



LEAVING JUNIOR

Supporting Parents to Make Childcare Choices



D.C.C.C.

Donegal County Childcare Committee Ltd.

Coiste Cúram Páistí Chontae Dhún na nGall Teo.

Second Edition



D.C.C.C.

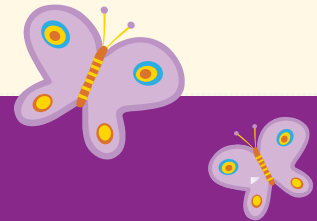
DONEGAL COUNTY CHILDCARE COMMITTEE LTD. IS A LOCAL GOVERNMENT-SUPPORTED AGENCY THAT WORKS FOR THE DEVELOPMENT, SUSTAINABILITY AND ADVANCEMENT OF HIGH QUALITY EARLY CHILDHOOD CARE AND EDUCATION IN COUNTY DONEGAL.

DCCC VISION:

“ To excel in the development and support of quality childcare in County Donegal to bring about positive outcomes for children and families ”

DCCC MISSION STATEMENT:

“ Proactively working in partnership and effecting positive change with our partners, providers and key stakeholders and implementing the National Childcare Investment Programme on behalf of the Office of the Minister for Children and Youth Affairs in County Donegal. ”



Donegal County Childcare Committee Ltd...

VALUES the ‘whole child perspective’ including children having opportunities to learn and develop, to be healthy and protected from harm, to feel a sense of individual identity and self worth, to think and express their views and to have a ‘voice’.

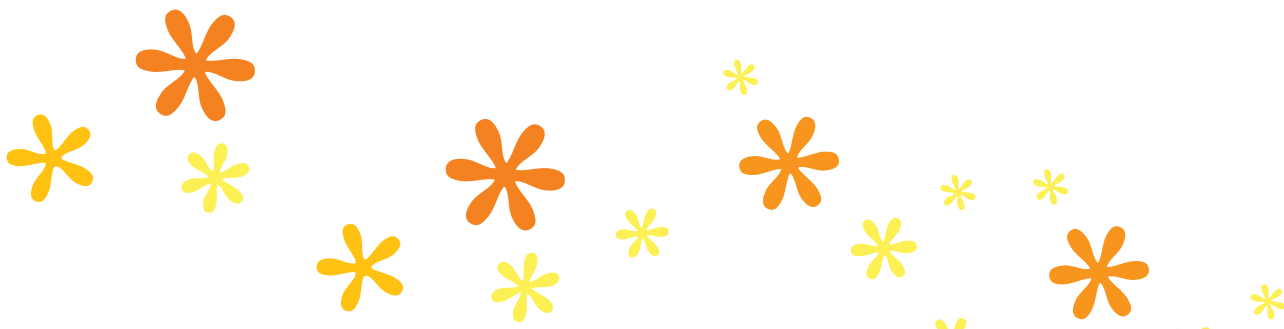
RESPECTS early childhood as a distinct phase to nurture positive attitudes for lifelong learning, enjoyment and achievement through the provision of enriching, challenging and enjoyable play experiences.

ENDORSES national practice guidelines for quality early childhood care and education including Sóлта: the National Quality Framework for Early Childhood Education and Aistear: The Early Childhood Curriculum Framework

PROMOTES quality services for children and families and considers training and continuing professional development as fundamental to the provision of quality early childhood care and education practice and provision.

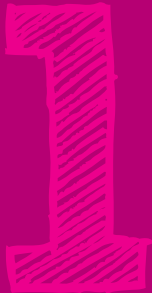
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SHARING THE CARE OF YOUR CHILD

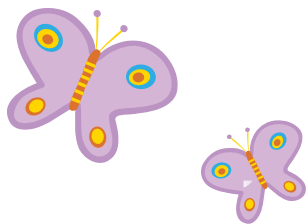


Entrusting a stranger with your child is a big step, so before you choose childcare you may wish to do some research. Choosing a suitable type of early childhood service for your child can be a daunting experience for any parent. The type of childcare arrangement you choose will obviously depend upon your needs, the type of childcare you prefer, your child's needs and the options available in your community.

This booklet is designed to help you distinguish between the different types of early childhood service available and assist you in making informed choices with regard to sharing the care of your child.

WHY SEND MY CHILD TO PRE-SCHOOL?

Early childhood is a time of tremendous opportunity for learning and development. In these early years children learn through relationships, communication, exploration and play. Although children will be exposed to these learning opportunities in the home, they can build on and extend them in an early childhood setting, interacting with their peers, trying out new ideas and overcoming challenges they may not otherwise face in the home environment.





