

Presenter: Bridget Murray, Henderson Community College, Associate Professor/Program Coordinator, Interdisciplinary Early Childhood Education 2660. Green Street, Henderson, KY. 42420. USA

Abstract: Who Should Be the Voice of Family Child Care in the United States?

Family Child Care providers in the United States struggle to have a voice in policy decision making. This research is focusing on this dilemma. The research has identified 5 types of advocacy representation methods:

- 1) personal or grassroots advocacy in which a provider or group of providers speak for themselves in policy forums and/or legislative sessions;
- 2) representation by a not-for-profit community based organization;
- 3) representation by not-for-profit organizations that administer government contracts;
- 4) representation by state or national family child care associations; and
- 5) representation by labor unions. The study evaluates the resources and abilities of each type of organization.

The researcher has interviewed two types of family child care providers:

- 1) providers that are actively involved in leadership roles in family child care movements, such as associations and /or unions and
- 2) providers that do not participate in initiatives within the family child care field.

The following needs of family child care providers have been identified:

- 1) recognition and acceptance;
- 2) health insurance;
- 3) higher fees and child care subsidy rates;
- 4) retirement benefits;
- 5) professional training and quality initiatives.

The effectiveness and techniques of advocacy representatives for addressing the needs of family child care providers is being analyzed. Further analysis involves the differing perspectives of the two types of providers.

The study is conducting in-depth analysis of the differences between the roles of individual state family child care associations and the National Association for Family Child Care (NAFCC) as compared to major labor unions – American Federation of County and State Municipal Employees (AFCSME) and Service Employees International Union (SEIU). The relationships between the organizations are being evaluated as cooperative versus adversarial. Child care providers' interviews provide insight into the nature and motivation of these organizations.

The study is a part of a doctoral dissertation that is in progress so implications are not complete at this time. All data analysis is projected to be completed by May 2009. It is anticipated that the study will have recommendations for groups that represent family child care providers and also for individual providers as related to selecting advocacy methods.

A model of the research is being submitted for further information.

Researcher Disclosure/Personal Statement – The researcher was a family child care provider for 25 years and brings this viewpoint to the research. She has been active in family child care initiatives and organization including serving on the executive board of the National Association for Family Child Care.

Presenters: Diane Trister Dodge, Founder and President of Teaching Strategies, Author of the Creative Curriculum for Family Child Care.

Abstract: Building a High Quality Family Day Care / Childminding Program: The Creative Curriculum Approach

This session illustrates how a comprehensive curriculum can help providers to offer a program that builds social skills and a solid foundation for children's school readiness

Family child care providers are in a unique position to build the positive relationships with children and families that are essential to children's success in school and in life. How providers interact with children, plan and structure activities and experiences, and the emotional tone and content of daily interactions with each child determine how children feel about themselves and how successful they are in learning.

An increasing body of research supports the value of using a comprehensive, integrated curriculum.¹ Further, use of a comprehensive, integrated curriculum was found to be linked to greater gains in several cognitive and social-emotional areas.²

A new edition of *The Creative Curriculum for Family Child Care* offers providers clear and practical guidance on how to enhance the quality of their program in order to provide a developmentally appropriate and engaging program for children. Participants in this session will learn about the research and theory that underlie the approach, and the five components that enable providers to offer a quality program:

- How children develop—social, emotional, cognitive, and physical development—and the individual characteristics that make every child unique.
- Setting up your home: organizing the home setting for child care, selecting and displaying materials for different ages, and planning the daily program.
- What children are learning: how to offer rich experiences that promote learning in language and literacy, math, science, and social studies at each stage of development and prepare children for success in school.
- Caring and teaching: building relationships with children, observing to learn and plan for children, guiding children's behavior, guiding children's learning, and exploring topics of interest to children.

¹ National Research Council, *Eager to Learn, Educating our Preschoolers*, Eds. B. Bowman, M.S. Donovan, and S. Burns (Washington, D.C.: National Academy Press, 2000).

² Head Start FACES Team. Head Start FACES. A Whole-Child Perspective on Program Performance. U.S. Department of Health and Human Services: Washington, DC. May 2003

- Building a partnership with families: getting to know families, clarifying the relationship, communicating with families, partnering on children’s learning, and working through differences.

