.6%	3.2%	6.0%
	Somewhere else	2.0%	1.4%	2.7%	0.0%	1.5%	4.3%	1.1%	2.2%	2.1%	1.9%	2.4%	0.0%
Between 12pm and 2pm	Kitchen	3.5%	5.1%	1.8%	4.7%	3.5%	3.3%	2.3%	4.2%	4.1%	2.8%	3.4%	3.9%
	Lounge/Sitting Room	72.7%	72.9%	72.6%	70.3%	67.3%	77.2%	72.4%	74.1%	69.4%	76.7%	75.4%	61.2%
	Their bedroom/nursery	13.8%	14.1%	13.6%	17.2%	11.5%	9.8%	17.2%	13.7%	14.1%	13.6%	13.1%	17.1%
	Their brother's or sister's bedroom	4.1%	3.4%	4.8%	4.7%	8.8%	3.3%	4.0%	1.9%	5.1%	2.8%	2.7%	10.1%
	Playroom	4.8%	4.0%	5.7%	1.6%	7.1%	4.9%	4.0%	5.2%	6.0%	3.5%	4.3%	7.0%
	Somewhere else	1.0%	0.6%	1.5%	1.6%	1.8%	1.6%	0.0%	0.9%	1.4%	0.6%	1.1%	0.8%
Between 2pm and 4pm	Kitchen	2.9%	2.8%	3.0%	0.0%	2.6%	4.0%	5.2%	1.1%	3.0%	2.8%	2.5%	5.0%
	Lounge/Sitting Room	77.8%	76.3%	79.5%	78.4%	70.9%	80.0%	77.1%	80.8%	78.0%	77.6%	80.9%	61.2%
	Their bedroom/nursery	10.5%	13.0%	7.7%	12.2%	12.6%	8.6%	9.1%	11.3%	10.0%	11.1%	8.7%	20.1%
	Their brother's or sister's bedroom	3.2%	2.8%	3.7%	5.4%	4.0%	1.7%	3.5%	3.0%	3.6%	2.8%	2.6%	6.5%
	Playroom	3.9%	3.6%	4.2%	4.1%	7.9%	2.9%	3.0%	3.0%	3.8%	4.0%	4.2%	2.2%
	Somewhere else	1.7%	1.5%	1.9%	0.0%	2.0%	2.9%	2.2%	0.8%	1.6%	1.8%	1.1%	5.0%
Between 4pm and 6pm	Kitchen	5.2%	4.1%	6.3%	8.2%	6.1%	5.6%	4.8%	4.1%	6.1%	3.7%	5.6%	2.7%
	Lounge/Sitting Room	76.2%	77.1%	75.4%	64.4%	64.4%	77.8%	77.9%	82.0%	75.4%	77.5%	78.5%	64.4%
	Their bedroom/nursery	10.6%	10.2%	11.0%	17.8%	16.7%	9.4%	9.1%	7.9%	10.2%	11.1%	9.0%	18.5%
	Their brother's or sister's bedroom	3.4%	3.7%	3.1%	5.5%	6.1%	2.2%	3.8%	2.2%	3.4%	3.4%	3.0%	5.5%
	Playroom	3.5%	4.1%	2.9%	4.1%	6.1%	3.3%	3.4%	2.5%	3.8%	3.1%	2.6%	8.2%
	Somewhere else	1.1%	0.9%	1.3%	0.0%	0.8%	1.7%	1.0%	1.3%	1.1%	1.1%	1.2%	0.7%
Between 6pm and 8pm	Kitchen	2.4%	2.0%	2.7%	3.4%	1.1%	3.5%	3.6%	1.0%	1.8%	3.2%	2.0%	4.0%
	Lounge/Sitting Room	59.3%	62.4%	56.0%	50.0%	48.3%	63.7%	60.7%	63.4%	61.4%	56.3%	61.7%	47.5%
	Their bedroom/nursery	28.4%	26.8%	29.9%	32.8%	36.8%	24.8%	26.4%	26.7%	26.3%	31.2%	26.8%	35.6%
	Their brother's or sister's bedroom	3.4%	2.7%	4.1%	3.4%	3.4%	3.5%	4.3%	2.6%	2.6%	4.5%	2.7%	6.9%
	Playroom	4.2%	3.7%	4.8%	8.6%	2.3%	3.5%	3.6%	4.7%	4.7%	3.6%	4.3%	4.0%
	Somewhere else	2.4%	2.3%	2.4%	1.7%	8.0%	0.9%	1.4%	1.6%	3.2%	1.2%	2.5%	2.0%
After 8pm	Kitchen	3.3%	1.9%	5.4%	0.0%	5.1%	10.3%	2.0%	0.0%	5.1%	1.2%	3.1%	3.9%
	Lounge/Sitting Room	39.0%	42.6%	33.8%	42.9%	30.8%	31.0%	45.1%	42.9%	34.7%	44.0%	41.2%	33.3%
	Their bedroom/nursery	42.3%	37.0%	50.0%	28.6%	43.6%	51.7%	39.2%	42.9%	42.9%	41.7%	42.0%	43.1%
	Their brother's or sister's bedroom	6.6%	8.3%	4.1%	0.0%	10.3%	3.4%	5.9%	8.2%	10.2%	2.4%	5.3%	9.8%
	Playroom	4.9%	5.6%	4.1%	7.1%	7.7%	3.4%	3.9%	4.1%	3.1%	7.1%	4.6%	5.9%

Somewhere else	3.8%	4.6%	2.7%	21.4%	2.6%	0.0%	3.9%	2.0%	4.1%	3.6%	3.8%	3.9%

B-Q2c: Who are they typically using the device with?

Weekdays			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	On their own	36.1%	39.0%	32.6%	28.0%	28.0%	31.3%	48.5%	39.6%	34.4%	39.1%	33.6%	50.7%
	With me or another parent/guardian	45.0%	43.7%	46.6%	50.0%	48.6%	49.5%	38.8%	41.7%	47.1%	41.3%	47.3%	32.0%
	With brother(s)/ sister(s)	15.3%	13.4%	17.6%	16.0%	19.6%	16.2%	7.8%	16.5%	15.3%	15.2%	15.4%	14.7%
	With another family member	2.6%	3.2%	1.8%	4.0%	2.8%	3.0%	2.9%	1.4%	2.2%	3.3%	2.6%	2.7%
	With a friend	0.6%	0.7%	0.5%	2.0%	0.9%	0.0%	0.0%	0.7%	0.6%	0.5%	0.7%	0.0%
	Other adult, e.g. Childminder	0.4%	0.0%	0.9%	0.0%	0.0%	0.0%	1.9%	0.0%	0.3%	0.5%	0.5%	0.0%
Between 9am and 12pm	On their own	18.2%	17.3%	19.2%	8.6%	12.4%	20.4%	29.2%	16.4%	15.0%	21.7%	19.0%	14.8%
	With me or another parent/guardian	63.4%	66.7%	59.8%	69.0%	66.7%	64.6%	56.3%	61.6%	66.5%	59.9%	65.1%	55.6%
	With brother(s)/ sister(s)	11.9%	10.4%	13.6%	19.0%	12.4%	8.8%	8.3%	15.1%	12.9%	10.8%	9.9%	21.0%
	With another family member	4.3%	4.8%	3.7%	3.4%	4.8%	5.3%	2.1%	5.5%	3.9%	4.7%	3.3%	8.6%
	With a friend	0.4%	0.0%	0.9%	0.0%	1.0%	0.0%	1.0%	0.0%	0.0%	0.9%	0.5%	0.0%
	Other adult, e.g. Childminder	1.8%	0.9%	2.8%	0.0%	2.9%	0.9%	3.1%	1.4%	1.7%	1.9%	2.2%	0.0%
Between 12pm and 2pm	On their own	18.9%	20.4%	17.3%	6.5%	13.6%	15.9%	27.6%	27.8%	13.1%	24.4%	19.6%	16.5%
	With me or another parent/guardian	59.6%	55.5%	64.3%	67.4%	55.3%	68.2%	56.3%	54.2%	61.3%	58.0%	63.7%	44.7%
	With brother(s)/ sister(s)	13.6%	15.2%	11.9%	13.0%	21.4%	9.1%	10.3%	12.5%	14.1%	13.2%	9.6%	28.2%
	With another family member	5.8%	6.6%	4.9%	10.9%	7.8%	6.8%	2.3%	2.8%	9.4%	2.4%	4.8%	9.4%
	With a friend	0.8%	1.4%	0.0%	2.2%	0.0%	0.0%	0.0%	2.8%	0.5%	1.0%	1.0%	0.0%
	Other adult, e.g. Childminder	1.3%	0.9%	1.6%	0.0%	1.9%	0.0%	3.4%	0.0%	1.6%	1.0%	1.3%	1.2%
Between 2pm and 4pm	On their own	18.2%	18.2%	18.2%	7.5%	10.0%	17.2%	26.2%	20.7%	13.3%	23.6%	19.5%	11.2%
	With me or another parent/guardian	64.6%	64.3%	64.9%	69.8%	66.7%	71.6%	61.3%	57.9%	65.6%	63.4%	65.2%	61.2%
	With brother(s)/ sister(s)	12.0%	11.9%	12.2%	20.8%	15.0%	8.2%	7.7%	15.0%	13.3%	10.6%	11.0%	17.3%
	With another family member	3.7%	4.4%	3.0%	1.9%	6.7%	1.5%	3.6%	4.3%	5.6%	1.7%	2.7%	9.2%
	With a friend	0.7%	0.6%	0.7%	0.0%	0.0%	0.7%	0.6%	1.4%	1.2%	0.0%	0.8%	0.0%
	Other adult, e.g. Childminder	0.8%	0.6%	1.0%	0.0%	1.7%	0.7%	0.6%	0.7%	0.9%	0.7%	0.8%	1.0%
Between 4pm and 6pm	On their own	18.8%	19.4%	18.2%	14.8%	12.4%	11.2%	24.9%	22.5%	16.6%	22.0%	18.9%	18.4%
	With me or another parent/guardian	60.1%	59.7%	60.6%	65.4%	60.8%	66.5%	56.4%	57.8%	63.9%	54.8%	62.2%	48.0%
	With brother(s)/ sister(s)	16.2%	16.1%	16.2%	13.6%	20.3%	15.7%	13.7%	16.8%	15.3%	17.4%	14.9%	23.7%
	With another family member	3.3%	2.8%	4.0%	3.7%	5.2%	5.6%	2.5%	1.9%	3.1%	3.7%	2.9%	5.9%
	With a friend	1.1%	1.7%	0.6%	1.2%	1.3%	0.5%	1.7%	1.1%	0.8%	1.6%	0.8%	3.3%
	Other adult, e.g. Childminder	0.4%	0.4%	0.4%	1.2%	0.0%	0.5%	0.8%	0.0%	0.3%	0.5%	0.3%	0.7%
Between 6pm and 8pm	On their own	17.4%	15.6%	19.3%	8.2%	9.8%	15.1%	24.3%	19.8%	16.1%	19.2%	18.3%	13.1%
	With me or another parent/guardian	61.9%	65.3%	58.2%	73.5%	63.0%	64.2%	53.6%	63.2%	63.3%	59.8%	64.0%	51.5%
	With brother(s)/ sister(s)	14.2%	13.3%	15.3%	12.2%	18.5%	14.2%	14.3%	12.6%	14.2%	14.2%	12.6%	22.2%
	With another family member	4.9%	4.4%	5.5%	6.1%	6.5%	4.7%	5.0%	3.8%	5.2%	4.6%	4.0%	9.1%
	With a friend	1.1%	0.7%	1.5%	0.0%	2.2%	0.0%	2.1%	0.5%	0.9%	1.3%	0.6%	3.0%
	Other adult, e.g. Childminder	0.5%	0.7%	0.4%	0.0%	0.0%	1.9%	0.7%	0.0%	0.3%	0.8%	0.4%	1.0%

After 8pm	On their own	24.2%	30.0%	17.7%	4.8%	20.0%	20.0%	33.3%	35.7%	23.8%	24.6%	27.0%	18.6%
	With me or another parent/guardian	43.2%	40.0%	46.8%	52.4%	36.7%	70.0%	42.4%	25.0%	38.1%	47.8%	46.1%	37.2%
	With brother(s)/ sister(s)	17.4%	12.9%	22.6%	14.3%	20.0%	0.0%	18.2%	28.6%	19.0%	15.9%	12.4%	27.9%
	With another family member	9.8%	11.4%	8.1%	19.0%	13.3%	5.0%	3.0%	10.7%	11.1%	8.7%	11.2%	7.0%
	With a friend	4.5%	5.7%	3.2%	9.5%	6.7%	5.0%	3.0%	0.0%	7.9%	1.4%	2.2%	9.3%
	Other adult, e.g. Childminder	0.8%	0.0%	1.6%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	1.4%	1.1%	0.0%

Weekends

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	On their own	26.9%	25.9%	28.1%	9.5%	17.6%	18.8%	38.3%	32.5%	25.3%	29.6%	27.1%	25.9%
	With me or another parent/guardian	54.0%	53.7%	54.5%	76.2%	63.5%	62.4%	48.3%	42.4%	55.9%	51.1%	55.3%	44.8%
	With brother(s)/ sister(s)	14.5%	15.8%	12.9%	7.1%	10.6%	15.3%	10.8%	21.2%	14.1%	15.1%	14.4%	15.5%
	With another family member	2.9%	3.5%	2.2%	7.1%	5.9%	2.4%	0.0%	2.6%	3.0%	2.7%	2.4%	6.9%
	With a friend	1.2%	0.8%	1.8%	0.0%	1.2%	1.2%	1.7%	1.3%	1.3%	1.1%	0.7%	5.2%
	Other adult, e.g. Childminder	0.4%	0.4%	0.4%	0.0%	1.2%	0.0%	0.8%	0.0%	0.3%	0.5%	0.2%	1.7%
Between 9am and 12pm	On their own	20.6%	22.9%	18.2%	16.7%	12.0%	17.3%	22.8%	26.4%	18.9%	22.8%	20.2%	22.6%
	With me or another parent/guardian	56.9%	58.0%	55.8%	57.7%	59.4%	64.2%	56.1%	51.7%	60.0%	52.9%	59.9%	41.4%
	With brother(s)/ sister(s)	16.2%	13.7%	18.9%	15.4%	17.3%	13.6%	16.9%	17.1%	14.8%	18.1%	15.3%	21.1%
	With another family member	4.7%	4.0%	5.4%	6.4%	7.5%	4.3%	3.2%	4.1%	4.9%	4.5%	3.4%	11.3%
	With a friend	1.1%	0.9%	1.2%	2.6%	3.0%	0.0%	0.5%	0.7%	0.8%	1.4%	0.9%	2.3%
	Other adult, e.g. Childminder	0.5%	0.5%	0.5%	1.3%	0.8%	0.6%	0.5%	0.0%	0.6%	0.3%	0.3%	1.5%
Between 12pm and 2pm	On their own	20.6%	23.2%	17.8%	6.3%	19.5%	12.2%	27.0%	25.0%	18.4%	23.0%	19.7%	24.0%
	With me or another parent/guardian	53.6%	52.0%	55.4%	67.2%	42.5%	61.0%	51.1%	53.3%	55.8%	51.1%	56.4%	41.9%
	With brother(s)/ sister(s)	16.9%	15.5%	18.4%	15.6%	30.1%	16.3%	13.8%	13.2%	16.5%	17.4%	16.0%	20.9%
	With another family member	6.0%	5.6%	6.3%	7.8%	4.4%	9.8%	5.7%	4.2%	6.2%	5.7%	5.2%	9.3%
	With a friend	2.5%	2.8%	2.1%	3.1%	3.5%	0.8%	1.7%	3.3%	2.4%	2.5%	2.3%	3.1%
	Other adult, e.g. Childminder	0.4%	0.8%	0.0%	0.0%	0.0%	0.0%	0.6%	0.9%	0.5%	0.3%	0.4%	0.8%
Between 2pm and 4pm	On their own	18.5%	19.0%	17.9%	9.5%	13.9%	12.6%	22.9%	23.7%	16.6%	20.9%	18.5%	18.7%
	With me or another parent/guardian	60.0%	60.3%	59.7%	73.0%	61.6%	66.3%	56.7%	54.1%	61.6%	57.9%	62.8%	44.6%
	With brother(s)/ sister(s)	14.9%	13.5%	16.6%	8.1%	15.9%	16.6%	13.4%	16.5%	14.2%	15.9%	13.6%	22.3%
	With another family member	4.1%	4.9%	3.3%	5.4%	5.3%	2.9%	4.8%	3.4%	5.4%	2.5%	3.6%	7.2%
	With a friend	1.9%	2.1%	1.6%	4.1%	2.0%	1.7%	1.3%	1.9%	1.6%	2.3%	1.2%	5.8%
	Other adult, e.g. Childminder	0.6%	0.2%	0.9%	0.0%	1.3%	0.0%	0.9%	0.4%	0.6%	0.5%	0.4%	1.4%
Between 4pm and 6pm	On their own	16.5%	15.2%	17.9%	6.8%	10.6%	10.0%	22.1%	21.2%	13.8%	20.8%	16.8%	15.1%
	With me or another parent/guardian	61.8%	64.1%	59.5%	74.0%	63.6%	67.2%	55.3%	59.5%	66.3%	54.7%	64.2%	49.3%
	With brother(s)/ sister(s)	16.5%	14.9%	18.1%	12.3%	13.6%	20.0%	16.8%	16.5%	15.4%	18.2%	14.9%	24.7%
	With another family member	4.0%	4.3%	3.6%	5.5%	8.3%	2.8%	4.3%	2.2%	3.2%	5.1%	3.1%	8.2%
	With a friend	0.8%	1.3%	0.2%	0.0%	2.3%	0.0%	1.0%	0.6%	0.7%	0.9%	0.5%	2.1%
	Other adult, e.g. Childminder	0.4%	0.2%	0.7%	1.4%	1.5%	0.0%	0.5%	0.0%	0.5%	0.3%	0.4%	0.7%
Between 6pm and 8pm	On their own	18.0%	16.4%	19.6%	8.6%	13.8%	14.2%	22.1%	22.0%	16.4%	20.2%	18.0%	17.8%
	With me or another parent/guardian	60.3%	63.8%	56.7%	72.4%	64.4%	61.1%	52.9%	59.7%	63.2%	56.3%	62.7%	48.5%
	With brother(s)/ sister(s)	14.3%	12.8%	15.8%	12.1%	14.9%	18.6%	16.4%	10.5%	13.5%	15.4%	13.1%	19.8%
	With another family member	4.6%	4.0%	5.2%	6.9%	3.4%	3.5%	3.6%	5.8%	3.5%	6.1%	4.5%	5.0%
	With a friend	1.7%	1.0%	2.4%	0.0%	0.0%	1.8%	4.3%	1.0%	2.0%	1.2%	1.0%	5.0%
	Other adult, e.g. Childminder	1.2%	2.0%	0.3%	0.0%	3.4%	0.9%	0.7%	1.0%	1.5%	0.8%	0.6%	4.0%

After 8pm	On their own	28.0%	29.6%	25.7%	21.4%	17.9%	31.0%	29.4%	34.7%	25.5%	31.0%	31.3%	19.6%
	With me or another parent/guardian	42.9%	43.5%	41.9%	50.0%	46.2%	51.7%	45.1%	30.6%	38.8%	47.6%	45.8%	35.3%
	With brother(s)/ sister(s)	10.4%	10.2%	10.8%	14.3%	7.7%	3.4%	9.8%	16.3%	12.2%	8.3%	9.2%	13.7%
	With another family member	13.2%	11.1%	16.2%	14.3%	17.9%	10.3%	13.7%	10.2%	16.3%	9.5%	9.9%	21.6%
	With a friend	3.8%	3.7%	4.1%	0.0%	10.3%	0.0%	2.0%	4.1%	4.1%	3.6%	3.1%	5.9%
	Other adult, e.g. Childminder	1.6%	1.9%	1.4%	0.0%	0.0%	3.4%	0.0%	4.1%	3.1%	0.0%	0.8%	3.9%

B-Q2d: Who makes the decision to use the tablet each time?