CHOOSING AN APPROPRIATE TYPE OF SERVICE



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There are a number of options when it comes to childcare. Services can either be Community or Privately run, Centre-based in a childcare facility, or Home-based in your or the Carers home. Find out what types of services are on offer in your area to help you choose childcare which best suits you and your child's needs.

CENTRE-BASED CHILDCARE FACILITIES

A centre-based facility is ideal for you if you want your child to mix and socialise with similar-aged children in an environment that is centred around early childhood care and education. Whether private or community run they must be registered and inspected by the Health Service Executive (HSE) under the *Child Care (Pre-School Services) Regulations 2006.

* *For more information on these regulations see page 10.*

Full Day Care/Crèche/Nursery

A Crèche or Nursery provides care for children from six weeks to four or five years and beyond, often integrated with early education and other services such as School Age Childcare. Opening times are typically 7.30am-6.30pm, 50 weeks per year. Places are offered on a part time or full time basis. The Crèche/Nursery should offer a key person system whereby a child is assigned to a particular member of staff to ensure continuity of care between home and the early childhood setting.

Pre-School/Playgroup

Pre-Schools/Playgroups provide structured play and learning opportunities for children aged 3-5 years. Some early childhood settings follow a particular curriculum approach to early childhood education and care (e.g. High/Scope or Montessori*) using Aistear, the Early Childhood Curriculum Framework to guide their work. The duration of sessions typically range from 3 to 3.5 hours per day, five days per week during term-time. Many services extend their service over the summer months by way of offering summer camp activities.

* *For more information on these and other types of curriculum approaches see page 8.*

Naíonra/Naíolann

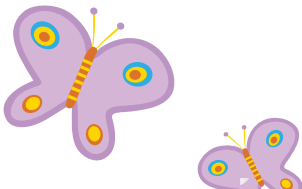
A Naíonra is a playgroup for children who come together daily (usually for 3-3.5 hours) under the guidance and supervision of a Naíonra Leader or Stiúrthóir. It is run solely through the medium of Irish. Staff in the Naíonra structure the environment to ensure that all facets of the child's holistic development are catered for, while giving the child the opportunity to acquire Irish naturally through the medium of play. Naíonra are usually attached to a Gaelscoil whereby attendance at the Naíonra is a requirement for entry into the Gaelscoil. A Naíolann is a similar type of service, which is offered on a Full Day Care basis.

Outdoor Service

An outdoor service is a pre-school or full day care service in which, the learning opportunities and activities take place outdoors. In an outdoor school children are encouraged to play and learn through exploring their natural environment. Like other pre-schools, outdoor school's follow a curriculum guided by Aistear, the Early Childhood Curriculum Framework and adhere to all other quality and regulatory guidelines.

Drop-in Service

Drop-in services offer care for children for no more than 2 hours continually while parents are availing of a service or attending an event. These are normally found in shopping centres, leisure centres or other establishments as part of customer service.



School Age Childcare

A School Age Childcare (SAC) Service offers school-aged children a safe and stimulating recreational environment in which to play, learn and unwind outside school hours. Currently SAC services do not come under the Pre-school Services Regulations as these apply only to services for children aged up to 6 years. SAC services should however, follow best practice guidelines as outlined in 'School Age Childcare in Ireland', Childcare Directorate Department of Justice, Equality, and Law Reform, June 2005.

Parent and Toddler Group

Parent and Toddler Groups offer parents and carers the opportunity to meet locally with their children on an informal regular basis. Parent and Toddler Groups meet one or two mornings per week and parents contribute a small fee per day. Some Parent and Toddler sessions are facilitated by Play Workers to work alongside parents and children in order to share interaction techniques and model play opportunities, which can be replicated at home. The attending parent/carer is responsible for the care and supervision of the child at all times.

HOME-BASED CHILDCARE SERVICES

A home-based service is ideal for you if you want your children to be cared for in a home environment where they can socialise with small groups of children from varying age groups. Home-based childcare can also provide structured educational play and learning.

Childminder

A Childminder is someone who offers childcare in the childminders own home. They provide a home from home environment, which can offer continuity from the newborn to after-school stages. Childminders can offer flexible hours to meet parent's needs and provide wrap around care, i.e. drop-off and collection from Pre-school or school.

