



Hampshire Children Come First Childminding Cluster Network

Parents' Handbook



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WELCOME

The National Childminding Association (NCMA) would like to welcome you to the Hampshire Children Come First (CCF) Cluster Network.

Your registered childminder has been assessed and approved to a quality standard that meets with the requirements of the Hampshire CCF Childminding Network

NCMA works in partnership with the Early Education and Childcare Unit (EECU) who provide support and funding for the CCF childminding network

As a member of a professional childminding network, your childminder has agreed to undertake additional responsibilities and training. NCMA would like to encourage the benefits of mutual support between parents and childminder.

We welcome any feedback or communication from parents. Please feel free to contact the Project Managers or your local Childminding Development and Network Co-ordinators (during office hours) on one of the telephone numbers provided on Page 11

What is a CCF childminding network?

The National Childminding Association (NCMA) has developed the concept of the Childminding network as a way of offering families excellence in childminding. A childminding network is made up of registered childminders who have obtained or are working towards, a formally recognised childcare qualification at level 3 and have gained or are working towards a good or outstanding Ofsted grading.

An Approved Network childminder:

- Has been assessed by a Childminding and Development and Network Co-ordinator and demonstrated that they meet the CCF Quality Standards
- Has their practice observed, supported and further developed
- Receives regular monitoring and support from the Childminding Development and Network Co-ordinator
- Undertakes additional training
- Will offer additional services (after six months as a network childminder)

Additional services may include –

- Community Childminder - A childminder who has had specific training to offer placements under the 'Space Carers Scheme' working in partnership with a number of agencies offering specialist care.
- Accredited Childminder – A childminder who has had additional assessment by the Childminding Development and Network Co-ordinator to offer Nursery Education Grant for children aged 3 & 4 (and in some areas 2 years+). Your child would be entitled to a maximum of 15 hours per week in term time – this could be shared with another childcare setting.
- Support Childminder – A childminder who offers co-ordinated support to newly registered childminders, new network childminders, and childminding professional support groups, and also childminders who need to raise the quality of their practice.

Your Registered Childminder has successfully met all the requirements to be certificated as a Children Come First Childminding (CCF) Network Childminder, and has successfully met the requirements laid down in the Child Come First Quality Standards (see pages 8-9) you can be assured that he/she has demonstrated a very high standard and positive attitude to providing quality childcare and learning through play opportunities for all children in his/her setting. In addition he/she has achieved or is working towards a good/outstanding Ofsted grading in meeting the Early Years Foundation Stage (EYFS) welfare requirements

Every Child Matters and The Early Years Foundation Stage

NCMA and Central Government

NCMA works closely with central Government and is fully committed to supporting the Green Paper, *Every Child Matters*. This paper outlines **five outcomes** which are key to well being in childhood and later life:

- Achieve and enjoy
- Feel safe
- Adopt healthy life styles
- Make a positive contribution
- Develop skills for the future

The Government's ambition is to improve these outcomes for all children and to narrow the gap in outcomes between those who do well and those who do not.

These five outcomes are central to the programme of change and are at the heart of the **Children Act 2004** which provides the legislative foundation for the programme. As a result of further review **Children Act 2006** produced the **Early Years Foundation Stage (EYFS)**. All childcare providers are required to deliver care and education in line with the EYFS Welfare Requirements for children from birth to five years.

What is the Early Years Foundation Stage (EYFS)?

EYFS is a framework effective from birth to the age of five and supports the developmental stages that each child/ren will pass through as they grow. Your registered childminder will engage with the EYFS Framework in providing the best care and education for your child to ensure a warm, rich and stimulating environment to meet every child's individual needs.

EYFS recognises and reinforces the importance and value of parents. As parents you know more about your child/ren than anyone else. Effective working relationships with your registered childminder through sharing information about your child's progress strengthens relationships and in turn supports children's development, underpinning continuity of their care.

EYFS illustrates the way all children should be kept safe and secure in an environment that will enable them to be curious, imaginative, explorative, and investigative. Your registered childminder will create this environment to support the individual interests and needs of each child to enable them to achieve their full potential in their most formative years.

EYFS sets out 4 key principled themes for the childminder to work with:

- **A Unique Child** – every child is a competent learner from birth who can be resilient, capable, confident and self-assured
- **Positive Relationships** – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
- **Enabling Environments** – the environment plays a key role in supporting and extending children's development and learning
- **Learning and Development** – children learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

Using the principled approach from these themes, your registered childminder can notice your child's abilities and achievements, understand how the child is developing and with your involvement, plan stimulating, quality play experiences and routines that support further development for your child.

How Play Develops Children

Good high quality play opportunities are central to the EYFS. Play needs to be valued by all adults, as the work of children, and the need to understand the importance of play and its process, not just its activity.

In the early years, babies and young children explore using their senses. You have probably noticed how a baby will put most things in their mouth, watch others intently, are sensitive to noise and recognise those close familiar people and objects through smell as well as sight.

As your child continues to develop, they begin to acquire more skills. Rolling, crawling, climbing, walking, jumping, dancing & throwing. Building and strengthening their large muscles helping them to become more co-ordinated, this is crucial for development of smaller, finer movements, such as picking up a spoon.

Talking, singing and chanting to and with children, builds on sound and language through fun experimentation. Role play develops as they are exposed to adult role models. You may be surprised by your child in play sounding and acting just like you! Giving children play items that are real as well as pretend, such as pots, pans, a telephone etc...enthusiasms and excites children, giving them a platform for understanding the world around them.

