



Newsletter

Fingal County Childcare Committee

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This September... the Universal Subsidy

- Child aged between 6 months and up to age of eligibility for ECCE
- Child must be enrolled in Tusla-registered childcare
- Non means-tested / universal subsidy
- Up to €80 per month (€1k per year) towards the cost of childcare
- Subsidy is paid directly to childcare services
- Similar to ECCE in design and administration
- The Universal Subsidy is available 52 weeks of the year
- The subsidy is available *pro rata* (i.e. if child attends 2 days)

To participate in the Universal Scheme providers must

- Confirm PAU (Primary Authorised User) for service
- Sign grant agreement for CCSP in coming weeks
- Share information with parents
- Publish fee list, calendar etc.
- Any time from signing grant agreement, take names
- Register child (as per ECCE) from 21st August
- Receive subsidy payment from DCYA
- Deduct subsidy from cost to parents fee

Registering a child on the Universal Subsidy

- Providers must obtain the child's PPSN, date of birth and the parent PPSN
- Services do not have to attach any eligibility documentation
- Only the Universal session types are displayed for selection
- Once correct details (above) are entered, place will automatically approve

NOTE:

- No separate fees list/calendar for universal subsidy
- Universal payments will be itemised on PIP under CCSP; separate from ECCE and TEC
- PIP will automatically block an overlapping registration between universal subsidy and ECCE
- CCSP (including the Universal Subsidy) and ECCE ***will go live for registrations from 21st August,***
- Estimated 33,000 children are eligible for universal subsidy; many already within services

The Targeted subsidies (CCS/CCSP)

- Significant increases in Community Childcare Subvention (CCS/CCSP) Scheme subsidy rates
- In some cases these increases will be as much as 50%
- Reduced co-payment for parents
- More reliable income for childcare providers / assist with sustainability
- CCS and CCSP contracts currently available

The targeted subsidy: Signing up to CCSP

- Confirm PAU for service (if same as last year tick box, *if different contact your local CCC*)
- CCSP option available to all services; alongside TEC and ECCE
- Sign grant agreement for CCSP in coming weeks
- Publish fee list, calendar etc.
- Take queries from interested parents
- Collect proof of eligibility
- Register child and attach copy of eligibility proof
- Receive subsidy payment from DCYA
- Deduct subsidy from parent's fee

Registering a child for the Targeted Subsidy (CCS/CCSP)

- Parent approaches with query about possible eligibility for targeted subsidy
Provider directs parent to website or see eligibility using pages 6-7 of the Provider Booklet
- Parent agrees to supply proof of eligibility (medical card / GP visit only card etc.)
- *If provider or parent unsure regarding proof or eligibility, support available via local CCC*
- Provider scans copy of proof as part of registration
- Registration is assessed (at Pobal) and confirms subsidy band (A, AJ, B and D)
- Provider deducts confirmed subsidy from cost of childcare

Calculating your fees for CCSP is STRAIGHTFORWARD

FEES SET BY YOUR SERVICE

MINUS

SUBSIDY

(UP TO €20 PER WEEK FOR UNIVERSAL & UP TO €145 PER WEEK FOR TARGETED)

EQUALS

COST TO PARENT

Need more Information?

- See affordablechildcare.ie - Information for parents and providers
- Extra materials available via CCCs and on website
- FAQs on affordablechildcare.ie
- Your local CCC is available to support you
- Email us at affordable_childcare@dcya.gov.ie

Supporting Transitions: *Overview* Why focus on supporting transitions?

Aistear and *Síolta* highlight the importance of supportive and smooth transitions in early childhood. A transition is the process of moving from one situation to another and taking time to adjust. Major transitions often represent significant milestones in a child's life and signify change for children and their families. The move from home to the first out-of-home setting is a very big milestone for children. Other types of transitions are more frequent, for example, the transition from one room to another in a setting, or from one activity to another during the

course of a day. Good relationships are key in ensuring all transitions happen as smoothly as possible. The two frameworks provide ideas and suggestions on how to facilitate transitions in a sensitive, responsive and thoughtful manner. Personal characteristics and dispositions, family and cultural background, and previous experience of early childhood settings or transitions, all impact on children's adjustment to a new setting, a new room or to transitions in the daily routine.