A Childminder who minds 4 or more pre-school children is obliged to notify and be inspected by the Health Service Executive (HSE), Pre-school Services under the Childcare (Pre-school Services) Regulations 2006, and should care for no more than 5 pre-school children (including their own).

A Childminder who minds 3 or less children can 'Voluntary Notify' to their City/County Childcare Committee. Parents should ask if a Childminder is either HSE notified or voluntary notified to their City/County Childcare Committee.

Nanny/Au Pair

A Nanny/Au Pair is employed by parents to provide childcare in the child's own home and can look after children of any age. Nannies may be 'live-in', or come to your home on a daily basis, or as required. There is no legal requirement for a Nanny to be qualified in childcare but many have childcare training. Nannies do not have to notify the HSE Pre-School Services.

When choosing a Nanny it is important that you interview the person and check all references supplied before offering the post. When employing a Nanny, the parent should be aware of the relevant employment legislation and have Employer's Liability Insurance cover.

Babysitters

Word of mouth is usually the best way to find a babysitter, talk to other parents who have used babysitters. If you advertise, you should insist on references and check out these references. Babysitters need to be informed of the children's routines especially where babies and young children are concerned.

Childcare Options in Co. Donegal

If you would like a list of childcare facilities and childminders in your area, you can access details on the DCCC website www.donegalchildcare.com or contact DCCC directly. Alternatively, contacts can also be provided by the HSE, Pre-school Services Office, your Public Health Nurse and by word of mouth (see useful contacts).





CHOOSING A SUITABLE PROGRAMME/CURRICULUM

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There are a variety of programmes or curriculum approaches that can be offered within early childhood services, each with its own particular view of children, childhood and the early learning process. They all have much in common, for example, the activities and experiences provided for the children. Services however differ in the structure and framework provided for children's learning and the emphasis placed upon certain aspects of learning.

Some programmes are available part-time or full-time. As a parent, it is important that you understand and are comfortable with what best suits your child.

THE EARLY CHILDHOOD CURRICULUM FRAMEWORK

What is Aistear?

Aistear is a curriculum framework for children from birth to six years in Ireland. It provides information to help adults plan for and provide enjoyable and challenging learning experiences so that all children can grow and develop as competent and confident learners. Aistear describes the types of learning (dispositions, values and attitudes, skills, knowledge, and understanding) that are important for children in their early years, and offers ideas and suggestions for how this learning might be nurtured in children. The Framework also provides guidelines on supporting children's learning through partnerships with parents, interactions, play, and assessment.

Aistear is based on 12 broad principles. There are many connections between these and the principles of Siolta, the National Quality Framework for Early Childhood Education (2006). Each principle is presented using a short theoretical statement, which is then explained from the child's perspective.

Aistear uses four themes that connect and overlap with each other to outline children's learning and development. The themes are;

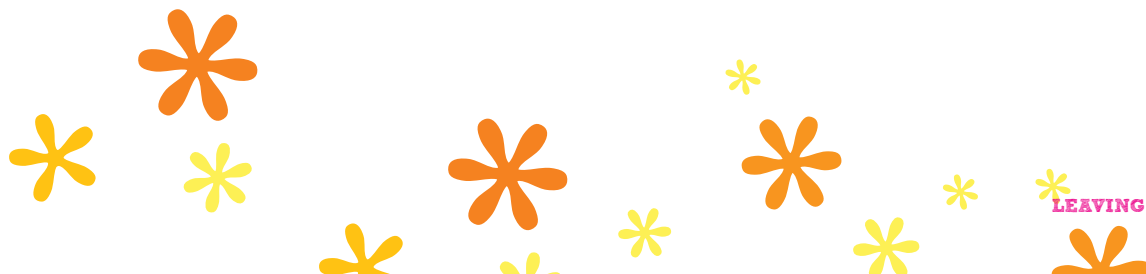
Well-being

Communicating

Identity & Belonging

Exploring & Thinking

The principles come from national and international research on early childhood education. Much of the research used to develop Aistear is summarised in four background papers which can be downloaded at www.ncca.ie/earlylearning.



OTHER TYPES OF CURRICULUM APPROACHES OFFERED INCLUDE:

High/Scope Approach

The High/Scope approach is based on the theory that children are active learners; that they learn best by carrying out activities they choose and complete themselves. One of the most distinctive aspects of the High/Scope approach is the plan-do-review system. Children choose whatever activity they want to do, carry it out and then reflect on it with the group leader when finished. The adults' main role is to then further extend the child's learning rather than direct or teach the child. The High/Scope environment contains several distinctive areas such as construction, art, home, sand/ water and book areas.