Notes: Percentages out of those children who are using devices at the time, e.g. 37.1% of children who use their tablet before 9am do so entirely at the parents' discretion.

Weekdays

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	Me (parent) on my own	37.1%	40.4%	33.0%	44.0%	43.0%	31.3%	34.0%	36.7%	32.8%	44.6%	36.4%	41.3%
	Mostly my (parent's) decision	21.5%	22.7%	19.9%	44.0%	23.4%	24.2%	18.4%	12.2%	20.4%	23.4%	20.8%	25.3%
	Joint decision with my child	24.1%	19.9%	29.4%	8.0%	22.4%	29.3%	27.2%	25.2%	26.8%	19.6%	23.6%	26.7%
	Mostly my child's decision	13.1%	13.7%	12.2%	4.0%	8.4%	13.1%	13.6%	19.4%	15.9%	8.2%	14.4%	5.3%
	Child's decision	4.2%	3.2%	5.4%	0.0%	2.8%	2.0%	6.8%	6.5%	4.1%	4.3%	4.7%	1.3%
Between 9am and 12pm	Me (parent) on my own	33.7%	38.1%	29.0%	55.2%	29.5%	36.3%	28.1%	26.0%	34.8%	32.5%	33.5%	34.6%
	Mostly my (parent's) decision	28.5%	26.0%	31.3%	25.9%	32.4%	24.8%	27.1%	32.9%	29.2%	27.8%	27.5%	33.3%
	Joint decision with my child	23.4%	21.6%	25.2%	15.5%	29.5%	17.7%	28.1%	23.3%	22.7%	24.1%	24.5%	18.5%
	Mostly my child's decision	9.9%	11.3%	8.4%	1.7%	5.7%	13.3%	13.5%	12.3%	9.9%	9.9%	9.6%	11.1%
	Child's decision	4.5%	3.0%	6.1%	1.7%	2.9%	8.0%	3.1%	5.5%	3.4%	5.7%	4.9%	2.5%
Between 12pm and 2pm	Me (parent) on my own	33.3%	36.0%	30.3%	43.5%	35.0%	38.6%	29.9%	22.2%	30.4%	36.1%	34.7%	28.2%
	Mostly my (parent's) decision	29.0%	29.4%	28.6%	41.3%	30.1%	25.0%	23.0%	31.9%	31.4%	26.8%	28.3%	31.8%
	Joint decision with my child	26.8%	25.1%	28.6%	15.2%	26.2%	25.0%	29.9%	33.3%	27.7%	25.9%	26.4%	28.2%
	Mostly my child's decision	7.8%	7.6%	8.1%	0.0%	6.8%	8.0%	11.5%	9.7%	8.9%	6.8%	7.1%	10.6%
	Child's decision	3.0%	1.9%	4.3%	0.0%	1.9%	3.4%	5.7%	2.8%	1.6%	4.4%	3.5%	1.2%
Between 2pm and 4pm	Me (parent) on my own	35.3%	38.9%	31.4%	62.3%	36.7%	38.1%	31.5%	25.7%	32.5%	38.4%	34.8%	37.8%
	Mostly my (parent's) decision	20.0%	20.7%	19.3%	17.0%	21.7%	16.4%	18.5%	25.0%	20.4%	19.5%	20.3%	18.4%
	Joint decision with my child	29.1%	24.5%	34.1%	15.1%	26.7%	29.9%	33.3%	30.7%	32.8%	25.0%	28.8%	30.6%
	Mostly my child's decision	11.1%	12.2%	9.8%	5.7%	12.5%	11.2%	11.9%	10.7%	11.8%	10.3%	11.2%	10.2%
	Child's decision	4.6%	3.8%	5.4%	0.0%	2.5%	4.5%	4.8%	7.9%	2.5%	6.8%	4.8%	3.1%
Between 4pm and 6pm	Me (parent) on my own	30.1%	31.2%	28.9%	39.5%	34.6%	31.5%	32.0%	24.3%	30.9%	29.0%	30.3%	28.9%
	Mostly my (parent's) decision	23.4%	23.8%	23.0%	24.7%	26.8%	24.4%	22.0%	22.2%	21.6%	26.0%	22.8%	27.0%
	Joint decision with my child	30.2%	27.5%	33.1%	29.6%	28.1%	26.9%	29.5%	33.4%	32.2%	27.4%	29.8%	32.9%
	Mostly my child's decision	13.1%	14.0%	12.1%	3.7%	8.5%	13.7%	13.3%	16.6%	13.2%	13.0%	13.8%	9.2%
	Child's decision	3.2%	3.3%	3.0%	2.5%	2.0%	3.6%	3.3%	3.5%	2.1%	4.6%	3.4%	2.0%
Between 6pm and 8pm	Me (parent) on my own	28.8%	29.3%	28.4%	59.2%	33.7%	23.6%	25.0%	24.2%	26.7%	31.8%	29.8%	24.2%
	Mostly my (parent's) decision	23.9%	26.9%	20.7%	20.4%	29.3%	25.5%	21.4%	23.1%	23.9%	23.8%	24.0%	23.2%
	Joint decision with my child	29.5%	29.6%	29.5%	16.3%	18.5%	34.0%	33.6%	33.0%	31.5%	26.8%	27.7%	38.4%
	Mostly my child's decision	15.1%	13.3%	17.1%	4.1%	16.3%	14.2%	16.4%	17.0%	16.1%	13.8%	15.7%	12.1%
	Child's decision	2.6%	1.0%	4.4%	0.0%	2.2%	2.8%	3.6%	2.7%	1.8%	3.8%	2.8%	2.0%
After 8pm	Me (parent) on my own	30.3%	37.1%	22.6%	28.6%	26.7%	30.0%	30.3%	35.7%	27.0%	33.3%	36.0%	18.6%
	Mostly my (parent's) decision	25.0%	22.9%	27.4%	33.3%	30.0%	35.0%	12.1%	21.4%	25.4%	24.6%	20.2%	34.9%
	Joint decision with my child	25.8%	22.9%	29.0%	19.0%	33.3%	10.0%	39.4%	17.9%	28.6%	23.2%	24.7%	27.9%
	Mostly my child's decision	13.6%	10.0%	17.7%	9.5%	10.0%	20.0%	15.2%	14.3%	14.3%	13.0%	14.6%	11.6%
	Child's decision	5.3%	7.1%	3.2%	9.5%	0.0%	5.0%	3.0%	10.7%	4.8%	5.8%	4.5%	7.0%

Weekends

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Before 9am (Breakfast time)	Me (parent) on my own	27.7%	30.5%	24.6%	45.2%	32.9%	28.2%	27.5%	19.9%	26.9%	29.0%	29.2%	17.2%
	Mostly my (parent's) decision	20.7%	21.6%	19.6%	21.4%	27.1%	27.1%	18.3%	15.2%	20.2%	21.5%	20.0%	25.9%
	Joint decision with my child	27.7%	23.9%	32.1%	21.4%	23.5%	25.9%	30.8%	30.5%	27.9%	27.4%	26.6%	36.2%
	Mostly my child's decision	18.0%	18.1%	17.9%	11.9%	12.9%	15.3%	14.2%	27.2%	20.2%	14.5%	18.6%	13.8%
	Child's decision	5.8%	5.8%	5.8%	0.0%	3.5%	3.5%	9.2%	7.3%	4.7%	7.5%	5.6%	6.9%
Between 9am and 12pm	Me (parent) on my own	28.2%	29.7%	26.5%	47.4%	30.1%	30.9%	25.4%	21.9%	27.8%	28.7%	30.1%	18.0%
	Mostly my (parent's) decision	22.1%	22.9%	21.4%	19.2%	27.1%	24.7%	21.2%	19.7%	23.9%	19.8%	20.6%	30.1%
	Joint decision with my child	30.2%	25.9%	34.6%	25.6%	29.3%	25.9%	33.3%	32.3%	30.5%	29.8%	28.8%	37.6%
	Mostly my child's decision	14.7%	17.0%	12.3%	3.8%	12.0%	13.6%	15.9%	19.0%	14.4%	15.0%	15.2%	12.0%
	Child's decision	4.8%	4.5%	5.2%	3.8%	1.5%	4.9%	4.2%	7.1%	3.4%	6.7%	5.3%	2.3%
Between 12pm and 2pm	Me (parent) on my own	26.8%	30.5%	22.9%	31.3%	28.3%	25.2%	32.2%	21.2%	24.7%	29.3%	26.8%	27.1%
	Mostly my (parent's) decision	25.5%	24.6%	26.5%	32.8%	27.4%	27.6%	21.8%	24.1%	26.6%	24.3%	24.8%	28.7%
	Joint decision with my child	28.6%	25.7%	31.6%	31.3%	28.3%	24.4%	28.7%	30.2%	30.6%	26.2%	28.5%	28.7%
	Mostly my child's decision	13.8%	15.0%	12.7%	1.6%	13.3%	17.9%	10.9%	17.9%	13.6%	14.2%	14.0%	13.2%
	Child's decision	5.2%	4.2%	6.3%	3.1%	2.7%	4.9%	6.3%	6.6%	4.6%	6.0%	5.9%	2.3%
Between 2pm and 4pm	Me (parent) on my own	28.1%	28.8%	27.3%	51.4%	35.1%	28.6%	25.1%	19.9%	26.8%	29.7%	28.0%	28.8%
	Mostly my (parent's) decision	22.4%	22.2%	22.6%	20.3%	24.5%	28.0%	18.6%	21.4%	21.0%	24.2%	21.8%	25.9%
	Joint decision with my child	29.9%	28.6%	31.2%	20.3%	27.2%	26.9%	36.8%	30.1%	34.2%	24.4%	30.2%	28.1%
	Mostly my child's decision	14.4%	15.4%	13.3%	6.8%	10.6%	12.0%	15.6%	19.2%	14.2%	14.6%	14.6%	12.9%
	Child's decision	5.2%	4.9%	5.6%	1.4%	2.6%	4.6%	3.9%	9.4%	3.8%	7.1%	5.4%	4.3%
Between 4pm and 6pm	Me (parent) on my own	27.6%	29.0%	26.2%	46.6%	32.6%	28.3%	26.9%	21.2%	26.9%	28.8%	27.1%	30.1%
	Mostly my (parent's) decision	23.3%	25.3%	21.3%	24.7%	28.0%	25.6%	21.2%	21.2%	22.8%	24.2%	23.3%	23.3%
	Joint decision with my child	32.6%	30.1%	35.1%	21.9%	27.3%	26.1%	36.5%	38.3%	34.4%	29.6%	32.1%	34.9%
	Mostly my child's decision	12.7%	11.9%	13.4%	5.5%	9.8%	16.1%	10.6%	14.9%	13.6%	11.1%	13.1%	10.3%
	Child's decision	3.9%	3.7%	4.0%	1.4%	2.3%	3.9%	4.8%	4.4%	2.3%	6.3%	4.3%	1.4%
Between 6pm and 8pm	Me (parent) on my own	26.3%	27.9%	24.7%	48.3%	35.6%	25.7%	22.1%	18.8%	23.4%	30.4%	27.3%	21.8%
	Mostly my (parent's) decision	21.9%	23.8%	19.9%	13.8%	19.5%	25.7%	25.7%	20.4%	23.1%	20.2%	21.3%	24.8%
	Joint decision with my child	31.4%	27.5%	35.4%	25.9%	24.1%	32.7%	32.1%	35.1%	33.6%	28.3%	29.5%	40.6%
	Mostly my child's decision	15.8%	16.8%	14.8%	5.2%	18.4%	11.5%	15.7%	20.4%	16.1%	15.4%	17.2%	8.9%
	Child's decision	4.6%	4.0%	5.2%	6.9%	2.3%	4.4%	4.3%	5.2%	3.8%	5.7%	4.7%	4.0%
After 8pm	Me (parent) on my own	26.9%	29.6%	23.0%	50.0%	28.2%	27.6%	17.6%	28.6%	25.5%	28.6%	29.8%	19.6%
	Mostly my (parent's) decision	25.8%	25.0%	27.0%	21.4%	23.1%	41.4%	25.5%	20.4%	24.5%	27.4%	23.7%	31.4%
	Joint decision with my child	25.8%	26.9%	24.3%	21.4%	30.8%	17.2%	33.3%	20.4%	27.6%	23.8%	24.4%	29.4%
	Mostly my child's decision	17.6%	14.8%	21.6%	7.1%	15.4%	6.9%	17.6%	28.6%	18.4%	16.7%	19.8%	11.8%
	Child's decision	3.8%	3.7%	4.1%	0.0%	2.6%	6.9%	5.9%	2.0%	4.1%	3.6%	2.3%	7.8%

B-Q2e: Which of the following statements are most true when the child is using the tablet at this time?

Notes: Percentages only out of those who are using the tablets at each time-point, e.g. 21.5% of children who use their tablets before 9am do so for 'distraction or quiet time'