These five components are then applied to five routines—hellos and good-byes, feeding and mealtimes, diapering and toileting, sleeping and napping, getting dressed—and eleven types of activities—blocks, dramatic play, art, toys and games, stories and books, sand and water, discoveries, music and movement, cooking, computers, and outdoors. The curriculum shows how everyday routines and activities with young children can be opportunities to support development and learning.

Learning objectives:

- Become familiar with the components of a comprehensive curriculum designed for the family child care setting
- Learn about the essential aspects of language and literacy, math, science and social studies that apply to children under 5
- Gain practical ideas for setting up the home environment and purposefully planning experiences that engage children in active learning and prepare them for school
- Acquire skills in how to objectively observe to learn about each child, use information to plan for each child, and share children’s progress with families
- Use a problem-solving approach to resolving differences with families in ways that support a partnership

Presenters: Helen Lynch, Lecturer in Occupational Science and Occupational Therapy, School of Clinical Therapies, University College Cork, Brookfield Health Sciences Complex, College Road, Cork.

Dr. Noirin Hayes, Director, Centre for Social and Educational Research, Dublin Institute of Technology, Dublin.

Abstract: Every day learning in every day environments for Children under three

Children learn through play: through doing and being in their environments. However, these environments have been changing and evolving in recent years due to a range of factors including the increase in parental involvement in the work-force, the issues relating to safety in homes and communities, and the increase in organised or structured play for children. For example, there is evidence related to young babies and the effects of positioning: babies environments are controlled by adults primarily until they can sit independently at 6 months or so, and begin to crawl. Studies have shown that for many babies, their experiences of free movement on the floor has been restricted~ often due to safety concerns related to sudden infant death syndrome. Parents choose not to put them on their tummies on the floor resulting in delays in developmental milestone of rolling over which precedes crawling. While these delays do seem to sort themselves out by the time the child reaches 1 year, it is nonetheless a sign of the importance of environmental experiences influencing development.

The notion of everyday activity settings/ environments as a key aspect of child development has been an area of study in recent years. In this field, researchers value the context of a child's daily life: the 'everyday activities that provide the context for learning culturally meaningful behaviour' p. 3 (Dunst, Bruder, Trivette & Hamby 2006). Such research has found evidence that children learn most effectively when child development is considered with the environment as a key aspect - that family routines and contexts bears a significant influence on the child's learning. So how do we use this knowledge to guide our work? How do we use environments to help our children learn?

Creating indoor and outdoor learning environments for children is a challenge for all those who live with and work with children. This paper presents initial research that

explores Irish childrens indoor and outdoor learning environments in the context of the social environment (family, carers, community) and the physical environment (place, space and objects) and in relation to how it supports learning. It will consider what natural environments are, look at the advantages of working in natural environments and how to identify resources in such environments especially in relation to children from birth to three (babies and toddlers).

The implications for researching learning environments of children are that emphasis needs to be on the natural environments and every-day activities children experience as a place to start.

Dunst, C. J., Bruder, M. B., Trivette, C. M., & Hamby, D. W. (2006). Everyday Activity Settings, Natural Learning Environments, and Early Intervention Practices. *Journal of Policy and Practice in Intellectual Disabilities*, 3(1), 3-10.

Presenter: Dr. Jutta Hinke-Ruhnau,

Abstract: How Family Day Care/Childminding becomes Professional

The child and youth service act -SGB VIII- received three amendment since 2005. The family day care became equal with official day care institutions for children under three years and got the order for care, social education and education.

The daily practise of family day care, the social costs for the family day care places, the taxation and the new law for child support programs –KiFög- made it necessary to mend the law. The family day care is on an indisputable way of professionalism and can work as regards content needs now.

The German Youth-Institute -DJI- developed a curriculum with 160 hours lessons for family day care professionals, which is a first standard to qualify persons working in family day care.

Actually new and more education and training modules are developed for flexible and practice orientated use. Law fixes the qualification of family day care professionals. A lot of different provider educate and train family day professionals. Harmonizing these different education modules under the aspect of quality forms the actual task.

Since 2008 the quality is discussed by looking for quality aspect from the view of the children, the parents, the family day care professionals and the society. The quality improvement is result orientated, describing criteria and properties of a good family day care situation. Process-quality and structure quality gets its place to provide good results. This process has just begun and needs continuous support of all involved parties.

Presenter: Kate Byrne, Adolescent Psychologist, Kildare, Ireland.