Montessori

The Montessori method revolves around the use of specific learning materials within a highly structured environment. Children proceed through various learning experiences, which are graded from simple to complex. The Montessori teacher initially introduces the learning materials to the children. After this introduction, the children can explore them at their own pace and developmental level. The learning materials are grouped into 5 distinct areas: Practical life, Sensorial, Mathematics, Language and Cultural.

Steiner

The Steiner approach centres on the support of each child's physical and spiritual development with play and outdoor activities featuring strongly. A distinctive feature of the Steiner approach is the use of natural materials for furniture, equipment and toys within the centre. Some of the activities carried out include baking, imaginative play, painting, polishing and gardening. Seasonal changes influence many of the activities carried out in a Steiner centre, including nature based and cultural festivals, such as celebrating the seasons or Christmas.

Irish Medium

A pre-school service that operates through the medium of Irish is called a Naíonra. In addition to the general advantages of pre-school education, the Naíonra aims to introduce children to the Irish language or to further encourage their use of Irish. No pressure is placed on children to speak Irish. The idea is that the child will acquire Irish by listening, understanding, isolating words and structures and eventually produce words, phrases and sentences.

A Naíolann is a similar type of Irish language service, which is offered on a full-time basis.





PROTECTING CHILDREN'S WELL-BEING



The Childcare (Pre-School Services) Regulations 2006, regulates all pre-school facilities except those delivered by a Childminder caring for 3 children or less. The Office of the Minister for Children and Youth Affairs (OMCYA) has the overall responsibility for ensuring compliance with the Pre-school Regulations, while the Health Service Executive (HSE) is required to inspect and regulate pre-school childcare facilities.



Regulation 5 of the Child Care (Pre-school Services) (no 2) Regulations 2006 ALL childcare services are required to notify the HSE that they are providing a pre-school service.

Childminders who are caring for more than 3 pre-school children (exemptions apply) are required to notify the HSE of their service.

The OMCYA encourages Childminders who are caring for 3 or less pre-school children to voluntary notify to their City/County Childcare Committee. ALL Pre-school services, including Childminders that are notified, receive an annual inspection from the HSE. The inspection is designed to ensure the service meets all statutory and regulatory requirements outlined in the pre-school regulations including the health, safety, welfare and development of children attending the service.

REGULATION 5

What is Regulation 5?

Regulation 5 of the Child Care (Pre-school Services) (no 2) Regulations 2006 refers to how a service ensures adequate preparation, provision and planning for the “Health, Welfare and Development of the Child”. It outlines how in order to do this, a childcare service must provide “appropriate opportunities, experiences, activities, interaction, materials and equipment, having regard to the age and stage of development of the child and the child’s cultural context. Within a day to day context, Regulation 5 is aimed at ensuring all aspects of a child’s daily experiences within a childcare service are planned and implemented to ensure the individual needs and interests of each child are best met.

* *Further details on the Childcare (Pre-school Services) Regulations 2006 or for a list of notified childcare facilities in Donegal, please contact the Donegal County Childcare Committee. A copy of “A Parent’s Guide to the Childcare (Pre-school Services) Regulations 2006 is also available from DCCC or the HSE.*

‘The Colour of My Dreams’, Supporting Children’s Right to Well-Being was produced by DCCC in 2009 and is a valuable resource in assisting parents and Educators to better understand, support and provide for children’s right to well-being.





RECOGNISING A QUALITY EARLY CHILDHOOD SERVICE

Good quality early childhood care and education provides a safe, healthy environment and supports the physical, emotional, social, moral and intellectual development of children. When visiting different facilities, do not be afraid to ask questions, a good facility will be only too happy to share all their information.



siolta

The National Quality Framework
for Early Childhood Education

SIOLTA, THE NATIONAL QUALITY FRAMEWORK FOR EARLY CHILDHOOD EDUCATION

What is Siolta?

Siolta was developed by the Centre for Early Childhood Development and Education (CECDE) on behalf of the Department of Education and Science. It is a quality assurance process which addresses all aspects of practice in early childhood care and education services. It is designed to support all those concerned with the provision of quality early education in Ireland to participate in a developmental journey towards the improvement and enrichment of young children's early life experiences. The benefits of a set of overarching standards include assurance that there is consistency in the quality of provision for children from birth to 6 years, lending itself to an integrated approach to early childhood care and education.