Weekday			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Before 9am (breakfast time)	Distraction or quiet time, whilst I complete other tasks or relax	59.8%	59.9%	59.7%	60.0%	59.8%	61.6%	60.2%	58.3%	59.2%	60.9%	60.0%	58.7%
	Sit-back experience e.g. watching video	39.4%	38.3%	40.7%	38.0%	41.1%	33.3%	44.7%	38.8%	39.2%	39.7%	37.1%	52.0%
	Encouraging my child to be creative and/or play	46.6%	48.0%	44.8%	42.0%	46.7%	42.4%	52.4%	46.8%	46.2%	47.3%	46.1%	49.3%
	Social device e.g. co-usage with adults or other children	21.7%	23.1%	19.9%	12.0%	20.6%	24.2%	26.2%	20.9%	18.8%	26.6%	**18.0%	**42.7%
	Educational purposes (e.g. learning the alphabet)	39.4%	38.3%	40.7%	32.0%	34.6%	39.4%	45.6%	41.0%	39.5%	39.1%	41.4%	28.0%
	Bedtime stories	17.1%	17.3%	16.7%	18.0%	18.7%	16.2%	19.4%	14.4%	14.3%	21.7%	15.8%	24.0%
	Other reasons	2.2%	2.5%	1.8%	2.0%	0.9%	2.0%	1.9%	3.6%	2.5%	1.6%	2.6%	0.0%
Between 9am-12noon (mornings)	Distraction or quiet time, whilst I complete other tasks or relax	49.2%	49.8%	48.6%	39.7%	43.8%	53.1%	52.1%	54.8%	44.2%	54.7%	47.3%	58.0%
	Sit-back experience e.g. watching video	42.7%	44.2%	41.1%	34.5%	43.8%	39.8%	49.0%	43.8%	39.1%	46.7%	40.1%	54.3%
	Encouraging my child to be creative and/or play	59.3%	59.7%	58.9%	51.7%	60.0%	60.2%	64.6%	56.2%	63.5%	54.7%	59.6%	58.0%
	Social device e.g. co-usage with adults or other children	22.0%	22.5%	21.5%	25.9%	21.0%	24.8%	20.8%	17.8%	23.2%	20.8%	20.1%	30.9%
	Educational purposes (e.g. learning the alphabet)	55.1%	57.6%	52.3%	39.7%	51.4%	57.5%	63.5%	57.5%	55.4%	54.7%	57.1%	45.7%
	Bedtime stories	17.1%	19.5%	14.5%	20.7%	15.2%	18.6%	17.7%	13.7%	12.9%	21.7%	15.9%	22.2%
	Other reasons	0.9%	0.4%	1.4%	1.7%	0.0%	1.8%	1.0%	0.0%	0.9%	0.9%	0.8%	1.2%
Between 12noon and 2pm (lunchtime)	Distraction or quiet time, whilst I complete other tasks or relax	46.2%	48.3%	43.8%	43.5%	45.6%	50.0%	44.8%	45.8%	44.5%	47.8%	43.1%	57.6%
	Sit-back experience e.g. watching video	40.2%	39.8%	40.5%	43.5%	39.8%	38.6%	39.1%	41.7%	39.3%	41.0%	39.9%	41.2%
	Encouraging my child to be creative and/or play	61.4%	61.6%	61.1%	60.9%	62.1%	61.4%	63.2%	58.3%	56.5%	65.9%	62.7%	56.5%
	Social device e.g. co-usage with adults or other children	23.5%	28.9%	17.3%	*19.6%	*20.4%	*23.9%	*28.7%	*23.6%	23.0%	23.9%	22.5%	27.1%
	Educational purposes (e.g. learning the alphabet)	49.2%	46.4%	52.4%	37.0%	47.6%	47.7%	56.3%	52.8%	44.5%	53.7%	50.8%	43.5%
	Bedtime stories	15.7%	18.0%	13.0%	13.0%	14.6%	14.8%	18.4%	16.7%	11.0%	20.0%	15.4%	16.5%
	Other reasons	0.5%	0.0%	1.1%	0.0%	0.0%	1.1%	1.1%	0.0%	0.5%	0.5%	0.3%	1.2%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Between 2 and 4pm (afternoon)	Distraction or quiet time, whilst I complete other tasks or relax	46.3%	48.0%	44.6%	50.9%	38.3%	48.5%	51.2%	43.6%	47.1%	45.5%	46.0%	48.0%
	Sit-back experience e.g. watching video	40.3%	43.3%	37.2%	52.8%	34.2%	35.1%	40.5%	45.7%	40.2%	40.4%	40.0%	41.8%
	Encouraging my child to be creative and/or play	63.4%	60.5%	66.6%	58.5%	51.7%	70.1%	66.1%	65.7%	65.9%	60.6%	64.0%	60.2%
	Social device e.g. co-usage with adults or other children	23.1%	25.4%	20.6%	34.0%	21.7%	22.4%	20.8%	23.6%	24.1%	21.9%	22.2%	27.6%
	Educational purposes (e.g. learning the alphabet)	56.7%	53.9%	59.8%	47.2%	50.8%	54.5%	63.7%	59.3%	54.8%	58.9%	58.2%	49.0%
	Bedtime stories	14.5%	14.7%	14.2%	15.1%	15.0%	13.4%	16.7%	12.1%	12.7%	16.4%	13.5%	19.4%
	Other reasons	1.0%	0.6%	1.4%	3.8%	0.8%	1.5%	0.6%	0.0%	0.9%	1.0%	1.2%	0.0%
Between 4 and 6pm (tea/dinner time)	Distraction or quiet time, whilst I complete other tasks or relax	50.0%	49.9%	50.1%	44.4%	44.4%	48.2%	55.6%	50.8%	50.1%	49.9%	49.0%	55.9%
	Sit-back experience e.g. watching video	39.7%	42.0%	37.2%	40.7%	42.5%	40.1%	39.4%	38.2%	38.9%	40.8%	*37.9%	*50.0%
	Encouraging my child to be creative and/or play	55.4%	56.4%	54.3%	46.9%	47.1%	56.9%	57.3%	58.6%	57.2%	52.7%	55.8%	52.6%
	Social device e.g. co-usage with adults or other children	20.5%	22.0%	18.8%	24.7%	22.2%	21.8%	21.2%	17.6%	19.8%	21.3%	19.6%	25.7%
	Educational purposes (e.g. learning the alphabet)	52.4%	50.8%	54.1%	*32.1%	*47.1%	*51.3%	*61.8%	*53.5%	52.4%	52.4%	53.1%	48.0%
	Bedtime stories	20.1%	20.3%	19.8%	18.5%	23.5%	20.3%	19.5%	19.3%	18.4%	22.5%	*18.7%	*28.3%
	Other reasons	2.3%	2.0%	2.6%	0.0%	1.3%	4.1%	2.5%	2.1%	2.8%	1.6%	2.5%	1.3%
Between 6 and 8pm (evening – before/ around bedtime)	Distraction or quiet time, whilst I complete other tasks or relax	42.2%	44.6%	39.6%	57.1%	34.8%	46.2%	44.3%	37.9%	40.9%	43.9%	39.8%	53.5%
	Sit-back experience e.g. watching video	41.8%	42.2%	41.5%	24.5%	35.9%	44.3%	48.6%	42.9%	40.3%	43.9%	41.3%	44.4%
	Encouraging my child to be creative and/or play	44.6%	46.6%	42.5%	42.9%	37.0%	42.5%	46.4%	48.9%	41.5%	49.0%	44.0%	47.5%
	Social device e.g. co-usage with adults or other children	23.7%	25.5%	21.8%	22.4%	23.9%	27.4%	27.1%	19.2%	24.8%	22.2%	**20.4%	**39.4%
	Educational purposes (e.g. learning the alphabet)	42.9%	46.3%	39.3%	26.5%	34.8%	44.3%	50.0%	45.1%	41.5%	44.8%	42.8%	43.4%
	Bedtime stories	37.1%	35.4%	38.9%	32.7%	37.0%	45.3%	27.1%	41.2%	33.9%	41.4%	38.7%	29.3%
	Other reasons	1.4%	1.0%	1.8%	0.0%	2.2%	0.9%	1.4%	1.6%	1.5%	1.3%	1.3%	2.0%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
After 8pm	Distraction or quiet time, whilst I complete other tasks or relax	43.9%	48.6%	38.7%	38.1%	43.3%	60.0%	39.4%	42.9%	42.9%	44.9%	39.3%	53.5%
	Sit-back experience e.g. watching video	44.7%	45.7%	43.5%	52.4%	43.3%	40.0%	54.5%	32.1%	39.7%	49.3%	44.9%	44.2%
	Encouraging my child to be creative and/or play	45.5%	51.4%	38.7%	38.1%	53.3%	45.0%	51.5%	35.7%	49.2%	42.0%	43.8%	48.8%
	Social device e.g. co-usage with adults or other children	40.2%	41.4%	38.7%	38.1%	36.7%	35.0%	39.4%	50.0%	38.1%	42.0%	39.3%	41.9%
	Educational purposes (e.g. learning the alphabet)	32.6%	32.9%	32.3%	23.8%	43.3%	35.0%	36.4%	21.4%	27.0%	37.7%	33.7%	30.2%
	Bedtime stories	37.1%	38.6%	35.5%	38.1%	30.0%	40.0%	30.3%	50.0%	39.7%	34.8%	37.1%	37.2%
	Other reasons	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

B-Q2e: Which of the following statements are most true when the child is using the tablet at this time?

Notes: Percentages only out of those who are using the tablets at each time-point, e.g. 21.5% of children who use their tablets before 9am do so for 'distraction or quiet time'

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BM
Before 9am (breakfast time)	Distraction or quiet time, whilst I complete other tasks or relax	55.7%	54.8%	56.7%	57.1%	54.1%	56.5%	59.2%	53.0%	55.9%	55.4%	56.2%	51.
	Sit-back experience e.g. watching video	40.2%	42.5%	37.5%	23.8%	40.0%	38.8%	44.2%	42.4%	40.1%	40.3%	38.8%	50.
	Encouraging my child to be creative and/or play	44.3%	42.5%	46.4%	38.1%	42.4%	38.8%	50.0%	45.7%	42.8%	46.8%	42.6%	56.
	Social device e.g. co-usage with adults or other children	20.9%	23.2%	18.3%	11.9%	23.5%	23.5%	24.2%	17.9%	21.2%	20.4%	19.3%	32.
	Educational purposes (e.g. learning the alphabet)	38.7%	36.7%	41.1%	*35.7%	*29.4%	*34.1%	*53.3%	*35.8%	38.4%	39.2%	*36.5%	*55
	Bedtime stories	11.8%	12.0%	11.6%	9.5%	15.3%	9.4%	15.8%	8.6%	9.1%	16.1%	*9.4%	*29
	Other reasons	2.7%	2.7%	2.7%	0.0%	1.2%	2.4%	3.3%	4.0%	2.7%	2.7%	2.8%	1.7
Between 9am-12noon (mornings)	Distraction or quiet time, whilst I complete other tasks or relax	47.2%	46.0%	48.4%	42.3%	42.1%	50.6%	48.7%	48.0%	47.0%	47.4%	*45.1%	*57
	Sit-back experience e.g. watching video	41.2%	44.6%	37.6%	44.9%	35.3%	43.8%	37.0%	44.2%	40.5%	42.1%	39.4%	50.
	Encouraging my child to be creative and/or play	61.6%	61.1%	62.2%	*48.7%	*56.4%	*54.3%	*66.7%	*68.8%	60.4%	63.2%	61.6%	61.
	Social device e.g. co-usage with adults or other children	24.1%	23.8%	24.3%	29.5%	25.6%	20.4%	26.5%	22.3%	25.0%	22.8%	**21.3%	**38
	Educational purposes (e.g. learning the alphabet)	50.2%	49.1%	51.4%	**33.3%	**39.8%	**48.1%	**58.7%	**55.4%	50.4%	49.9%	50.9%	46.
	Bedtime stories	10.7%	10.8%	10.6%	9.0%	11.3%	13.0%	11.6%	8.9%	*8.1%	*14.2%	9.7%	15.
	Other reasons	1.6%	1.9%	1.2%	1.3%	0.0%	1.2%	2.6%	1.9%	1.5%	1.7%	1.7%	0.8
Between 12noon and 2pm (lunchtime)	Distraction or quiet time, whilst I complete other tasks or relax	42.7%	41.2%	44.3%	42.2%	42.5%	44.7%	41.4%	42.9%	*38.2%	*47.9%	43.6%	38.
	Sit-back experience e.g. watching video	45.3%	46.6%	44.0%	39.1%	44.2%	45.5%	42.5%	50.0%	43.9%	47.0%	44.5%	48.
	Encouraging my child to be creative and/or play	56.4%	54.8%	58.1%	46.9%	51.3%	54.5%	58.0%	61.8%	53.9%	59.3%	57.1%	53.
	Social device e.g. co-usage with adults or other children	28.3%	28.0%	28.6%	32.8%	26.5%	30.1%	25.9%	28.8%	27.9%	28.7%	27.6%	31.
	Educational purposes (e.g. learning the alphabet)	48.4%	47.5%	49.4%	42.2%	46.9%	46.3%	55.2%	46.7%	45.8%	51.4%	47.8%	51.
	Bedtime stories	12.5%	12.4%	12.7%	9.4%	11.5%	14.6%	14.9%	10.8%	9.8%	15.8%	12.2%	14.
	Other reasons	1.5%	1.4%	1.5%	0.0%	2.7%	1.6%	0.6%	1.9%	1.4%	1.6%	1.3%	2.3

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BM
Between 2 and 4pm (afternoon)	Distraction or quiet time, whilst I complete other tasks or relax	41.7%	41.9%	41.5%	43.2%	38.4%	37.1%	48.9%	39.8%	40.4%	43.3%	41.2%	44.
	Sit-back experience e.g. watching video	41.8%	44.2%	39.2%	45.9%	36.4%	39.4%	39.4%	47.4%	39.6%	44.6%	41.4%	43.
	Encouraging my child to be creative and/or play	63.0%	59.6%	66.7%	52.7%	60.3%	58.9%	65.8%	67.7%	64.2%	61.5%	63.5%	60.
	Social device e.g. co-usage with adults or other children	26.9%	27.4%	26.3%	25.7%	25.2%	23.4%	28.6%	28.9%	26.4%	27.5%	25.5%	34.
	Educational purposes (e.g. learning the alphabet)	55.2%	52.6%	58.0%	41.9%	50.3%	52.6%	60.6%	58.6%	55.0%	55.4%	55.3%	54.
	Bedtime stories	11.0%	10.9%	11.2%	14.9%	11.9%	13.1%	9.5%	9.4%	8.0%	14.9%	10.0%	16.
	Other reasons	1.2%	0.9%	1.6%	0.0%	0.7%	1.1%	2.2%	1.1%	1.6%	0.8%	1.2%	1.4
Between 4 and 6pm (tea/dinner time)	Distraction or quiet time, whilst I complete other tasks or relax	41.8%	39.2%	44.5%	38.4%	41.7%	43.9%	42.3%	41.1%	41.4%	42.5%	42.3%	39.
	Sit-back experience e.g. watching video	43.0%	44.8%	41.2%	50.7%	34.1%	41.1%	41.3%	47.2%	43.2%	42.7%	42.5%	45.
	Encouraging my child to be creative and/or play	52.4%	52.2%	52.6%	*37.0%	*42.4%	*50.6%	*55.3%	*59.2%	52.2%	52.7%	51.9%	54.
	Social device e.g. co-usage with adults or other children	25.9%	26.6%	25.1%	27.4%	25.8%	24.4%	24.5%	27.2%	26.5%	24.8%	25.3%	28.
	Educational purposes (e.g. learning the alphabet)	47.3%	46.8%	47.9%	**21.9%	**45.5%	**46.7%	**53.8%	**50.0%	45.7%	49.9%	48.4%	41.
	Bedtime stories	18.5%	19.7%	17.2%	17.8%	27.3%	18.9%	16.8%	15.8%	16.3%	21.9%	*17.3%	*24
	Other reasons	1.9%	1.5%	2.2%	0.0%	0.8%	3.3%	2.4%	1.6%	2.0%	1.7%	2.0%	1.4
Between 6 and 8pm (evening – before/ around bedtime)	Distraction or quiet time, whilst I complete other tasks or relax	37.7%	39.3%	36.1%	41.4%	36.8%	38.9%	37.9%	36.1%	36.5%	39.3%	37.5%	38.
	Sit-back experience e.g. watching video	41.1%	40.3%	41.9%	24.1%	39.1%	37.2%	47.1%	45.0%	42.4%	39.3%	39.8%	47.
	Encouraging my child to be creative and/or play	40.2%	40.9%	39.5%	29.3%	36.8%	35.4%	45.7%	44.0%	37.7%	43.7%	38.9%	46.
	Social device e.g. co-usage with adults or other children	24.1%	24.8%	23.4%	24.1%	28.7%	26.5%	23.6%	20.9%	24.6%	23.5%	*21.9%	*34
	Educational purposes (e.g. learning the alphabet)	39.6%	40.6%	38.5%	22.4%	42.5%	39.8%	44.3%	39.8%	37.7%	42.1%	38.7%	43.
	Bedtime stories	40.7%	42.3%	39.2%	46.6%	41.4%	46.0%	33.6%	40.8%	40.9%	40.5%	40.0%	44.
	Other reasons	1.5%	1.0%	2.1%	0.0%	3.4%	1.8%	0.7%	1.6%	1.5%	1.6%	1.4%	2.(

		All	Gender		Age (in years)					Social Class		Ethnicity	
			Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
After 8pm	Distraction or quiet time, whilst I complete other tasks or relax	35.2%	37.0%	32.4%	42.9%	43.6%	34.5%	31.4%	30.6%	30.6%	40.5%	34.4%	37.3%
	Sit-back experience e.g. watching video	36.8%	38.0%	35.1%	28.6%	35.9%	27.6%	45.1%	36.7%	33.7%	40.5%	38.2%	33.3%
	Encouraging my child to be creative and/or play	35.2%	33.3%	37.8%	35.7%	35.9%	31.0%	45.1%	26.5%	36.7%	33.3%	32.1%	43.1%
	Social device e.g. co-usage with adults or other children	27.5%	27.8%	27.0%	35.7%	28.2%	27.6%	29.4%	22.4%	34.7%	19.0%	*22.1%	*41.2%
	Educational purposes (e.g. learning the alphabet)	31.9%	29.6%	35.1%	35.7%	41.0%	27.6%	35.3%	22.4%	33.7%	29.8%	28.2%	41.2%
	Bedtime stories	45.6%	38.9%	55.4%	42.9%	43.6%	48.3%	52.9%	38.8%	50.0%	40.5%	43.5%	51.0%
	Other reasons	1.1%	0.0%	2.7%	0.0%	0.0%	3.4%	0.0%	2.0%	1.0%	1.2%	0.0%	3.9%

B3: How often does your child watch more than one screen at the same time e.g. using a tablet whilst watching TV

Percentages out of each demographic group, e.g. 8.3% of the male children in the sample use more than one screen at once 'all the time'. Statistically significant associations between response and each demographic group noted in the column headers (including Cramer's V effect sizes).

	All	Gender		Age*.066					Social Class**.160		Ethnicity**.130	
		Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
All the time	7.0%	8.3%	5.8%	8.6%	10.9%	5.3%	5.6%	6.7%	4.8%	10.2%	6.0%	12.6%
Often	17.7%	19.0%	16.3%	18.4%	17.5%	15.3%	18.7%	18.6%	16.4%	19.6%	16.6%	23.5%
Occasionally	26.1%	24.4%	27.9%	18.9%	21.2%	26.1%	32.0%	26.6%	25.4%	27.2%	26.0%	26.8%
Rarely	25.8%	24.6%	27.1%	29.7%	26.4%	25.4%	23.2%	26.6%	25.4%	26.4%	27.0%	19.4%
Never	23.4%	23.7%	23.0%	24.3%	24.1%	28.0%	20.6%	21.5%	28.1%	16.6%	24.4%	17.7%

Section C: Decision Making

C-Q1. We would like you to count the number of apps there are which your child uses on the tablet device they use.