Abstract: Building the Attachment relationship

Presenter: Katy Kenshur, President of the SanDiego County Family Child Care Association, Instructor of "Family Child Care at It's Best" for the University California of Davis & Family Childcare Provider

Abstract: "Going Green!" Eco Healthy Childcare Come Learn simple and effective techniques to make your childcare an environmentally healthy safe and green as possible.

The first few years of a child's life are critical to shaping his or her future health. Research links common chemicals to health concerns ranging from Asthma to learning disabilities. Taking small steps to reduce toxins can make a big difference improving a child's health.

Take steps to make your child care program healthier, safer, and more environmentally friendly! The first years of a child's life are critical to shaping their future health and development. As a child care provider, you can provide an environmentally healthy, low toxic setting that can have a big impact on the children in your care.

Participants will receive materials to promote eco-healthy practices to parents and the community and acquire tips on how to continue to "green" your childcare.

- * Learn how to become a certified Eco-Healthy Childcare
- * Also learn how to help to teach the children to make a greener world.

Presenters: Maeve Milne & Barbara Quinn, NICMA, N.Ireland.

Abstract: Children's Learning and Development Project

In Northern Ireland childminding [Family daycare/Family childcare] is the most popular form of Daycare and yet it is not recognised as a professional childcare service providing care and education to the same standard as other forms of Early Years provision in group settings. Childminders do not:

- work to common standards of practice,
- have mandatory qualifications or training requirements,
- have a regular inspection programme - inspections are, at most, once a year'

Because of this childminders are often perceived as carers rather than educators.

Modern research highlights the benefits of real life learning experiences, continuity of care, key workers and vertical learning, all features of a childminding setting; but, as yet, this has not made a difference to the status of childminders. The **Children's Learning and Development Project** was devised to raise awareness of the educational value of childminding and to identify and promote good practice.

The Project was guided throughout by an external consultant, an advisory group of relevant stakeholders and two focus groups of childminders who gave an excellent balance of both academic and practical support to the Project co-ordinator.

Initially, the consultant produced a report, based on desktop research, which outlined the case for registered childminding to be recognised as providing effective early education. This was followed by field research with the parents, the childminders and the children themselves to establish what was considered good about childminding, what needed to be improved and what the service currently provided. The parents and childminders completed questionnaires but the research with children took the form of a multi-media project where children took photos, used tape recorders and had discussions to give their views on childminding.

From this research a framework was developed, with the help of the focus groups, outlining how childminders should consult with children and observe and record information about children in order to plan effectively for their needs. A toolkit of materials was produced to help with planning and recording information. The materials were designed to focus on the learning experiences and achievements of individual children and to show how plans can be developed using the children's own interests as a starting point. Partnership with parents was emphasised. The toolkit was trialled by the focus groups in their own settings and has been reviewed and commented on by the Department of Education and Health & Social Care Early Years teams before being published.

The NICMA Training team looked at the type of training needed to support those implementing the framework and produced a course suitable for those working with children 0-6 years. They then looked at what sort of qualification this course could lead to and after discussions with the Council for Awards in Children's Care and Education (CACHE) and the Sector Skills Council for Northern Ireland it was decided that the course could form a unit on the new Qualifications and Credit Framework and would be suitable for all early years workers, not just childminders. Currently CACHE is looking at accrediting the course and offering it as a stand alone unit on the Framework, with a credit value of six. It would then be available throughout the UK and Ireland.

The project has been very exciting throughout but probably the most interesting part has been the developments in the training course showing the links between childminding and other forms of Daycare and giving due recognition to the professionalism of all those working in early years.

NICMA – the Childminding Association is a membership organisation and charity working to promote and develop quality home-based childcare across the whole of Northern Ireland for the benefit of children, families and communities. It is the sole organisation representing childminders in Northern Ireland with 74% of registered childminders as members.

*Presenter: Marie Doherty, Project Officer, Curriculum Development Unit, Mary
Ummaculate College, South Circlare Road, Limerick City*

**Abstract: Results of a research study for a degree dissertation last year titled ‘How
Childminders Perceive Their Role in 21st Century Ireland?’ with a specific focus on
the ‘care and education’ discourse within Ireland present day and how childminders
perceive their role.**

Presenter: Marion Gamble, Child Care and Training Consultant, UK.