Practitioners play a key role in supporting children to predict and cope with change by providing reliable and stable relationships, continuity of care and a secure base. Children's experience of transitions can be very positive when key people in their lives liaise by sharing important information and when they work in partnership with each other. It is also important that practitioners help children to understand routines and to explain what is going to happen next in a consistent, loving manner

Supporting transitions is one of the curriculum pillars in the *Aistear Síolta Practice Guide*. This short introduction reminds us why transitions are important, gives a brief overview of the resources in this part of the Practice Guide and provides suggestions on how you might use these. *Aistear's* principle on relationships says, "Children have a fundamental need to be with other people. They learn and develop through loving and nurturing relationships with adults and other children, and the quality of these interactions impacts on their learning and development (Principles and themes, 2009, p.9). Similarly, *Síolta's* principle on relationships acknowledges that, *Positive relationships, which are secure, responsive and respectful and which provide consistency and continuity over time, are the cornerstone of the child's well-being* (2006, p.7).

Standard 13 of *Síolta, Transitions*, highlights the importance of sensitive management of transitions, continuity of care, relationships and experiences for children. It also stresses the importance of sharing information between all those involved in children's early childhood years including parents, practitioners and where appropriate, relevant professionals. Practitioners should be proactive in communicating and connecting with parents to create effective lines of communication and should keep transitions throughout the day to a minimum with unnecessary transitions avoided.

For further information, advice and support on Transitions see:

<http://www.ncca.ie/en/Practice-Guide/Transitions/Supporting-Transitions.pdf>

Outdoor Play

Children learn through play, movement, communication, and sensory experience which the outdoors provides for on a much greater scale than indoors. A recent survey by Early Childhood Ireland and the Institute of Technology, Sligo has also shown that Irish parents' values play but that 88% of children play outside less in winter and 74% of children don't get to play outside when it is raining. In contrast our Scandinavian neighbours dress for the weather, get out more and have lower levels of obesity. Children who play outside are also less likely to get sick, to be stressed or become aggressive, and are more adaptable to life's unpredictable turns (Louv, 2005) We have some ideas to encourage outdoor play below, from creating an inviting environment, to having suitable resources on hand to play with, whatever the weather!

Many providers in Fingal applied for capital funding to development natural outdoor areas. One of the biggest challenges to outdoor play is sometimes just getting started. So, in wanting to encourage the children and staff to get outdoors more, where do you begin? Here are some pointers in the right direction:

- **Carry out an outdoor play audit**
- **Develop an Outdoor Play Policy and Ethos**
- **Risk Assessment**
- **How much time is to be spend outdoors daily/weekly**
- **Outdoor Environment – equipment, clothing and materials – quantity and suitability**
- **Parental Engagement**
- **Curriculum – link with Aistear/Síolta**
- **Transitions between outdoors and indoors**
- **Staff Training**

Early Childhood Ireland has a fantastic outdoor resource ‘[Garden of Possibilities](#)’ that provides practical ideas to maximize the potential of your outdoor space and inspire daily outdoor play, whatever the weather! It was inspired by the award winning ‘Garden of Possibilities’ at Bloom and has links to both Síolta and Aistear throughout.

The most important part of successful outdoor provision is a team of committed and enthusiastic adults – your staff – who fully appreciate what the outdoors offers, who are dedicated to getting very young children outdoors for significant amounts of time, every day, throughout the year, and who overcome the barriers or limitations in their setting. They enjoy being outside with these children, striving to understand what they are doing and how they are benefiting from being there, and taking pleasure in being with them in this fabulous journey of discovery.

<http://www.ncca.ie/en/Practice-Guide/Play/>

<https://www.earlychildhoodireland.ie/work/quality-practice/play/outdoor-play/encouraging-outdoor-experiences/>