Percentages out of each demographic group, e.g. 41.7% of 0 to 2 year olds in the study use 0 to 5 apps on their tablet device. Statistical significance noted in column headers for associations between number of apps and demographic group (including Cramer's V effect sizes)

		Gender		Age**.115					Social Class		Ethnicity	
	All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
0 to 5	33.4%	32.5%	34.3%	37.3%	41.5%	43.8%	30.0%	22.3%	34.2%	32.2%	34.2%	28.7%
6 to 10	20.3%	19.0%	21.7%	18.9%	15.2%	14.8%	22.7%	25.9%	21.0%	19.4%	19.9%	22.6%
11 to 15	6.6%	7.1%	6.1%	7.0%	3.4%	5.3%	7.5%	8.6%	6.9%	6.2%	6.4%	7.4%
16 to 20	3.2%	3.4%	2.9%	1.1%	1.7%	2.6%	4.7%	3.8%	3.4%	2.8%	3.4%	1.6%
20 or more	4.1%	4.0%	4.2%	1.6%	2.6%	2.2%	5.2%	6.4%	4.2%	3.9%	4.1%	4.2%
Don't know	32.5%	34.0%	30.8%	34.1%	35.5%	31.3%	29.8%	33.0%	30.3%	35.6%	31.9%	35.5%

C-Q2. Of all the apps that you have downloaded to the tablet device used by your child, please could you estimate the proportion that you have purchased, subscribed to or paid for through an in-app purchase?

Percentages out of each demographic group, e.g. 2.9% of 0 to 2 year olds in the study use 0 to 20% paid-for apps on their tablet device. Statistical significance noted in column headers for associations between number of apps and demographic group (including Cramer's V effect sizes)

Non-paid-for apps

		Gender		Age*.075					Social Class**.125		Ethnicity**.143	
	All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
0 to 20%	3.2%	2.9%	3.4%	2.7%	3.4%	2.6%	3.4%	3.3%	3.6%	2.6%	3.0%	3.9%
21 to 40%	2.6%	2.0%	3.1%	3.8%	1.4%	3.8%	2.6%	1.9%	2.8%	2.2%	2.7%	1.9%
41 to 60%	7.9%	8.5%	7.3%	12.4%	7.7%	6.7%	8.2%	7.2%	7.8%	8.0%	7.0%	12.6%
61 to 80%	9.5%	10.3%	8.5%	7.0%	7.4%	8.1%	8.4%	13.2%	11.0%	7.2%	9.4%	9.7%
81 to 100%	50.6%	47.8%	53.7%	43.2%	45.8%	53.3%	52.4%	52.6%	52.7%	47.7%	53.4%	35.8%
Don't know	26.3%	28.5%	24.0%	30.8%	34.1%	25.4%	25.1%	21.8%	22.1%	32.3%	24.5%	36.1%

Paid-for apps

	All	Gender Male	Female	Age Under 1	1 year	2 years	3 years	4 to 5	Social Class**.138 ABC1	C2DE	Ethnicity**.137 White	BME
0 to 20%	55.9%	53.1%	58.8%	47.0%	51.0%	57.2%	56.7%	60.0%	58.2%	52.5%	58.6%	40.6%
21 to 40%	6.2%	7.2%	5.1%	7.6%	4.0%	6.0%	5.6%	7.7%	7.9%	3.8%	5.9%	7.7%
41 to 60%	7.1%	7.1%	7.2%	10.3%	6.6%	6.7%	7.7%	6.4%	6.7%	7.8%	6.6%	10.3%
61 to 80%	2.5%	2.4%	2.5%	2.2%	2.9%	3.1%	2.6%	1.7%	2.9%	1.8%	2.2%	3.5%
81 to 100%	2.1%	1.7%	2.4%	2.2%	1.4%	1.7%	2.4%	2.4%	2.2%	1.8%	2.1%	1.6%
Don't know	26.3%	28.5%	24.0%	30.8%	34.1%	25.4%	25.1%	21.8%	22.1%	32.3%	24.5%	36.1%

C-Q3. How often do you download new apps for your child to the tablet device used by your child?

	All	Gender**.141 Male	Female	Age**.094 Under 1	1 year	2 years	3 years	4 to 5	Social Class**.153 ABC1	C2DE	Ethnicity**.144 White	BME
Once a day	4.7%	6.8%	2.5%	3.8%	9.7%	3.6%	4.7%	2.7%	3.1%	7.1%	4.2%	7.4%
Two or three times a week	9.2%	11.5%	6.8%	8.1%	8.9%	8.1%	9.9%	10.0%	8.1%	10.7%	8.2%	14.8%
Once a week	11.1%	10.7%	11.5%	14.6%	9.5%	8.9%	11.6%	12.2%	10.1%	12.5%	10.6%	13.9%
Two or three times a month	16.9%	16.8%	17.0%	18.4%	13.8%	16.5%	18.5%	17.4%	15.6%	18.8%	17.5%	13.9%
Once a month	16.2%	14.3%	18.2%	14.1%	13.8%	14.8%	14.8%	20.4%	16.5%	15.7%	16.4%	14.8%
Once every two or three months	18.6%	17.1%	20.2%	14.6%	17.2%	18.9%	20.0%	19.4%	21.3%	14.7%	19.8%	11.9%
Once every six months	6.0%	5.6%	6.4%	5.4%	7.4%	6.5%	5.4%	5.5%	7.4%	4.0%	6.5%	3.2%
Less often	13.2%	13.1%	13.2%	15.1%	15.8%	16.5%	11.4%	10.0%	13.4%	12.8%	12.5%	16.8%
Never	4.2%	4.1%	4.2%	5.9%	4.0%	6.2%	3.9%	2.4%	4.5%	3.7%	4.3%	3.2%

C-Q4. How often do you delete apps from the tablet device used by your child?

	All	Gender**.119 Male	Female	Age*.084 Under 1	1 year	2 years	3 years	4 to 5	Social Class**.130 ABC1	C2DE	Ethnicity*.118 White	BME
Once a day	4.1%	5.5%	2.6%	4.9%	6.3%	2.4%	4.9%	3.1%	2.9%	5.8%	3.8%	5.5%
Two or three times a week	7.1%	8.8%	5.3%	8.6%	7.2%	5.7%	6.4%	8.1%	6.6%	7.8%	6.1%	12.6%
Once a week	8.8%	9.9%	7.6%	9.7%	9.7%	6.5%	9.7%	8.9%	7.9%	10.1%	8.2%	12.3%
Two or three times a month	11.1%	10.4%	11.7%	11.4%	10.3%	11.7%	10.1%	11.7%	9.6%	13.2%	11.2%	10.0%
Once a month	12.2%	11.5%	12.9%	9.2%	10.3%	12.0%	11.2%	15.1%	11.4%	13.3%	12.4%	11.0%
Once every two or three months	14.5%	13.6%	15.6%	12.4%	14.9%	13.2%	15.7%	15.1%	15.4%	13.3%	15.1%	11.3%
Once every six months	8.0%	7.2%	8.8%	4.3%	7.7%	6.9%	10.9%	7.6%	9.0%	6.5%	8.2%	6.8%
Less often	21.0%	20.5%	21.5%	19.5%	19.2%	24.4%	20.8%	20.3%	23.1%	18.0%	21.5%	18.4%
Never	13.3%	12.5%	14.1%	20.0%	14.3%	17.2%	10.3%	10.1%	14.2%	12.1%	13.5%	12.3%

C-Q5. Of all the different types of apps your child uses, we'd like you to tell us which one(s) are YOUR favourite(s) and which are THEIR favourite(s)?

Notes: Percentages out of each demographic group. 27.2% of parents felt that learning apps were their favourite, 50.9% of respondents felt that these were the child's favourite and 21.9% reported not using this type of app. Statistical significance noted in cells for association between response and demographic group.

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Learning (e.g. matching shapes, learning numbers/letters/words/animal names etc)	Parent favourite	60.8%	61.3%	60.2%	50.9%	60.3%	60.0%	63.9%	61.3%	62.0%	59.1%	*62.6%	*51.0
	Child favourite	62.6%	*59.4%	*65.8%	63.2%	56.9%	65.6%	65.6%	60.9%	60.6%	65.3%	62.4%	63.2
	Do not play this type of game	4.1%	4.6%	3.5%	*5.3%	*8.2%	*3.5%	*2.2%	*3.4%	4.9%	2.9%	**3.2%	**8.7
Social Networking (e.g. WhatsApp)	Parent favourite	45.7%	43.3%	49.3%	50.0%	48.7%	40.7%	39.0%	50.6%	*37.8%	*55.6%	46.4%	44.2
	Child favourite	41.1%	42.3%	39.3%	50.0%	40.8%	40.7%	44.2%	34.5%	45.7%	35.3%	41.8%	39.4
	Do not play this type of game	20.2%	20.4%	20.0%	14.3%	15.8%	25.4%	22.1%	21.8%	22.9%	17.0%	19.4%	22.1
Style Creation (e.g. Stardoll, Fashion Icon)	Parent favourite	26.6%	*33.9%	*20.5%	20.0%	37.6%	30.0%	28.2%	19.8%	24.1%	29.2%	25.3%	30.6
	Child favourite	65.0%	**55.2%	**72.9%	*72.0%	*51.6%	*53.8%	*71.8%	*70.1%	66.2%	63.6%	67.6%	56.5
	Do not play this type of game	16.4%	19.7%	13.7%	12.0%	18.3%	21.3%	11.5%	18.1%	16.9%	15.8%	15.0%	21.0
Escape and Obstacles (e.g. Temple Run)	Parent favourite	32.5%	33.1%	31.7%	38.9%	34.0%	39.8%	31.7%	27.9%	29.0%	36.5%	30.6%	39.4
	Child favourite	65.1%	66.1%	63.8%	**48.1%	**59.6%	**53.8%	**69.5%	**72.9%	67.2%	62.9%	67.2%	57.7
	Do not play this type of game	13.5%	11.6%	16.2%	18.5%	16.0%	16.1%	12.6%	10.9%	13.9%	13.0%	13.0%	15.3
Sports (e.g. FIFA, Flick Kick Rugby, Tiger Woods)	Parent favourite	39.8%	37.5%	43.8%	47.2%	41.3%	34.8%	45.5%	34.9%	41.9%	37.3%	39.1%	41.4
	Child favourite	50.2%	*55.3%	*41.1%	*25.0%	*42.5%	*51.5%	*49.5%	*62.0%	47.9%	52.8%	51.7%	46.6
	Do not play this type of game	18.5%	15.9%	23.3%	27.8%	20.0%	21.2%	16.2%	15.5%	18.0%	19.2%	17.3%	21.6

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Basic Strategy (e.g. Angry Birds)	Parent favourite	31.5%	31.8%	31.2%	26.0%	33.3%	28.2%	34.7%	31.0%	34.9%	27.4%	29.6%	39.1%
	Child favourite	68.5%	*72.2%	*63.4%	*66.0%	*62.4%	*64.1%	*62.6%	*76.1%	67.6%	69.5%	*70.9%	*58.6%
	Do not play this type of game	11.9%	*9.0%	*15.7%	16.0%	14.5%	16.8%	13.7%	7.4%	10.9%	13.1%	11.9%	11.5%
Creating virtual worlds (e.g. Minecraft)	Parent favourite	28.9%	29.4%	28.2%	38.5%	31.8%	36.3%	28.7%	22.1%	28.9%	29.0%	27.2%	34.7%
	Child favourite	62.5%	64.4%	59.4%	*53.8%	*59.1%	*46.3%	*63.6%	*72.6%	63.4%	61.4%	65.3%	53.2%
	Do not play this type of game	17.8%	16.9%	19.3%	15.4%	20.5%	25.0%	18.6%	13.7%	17.4%	18.3%	17.1%	20.2%
Nurture and mimics (e.g. My Horse, Talking Tom, Pou, Toca Pet Doctor)	Parent favourite	27.1%	28.5%	25.6%	31.3%	31.5%	24.4%	28.2%	24.8%	27.7%	26.4%	*24.7%	*37.9%
	Child favourite	71.6%	68.9%	74.6%	*64.2%	*61.1%	*75.0%	*77.1%	*72.3%	70.2%	73.1%	**74.4%	**59.2%
	Do not play this type of game	10.9%	11.8%	9.9%	14.9%	15.4%	10.1%	7.0%	11.1%	11.7%	9.9%	10.4%	13.0%
Audio play/musical play (e.g. nursery rhymes, keyboards)	Parent favourite	36.7%	38.8%	34.5%	38.7%	39.9%	36.3%	32.4%	38.0%	39.2%	33.2%	36.3%	38.3%
	Child favourite	73.1%	*69.2%	*77.0%	74.8%	73.8%	73.9%	76.1%	68.7%	**69.2%	**78.5%	72.8%	74.2%
	Do not play this type of game	9.1%	9.4%	8.8%	9.2%	7.6%	9.2%	9.0%	10.1%	10.4%	7.4%	8.9%	10.0%
Visual play/drawing/colouring in (e.g. Draw; Faces iMake HD)	Parent favourite	37.6%	40.5%	34.6%	38.5%	41.6%	37.6%	36.0%	36.5%	39.5%	35.0%	38.0%	35.0%
	Child favourite	74.0%	**69.9%	**78.2%	*64.8%	*67.4%	*72.6%	*80.2%	*75.1%	72.0%	76.6%	74.7%	70.1%
	Do not play this type of game	7.8%	9.1%	6.4%	7.7%	10.4%	11.3%	5.0%	6.6%	8.3%	7.1%	7.2%	11.2%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Video apps (e.g. YouTube)	Parent favourite	35.5%	33.6%	37.5%	*45.1%	*44.2%	*35.0%	*31.8%	*30.8%	33.6%	38.0%	*33.7%	*42.7%
	Child favourite	74.8%	73.4%	76.3%	67.3%	69.4%	75.2%	79.8%	75.7%	75.2%	74.2%	74.9%	74.4%
	Do not play this type of game	7.3%	7.6%	6.9%	11.5%	7.8%	9.3%	5.3%	5.9%	7.9%	6.5%	7.5%	6.4%
Story apps/interactive books (e.g. Nighty Night, Cinderella)	Parent favourite	48.7%	47.6%	49.7%	47.4%	52.1%	47.3%	49.8%	47.2%	48.7%	48.7%	49.6%	44.1%
	Child favourite	67.2%	65.6%	68.8%	67.0%	66.0%	63.3%	70.0%	68.4%	67.0%	67.7%	67.8%	64.8%
	Do not play this type of game	8.5%	9.9%	7.2%	9.3%	7.7%	12.2%	6.6%	7.8%	8.9%	7.9%	7.6%	12.7%
Role play (e.g. Princess Dress-Up; Pet Shop)	Parent favourite	24.1%	**31.3%	**18.5%	27.7%	31.3%	25.7%	23.6%	20.0%	23.9%	24.2%	**21.6%	**35.0%
	Child favourite	71.7%	**62.6%	**78.8%	66.2%	67.8%	67.1%	74.2%	74.9%	70.8%	72.9%	73.2%	65.0%
	Do not play this type of game	13.6%	*17.1%	*10.8%	18.5%	13.0%	17.1%	11.8%	12.2%	14.1%	12.9%	13.4%	14.0%
Creative production (e.g. First Camera, Video Star)	Parent favourite	38.2%	37.0%	39.6%	33.3%	37.0%	42.9%	41.7%	34.7%	35.8%	40.7%	37.1%	42.1%
	Child favourite	60.2%	59.8%	60.8%	54.2%	52.9%	58.0%	69.9%	59.9%	62.1%	58.4%	61.7%	55.0%
	Do not play this type of game	16.3%	17.7%	14.7%	16.7%	20.2%	16.0%	9.6%	19.3%	16.5%	16.1%	15.7%	18.6%
Augmented reality (e.g. Mattel Apptivity apps; ColAR Mix; AR Flashcards)	Parent favourite	36.1%	39.7%	31.0%	25.0%	40.9%	35.9%	43.0%	31.3%	34.1%	38.6%	36.3%	35.7%
	Child favourite	49.1%	45.9%	53.8%	47.7%	48.4%	45.7%	47.4%	53.5%	48.5%	49.8%	49.7%	47.0%
	Do not play this type of game	24.0%	24.5%	23.4%	27.3%	23.7%	27.2%	21.1%	23.6%	25.8%	22.0%	23.9%	24.3%

C-Q5b – Parent/child favourite types of apps by respondent age breakdown

Percentages out of each age group and app-type combination, e.g. out of participants aged under 30, 23.2% said that learning apps were the parent's favourite, 55.9% that it was the child's favourite and 20% that it wasn't a favourite or the child does not use that app

