



# Newsletter

## Fingal County Childcare Committee

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### In This Issue

- *Compliance Corner*
- *GDPR*
- *Child Protection*
- *DCYA Update*
- *AIM*
- *Better Start*
- *Inspired Practice Winners*
- *First 5*
- *Tis the Season*

### **Compliance Corner**

Following on from the PIP Announcement on the 22<sup>nd</sup> October regarding Compliance Announcement for the programme cycle 2018/2019, unannounced compliance visits have commenced since October 2018 and will continue through till the end of August 2019. Services operating ECCE only sessions will not be visited outside of the ECCE programme cycle.

FCCC have received feedback from Pobal regarding Compliance visits from May 2018 – August 2018. When the Visiting Officer is carrying out the on-site checks aimed at ensuring adherence with certain programme rules and contract conditions as set out by the Department of Children & Youth Affairs (DCYA) they base the information available under 3 categories – **Major, Moderate & Minor Non-Compliance**.

Please see an example of each below:

<b>Major</b> - Service provision is not delivering sufficient free hours/day/weeks.
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<b>Moderate</b> - service is not displaying the most up to date fees list and/or calendar
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<b>Minor</b> - PIP requires updating or less than 90% of the parent's letters where on site.
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To ensure compliance with each programmes requirements, services must familiarise themselves with the following:

- Relevant programme Grant Funding Agreements
- Rules for DCYA Childcare Funding Programmes (incl. Appendix 2 “*Good Practice Guide - Attendance records*”)
- DCYA “*2018 How to Guides*”
- Announcements available on the PIP Portal (and Pobal and DCYA websites).
- Letter from the DCYA for CCS services 2018 regarding the snapshot window.

Over the coming newsletters we will focus on specific areas which we have received feedback on from the Pobal Compliance team.

In this edition we are focusing on services having good attendance records. The visiting Pobal Compliance Officer will need access to attendance records from the start of cycle, accurate PIP Registrations will reflect the child's attendance.

The maintenance of good attendance records is a requirement for both compliance with the DCYA Funded Programme Rules and the Child Care Act 1991 (Early Years Services) Regulations 2016. Attendance records can be maintained in a variety of formats e.g. roll books, weekly sheet formats or electronic formats.

Pobal/DCYA don't direct any specific format be used, however, from a good practice perspective they have collated some tips on how attendance can be consistently recorded to meet the DCYA Funded Programme requirements. You can view the Good Practice Guide - Attendance Records through the Rules of DCYA Funded Programmes document, Appendix 2 Good Practice Guide - Attendance Records. Click on the link below.

<https://www.dcy.gov.ie/documents/20180810RulesChildcareFundingProgs.pdf>

### **General Data Protection Regulations (GDPR)**

As you are all aware, the General Data Protection Regulations (GDPR) came into force on 25 May 2018 and all organisations are responsible for ensuring that they are meeting their obligations under the GDPR. Of course, Data Protection legislation has been in force for quite some time and there is an obligation on all of us to ensure that we are compliant with all relevant legislation.

However, in response to concerns within the Early Years sector relating to GDPR readiness, the Department of

Children and Youth Affairs (DCYA) is offering complimentary online General Data Protection Regulation Training to all childcare services to support you in meeting your Data Protection obligations. This training is designed and delivered by iHasco. This training will take approximately 40 minutes to complete and consists of tutorial videos and a separate test at the end. Slides may be viewed as often as you wish. Each service has only **one credit** for the course (i.e. the test may only be completed once) so only one email address may be used to access the course. Each service should consider who is the most appropriate person to complete the test at the end of the training. Each service can come in and out of the training as required until you have passed the test at the end. The default pass mark for the test is 60%. Once that mark is achieved you cannot retake the test. Each service will get a certificate on successful completion of the test.

### **Child Protection Training**

FCCC will be rolling out Foundation Level Child Protection training for Early year's services starting in February 2019. Training will continue throughout the year. Dates & venues will be disseminated to all services in the New year. FCCC will be emailing all services in the coming weeks asking them to express interest in 'Child Protection Training' for 2019. If the DLP and Deputy DLP within your service are requiring training or if you have any new Early Years Staff that require training, please be sure to submit the completed Training EOI 2019 form to FCCC.

### **Fire Safety Training**

Following on from the very successful Fire Safety Training that FCCC ran in October in conjunction with Dublin Fire Brigade, FCCC are delighted to be able to continue this training in the first half of 2019.

This bespoke training will be delivered in the Dublin Fire Brigade's Training Centre in Marino and will support services to be compliant with the *Child Care Act 1991 (Early Years Services) Regulations 2016 and Child Care Act 1991 (Early Years Services) (Amendment) Regulations 2016* regarding Fire Safety.

### **Regulation 26, page 21, *Fire Safety Measures***

26. (1) A registered provider shall ensure that a record in writing is kept of—
- (a) Any fire drill that takes place in the premises, and
  - (b) The number, type and maintenance record of fire-fighting equipment and smoke alarms in the premises.
26. (2) The record referred to in paragraph (1) shall be open to inspection by—
- (a) A parent or guardian of a pre-school child attending or proposing to attend the pre-school service,
  - (b) An employee, and
  - (c) An authorised person.
26. (3) A registered provider shall ensure that a record referred to in paragraph (2) is retained for a period of 5 years after its creation.
26. (4) A notice of the procedures to be followed in the event of fire shall be displayed in a conspicuous position in the premises.