The key to quality play for any age is to give plenty of opportunity for interesting exploration and discovery with an attentive adult to help, listen, watch or play. An ideal environment for learning gives children space and time to move around and explore, with opportunity to repeat their experience over and over again. Play that is facilitated in this way supports and stimulates the development of the brain.

NCMA Children Come First Quality Standards

Childminders who wish to join an NCMA Children Come First childminding network must first demonstrate that they meet the following Quality Standards:

1. Taking the professional approach

NCMA Children Come First network childminders:

- are registered and comply with the requirements of their registration.
- have suitable insurance cover.
- undertake relevant training.
- keep up to date with childminding regulations and legislation.
- are committed to continuing professional development.
- are willing to be assessed by an NCMA Children Come First assessor.

2. Managing children's behaviour

NCMA Children Come First network childminders:

- never slap, smack, shake, bite, frighten or humiliate a child.
- take a positive approach to managing children's behaviour.
- set clear boundaries for children's behaviour and share these with parents.
- give praise and encouragement when children live up to expectations.
- respond to unwanted behaviour appropriately, according to the child's age and level of understanding.

3. Promoting equality of opportunity

NCMA Children Come First network childminders:

- treat each child as an individual and with equal concern.
- give every child equal chances to learn and develop.
- take into account each child's age and stage of development, gender, ethnicity, home language and any disability.
- encourage children to develop a sense of their own identity and culture.
- help children to learn about cultures different from their own, and to develop positive attitudes towards people who are different from themselves.

4. Respecting confidentiality

NCMA Children Come First network childminders:

- do not share information about children and families without the permission of the family.
- only break this rule in the interest of protecting a child, when they seek advice from appropriate professionals.

5. Promoting children's learning and development

NCMA Children Come First network childminders:

- provide play activities and learning experiences suitable for each child's age and stage of development.
- support and stimulate children's social, physical, intellectual, communication and emotional development (SPICE).
- build learning into everyday activities.
- support and complement what children learn at home, school and pre-school.
- keep parents informed about their child's progress.
- keep written records of children's progress and share them with parents.
- involve parents in their children's care and learning.

6. Working in partnership with parents

NCMA Children Come First network childminders:

- know that parents are the most important people in a child's life.
- recognise that parents know their own child best.
- exchange information about each child with his or her parents.
- show respect for each family's beliefs, traditions and wishes for the care of their children.
- arrange back-up cover for emergencies.
- review contracts with parents at least once a year.
- understand children's need for ongoing care with the same carer.

7. Keeping children safe

NCMA Children Come First network childminders:

- pay careful attention to safety and hygiene.
- ensure a smoke-free environment while they are childminding.
- make detailed plans of what to do in an emergency.
- are aware of signs and symptoms of possible abuse and know what to do if they suspect a child is being abused.
- ensure their work practices help to prevent accidents and promote good health.

8. Providing good nutrition

NCMA Children Come First network childminders:

- discuss children's dietary needs with parents.
- provide children with a healthy, balanced diet.

9. Having good business practice

NCMA Children Come First network childminders:

- keep organised records of children's attendance, personal details and development.
- keep accurate written records of accidents and incidents in an accident book.
- keep detailed financial records.

10. Seeking support

NCMA Children Come First network childminders:

- seek advice from other professionals when necessary.
- take advantage of the opportunities for mutual support provided by NCMA and local childminding groups.
- take advantage of network membership to give and receive professional support.

Accredited childminders

Network childminders who wish to offer early years education must demonstrate that they meet the following additional standards:

1. Taking the professional approach:

NCMA Children Come First childminders:

- are willing to be inspected by an Ofsted Inspector (England) or ESTYN Inspector (Wales).
- have or are working towards an appropriate level 3 childcare and education qualification.

3. Promoting equality of opportunity

NCMA Children Come First childminders:

- have regard to the Code of Practice on the Identification and Assessment of Special Educational Needs and to any additional statutory or local guidance.
- promote inclusive education.
- meet children's individual learning needs.

5. Promoting children's learning and development

NCMA Children Come First childminders:

- assess children's development through observation of and interaction with the child and through discussion with families.
- plan activities and experiences to suit each child's stage of development, building on their achievements and interests and setting individual goals.
- produce written records of children's progress and curriculum plans which can be shared with parents.
- evaluate planning and children's progress, to inform future plans.
- ensure that activities and experiences provided enable children to make expected progress according to foundation stage guidance (England).
- ensure that activities and experiences provided enable children to make expected progress towards Desirable Learning Outcomes (Wales).

10. Seeking support

NCMA Children Come First childminders:

- liaise with early years teachers or other professionals as required by the local authority.

Parents/carers as CCF Network Partners

Hampshire Cluster CCF Network values high quality childcare, and wants to ensure that parents/carers are seen as partners in the development and improvement of the support that the Network childminder receives from the Childminding Development and Network Co-ordinator. Periodically we will ask you to complete a Network questionnaire, (passed to you via your network childminder) for you to share your views, concerns or compliments with us. We also welcome other contact by way of emails, telephone, or letter,

Any complaints in relation to a childminding service will be fully investigated. If a complaint is received by either NCMA or Ofsted about a Network Childminder, the Network Membership will be suspended until an investigation is completed. During this time the childminder cannot continue to offer Network Services. The outcome of the investigation will dictate whether or not Network Membership is reinstated.

For information and advice contact ...

Project Managers:

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2nd Floor, Telford House Hamilton Close Basingstoke RG21 6YT
General office tel 01256 359090

Hampshire Childminding Development and Network Co-ordinators:

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Other useful numbers:

OFSTED helpline 08456 404040
Early Education & Childcare Unit 01962 813887
NCMA Head Office 0845 880 0044
Chris Laskey, Senior Operations Manager 01256 300724
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