			Age of parent respondent	
		All	Under 30	30 and over
1. Learning (e.g. matching shapes, learning numbers/ letters/ words / animal names etc)	Parent favourite	27.2%	*23.2%	*29.0%
	Child favourite	50.9%	*55.9%	*48.7%
	Neither/do not play	21.9%	*20.8%	*22.3%
2. Social Networking (e.g. What's App)	Parent favourite	6.6%	[a]10.7%	[a]4.7%
	Child favourite	7.0%	[a]11.2%	[a]5.1%
	Neither/do not play	86.4%	[a]78.0%	[a]90.2%
3. Style Creation e.g. Stardoll, Fashion Icon)	Parent favourite	5.0%	[a]8.5%	[a]3.3%
	Child favourite	17.3%	[a]22.4%	[a]14.9%
	Neither/do not play	77.8%	[a] 69.1%	[a] 81.8%
4. Escape and Obstacles (e.g. temple run)	Parent favourite	6.8%	**10.4%	**5.2%
	Child favourite	20.8%	**26.0%	**18.4%
	Neither/do not play	72.5%	**63.6%	**76.5%
5. Sports (e.g. FIFA, Flick Kick Rugby, Tiger Woods)	Parent favourite	6.4%	**10.1%	**4.7%
	Child favourite	10.3%	**15.9%	**7.8%
	Neither/do not play	83.3%	**74.0%	**87.5%
6. Basic Strategy (e.g. Angry Birds)	Parent favourite	8.6%	**12.3%	**6.8%
	Child favourite	29.8%	**32.9%	**28.3%
	Neither/do not play	61.7%	**54.8%	**64.8%
7. Creating virtual worlds (e.g. Minecraft)	Parent favourite	5.3%	[a] 7.4%	[a] 4.4%
	Child favourite	16.9%	[a] 23.7%	[a] 13.7%
	Neither/do not play	77.9%	[a] 68.9%	[a] 81.9%
8. Nurture and mimics (e.g. My Horse, Talking Tom, Pou, Toca Pet Doctor)	Parent favourite	8.1%	**11.1%	**6.7%
	Child favourite	32.9%	**36.9%	**31.0%
	Neither/do not play	59.1%	**52.1%	**62.3%
9. Audio play/ musical play/ (e.g. nursery rhymes, keyboards)	Parent favourite	12.7%	**13.6%	**12.3%
	Child favourite	52.1%	54.6%	50.9%
	Neither/do not play	35.2%	31.7%	36.8%
10. Visual play/ drawing/ colouring in (e.g. Draw; Faces iMake HD)	Parent favourite	12.5%	13.1%	12.2%
	Child favourite	50.8%	55.0%	49.0%
	Neither/do not play	36.7%	31.9%	38.8%

[a] invalid statistical test due to large number of cells with expected frequencies below 5

		Age of parent respondent		
		All	Under 30	30 and over
10. Visual play/ drawing/ colouring in (e.g. Draw; Faces iMake HD)	Parent favourite	12.5%	13.1%	12.2%
	Child favourite	50.8%	55.0%	49.0%
	Neither/do not play	36.7%	31.9%	38.8%
11. Video apps (e.g. YouTube)	Parent favourite	11.0%	**16.8%	**8.3%
	Child favourite	45.7%	**46.8%	**45.1%
	Neither/do not play	43.4%	**36.4%	**46.6%
12. Story apps/ interactive books (e.g. Nighty Night, Cinderella)	Parent favourite	14.7%	**14.9%	**14.6%
	Child favourite	40.8%	**50.0%	**36.6%
	Neither/do not play	44.6%	**35.1%	**48.8%
13. Role play (e.g. Princess Dress-Up; Pet Shop)	Parent favourite	6.3%	**10.3%	**4.5%
	Child favourite	30.7%	**35.4%	**28.6%
	Neither/do not play	63.0%	**54.3%	**66.9%
14. Creative production (e.g. First Camera, Video Star)	Parent favourite	7.6%	**10.7%	**6.1%
	Child favourite	19.4%	**25.8%	**16.5%
	Neither/do not play	73.1%	**63.5%	**77.4%
15. Augmented reality (e.g. Mattel Apptivity apps; ColAR Mix; AR Flashcards)	Parent favourite	6.6%	**8.2%	**5.8%
	Child favourite	12.0%	**19.2%	**8.6%
	Neither/do not play	81.5%	**72.6%	**85.5%

C-Q6. Of all the different types of apps you indicated were THEIR favourite(s), we'd like to know how long on average they've been using each type.

Notes: Percentages out of demographic group and app-type, e.g. 9.7% of male children who use learning apps have been doing so for approximately a week.
Statistical significance tests omitted due to a large number of cells with expected frequencies less than 5.

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 -5 years	ABC1	C2DE	White	BME
1. Learning (e.g. matching shapes, learning numbers/ letters/ words / animal names etc)	A week	8.9%	9.7%	8.2%	13.9%	17.1%	7.2%	7.5%	6.2%	6.3%	12.3%	8.1%	13.1%
	A month	11.6%	12.5%	10.7%	29.2%	17.8%	10.3%	9.1%	7.5%	11.5%	11.6%	11.1%	14.4%
	2 months	11.9%	14.1%	9.7%	18.1%	14.5%	15.7%	7.5%	10.1%	12.2%	11.4%	11.8%	12.5%
	3 months	17.2%	16.4%	17.9%	18.1%	23.0%	22.4%	16.2%	11.1%	15.0%	19.9%	17.2%	16.9%
	4 months	7.9%	7.5%	8.2%	4.2%	8.6%	7.2%	8.7%	8.1%	8.7%	6.7%	7.7%	8.8%
	5 months	4.9%	4.6%	5.2%	5.6%	6.6%	5.8%	4.9%	3.3%	5.4%	4.3%	4.4%	7.5%
	6-12 months	16.2%	14.1%	18.1%	5.6%	7.9%	19.7%	19.2%	17.6%	17.1%	15.0%	17.3%	10.0%
	1 year	12.2%	11.3%	13.0%	2.8%	2.6%	8.1%	15.5%	19.2%	13.3%	10.7%	12.7%	9.4%
	2 years	6.6%	6.7%	6.5%	2.8%	0.7%	3.1%	7.5%	12.1%	7.2%	5.8%	6.6%	6.3%
	More than 2 years	2.7%	3.0%	2.5%	0.0%	1.3%	0.4%	3.8%	4.9%	3.1%	2.2%	3.0%	1.3%
2. Social Networking (e.g. What's App)	A week	20.0%	24.7%	12.7%	19.0%	29.0%	16.7%	14.7%	20.0%	17.4%	24.1%	18.2%	24.4%
	A month	15.0%	12.9%	18.2%	33.3%	16.1%	8.3%	8.8%	13.3%	14.0%	16.7%	17.2%	9.8%
	2 months	20.0%	22.4%	16.4%	23.8%	12.9%	25.0%	26.5%	13.3%	23.3%	14.8%	23.2%	12.2%
	3 months	13.6%	10.6%	18.2%	14.3%	3.2%	25.0%	14.7%	13.3%	10.5%	18.5%	13.1%	14.6%
	4 months	15.0%	16.5%	12.7%	4.8%	19.4%	12.5%	17.6%	16.7%	16.3%	13.0%	12.1%	22.0%
	5 months	5.7%	2.4%	10.9%	0.0%	6.5%	8.3%	2.9%	10.0%	8.1%	1.9%	6.1%	4.9%
	6-12 months	4.3%	4.7%	3.6%	0.0%	3.2%	4.2%	5.9%	6.7%	2.3%	7.4%	5.1%	2.4%
	1 year	3.6%	4.7%	1.8%	4.8%	3.2%	0.0%	5.9%	3.3%	4.7%	1.9%	3.0%	4.9%
	2 years	2.1%	1.2%	3.6%	0.0%	6.5%	0.0%	0.0%	3.3%	2.3%	1.9%	1.0%	4.9%
	More than 2 years	0.7%	0.0%	1.8%	0.0%	0.0%	0.0%	2.9%	0.0%	1.2%	0.0%	1.0%	0.0%
3. Style Creation e.g. Stardoll, Fashion Icon)	A week	13.0%	13.6%	12.7%	19.4%	27.1%	18.6%	9.6%	6.5%	10.9%	15.5%	10.2%	24.3%
	A month	15.1%	21.2%	11.3%	13.9%	18.8%	16.3%	12.8%	15.3%	13.0%	17.4%	15.6%	12.9%
	2 months	18.6%	19.7%	17.8%	30.6%	12.5%	27.9%	17.0%	15.3%	19.0%	18.0%	18.9%	17.1%
	3 months	15.4%	15.9%	15.0%	13.9%	6.3%	14.0%	17.0%	18.5%	17.4%	13.0%	16.4%	11.4%
	4 months	11.9%	13.6%	10.8%	11.1%	18.8%	7.0%	17.0%	7.3%	13.6%	9.9%	11.6%	12.9%
	5 months	4.3%	2.3%	5.6%	2.8%	6.3%	2.3%	4.3%	4.8%	5.4%	3.1%	3.6%	7.1%
	6-12 months	12.8%	9.1%	15.0%	5.6%	10.4%	9.3%	12.8%	16.9%	12.0%	13.7%	14.2%	7.1%
	1 year	6.4%	4.5%	7.5%	0.0%	0.0%	4.7%	8.5%	9.7%	6.0%	6.8%	6.2%	7.1%
	2 years	1.4%	0.0%	2.3%	2.8%	0.0%	0.0%	0.0%	3.2%	1.1%	1.9%	1.8%	0.0%
	More than 2 years	1.2%	0.0%	1.9%	0.0%	0.0%	0.0%	1.1%	2.4%	1.6%	0.6%	1.5%	0.0%

C-Q6. continued

(e.g. temple run)	A month	11.8%	10.6%	13.6%	23.1%	14.3%	12.0%	10.3%	10.2%	14.1%	9.0%	12.5%	8.9%
	2 months	11.6%	13.0%	9.5%	15.4%	16.1%	10.0%	10.3%	10.8%	11.0%	12.2%	11.9%	10.1%
	3 months	16.4%	14.6%	18.9%	23.1%	14.3%	24.0%	17.2%	13.2%	17.2%	15.4%	17.0%	13.9%
	4 months	11.8%	11.0%	13.0%	15.4%	12.5%	12.0%	13.8%	9.6%	11.9%	11.7%	11.3%	13.9%
	5 months	8.4%	9.3%	7.1%	0.0%	3.6%	8.0%	8.6%	11.4%	7.5%	9.6%	8.6%	7.6%
	6-12 months	16.9%	15.4%	18.9%	7.7%	17.9%	12.0%	15.5%	20.4%	18.1%	15.4%	15.2%	24.1%
	1 year	9.4%	10.6%	7.7%	11.5%	1.8%	4.0%	10.3%	12.6%	8.4%	10.6%	10.7%	3.8%
	2 years	4.6%	5.3%	3.6%	3.8%	0.0%	2.0%	5.2%	6.6%	4.8%	4.3%	4.2%	6.3%
	More than 2 years	1.2%	0.4%	2.4%	0.0%	1.8%	2.0%	1.7%	0.6%	1.3%	1.1%	0.9%	2.5%
5. Sports (e.g. FIFA, Flick Kick Rugby, Tiger Woods)	A week	15.0%	15.1%	15.0%	22.2%	26.5%	17.6%	16.3%	7.5%	8.7%	21.6%	14.5%	16.7%
	A month	11.7%	11.6%	11.7%	11.1%	17.6%	14.7%	10.2%	8.8%	12.5%	10.8%	12.5%	9.3%
	2 months	19.4%	17.1%	25.0%	22.2%	17.6%	23.5%	22.4%	16.3%	18.3%	20.6%	21.1%	14.8%
	3 months	12.6%	13.0%	11.7%	11.1%	8.8%	17.6%	8.2%	15.0%	13.5%	11.8%	13.2%	11.1%
	4 months	11.2%	11.6%	10.0%	22.2%	11.8%	5.9%	14.3%	10.0%	11.5%	10.8%	11.8%	9.3%
	5 months	7.8%	6.8%	10.0%	0.0%	5.9%	0.0%	8.2%	12.5%	8.7%	6.9%	6.6%	11.1%
	6-12 months	7.8%	9.6%	3.3%	0.0%	2.9%	8.8%	10.2%	8.8%	10.6%	4.9%	5.9%	13.0%
	1 year	9.2%	9.6%	8.3%	11.1%	8.8%	8.8%	8.2%	10.0%	12.5%	5.9%	9.2%	9.3%
	2 years	4.4%	4.8%	3.3%	0.0%	0.0%	2.9%	0.0%	10.0%	2.9%	5.9%	4.6%	3.7%
	More than 2 years	1.0%	0.7%	1.7%	0.0%	0.0%	0.0%	2.0%	1.3%	1.0%	1.0%	0.7%	1.9%
6. Basic Strategy (e.g. Angry Birds)	A week	7.9%	7.8%	8.1%	18.2%	13.7%	9.5%	5.8%	5.6%	6.8%	9.2%	7.3%	10.8%
	A month	12.3%	11.4%	13.7%	21.2%	17.8%	17.9%	10.9%	8.6%	14.5%	9.6%	12.0%	13.7%
	2 months	14.3%	13.6%	15.4%	18.2%	21.9%	15.5%	14.6%	11.2%	13.0%	15.9%	14.6%	12.7%
	3 months	13.3%	14.7%	11.1%	9.1%	11.0%	16.7%	14.6%	12.7%	10.8%	16.2%	13.6%	11.8%
	4 months	10.1%	10.0%	10.3%	12.1%	16.4%	14.3%	8.8%	7.5%	7.7%	12.9%	9.3%	13.7%
	5 months	7.4%	6.6%	8.5%	3.0%	2.7%	4.8%	9.5%	9.0%	10.8%	3.3%	6.9%	9.8%
	6-12 months	16.3%	15.5%	17.5%	3.0%	8.2%	14.3%	18.2%	19.8%	15.7%	17.0%	17.8%	8.8%
	1 year	11.6%	13.9%	8.1%	6.1%	4.1%	4.8%	10.2%	17.2%	12.3%	10.7%	12.4%	7.8%
	2 years	5.5%	5.5%	5.6%	9.1%	1.4%	1.2%	6.6%	7.1%	6.5%	4.4%	5.1%	7.8%
	More than 2 years	1.3%	1.1%	1.7%	0.0%	2.7%	1.2%	0.7%	1.5%	1.9%	0.7%	1.0%	2.9%

C-Q6. continued

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 -5 years	ABC1	C2DE	White	BME
7. Creating virtual worlds (e.g. Minecraft)	A week	9.5%	10.1%	8.3%	17.9%	21.2%	10.8%	7.3%	4.3%	8.5%	10.8%	8.5%	13.6%
	A month	13.9%	13.8%	14.2%	21.4%	17.3%	13.5%	9.8%	13.8%	10.6%	18.2%	14.8%	10.6%
	2 months	13.4%	12.9%	14.2%	10.7%	13.5%	21.6%	12.2%	12.3%	15.9%	10.1%	14.4%	9.1%
	3 months	17.8%	19.8%	14.2%	14.3%	11.5%	21.6%	13.4%	22.5%	17.5%	18.2%	17.0%	21.2%
	4 months	12.8%	11.5%	15.0%	17.9%	11.5%	5.4%	17.1%	11.6%	14.8%	10.1%	12.5%	13.6%
	5 months	10.1%	8.8%	12.5%	0.0%	13.5%	10.8%	14.6%	8.0%	9.5%	10.8%	10.0%	10.6%
	6-12 months	12.8%	11.5%	15.0%	7.1%	3.8%	8.1%	13.4%	18.1%	13.8%	11.5%	13.7%	9.1%
	1 year	6.5%	9.2%	1.7%	7.1%	3.8%	2.7%	8.5%	7.2%	6.9%	6.1%	6.3%	7.6%
	2 years	2.4%	1.8%	3.3%	3.6%	1.9%	5.4%	1.2%	2.2%	1.6%	3.4%	2.2%	3.0%
	More than 2 years	0.9%	0.5%	1.7%	0.0%	1.9%	0.0%	2.4%	0.0%	1.1%	0.7%	0.7%	1.5%
8. Nurture and mimics (e.g. My Horse, Talking Tom, Pou, Toca Pet Doctor)	A week	7.8%	9.6%	5.9%	14.0%	12.1%	7.1%	6.3%	6.3%	5.2%	10.6%	6.6%	14.0%
	A month	11.0%	11.4%	10.5%	16.3%	17.6%	11.1%	12.0%	6.3%	9.5%	12.6%	9.9%	17.0%
	2 months	14.9%	14.7%	15.2%	23.3%	20.9%	23.8%	11.4%	8.6%	16.4%	13.2%	15.1%	14.0%
	3 months	14.9%	13.8%	16.1%	25.6%	20.9%	15.9%	13.7%	10.8%	15.6%	14.2%	15.1%	14.0%
	4 months	11.4%	11.4%	11.5%	4.7%	16.5%	9.5%	9.1%	13.5%	11.8%	11.0%	11.5%	11.0%
	5 months	5.6%	6.6%	4.6%	7.0%	4.4%	4.8%	5.7%	6.3%	4.9%	6.5%	5.7%	5.0%
	6-12 months	16.0%	14.1%	18.0%	7.0%	4.4%	16.7%	20.0%	18.9%	15.9%	16.1%	16.9%	11.0%
	1 year	12.5%	12.3%	12.7%	0.0%	2.2%	7.1%	16.0%	19.4%	13.5%	11.3%	12.9%	10.0%
	2 years	4.6%	5.4%	3.7%	2.3%	1.1%	3.2%	4.0%	7.7%	6.1%	2.9%	5.0%	2.0%
	More than 2 years	1.4%	0.9%	1.9%	0.0%	0.0%	0.8%	1.7%	2.3%	1.2%	1.6%	1.3%	2.0%
9. Audio play/ musical play/ (e.g. nursery rhymes, keyboards)	A week	6.1%	6.6%	5.7%	10.1%	9.8%	5.2%	5.7%	3.4%	3.8%	9.0%	5.6%	9.0%
	A month	9.6%	9.2%	9.9%	19.1%	14.9%	8.2%	5.4%	7.9%	8.9%	10.5%	10.0%	7.9%
	2 months	13.8%	15.8%	12.0%	20.2%	18.0%	15.9%	12.6%	7.9%	14.5%	13.0%	14.5%	10.7%
	3 months	18.4%	18.6%	18.2%	24.7%	27.8%	17.2%	15.3%	13.5%	18.1%	18.8%	18.8%	16.9%
	4 months	8.9%	8.0%	9.8%	6.7%	7.2%	9.5%	8.8%	10.5%	8.4%	9.6%	8.8%	9.6%
	5 months	7.9%	8.0%	7.7%	3.4%	6.2%	12.1%	8.4%	6.4%	7.3%	8.5%	6.8%	12.9%
	6-12 months	14.8%	14.2%	15.3%	9.0%	8.8%	19.8%	14.9%	16.5%	16.7%	12.4%	15.6%	10.7%
	1 year	12.8%	12.0%	13.4%	4.5%	5.7%	7.8%	20.3%	17.7%	13.2%	12.2%	12.6%	13.5%
	2 years	5.8%	6.0%	5.5%	1.1%	0.5%	3.4%	5.7%	13.2%	7.0%	4.3%	5.7%	6.2%
	More than 2 years	1.9%	1.4%	2.4%	1.1%	1.0%	0.9%	2.7%	3.0%	2.1%	1.7%	1.7%	2.8%