Abstract: Communication/Working in Partnership

Good communication and partnership working are key elements in providing high quality child care and educational provision. This interactive workshop is designed to explore effective communication and to identify potential barriers to communication. Delegates will also have the opportunity to examine the importance of working in partnership with children, parents and other professionals. The course was written to support the new Early Years Foundation Stage legislation which started in September 2008 in the UK. This requires child care providers to work closely with parents, other settings and other professionals in the child's best interests. Good communication is the key to this and it is good practice for all settings, in addition the importance of listening to children and building on their individual interests is highlighted. Marion Gamble, Child Care and Training Consultant.

Presenter: Mary McGrath, Youth Worker Participative democracy Wicklow VEC, Ireland.

Abstract: Engaging Young Children in democratic structures

Presenter: Dr Elise Davis, Senior Research Fellow, VicHealth Public Health Research Fellow McCaughey Centre, VicHealth Centre for the Promotion of Mental Health and Community Wellbeing, School of Population Health, University of Melbourne, Australia.

Abstract: Promoting Child and Parental Mental Health in Family Day Care/Childminding

Background

Increasingly more children and families are using family day care services in Australia as an alternative option to centre based care. These family day care services have a vital role to play in the development and promotion of mental health for both children and families. Family day care services in Australia do not have specific curriculum and many carers have minimal, if any, qualifications. Despite this, there is little research exploring mental health promotion knowledge and strategies in these settings.

Methods

An exploratory study was conducted with family day care staff from a local government area in south western Melbourne, Australia. This is one of the most disadvantaged areas of the city. Family day care staff were recruited through service managers and participated in semi-structured interviews with researchers. Participants were asked to describe their understandings of child and parental mental health, early signs of mental health problems for children and parents, strategies they felt they used to promote mental health of children and parents, as well as identify facilitators and barriers to implementing mental health promotion strategies. These interviews were recorded and thematically analysed.

Results

Participants described concepts of mental health for both children and parents in general terms related to happiness, confidence, self esteem and emotional regulation. They were able to identify some potential causes of mental health difficulties, although these were often the more extreme risk factors. Participants found identifying early signs of child mental health difficulties quite difficult, though in comparison found it much easier to identify early signs of parental mental health difficulties. Many described personal strategies they used to promote the mental health of children in their care, including physical affection, provision of stimulating activities, and providing encouragement and support. Some family day care workers felt comfortable raising issues surrounding child

or parental mental health with children's parents, while others feared how parents might respond and so referred the matter to their supervisor.

Discussion

Presenter: Ramona Freeman, Ph.D. Program Director, Early Childhood Education, Kent State University – Salem, OH, USA.

Abstract: “Male Counterparts in Family Child Care: The Positive Role that Husbands Play in Successful Homes ”

Men in early childhood are under-represented, yet they play important roles for children. When family child care providers are married women, their husbands invariably play some role in the success of these in-home programs. Some husbands complete the income tax ritual for their wives, while others are as equally invested in the day-to-day responsibilities of working with clients’ children as are their wives. The male role model has been acknowledged as an important part of early childhood education, and the quality of family child care can benefit from an informed discussion, *with* providers, of the subtle influences these men can have on the educate programs being delivered in their homes.

Participants learn about the importance of husbands in their programs’ success. The significance of husbands as supporters of family child care programs is described and analyzed. Stories from the presenters, research, and the audience are used to create a model for the positive influence husbands have on our work.

Outline

Overview of husbands/men in child care and family child care.

- I. Stories from research illustrating husband support
- II. Stories from a provider explaining husband’s role and perspective
- III. Participant discussion of husbands in family child care
 - a. Examples of direct work with children
 - b. Examples of supporting the child care environment/planning/preparation
 - c. Intellectual support, encouragement
 - d. Male perspective and attitude in working with children
- IV. Co-construct importance of husband’s supporting role (how’s and why’s)
- V. Co-construct roadblocks, problems of husband involvement
- VI. Co-construct new directions, further examination, ways to effect change (for example: how regulators and inspectors can understand the benefits of this unique aspect of family child care and men in early childhood education).

Presenter: Robyn Daff, Team Leader Child Care, City of Kingston, 34 Brindisi Street, Mentone VIC 3194, Australia

Abstract: Love in a Hot Climate - Quality care in a Regulated Environment

Family Day Care in Australia has experienced significant change in the last decade – Quality Assurance, National Standards, licensing, increased number of employed women seeking child care, higher expectations by families and the community, the introduction of scheme policies and procedures – food and safety, sun smart, sleep... competition from private providers, to name but a few. In Victoria, further changes will be implemented in 2009 bringing Family Day Care under the Children’s Services Regulations as are other Child Care Services (Long Day Care). In this environment of change there are many implications for Family Day Care and quality of its care.

