

Case Study: Childminder and School Nursery Delivery Model

My childminding setting is open from 8am until 6pm, Monday to Thursday, all year round. Most children arrive from 8am, they may have breakfast and then are taken by me to the school nursery at 8.55am. I then pick up the children at 11.45, and give them lunch. They spend the afternoon with me, and have tea before leaving between 5.30 and 6pm.

This model enables parents to work and access full and flexible day care, which meets their working patterns. Parents do not have the worry about getting children to and from school, or about what to do during the school holidays. This model also benefits children going to a larger setting from 3 years and prepares them for the transition to school.

It is important to develop good relationships and work in partnership with other childcare providers, as this ensures continuity of care for the children. I have been linked to the school nursery for many years and I am very familiar with the school staff. I am very much involved in the activities carried out at the school, I attend the nursery induction day and I am invited to events such as the Christmas play.

When a child starts nursery, I provide the nursery with the child's nursery transfer summary and I too receive copies of their reports throughout the year. I have just started using Tapestry, an online observation and tracking tool, which the parents can access and add their own observations of their child. The nursery uses a paper system to record and track the children's development, which I receive copies of. I am hoping to develop this further by sharing the children's information on Tapestry with their nursery teachers, so that they too can have a good understanding of my observations of the children's development at my setting.

The school and I have developed good transition and information sharing practices. I speak to the nursery teachers on a daily basis we share all the important information, such as what learning and development has taken place and any issues or injuries the child has sustained. I also receive school newsletters and the nursery's planning. This is important as it allows me to talk to the children about their experiences and ensure that what I am doing complements what is happening at the nursery and vice versa.