C-Q6. continued

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 -5 years	ABC1	C2DE	White	BME
10. Visual play/ drawing/ colouring in (e.g. Draw; Faces iMake HD)	A week	6.7%	7.7%	5.8%	22.0%	10.1%	7.3%	4.9%	3.6%	3.9%	10.2%	6.0%	10.7%
	A month	9.9%	10.6%	9.4%	16.9%	18.1%	11.4%	8.4%	5.5%	10.8%	8.8%	9.0%	15.3%
	2 months	13.9%	14.1%	13.7%	13.6%	18.1%	23.8%	10.8%	8.8%	13.8%	13.9%	14.8%	8.7%
	3 months	15.7%	17.6%	14.0%	25.4%	20.1%	13.5%	16.0%	13.1%	13.5%	18.5%	15.9%	14.7%
	4 months	10.2%	9.3%	11.0%	8.5%	14.1%	8.8%	8.7%	10.9%	10.8%	9.5%	9.9%	12.0%
	5 months	7.9%	7.0%	8.6%	1.7%	6.7%	8.3%	8.4%	8.8%	7.6%	8.2%	7.5%	10.0%
	6-12 months	14.4%	13.3%	15.4%	6.8%	7.4%	15.0%	17.8%	15.5%	15.4%	13.0%	15.0%	10.7%
	1 year	13.5%	12.8%	14.0%	1.7%	3.4%	9.8%	17.4%	18.8%	16.1%	10.2%	14.1%	10.0%
	2 years	5.8%	5.4%	6.2%	1.7%	0.7%	1.6%	5.9%	11.2%	5.3%	6.4%	5.9%	5.3%
	More than 2 years	2.1%	2.3%	1.9%	1.7%	1.3%	0.5%	1.7%	3.6%	2.7%	1.3%	2.0%	2.7%
11. Video apps (e.g. YouTube)	A week	6.2%	6.5%	6.0%	5.3%	12.6%	5.9%	4.6%	4.9%	5.5%	7.2%	5.8%	8.0%
	A month	8.1%	9.1%	7.1%	18.4%	9.8%	7.6%	7.5%	5.2%	7.4%	9.0%	8.0%	8.6%
	2 months	11.8%	13.2%	10.4%	19.7%	16.8%	11.4%	10.8%	8.2%	10.3%	13.9%	12.3%	9.8%
	3 months	15.0%	14.0%	16.0%	18.4%	22.4%	14.6%	10.8%	14.2%	14.9%	15.2%	15.6%	12.6%
	4 months	9.5%	10.6%	8.4%	11.8%	14.7%	8.1%	7.5%	9.0%	9.9%	9.0%	9.7%	8.6%
	5 months	8.5%	7.8%	9.3%	5.3%	6.3%	9.7%	8.7%	9.7%	9.0%	8.0%	7.3%	13.8%
	6-12 months	20.0%	19.0%	21.1%	13.2%	14.0%	23.2%	24.5%	19.0%	22.5%	16.7%	20.7%	17.2%
	1 year	13.3%	12.3%	14.2%	2.6%	1.4%	13.0%	17.0%	19.4%	13.7%	12.6%	13.7%	11.5%
	2 years	5.1%	5.4%	4.9%	2.6%	0.7%	4.9%	6.2%	7.5%	4.6%	5.9%	4.9%	6.3%
	More than 2 years	2.3%	2.2%	2.4%	2.6%	1.4%	1.6%	2.5%	3.0%	2.1%	2.6%	2.0%	3.4%
12. Story apps/ interactive books (e.g. Nighty Night, Cinderella)	A week	6.6%	7.8%	5.6%	10.8%	10.2%	5.8%	5.7%	5.1%	4.2%	9.9%	5.8%	10.9%
	A month	9.3%	10.6%	8.2%	23.1%	15.6%	11.0%	6.1%	4.3%	9.5%	9.0%	8.6%	13.0%
	2 months	16.4%	17.6%	15.4%	18.5%	21.1%	17.4%	17.0%	12.5%	16.3%	16.6%	17.7%	10.1%
	3 months	15.8%	16.3%	15.4%	16.9%	19.5%	20.0%	13.2%	13.3%	15.9%	15.7%	16.1%	14.5%
	4 months	11.3%	11.4%	11.2%	15.4%	12.5%	10.3%	13.2%	8.6%	11.2%	11.4%	11.2%	11.6%
	5 months	7.5%	8.3%	6.8%	4.6%	7.0%	9.0%	8.5%	6.7%	7.4%	7.6%	6.5%	12.3%
	6-12 months	15.8%	12.7%	18.6%	3.1%	9.4%	17.4%	17.0%	20.4%	16.7%	14.6%	16.0%	15.2%
	1 year	10.1%	7.8%	12.1%	4.6%	2.3%	6.5%	13.7%	14.5%	10.6%	9.3%	10.6%	7.2%
	2 years	4.4%	5.2%	3.7%	1.5%	0.8%	1.9%	2.8%	9.8%	5.1%	3.5%	5.2%	0.7%
	More than 2 years	2.7%	2.3%	3.0%	1.5%	1.6%	0.6%	2.8%	4.7%	3.0%	2.3%	2.4%	4.3%

C-Q6. continued

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 -5 years	ABC1	C2DE	White	BME
13. Role play (e.g. Princess Dress-Up; Pet Shop)	A week	7.8%	12.4%	5.0%	14.0%	12.8%	7.8%	7.6%	5.0%	5.3%	10.8%	7.2%	10.8%
	A month	11.1%	10.3%	11.6%	14.0%	20.5%	11.8%	7.1%	10.0%	13.1%	8.7%	11.1%	10.8%
	2 months	13.8%	16.2%	12.4%	25.6%	14.1%	22.5%	8.8%	11.3%	14.2%	13.4%	13.3%	16.7%
	3 months	14.3%	15.4%	13.7%	18.6%	17.9%	16.7%	13.5%	11.8%	16.0%	12.3%	14.5%	13.7%
	4 months	11.1%	10.3%	11.6%	11.6%	11.5%	11.8%	14.1%	8.1%	8.3%	14.4%	11.1%	10.8%
	5 months	7.8%	7.3%	8.2%	4.7%	9.0%	3.9%	12.4%	6.3%	8.0%	7.6%	8.0%	6.9%
	6-12 months	17.8%	14.5%	19.7%	7.0%	10.3%	14.7%	20.0%	22.2%	18.7%	16.6%	18.0%	16.7%
	1 year	10.4%	9.0%	11.3%	2.3%	2.6%	5.9%	12.4%	15.4%	10.4%	10.5%	11.1%	6.9%
	2 years	4.2%	3.0%	5.0%	2.3%	0.0%	4.9%	2.4%	7.2%	3.6%	5.1%	4.3%	3.9%
	More than 2 years	1.6%	1.7%	1.6%	0.0%	1.3%	0.0%	1.8%	2.7%	2.4%	0.7%	1.4%	2.9%
14. Creative production (e.g. First Camera, Video Star)	A week	8.2%	10.0%	6.2%	7.7%	15.9%	7.2%	6.4%	6.6%	6.4%	10.3%	7.1%	13.0%
	A month	11.9%	12.4%	11.2%	19.2%	9.5%	13.0%	11.0%	11.6%	11.3%	12.4%	11.6%	13.0%
	2 months	18.0%	19.5%	16.3%	15.4%	30.2%	27.5%	13.8%	10.7%	19.7%	16.2%	19.0%	14.3%
	3 months	13.4%	12.9%	14.0%	11.5%	4.8%	15.9%	15.6%	14.9%	14.3%	12.4%	14.1%	10.4%
	4 months	14.2%	14.3%	14.0%	11.5%	12.7%	8.7%	21.1%	12.4%	14.8%	13.5%	13.2%	18.2%
	5 months	8.8%	9.0%	8.4%	23.1%	7.9%	11.6%	5.5%	7.4%	8.4%	9.2%	9.0%	7.8%
	6-12 months	11.6%	10.0%	13.5%	7.7%	9.5%	8.7%	11.9%	14.9%	11.3%	11.9%	12.2%	9.1%
	1 year	9.5%	8.1%	11.2%	3.8%	6.3%	2.9%	10.1%	15.7%	9.9%	9.2%	10.3%	6.5%
	2 years	3.1%	2.9%	3.4%	0.0%	0.0%	4.3%	2.8%	5.0%	2.0%	4.3%	2.6%	5.2%
	More than 2 years	1.3%	1.0%	1.7%	0.0%	3.2%	0.0%	1.8%	0.8%	2.0%	0.5%	1.0%	2.6%
15. Augmented reality (e.g. Mattel Apptivity apps; ColAR Mix; AR Flashcards)	A week	12.1%	12.0%	12.3%	19.0%	11.1%	16.7%	9.3%	10.4%	8.6%	16.2%	10.8%	16.7%
	A month	10.5%	11.3%	9.4%	23.8%	15.6%	9.5%	1.9%	10.4%	12.5%	8.1%	10.8%	9.3%
	2 months	15.1%	13.5%	17.0%	19.0%	20.0%	26.2%	5.6%	11.7%	18.0%	11.7%	15.1%	14.8%
	3 months	13.4%	12.8%	14.2%	4.8%	15.6%	19.0%	9.3%	14.3%	14.8%	11.7%	14.1%	11.1%
	4 months	14.6%	15.8%	13.2%	28.6%	20.0%	11.9%	14.8%	9.1%	14.1%	15.3%	13.5%	18.5%
	5 months	11.3%	10.5%	12.3%	4.8%	6.7%	7.1%	9.3%	19.5%	11.7%	10.8%	9.7%	16.7%
	6-12 months	13.0%	12.8%	13.2%	0.0%	6.7%	7.1%	29.6%	11.7%	10.2%	16.2%	13.5%	11.1%
	1 year	5.9%	7.5%	3.8%	0.0%	0.0%	2.4%	9.3%	10.4%	4.7%	7.2%	7.6%	0.0%
	2 years	2.1%	1.5%	2.8%	0.0%	0.0%	0.0%	7.4%	1.3%	3.1%	0.9%	2.7%	0.0%
	More than 2 years	2.1%	2.3%	1.9%	0.0%	4.4%	0.0%	3.7%	1.3%	2.3%	1.8%	2.2%	1.9%

C-Q7. Please write your child's favourite five apps at this moment in time? (10 most frequently mentioned apps listed below)

Notes: Percentages out of complete dataset (or demographic subset), e.g. 18.8% of respondents listed YouTube as one of their child's favourite five apps. Statistical significant associations between app preferences (in child's favourite five apps or not) and demographic group noted in corresponding cells.

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Youtube	18.8%	18.4%	19.2%	18.4%	16.3%	21.1%	22.3%	15.8%	18.2%	19.5%	18.4%	20.6%
Cbeebies apps	16.7%	15.5%	17.8%	13.5%	14.0%	19.6%	19.1%	15.1%	17.6%	15.3%	**18.4%	**7.1%
Angry Birds	12.6%	14.4%	10.7%	**8.1%	**6.9%	**7.4%	**13.5%	**20.4%	13.2%	11.7%	12.8%	11.6%
Peppa's Paintbox	10.5%	*8.6%	*12.6%	8.1%	9.2%	12.0%	12.2%	9.6%	10.4%	10.6%	11.0%	7.7%
Talking Tom Cat (and similar)	8.8%	8.2%	9.4%	8.1%	7.4%	8.4%	8.8%	10.0%	**6.4%	**12.2%	8.6%	9.4%
Temple Run	5.5%	6.3%	4.6%	**2.2%	**2.0%	**3.3%	**8.4%	**7.9%	5.1%	6.1%	5.3%	6.5%
Minecraft	4.7%	5.7%	3.5%	**2.7%	**1.7%	**2.4%	**4.1%	**9.1%	4.9%	4.3%	5.1%	2.3%
Disney apps	4.0%	3.1%	4.9%	4.9%	2.0%	4.5%	4.1%	4.5%	4.1%	3.9%	4.4%	1.9%
Candy Crush Saga	2.8%	3.4%	2.2%	3.8%	2.3%	3.1%	1.5%	3.6%	2.6%	3.0%	2.6%	3.9%
TOCA games	2.3%	2.1%	2.4%	0.5%	1.1%	3.1%	2.4%	2.7%	2.8%	1.5%	2.2%	2.3%

C-Q8. Thinking of the last app your child discovered, which of these ways influenced the way they found out about it? Please rank in order of importance if there was more than one influence

Notes: Percentage of respondents within each demographic group listing each option in their top 3 ranked in order of importance.
E.g. 13.2% of respondents answering in relation to a male child felt that TV adverts were one of the top 3 influences for their child's last app discovery.

	All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Through TV adverts	12.9%	13.2%	12.5%	13.0%	13.2%	12.7%	12.0%	13.4%	11.8%	14.4%	12.3%	15.8%
Through in-app adverts	16.0%	15.1%	17.0%	**12.4%	**13.2%	**10.8%	**17.6%	**21.3%	14.6%	18.0%	16.0%	15.8%
Through other mobile adverts e.g. text messages	4.7%	5.7%	3.5%	8.1%	5.7%	3.1%	5.2%	3.6%	*3.6%	*6.2%	4.5%	5.5%
At a cinema	4.5%	5.1%	3.9%	7.0%	6.0%	4.5%	4.1%	3.1%	4.7%	4.3%	4.2%	6.1%
Through social media	9.1%	10.2%	7.9%	12.4%	10.6%	10.5%	6.9%	7.9%	8.0%	10.7%	9.1%	9.4%
Online blogs or forums	7.4%	8.5%	6.3%	11.9%	9.2%	8.4%	5.2%	6.0%	*8.8%	*5.4%	7.3%	8.1%
Online video platforms such as YouTube	11.5%	11.0%	11.9%	11.9%	11.2%	10.3%	13.3%	10.8%	9.9%	13.6%	*10.6%	*16.1%
On other websites	11.6%	11.7%	11.5%	9.2%	10.6%	10.8%	12.2%	13.1%	10.8%	12.8%	11.1%	14.2%
In magazines	5.4%	5.7%	5.0%	7.0%	7.4%	4.8%	4.3%	5.0%	5.3%	5.5%	5.0%	7.7%
Through friends	22.1%	20.9%	23.4%	20.5%	22.3%	23.2%	18.9%	24.2%	22.5%	21.6%	22.5%	20.0%
Through parents	24.2%	24.1%	24.2%	20.0%	23.2%	28.0%	24.7%	22.9%	23.4%	25.2%	24.2%	23.9%
Through other adults	13.9%	14.1%	13.6%	13.5%	14.6%	14.4%	13.3%	13.6%	15.5%	11.4%	14.0%	12.9%
Through brothers or sisters	18.9%	20.6%	17.0%	13.0%	16.3%	18.9%	20.8%	20.6%	17.8%	20.3%	18.6%	20.0%

C-Q8 continued

	All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Through viral videos	4.9%	5.7%	3.9%	7.0%	5.2%	3.6%	5.6%	4.3%	4.4%	5.5%	4.3%	7.7%
Through outdoor advertising e.g. billboards, posters	3.5%	4.1%	2.9%	3.2%	4.9%	2.4%	3.9%	3.3%	3.3%	3.8%	3.1%	5.5%
Through a celebrity	2.7%	3.2%	2.2%	4.9%	2.9%	2.6%	2.6%	2.1%	2.8%	2.6%	2.3%	4.8%
Searching the Apple app store or Google Play	36.8%	34.7%	38.9%	29.2%	34.4%	37.3%	40.8%	36.9%	37.9%	35.1%	*38.0%	*29.7%
General word of mouth	17.8%	17.5%	18.1%	18.9%	16.9%	18.2%	17.2%	18.2%	19.1%	16.0%	18.1%	16.1%
Articles in the newspaper	4.6%	4.4%	4.7%	7.6%	5.4%	4.5%	3.6%	3.8%	5.2%	3.7%	4.3%	6.1%
Schools/Nursery/Playgroups	18.5%	17.2%	19.8%	21.1%	18.1%	16.5%	18.9%	18.9%	18.4%	18.5%	17.6%	22.9%
Other	3.9%	3.6%	4.2%	4.9%	4.6%	4.5%	3.2%	3.3%	4.2%	3.5%	4.0%	3.2%

C-Q9. Rank order in importance the following features of apps that you look for when choosing for your child

Notes: Percentages of participants (within each demographic group) who ranked each feature in the top 3 of those looked for when choosing apps for their child.

	All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Educational	75.2%	*72.7%	*77.9%	70.3%	73.6%	75.6%	77.7%	75.4%	76.4%	73.4%	75.9%	71.6%
Fun	80.1%	80.7%	79.4%	77.8%	75.6%	80.4%	81.1%	82.3%	78.5%	82.3%	80.8%	76.1%
Easy to use	61.6%	60.1%	63.2%	**53.0%	**59.0%	**70.3%	**56.9%	**63.4%	62.0%	61.0%	62.5%	56.8%
Instructions for parents included	16.6%	*19.0%	*14.0%	22.2%	16.6%	12.9%	19.3%	15.1%	15.6%	17.9%	*15.6%	*21.6%
Parental controls	25.9%	25.2%	26.6%	24.3%	21.2%	25.4%	29.4%	26.6%	26.0%	25.7%	26.0%	25.2%
Colourful/ attractive to look at	21.6%	21.9%	21.2%	**28.1%	**29.8%	**19.1%	**20.0%	**17.5%	22.9%	19.6%	21.1%	24.2%
Games	8.5%	9.7%	7.1%	6.5%	8.0%	6.9%	8.2%	10.7%	8.1%	9.0%	7.9%	11.3%
Videos	5.9%	6.4%	5.5%	*9.2%	*9.2%	*4.8%	*4.3%	*5.2%	5.9%	6.1%	5.5%	8.4%
Stories	4.8%	4.5%	5.1%	8.6%	6.9%	4.5%	3.2%	3.8%	4.7%	4.9%	4.8%	4.8%

C-Q10. To what extent does your child influence the decision to download an app?