A significant issue for Family Day Care is the increase in the need for formal care and the subsequent shortage of care places. Where once, Family Day Care was seen as a good employment opportunity for mainly women, this is no longer the case. People considering a career in this field are confronted by the initial high cost of becoming a care provider – compliance costs related to their home and training requirements. Other barriers include the need to adhere to health and safety policies and procedures; the understanding and implementation of ethical financial systems and the awareness of care and education practices. Families expect high quality care which is demonstrated by strong policies and procedures and evident in care providers who are knowledgeable about current theories and practices in early childhood.

High quality Family Day Care is vital, but with so many constraints placed on careproviders and the difficulty in recruiting suitable careproviders, one wonders if those attributes that make Family Day Care stand out as a preferred care option for parents - small groups of children in a loving, warm home environment – are being diminished.. The challenge for Australian schemes is to provide high quality care while maintaining the characteristics of a home environment that is quite distinct from centre based care (Long Day Care/After School Care/Occasional Care.)

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skilful execution; it represents the wise choice of many alternatives.” William A.

Foster

Presenter: Rosemary Black, NICMA, N.Ireland.

Abstract: High Scope in Family Daycare/Childminding

High/Scope was founded in 1962 by Dr. David P Weikart as a quality approach to early childhood education. The High/Scope approach is used in early years settings in over 20 countries. It requires no special equipment, materials or environment and is based on 40 years of longitudinal research and practice.

The results of research studies show how the High/Scope Approach to pre-school education produces lasting benefits for children, families and society. The following examples are specific findings from the research studies:

- increased social responsibility
- increased chance of higher economic status
- improved educational performance
- increased commitment to relationships.

An overall conclusion from the research is that children across cultural and socio-economic backgrounds and of varying abilities benefit from the High/Scope Approach.

The approach centres on the recognition and support of unique differences in children and develops self-confidence by building on what they can do.

The key principles of High/Scope are that children learn best when:-

- They have active involvement with materials and ideas
- They plan and carry out activities of their own choosing and reflect on them
- Their work is supported by adults who share control with children

The High/Scope Approach gives children a head start into education, it enables them to become independent, solve problems and make decisions using their initiative. It helps them create skills, recognises the uniqueness of children, and develops their self-confidence by building on what they can do.

In High/Scope programmes adults are as active in the learning process as children. A mutual give-and-take relationship exists in which both groups participate as leaders and followers, speakers and listeners. Adults interact with children by sharing control with them, focusing on their strengths, forming genuine relationships with them, supporting their play ideas, and helping them resolve conflicts. Adults participate as partners in children's activities rather than as supervisors or managers. They respect children and their choices, and encourage initiative, independence, and creativity. Because adults are well trained in child development, they provide materials and plan experiences that

children need, to grow and learn.

High/Scope and childminding [family day care] are a natural combination. High/Scope recognises the special relationship that childminders have with children and sees the home as the natural setting for active learning.

Sylvia Moore a Registered Childminder in Northern Ireland reflects on the training course "High/Scope in Family Day Care Childminding Setting":-

"I was first introduced to High/Scope 13 years ago when looking for a Pre-school placement for my eldest son Christopher. A local playgroup has just begun using this teaching method, and so have all three of my children begin their education this way, I was delight as a childminder, to be awarded a place on this High/Scope course.

My High/Scope training has changed my whole approach to educating children both as a parent and as a childcare provider. The most important change in my setting has been the role of the adult in children day-to-day learning. I believe if the High/Scope approach of shared power between adult and child is maintained it will create a positive learning environment within which the child's self-confidence will grow thus allowing them to reach their full potential.

As most of our child minded children spend a large part of their day with us we have a huge responsibility as "what we are our children become."

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Presenter: Sheila Garrity, Childminder Advisory Officer, Galway City and County Childcare Committee, Galway, Ireland.

Abstract: Exploration of Childminding services as provided by members of the settled African community in the Galway

City and County area.