### **Schedule 5, Policies and Procedure, *Fire Safety Policy*, page 44**

Point 2, "fire safety policy", in relation to a pre-school service, means a policy specifying—

- (a) The manner in which the registered provider shall ensure that all employees, unpaid workers and contractors are— (i) Aware of and trained in the procedures to be followed in case of fire in the service, and (ii) Familiar with the location of any firefighting equipment and trained in the use of such equipment
- (b) The frequency and timing of fire drills to be carried out in the service, and
- (c) The manner in which the record in writing referred to in Regulation 26 is to be maintained; "inclusion policy", in relation to a pre-school service, means a policy specifying the manner in which it is ensured that the needs (including the physical, emotional and intellectual needs and the religious beliefs (if any)) of all preschool children attending the service are addressed in the service; "outings policy", in relation to a pre-school service, means a policy specifying the measures to be taken to ensure the safety and welfare of pre-school children attending the service when under the control of the service but not on the premises of the service;

The training itself will take 3hrs 15 mins, if you would be interested in taking part please complete and submit the Training EOI 2019 that FCCC will be emailing to all services in the coming weeks.

### **DCYA Update**

The Early Years Division in DCYA has published a monthly electronic bulletin to all early years' services in contract to deliver government childcare schemes. The e-Bulletin updates you on operational matters relating to the administration of the Department's schemes and initiatives. The e-Bulletin will be issued to the email supplied by the Primary Authorised User in each service. You will find a copy of this e-Bulletin on the FCCC Website [www.fingalcountychildcare.ie](http://www.fingalcountychildcare.ie)

### **Access and Inclusion Model (AIM)**

Did you know that available under 'Key Documents and Resources' on the AIM website is a very useful tool called My Access and Inclusion Plan.



This document can travel with the child accessing AIM through your service all the way into the Primary school cycle. AIM Early Years Services would recommend that this be completed by the childcare provider for the child to ensure a smooth transition from early years to junior infants.

### **Better Start**

Better Start Quality Support are not accepting any applications for the remainder of this year for Fingal. Should your service be interested in engaging with Better Start in 2019 please contact the FCCC offices and we will be able to assist you with the process.

### **Inspired Practice winners for September**

Well done to Little Footsteps Creche, Buzbie's Preschool, and Rivervalley Creche, Swords for such an enjoyable and inspiring story which shows great community spirit!

As the end of the preschool year was drawing near, Joan and her team in Little Footsteps Creche were attuned to the children's conversations about "Big School". Some of the children had experience of dropping their older siblings to big school while for others it was a new concept. In one of the frequent conversations about going to school Joan mentioned that the children from other local preschools would also be starting school. 'What children are they?' Erica wanted to know. This simple question got Joan thinking about different ways that they could support the children's transitions into primary. What if the children from other preschools that were off to primary could meet up and get to know each other before their big move. Rivervalley Creche and Buzbie's Preschool were nearby early years settings so Joan contacted them and chatted about her idea. Just like Little Footsteps their children too were full of curiosity and talk about big school. Michelle from Rivervalley Creche and Bernie from Buzbies were very open to Joan's idea and were delighted to work together to support their children in the transition to primary school.

Read their inspiring story to see what happened when this community of early years settings joined together to help their children prepare for their new transition.

<https://www.earlychildhoodireland.ie/work/quality-practice/awards/inspired-practice-awards/september-2018-inspired-practice-award-winner/>



### **On Monday 19<sup>th</sup> November the Government launched First 5, A Whole-of-Government Strategy for Babies, Young Children and their Families**

The Government unveiled 'First 5', Ireland's first ever cross-Departmental strategy to support babies, young children and their families.

The ambitious ten-year plan will deliver:

- A broader range of options for parents to balance working and caring
- A new model of parenting support
- New developments in child health, including a dedicated child health workforce
- Reform of the Early Learning and Care (ELC) system, including a new funding model

- A package of measures to tackle early childhood poverty

For the full press release please go to:

[https://merrionstreet.ie/MerrionStreet/en/News-Room/Releases/Government\\_launches\\_First\\_5\\_A\\_Whole-of-Government\\_Strategy\\_for\\_Babies\\_Young\\_Children\\_and\\_their\\_Families.html](https://merrionstreet.ie/MerrionStreet/en/News-Room/Releases/Government_launches_First_5_A_Whole-of-Government_Strategy_for_Babies_Young_Children_and_their_Families.html)

More information on this strategy will be in your next DCYA E-bulletin.

### **Tis the Season**



With December nearly upon us we must keep in mind the way all our children within our settings celebrate Christmas. We live in a multicultural and diverse society and not everybody will celebrate the same way.

Louise Derman-Sparks and Juile Olsen Edwards touch on this in a chapter titled' ***Learning About Holidays & Fairness***' from their book **Anti-Bias Education for Young Children and Ourselves**. Your parents are funds of knowledge, the most meaningful approach is to invite families to share their traditions. By doing this you are supporting each child's identity (individual & group) and their sense of belonging.