Notes: Percentages out of each demographic group, e.g. out of parents responding in relation to a child of 0 – 2 years old, 44.0% decide which apps their child will download, 29.9% mostly decide with some input from the child etc. Statistically significant relationships between responses and demographic group noted in column headers.

		Gender		Age**.137					Social Class**.118		Ethnicity	
	All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
All my decision	33.0%	31.5%	34.6%	47.0%	46.7%	40.4%	28.1%	18.9%	35.7%	29.1%	32.9%	33.5%
Mostly my decision with some input from my child	29.9%	29.6%	30.2%	20.5%	22.3%	33.7%	33.7%	31.6%	30.7%	28.7%	30.9%	24.5%
A joint decision	21.5%	21.7%	21.2%	18.9%	16.0%	17.2%	22.5%	27.7%	21.2%	21.8%	20.5%	26.5%
Mostly my child's decision with some input from me	11.1%	12.5%	9.5%	8.6%	8.3%	6.0%	11.4%	16.8%	8.4%	14.9%	11.4%	9.0%
All my child's decision	4.6%	4.7%	4.5%	4.9%	6.6%	2.6%	4.3%	5.0%	4.0%	5.5%	4.3%	6.5%

C-Q11. What are your motivations for downloading an app/apps for your child?

Notes: Percentages out of each demographic group, e.g. out of parents responding in relation to a male child, 33.2% download an app as a reward for achievement/good behaviour. Participants may select multiple motivations hence percentages sum to over 100%. Statistical tests for significance of associations between demographic group and selecting each motivation (yes/no) noted within cells

	All	Gender		Age					Social Class		Ethnicity	
		Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
As a reward for achievement/good behaviour	30.8%	33.2%	28.2%	**24.3%	**20.6%	**26.1%	**38.6%	**36.1%	29.3%	33.0%	30.9%	30.3%
A gift/present	14.5%	14.3%	14.6%	17.3%	13.5%	11.5%	17.0%	14.3%	13.8%	15.3%	**13.1%	**21.9%
To support their learning	61.9%	59.7%	64.2%	55.7%	57.3%	62.7%	66.3%	62.4%	62.5%	60.9%	62.4%	59.0%
To encourage play and creativity	61.6%	*58.6%	*64.8%	**51.9%	**54.4%	**62.2%	**63.7%	**66.8%	63.9%	58.3%	62.4%	57.1%
To satisfy an interest/passion	28.3%	29.4%	27.1%	25.9%	24.9%	27.3%	31.5%	29.2%	29.3%	26.8%	28.3%	28.4%
Another way to interact with a character from TV, book	29.0%	*26.4%	*31.7%	25.4%	26.4%	31.3%	28.5%	30.4%	29.3%	28.6%	29.2%	27.7%
Prefer them to use apps rather than web browser	27.3%	26.9%	27.7%	*25.4%	*22.6%	*23.2%	*29.2%	*32.1%	26.4%	28.6%	27.3%	27.4%
They have completed all the other apps they use	12.6%	14.2%	10.9%	11.4%	10.6%	10.3%	16.3%	12.9%	12.0%	13.4%	11.8%	16.8%

C-Q12. What are the main barriers to the downloading of apps for your children on tablets?

Notes: Percentages out of each demographic group, e.g. out of parents responding in relation to a male child, 14.1% feel that one of the main barriers to the downloading of apps for their children on tables is that they are not as educational as alternatives such as books. Participants may select multiple motivations hence percentages sum to over 100%. Statistical tests for significance of associations between demographic group and selecting each motivation (yes/no) noted within cells.

		Gender		Age					Social Class		Ethnicity	
	All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
They are not as educational as alternatives such as books	13.8%	14.1%	13.5%	16.2%	11.5%	13.6%	12.9%	15.3%	14.5%	12.8%	13.6%	14.8%
Too much screen time	28.2%	28.2%	28.1%	31.9%	25.8%	29.2%	31.8%	24.7%	**31.4%	**23.5%	28.6%	25.5%
Poor value for money	22.4%	22.9%	21.7%	21.1%	20.6%	25.1%	21.5%	22.5%	22.9%	21.6%	23.1%	18.1%
My child might get bored of them quickly	19.4%	19.2%	19.6%	19.5%	17.8%	17.2%	20.4%	21.1%	18.4%	20.8%	18.5%	24.5%
We cannot find our favourite characters and shows	6.5%	6.5%	6.4%	9.7%	4.3%	6.0%	6.9%	6.7%	6.6%	6.2%	**5.6%	**11.0%
We don't know whether it is suitable for my child	26.6%	26.5%	26.7%	24.3%	20.9%	26.3%	29.8%	28.4%	27.0%	26.1%	27.5%	21.9%
We have a free version of the app already	15.1%	14.5%	15.8%	13.5%	13.8%	13.6%	17.6%	15.5%	14.6%	15.8%	15.0%	15.8%
Worry about in-app payment	34.1%	32.2%	36.0%	28.1%	28.1%	35.4%	35.2%	37.6%	34.3%	33.7%	*35.5%	*26.1%
Not knowing whether it's good quality or not	28.8%	28.8%	28.8%	25.4%	25.8%	28.9%	31.8%	29.2%	*31.0%	*25.6%	29.4%	25.5%
Too expensive	35.2%	34.0%	36.5%	*35.1%	*27.5%	*35.4%	*35.0%	*39.9%	34.8%	35.8%	*36.5%	*28.1%
If the app requires a subscription rather than a one-off payment	24.8%	23.9%	25.7%	20.0%	20.6%	23.4%	25.1%	29.6%	*27.1%	*21.6%	25.6%	20.3%
Advertising	25.9%	23.8%	28.0%	23.2%	26.6%	24.6%	26.4%	26.6%	26.5%	24.8%	26.7%	21.0%
Not enough content	12.8%	12.2%	13.3%	15.1%	14.3%	12.0%	12.9%	11.5%	13.4%	11.8%	12.0%	17.1%
I find it hard to find the right stuff	13.9%	13.4%	14.3%	17.8%	12.6%	12.4%	13.3%	14.8%	13.2%	14.7%	*13.0%	*18.7%
Don't feel digital is the right place for children to learn	7.7%	7.7%	7.7%	9.7%	8.3%	7.2%	7.3%	7.4%	8.0%	7.3%	7.2%	10.6%
Length of time to cancel subscription	9.8%	10.2%	9.3%	13.0%	10.6%	9.8%	6.9%	10.5%	9.8%	9.6%	9.2%	12.6%
None of these	7.1%	6.7%	7.5%	7.0%	4.9%	9.8%	6.0%	7.4%	6.1%	8.5%	7.2%	6.5%

SECTION D: CHILD'S USE OF TABLETS

D-Q1. We want to understand how comfortable your child is using a tablet.

Notes: Percentages out of each combination of demographic group and action type, e.g. out of those responding in relation to a male child, 52% say their child is able to turn their device on and off unassisted, 27.3% say that their child requires some assistance and 20.6% say that their child us unable to do this or is unaware of such functionality. Statistically significant associations between competence in each skill and demographic group are noted within cells.

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Turn the device off and on	Is able to do unassisted	53.9%	52.1%	55.9%	**32.4%	**34.7%	**49.0%	**59.9%	**71.1%	51.7%	57.1%	*54.4%	*51.3%
	Needs some assistance	25.8%	27.3%	24.1%	**23.8%	**29.8%	**27.0%	**27.7%	**21.5%	26.7%	24.4%	*24.4%	*33.2%
	Is unable to do / unaware of	20.3%	20.6%	20.0%	**43.8%	**35.5%	**23.9%	**12.4%	**7.4%	21.5%	18.5%	*21.2%	*15.5%
Unlock the device	Is able to do unassisted	48.4%	*48.7%	*48.2%	**29.2%	**33.8%	**44.0%	**55.2%	**61.2%	*45.8%	*52.3%	*49.4%	*43.2%
	Needs some assistance	26.4%	*28.8%	*23.8%	**23.2%	**30.7%	**26.8%	**27.0%	**23.9%	*26.6%	*25.9%	*25.0%	*33.5%
	Is unable to do / unaware of	25.2%	*22.5%	*28.0%	**47.6%	**35.5%	**29.2%	**17.8%	**14.9%	*27.6%	*21.8%	*25.6%	*23.2%
Open their apps	Is able to do unassisted	60.2%	58.7%	61.8%	**31.4%	**38.4%	**54.3%	**71.5%	**77.7%	58.8%	62.2%	**61.8%	**51.6%
	Needs some assistance	24.1%	25.5%	22.7%	**21.6%	**33.2%	**29.4%	**21.7%	**17.5%	24.8%	23.1%	**22.2%	**34.2%
	Is unable to do / unaware of	15.7%	15.8%	15.6%	**47.0%	**28.4%	**16.3%	**6.9%	**4.8%	16.5%	14.6%	**16.0%	**14.2%
Use gaming apps	Is able to do unassisted	42.7%	44.5%	40.7%	**27.6%	**22.3%	**33.0%	**50.9%	**60.0%	*39.6%	*47.0%	43.3%	39.4%
	Needs some assistance	33.3%	32.9%	33.7%	**29.2%	**36.4%	**37.8%	**32.8%	**29.9%	*33.9%	*32.4%	32.2%	39.4%
	Is unable to do / unaware of	24.1%	22.5%	25.6%	**43.2%	**41.3%	**29.2%	**16.3%	**10.1%	*26.5%	*20.6%	24.6%	21.3%
Use reading apps	Is able to do unassisted	29.6%	29.2%	30.1%	**20.0%	**15.2%	**19.6%	**31.8%	**46.7%	29.6%	29.6%	28.7%	34.5%
	Needs some assistance	38.5%	39.4%	37.5%	**28.1%	**35.8%	**40.2%	**41.6%	**39.5%	36.5%	41.3%	38.3%	39.0%
	Is unable to do / unaware of	32.0%	31.5%	32.4%	**51.9%	**49.0%	**40.2%	**26.6%	**13.7%	33.9%	29.1%	33.0%	26.5%
Use video apps	Is able to do unassisted	34.8%	34.6%	34.9%	**25.9%	**17.2%	**30.6%	**41.6%	**45.5%	34.8%	34.7%	34.1%	38.4%
	Needs some assistance	34.5%	36.6%	32.2%	**25.4%	**38.7%	**35.6%	**34.8%	**33.8%	33.6%	35.8%	34.0%	37.4%
	Is unable to do / unaware of	30.8%	28.8%	32.9%	**48.6%	**44.1%	**33.7%	**23.6%	**20.6%	31.6%	29.5%	32.0%	24.2%
Use learning apps	Is able to do unassisted	49.3%	50.0%	48.6%	**27.6%	**27.5%	**39.2%	**59.0%	**68.7%	47.8%	51.4%	50.0%	45.5%
	Needs some assistance	36.6%	36.8%	36.4%	**30.8%	**48.4%	**45.9%	**33.3%	**27.3%	37.2%	35.8%	35.7%	41.3%
	Is unable to do / unaware of	14.1%	13.2%	15.0%	**41.6%	**24.1%	**14.8%	**7.7%	**4.0%	15.0%	12.8%	14.3%	13.2%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Use creativity apps	Is able to do unassisted	47.3%	45.9%	48.9%	**24.3%	**26.4%	**40.0%	**54.1%	**67.2%	46.5%	48.6%	48.5%	41.0%
	Needs some assistance	35.9%	37.8%	33.8%	**36.8%	**45.0%	**41.4%	**35.0%	**26.8%	36.0%	35.7%	34.7%	41.9%
	Is unable to do / unaware of	16.8%	16.3%	17.3%	**38.9%	**28.7%	**18.7%	**10.9%	**6.0%	17.6%	15.7%	16.7%	17.1%
Find new apps in the app-store / market place	Is able to do unassisted	19.2%	**22.5%	**15.7%	**18.4%	**11.7%	**13.9%	**20.2%	**27.0%	*17.0%	*22.4%	**18.2%	**24.5%
	Needs some assistance	27.4%	**27.6%	**27.2%	**22.2%	**26.6%	**21.8%	**29.4%	**32.0%	*26.3%	*29.0%	**25.8%	**36.1%
	Is unable to do / unaware of	53.4%	**49.9%	**57.2%	**59.5%	**61.6%	**64.4%	**50.4%	**41.1%	*56.7%	*48.6%	**56.0%	**39.4%
Purchase new apps in the app-store / market place	Is able to do unassisted	14.2%	*16.4%	*11.8%	*13.5%	*13.5%	*11.7%	*14.2%	*16.7%	*12.6%	*16.4%	**12.9%	**21.3%
	Needs some assistance	25.1%	*25.8%	*24.3%	*24.3%	*25.2%	*20.3%	*24.0%	*29.4%	*23.5%	*27.3%	**23.6%	**33.2%
	Is unable to do / unaware of	60.8%	*57.8%	*63.9%	*62.2%	*61.3%	*67.9%	*61.8%	*54.0%	*63.9%	*56.3%	**63.6%	**45.5%
Click on a cross in a box to get rid of a pop-up	Is able to do unassisted	44.6%	45.4%	43.7%	**31.4%	**22.3%	**32.5%	**53.0%	**63.9%	43.7%	45.8%	45.1%	41.6%
	Needs some assistance	29.7%	30.6%	28.6%	**23.2%	**34.7%	**31.8%	**31.5%	**25.6%	29.8%	29.5%	28.6%	35.5%
	Is unable to do / unaware of	25.8%	24.0%	27.7%	**45.4%	**43.0%	**35.6%	**15.5%	**10.5%	26.5%	24.7%	26.3%	22.9%
Take photos	Is able to do unassisted	47.2%	46.6%	47.7%	**27.0%	**32.1%	**36.1%	**54.7%	**64.4%	*44.3%	*51.3%	47.5%	45.5%
	Needs some assistance	31.0%	31.1%	30.8%	**24.9%	**33.8%	**37.6%	**32.0%	**25.6%	*33.0%	*28.0%	30.1%	35.5%
	Is unable to do / unaware of	21.9%	22.3%	21.5%	**48.1%	**34.1%	**26.3%	**13.3%	**10.0%	*22.7%	*20.7%	22.4%	19.0%
Make videos	Is able to do unassisted	18.7%	19.5%	17.8%	**16.2%	**12.3%	**15.8%	**18.9%	**25.3%	17.0%	21.1%	**17.6%	**24.8%
	Needs some assistance	31.0%	33.0%	28.8%	**23.8%	**28.9%	**28.7%	**33.7%	**34.0%	31.0%	31.1%	**29.7%	**38.1%
	Is unable to do / unaware of	50.3%	47.4%	53.3%	**60.0%	**58.7%	**55.5%	**47.4%	**40.7%	52.0%	47.9%	**52.7%	**37.1%
Draw things	Is able to do unassisted	59.0%	57.1%	61.0%	**34.6%	**39.0%	**51.2%	**68.7%	**76.6%	56.4%	62.7%	**60.4%	**51.3%
	Needs some assistance	29.5%	31.0%	28.0%	**34.1%	**41.3%	**37.1%	**24.7%	**19.6%	31.6%	26.6%	**27.8%	**39.4%
	Is unable to do / unaware of	11.5%	11.9%	11.0%	**31.4%	**19.8%	**11.7%	**6.7%	**3.8%	12.0%	10.7%	**11.8%	**9.4%
Drag items across the screen	Is able to do unassisted	59.6%	58.9%	60.2%	**33.5%	**36.1%	**58.6%	**68.5%	**75.4%	59.1%	60.2%	*60.9%	*51.9%
	Needs some assistance	27.4%	29.1%	25.5%	**31.4%	**38.4%	**29.4%	**24.9%	**19.9%	26.9%	28.0%	*26.1%	*34.2%
	Is unable to do / unaware of	13.1%	12.1%	14.2%	**35.1%	**25.5%	**12.0%	**6.7%	**4.6%	14.0%	11.8%	*13.0%	*13.9%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	< 1 year	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
Trace shapes with their fingers	Is able to do unassisted	60.3%	59.6%	61.0%	**35.1%	**37.0%	**53.3%	**70.2%	**79.2%	59.3%	61.6%	*61.6%	*52.9%
	Needs some assistance	27.7%	28.4%	26.9%	**27.0%	**44.4%	**33.0%	**24.2%	**16.7%	27.3%	28.1%	*26.1%	*36.1%
	Is unable to do / unaware of	12.1%	12.1%	12.2%	**37.8%	**18.6%	**13.6%	**5.6%	**4.1%	13.4%	10.2%	*12.3%	11.0%
Exit apps and enter other apps	Is able to do unassisted	55.3%	54.8%	55.7%	**32.4%	**32.1%	**51.0%	**63.1%	**73.2%	54.4%	56.5%	55.7%	52.6%
	Needs some assistance	25.8%	26.7%	24.7%	**18.9%	**32.1%	**30.1%	**27.7%	**19.4%	25.6%	25.9%	25.1%	29.4%
	Is unable to do / unaware of	19.0%	18.5%	19.6%	**48.6%	**35.8%	**18.9%	**9.2%	**7.4%	20.0%	17.5%	19.2%	18.1%
Increase or decrease the volume	Is able to do unassisted	50.1%	49.2%	51.2%	**33.0%	**28.4%	**37.6%	**59.7%	**70.1%	**46.1%	**55.9%	50.5%	48.4%
	Needs some assistance	27.5%	30.0%	24.7%	**20.0%	**29.5%	**34.4%	**29.4%	**22.0%	**28.5%	**25.9%	26.3%	33.5%
	Is unable to do / unaware of	22.4%	20.8%	24.1%	**47.0%	**42.1%	**28.0%	**10.9%	**7.9%	**25.4%	**18.1%	23.2%	18.1%
Tap the screen to operate commands	Is able to do unassisted	58.8%	58.9%	58.6%	**33.5%	**36.4%	**54.3%	**68.2%	**75.8%	58.7%	58.8%	*60.5%	*49.4%
	Needs some assistance	28.3%	27.9%	28.8%	**30.8%	**42.7%	**31.6%	**24.5%	**19.8%	28.0%	28.9%	*26.9%	*36.1%
	Is unable to do / unaware of	12.9%	13.2%	12.6%	**35.7%	**20.9%	**14.1%	**7.3%	**4.5%	13.3%	12.3%	*12.6%	*14.5%
Swipe the screen (e.g. to change photos, turn the ‘page’ of an e-book)	Is able to do unassisted	65.4%	64.7%	66.0%	**35.1%	**49.9%	**65.1%	**73.8%	**77.7%	64.5%	66.6%	**66.8%	**57.4%
	Needs some assistance	22.9%	23.7%	22.0%	**28.1%	**32.4%	**24.6%	**19.3%	**17.2%	24.0%	21.3%	**20.8%	**34.2%
	Is unable to do / unaware of	11.8%	11.6%	11.9%	**36.8%	**17.8%	**10.3%	**6.9%	**5.2%	11.5%	12.1%	**12.4%	**8.4%
Enlarge or decrease the size of objects by pinching and dragging	Is able to do unassisted	38.3%	39.4%	37.1%	**25.4%	**21.2%	**28.9%	**45.1%	**53.8%	38.3%	38.2%	*37.6%	*41.9%
	Needs some assistance	32.8%	32.1%	33.5%	**26.5%	**32.4%	**34.0%	**33.5%	**33.5%	31.7%	34.2%	*32.1%	*36.5%
	Is unable to do / unaware of	29.0%	28.6%	29.5%	**48.1%	**46.4%	**37.1%	**21.5%	**12.7%	30.0%	27.5%	*30.4%	*21.6%
Drag items and trace shapes	Is able to do unassisted	53.7%	53.4%	54.1%	**32.4%	**27.5%	**45.9%	**65.5%	**72.3%	51.7%	56.5%	*54.8%	*47.7%
	Needs some assistance	30.5%	30.5%	30.5%	**31.4%	**43.8%	**37.8%	**25.8%	**20.8%	31.6%	28.9%	*29.1%	*38.1%
	Is unable to do / unaware of	15.8%	16.1%	15.4%	**36.2%	**28.7%	**16.3%	**8.8%	**6.9%	16.6%	14.6%	*16.1%	*14.2%
Show others e.g. siblings how to use the device	Is able to do unassisted	37.5%	37.7%	37.3%	**27.0%	**18.3%	**26.1%	**43.1%	**56.0%	*34.8%	*41.4%	**37.8%	**36.1%