Childcare regulations in Ireland provide conditional allowances for Childminding services to operate in a formal regulated manner or with an informal, non-notified approach. A significant number of Childminding services in the Galway City and County areas have been set up in recent years by people, who have settled in Ireland from African countries. Some have established notified formal services and have availed of funding, training and networking supports, while others offer their services in an informal manner, hidden within the community, availing of minimal professional support. This research will explore these two types of childminding services, as they are offered by Childminders from the settled African community, developing an understanding of the choices made with regards to operational practices, (i.e. regulated or not) the supports accessed, and the perception Childminders have of themselves, the service they provide and their role within the African community and the broader Irish society. In-depth interviews with childminders will be carried out, as will case studies of a Childminder from each sector, to create a fuller picture of the life and work of these service providers. It is envisaged that this research will ascertain whether the current system of support, information and funding available through various agencies, organisations and statutory bodies is seen as relevant and accessible to this group of local home based childcare providers.

Presenter: Elaine Harris,

Abstract: Abstract in Progress, waiting for confirmation

Presenter: Sue Owen, Director, Well-being, National Children's Bureau, London, UK.

Abstract: The Pedagogy of Childminding. Abstract in Progress, waiting for confirmation

Presenter: Wendy Goldsack, Team Leader Family Day Care, City of Casey, Australia.

Abstract: City of Casey Family Day Care

A service sponsored, supported and promoted by Local Government has its benefits including the relationships and interactions with other Children's Services, Kindergartens etc.

Consider a childcare service providing care for over 2000 children, a career opportunity for a steadily increasing workforce that currently has over 300 careproviders, and a support network for many families who have moved to an area away from their own family support.

Look at where Family Day Care has come from since it began in Victoria in 1971 and acknowledge where it is today. With the imminent State Government Children's Services Regulations and Accreditation, Family Day Care has risen to the challenge of quality child care.

How does Family Day Care operate and remain successful in a growth corridor that currently caters for over 50 families a week moving in? Delivering an extremely large quality childcare service means ensuring many innovations and initiatives in regards to processes and practices are continually assessed.

These include:-

- Program planning incorporating the 'multiple intelligences' theory.
- Careprovider Reference Group to consult and work closely together to ensure the best outcomes for children, relationships with families and business opportunity for careproviders.
- Meeting Quality Assurance guidelines in a home based care environment.
- Two recruitments of careproviders each year of approximately 30 each intake.
- Group interviewing process for careprovider applicants. Recent intake saw over 120 attend an information session and as a result 63 applications were received and they attended a group interview day with 11 staff. This resulted in 35 new careproviders recruited.

Participants will be informed about how can Family Day Care meet the varied needs of parents? How does the 'lone worker' survive isolation? What support and motivation is available to prevent burn out? How important is planning? (To the children and the careprovider)

With 16 staff resourcing and supporting over 300 careproviders – juggling workloads and managing the varied issues between families and careproviders along with the risks

associated with home based childcare. How do you ensure you are providing the professional development careproviders require?

Participants will be informed about the selection and registration process of careproviders dealing with hundreds of interested applicants.

How do we ensure that careproviders abide by their legal agreement and the expectations and responsibilities of their position? What are the requirements for careprovider ongoing registration and parents responsibilities?

Presenter: Anne Condie, Head of Regional Teams, Scottish Childminding Association, Scotland.

Abstract: Community Childminding

This is a childminding service which supports families in crisis or provides early intervention as a preventative measure. Any such service which offers a resource to identified parents/carers whose circumstances may preclude them from engaging with the community.

SCMA have had several years experience of running community childminding services. Building on that experience this year sees the launch of an inclusive and comprehensive service to better support and meet the needs of childminders who are/wish to become community childminders.

The Association have set the criteria and developed a portfolio for community childminding to allow these services to be rolled out nationally whilst observing and delivering quality childcare.

Partnership Working:

Effective partnership working is an important and necessary aspect of effective early intervention. SCMA has a proven track record of running multi-funded services, ensuring all clients have the same opportunity to access service provision locally, that matches individual needs.

Benefiting children and families

SCMA's Community Childminding Service benefits children and families within local communities by providing temporary relief for caregivers and their families. As part of our focus we encourage childminders to assist in providing care to children with disabilities, additional needs or to families where there is no other form of support.

Another key aspect of the service is to build on the highlighted need for childminders to diversify and become more involved in family support where the childminders act as role models to support parents and carers in developing skills.