D-Q2. Has your child ever?

Notes: Percentages out of each demographic group, e.g. out of parents responding in relation to a male child, 9.2% say that their child has made an in-app purchase without permission. Tests for statistical significance (between action yes/no and demographic group) reported within cells.

	All	Gender Male	Female	Age Under 1	1 year	2 years	3 years	4 to 5	Social Class ABC1	C2DE	Ethnicity White	BME
Made an in-app purchase without permission	7.6%	9.2%	6.0%	6.5%	7.4%	5.7%	8.2%	9.1%	7.6%	7.7%	7.3%	9.4%
Made an in-app purchase by accident	10.0%	*9.2%	*6.0%	12.4%	8.9%	10.5%	10.3%	9.3%	8.6%	12.1%	*9.1%	*15.2%
Bought something online by accident	7.6%	9.9%	10.1%	8.6%	9.2%	6.9%	7.1%	7.4%	7.5%	7.8%	**6.7%	**12.9%
Bought something online without permission	6.6%	8.0%	7.3%	5.4%	7.7%	4.3%	8.2%	6.5%	6.7%	6.3%	*5.8%	*10.6%
Been exposed to content that made them feel uncomfortable	6.4%	*8.2%	*4.8%	10.3%	7.2%	5.3%	6.2%	5.5%	6.4%	6.3%	**4.9%	**14.2%
Been exposed to content that made you feel uncomfortable	9.2%	6.8%	5.9%	**9.2%	**7.7%	**8.1%	**10.9%	**9.5%	*10.7%	*7.1%	**7.8%	**16.8%
Asked you about something they saw online that was inappropriate	7.0%	10.7%	7.6%	7.6%	6.6%	6.5%	7.9%	6.5%	7.5%	6.2%	**5.4%	**15.5%
Been exposed to advertising within mobile or tablet applications	17.4%	*8.5%	*5.4%	14.6%	12.3%	14.1%	22.7%	19.4%	18.5%	15.8%	17.6%	16.1%
Clicked on a link when online that took them to inappropriate content	8.1%	18.4%	16.4%	7.0%	10.0%	6.5%	8.2%	8.4%	8.5%	7.6%	**6.9%	**14.5%
Watched content (brand, characters shows) on more than one platform at the same time	12.2%	8.8%	7.3%	*7.0%	*12.9%	*9.6%	*16.3%	*11.9%	11.6%	12.9%	12.0%	12.9%
Seen an advert on a screen and asked you about it	23.1%	12.6%	11.6%	**15.7%	**15.2%	**16.0%	**29.0%	**30.4%	22.9%	23.3%	22.7%	24.8%
None of these	46.7%	24.3%	21.7%	53.0%	51.6%	53.8%	39.7%	42.1%	47.0%	46.2%	**48.6%	**35.8%

Section E: Safety/Issues

E-Q1. We want to understand how comfortable or uncomfortable you are with your child using the device

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
The amount of time my child spends on the tablet	Very uncomfortable	5.1%	6.7%	3.5%	7.6%	4.9%	5.7%	4.1%	5.0%	*4.3%	*6.3%	4.9%	6.8%
	Quite uncomfortable	13.6%	12.5%	14.7%	11.9%	10.0%	13.6%	15.9%	14.4%	*14.2%	*12.8%	13.3%	15.5%
	Neither comfortable nor uncomfortable	29.0%	28.5%	29.5%	34.1%	26.9%	28.7%	29.4%	28.4%	*29.6%	*28.0%	28.9%	29.0%
	Quite comfortable	36.3%	36.4%	36.0%	31.4%	40.1%	34.4%	33.7%	38.8%	*37.9%	*33.9%	36.5%	34.8%
	Very comfortable	16.1%	15.8%	16.3%	15.1%	18.1%	17.5%	17.0%	13.4%	*14.0%	*19.0%	16.4%	13.9%
My child using the device unobserved by me or another adult	Very uncomfortable	13.4%	14.2%	12.6%	15.7%	16.0%	15.6%	10.7%	11.7%	*13.4%	*13.4%	13.8%	11.3%
	Quite uncomfortable	21.8%	20.0%	23.7%	18.9%	22.9%	22.0%	23.8%	20.3%	*23.4%	*19.5%	21.8%	21.9%
	Neither comfortable nor uncomfortable	27.4%	27.6%	27.2%	33.5%	28.4%	26.6%	26.6%	26.1%	*27.4%	*27.4%	26.8%	30.6%
	Quite comfortable	25.3%	25.8%	24.8%	20.5%	20.1%	22.7%	26.2%	31.1%	*25.8%	*24.6%	25.0%	27.1%
	Very comfortable	12.1%	12.4%	11.7%	11.4%	12.6%	13.2%	12.7%	10.8%	*10.0%	*15.1%	12.7%	9.0%
The sorts of things my child does on the tablet	Very uncomfortable	5.9%	6.9%	4.9%	**8.6%	**8.0%	**6.0%	**4.1%	**5.3%	*5.3%	*6.9%	*5.9%	*6.5%
	Quite uncomfortable	8.4%	8.0%	8.8%	**6.5%	**9.2%	**7.7%	**10.1%	**7.6%	*8.0%	*8.9%	*8.0%	*10.0%
	Neither comfortable nor uncomfortable	22.3%	23.3%	21.1%	**35.7%	**23.8%	**19.4%	**23.6%	**18.0%	*21.6%	*23.1%	*21.2%	*27.7%
	Quite comfortable	39.0%	37.4%	40.6%	**27.0%	**37.0%	**39.5%	**38.8%	**43.6%	*42.4%	*34.0%	*38.9%	*39.4%
	Very comfortable	24.5%	24.4%	24.6%	**22.2%	**22.1%	**27.5%	**23.4%	**25.4%	*22.7%	*27.0%	*26.0%	*16.5%
Things that they can be exposed to on the tablet e.g. in-app advertising / types of content	Very uncomfortable	13.4%	13.5%	13.3%	15.7%	16.3%	14.1%	12.7%	11.0%	13.6%	13.2%	13.2%	14.5%
	Quite uncomfortable	28.3%	25.9%	30.9%	23.2%	22.1%	29.7%	28.3%	32.8%	30.0%	25.9%	28.9%	25.5%
	Neither comfortable nor uncomfortable	29.8%	30.1%	29.6%	33.0%	30.9%	30.6%	29.6%	27.8%	29.0%	31.1%	29.9%	29.4%
	Quite comfortable	20.4%	21.2%	19.6%	18.4%	21.5%	17.5%	21.5%	21.6%	20.0%	21.0%	20.0%	22.6%
	Very comfortable	8.0%	9.2%	6.7%	9.7%	9.2%	8.1%	7.9%	6.7%	7.4%	8.9%	8.0%	8.1%
The types of videos they watch on the tablet	Very uncomfortable	6.1%	7.0%	5.1%	8.6%	7.4%	7.2%	4.3%	5.2%	**5.2%	**7.4%	5.7%	8.4%
	Quite uncomfortable	12.6%	12.8%	12.3%	10.3%	11.2%	10.5%	14.2%	14.3%	**12.9%	**12.1%	12.2%	14.2%
	Neither comfortable nor uncomfortable	28.4%	27.9%	29.0%	36.2%	28.7%	24.9%	29.8%	27.3%	**30.4%	**25.6%	28.5%	28.4%
	Quite comfortable	35.0%	34.9%	35.1%	28.6%	33.2%	37.6%	35.4%	35.9%	**36.3%	**33.1%	34.6%	37.4%
	Very comfortable	17.9%	17.4%	18.4%	16.2%	19.5%	19.9%	16.3%	17.4%	**15.2%	**21.8%	19.1%	11.6%

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
That they know when to ask for parental / other help	Very uncomfortable	6.8%	7.8%	5.8%	**9.7%	**6.6%	**7.2%	**6.7%	**5.8%	5.9%	8.0%	*6.5%	*8.4%
	Quite uncomfortable	8.2%	8.5%	7.8%	**9.2%	**10.3%	**6.2%	**8.8%	**7.4%	8.2%	8.0%	*7.9%	*9.4%
	Neither comfortable nor uncomfortable	23.5%	23.6%	23.4%	**32.4%	**28.9%	**25.1%	**23.0%	**16.7%	24.3%	22.3%	*23.6%	*22.9%
	Quite comfortable	34.8%	34.1%	35.6%	**31.4%	**33.5%	**34.0%	**34.8%	**37.5%	36.5%	32.5%	*33.7%	*41.0%
	Very comfortable	26.7%	26.0%	27.4%	**17.3%	**20.6%	**27.5%	**26.8%	**32.6%	25.0%	29.1%	*28.2%	*18.4%
That they know where their content is	Very uncomfortable	6.7%	8.0%	5.4%	**9.7%	**7.7%	**6.7%	**5.2%	**6.4%	6.1%	7.6%	*6.3%	*8.7%
	Quite uncomfortable	9.6%	10.1%	9.0%	**15.1%	**10.3%	**9.3%	**9.4%	**7.6%	9.2%	10.1%	*9.3%	*10.6%
	Neither comfortable nor uncomfortable	27.3%	27.0%	27.5%	**37.8%	**32.1%	**29.2%	**26.0%	**20.6%	26.9%	27.8%	*27.3%	*26.8%
	Quite comfortable	34.8%	34.5%	35.2%	**22.2%	**32.1%	**33.7%	**37.1%	**39.5%	37.3%	31.3%	*34.0%	*39.7%
	Very comfortable	21.7%	20.4%	23.0%	**15.1%	**17.8%	**21.1%	**22.3%	**25.9%	20.5%	23.3%	*23.0%	*14.2%
That they know how to avoid other content	Very uncomfortable	9.4%	9.8%	8.9%	12.4%	9.7%	10.3%	7.7%	8.8%	*9.2%	*9.5%	9.4%	9.0%
	Quite uncomfortable	21.2%	20.6%	21.7%	13.5%	22.3%	21.5%	24.7%	19.8%	*21.3%	*21.0%	21.4%	19.7%
	Neither comfortable nor uncomfortable	37.6%	36.1%	39.1%	42.2%	38.4%	39.2%	34.5%	36.8%	*39.1%	*35.3%	38.3%	33.5%
	Quite comfortable	21.8%	22.8%	20.6%	19.5%	18.6%	17.7%	24.7%	24.9%	*22.3%	*21.0%	20.4%	29.4%
	Very comfortable	10.2%	10.7%	9.7%	12.4%	10.9%	11.2%	8.4%	9.8%	*8.1%	*13.3%	10.5%	8.4%
That the tablet can be used for positive things e.g. learning or creativity	Very uncomfortable	5.8%	6.5%	4.9%	*8.1%	*7.2%	*5.7%	*5.2%	*4.6%	*4.8%	*7.1%	*5.6%	*6.8%
	Quite uncomfortable	6.9%	7.4%	6.3%	*5.9%	*6.6%	*6.0%	*7.7%	*7.2%	*6.7%	*7.1%	*6.5%	*8.7%
	Neither comfortable nor uncomfortable	18.5%	19.1%	17.8%	*27.0%	*20.3%	*17.9%	*19.3%	*14.4%	*17.4%	*20.1%	*17.8%	*22.3%
	Quite comfortable	35.7%	34.2%	37.2%	*30.8%	*39.0%	*39.0%	*32.6%	*35.2%	*38.8%	*31.2%	*35.3%	*37.7%
	Very comfortable	33.3%	32.8%	33.8%	*28.1%	*26.9%	*31.3%	*35.2%	*38.5%	*32.3%	*34.6%	*34.9%	*24.5%

E-Q2. We would like to understand your opinion on in-app adverts for your child. Using a scale of 1 to 5, where 1 is strongly disagree and 6 is strongly agree please indicate how you feel about each of the following statements

			Gender		Age (in years)					Social Class		Ethnicity	
		All	Male	Female	Under 1	1 year	2 years	3 years	4 to 5	ABC1	C2DE	White	BME
I am not worried if there are relevant adverts in the apps my child plays	Strongly disagree	11.1%	*11.9%	*10.3%	10.8%	12.6%	14.1%	10.5%	8.6%	*11.5%	*10.6%	11.6%	8.4%
	Tend to disagree	20.2%	*17.0%	*23.5%	11.9%	15.8%	23.9%	22.3%	21.0%	*21.5%	*18.3%	20.8%	16.8%
	Neither agree/disagree	31.4%	*33.3%	*29.4%	33.5%	33.0%	29.2%	30.9%	31.8%	*29.4%	*34.2%	30.8%	34.5%
	Tend to agree	30.2%	*30.0%	*30.3%	36.2%	30.4%	25.8%	29.6%	31.6%	*31.6%	*28.0%	30.0%	31.0%
	Strongly agree	7.2%	*7.8%	*6.6%	7.6%	8.3%	6.9%	6.7%	7.0%	*6.0%	*8.9%	6.8%	9.4%
I would pay for my child's apps if it meant that there was no in-app adverts	Strongly disagree	7.6%	7.7%	7.6%	5.9%	7.4%	8.9%	6.4%	8.4%	7.0%	8.5%	8.2%	4.5%
	Tend to disagree	15.0%	14.4%	15.8%	13.0%	15.8%	15.8%	14.2%	15.5%	15.7%	14.1%	15.5%	12.6%
	Neither agree/disagree	31.9%	30.9%	32.9%	38.4%	29.2%	31.3%	33.7%	30.2%	31.6%	32.3%	31.8%	32.3%
	Tend to agree	34.2%	35.1%	33.2%	28.1%	34.4%	34.0%	34.1%	36.1%	36.1%	31.3%	33.6%	37.4%
	Strongly agree	11.3%	12.0%	10.6%	14.6%	13.2%	10.0%	11.6%	9.8%	9.6%	13.8%	10.9%	13.2%
I don't mind in-app adverts if it means my child can play for free	Strongly disagree	11.8%	11.2%	12.5%	9.2%	13.8%	15.1%	11.8%	9.1%	**12.8%	**10.4%	12.1%	10.3%
	Tend to disagree	19.1%	19.2%	18.9%	16.8%	17.2%	18.2%	20.2%	20.8%	**21.8%	**15.2%	19.8%	15.2%
	Neither agree/disagree	30.6%	30.0%	31.1%	33.0%	28.9%	29.2%	28.5%	33.3%	**29.3%	**32.4%	30.0%	33.5%
	Tend to agree	29.8%	28.9%	30.7%	29.7%	31.2%	30.4%	29.8%	28.4%	**29.3%	**30.3%	29.3%	31.9%
	Strongly agree	8.8%	10.7%	6.8%	11.4%	8.9%	7.2%	9.7%	8.4%	**6.8%	**11.7%	8.8%	9.0%

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