The Siolta guidelines are adaptable for use in a wide range and variety of settings in which integrated care and education is provided to children from birth to six. These settings include relatively informal childminding arrangements, preschools, playgroups, crèches and nurseries all of which can be organised as private enterprises or as community-based initiatives and which may or may not be in receipt of State funding. They also include the infant classes of primary schools.

GENERAL INFORMATION

Whenever you first approach an early childhood service (any type) requiring information, there are a few key pieces of information that you should be given upfront. A well organised and quality service will have this information promptly to hand, mostly in writing or print, presented in a clear, easy to understand manner, and should leave you with very few questions to ask. Questions you could ask:

- Is the service notified/inspected to the HSE or a Voluntary Notified childminding service to Donegal County Childcare Committee?
- The hours of operation and the fee charges/arrangements
- The age range of children catered for and what is the maximum number catered for at any one time?
- How will your child be accommodated if they have additional needs (e.g. learning, physical or behavioural)?
- What facilities are provided for play, sleep, toilet/ nappy changing and meals? Is there a sample menu for foods provided?
- The aims/philosophy of the service.

THE ENVIRONMENT

Both the indoor and outdoor environments should be spacious enough to allow children the freedom to move around yet small enough so that children are easily supervised. The atmosphere should be one of creativity and fun with an underpinning sense of organisation and cleanliness.



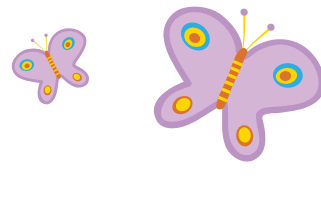
THINGS TO LOOK FOR:

- A bright, clean, spacious and child friendly environment
- Safe and well maintained equipment
- An awareness and understanding of child safety, particularly on entering and exiting the premises
- Suitable outdoor play area and equipment
- A variety of resources e.g. home corner, sand and water play paired with puzzles, books and blocks
- Appropriate sleeping and rest facilities
- Evidence of children's creative work e.g. art work displayed at children's eye level.
- Provision for outdoor play.



IMPORTANT QUESTIONS:

- How often is equipment checked for damages?
- What is the routine for sleep and rest times?
- Does the service have a policy on T.V./DVD usage?
- What safety checks are carried out and when?
- What is the policy on visitors coming in to the setting?



RELATIONSHIPS AND INTERACTIONS

Staff in a an early childhood setting should encourage positive interactions between children. They should actively engage in interactions with children individually and in groups and support in the development of relationships between both children and staff and children together.



THINGS TO LOOK FOR:

- A warm, welcoming and relaxed atmosphere
- Children looking comfortable and appearing relaxed
- Positive interactions between staff and children
- Opportunities for children to play in pairs, groups or individually.



IMPORTANT QUESTIONS:

- Does the service have a key person system in place?
- Do siblings and children of different age groups mix during the day?
- Does the service have a promoting positive behaviour policy and how are instances of negative interactions dealt with?

THE PROGRAMME/CURRICULUM

The programme/curriculum adopted by the early childhood service should cater for all areas of children's development, be well documented and the documents available and readily in use.



THINGS TO LOOK FOR:

- A broad range of planned activities that children can participate in regularly both indoor and outdoor
- Evidence of the child's interests featuring in planned activities
- Evidence of different activities children have participated in
- Evidence of both child led and adult chosen activities
- Evidence of progression in learning



IMPORTANT QUESTIONS:

- How does the curriculum/programme support your aims for your child's learning and development?
- Does the chosen curriculum offer opportunities for parents to become involved in children's learning?
- Are children provided with opportunities to learn about their own and other cultures?
- What is the general daily routine?
- Does the timetable appear to achieve a good balance between quiet activities (e.g. painting, puzzles, rest time) and more energetic activities (e.g. dancing, outdoor play, free play) between child led activities (e.g. exploratory play) and adult chosen activities (e.g. story time)?
- Do children attending all day (including babies) get a break away from their main room?
- Are children taught practical skills (e.g. handwashing, personal hygiene, dressing)?

PARENTAL INVOLVEMENT

The service should have a written policy on parental involvement in the setting and the sharing of information with parents. Parents should also be provided with a parent's handbook containing all the services policies and procedures, mission statement, opening hours, curriculum/programme and relevant fees. A viewing of the entire facility should be provided, prior to you enrolling your child.



THINGS TO LOOK FOR:

- What arrangements are in place to facilitate regular information sharing between parents and the child's key person?
- How can parents become involved in the activities within the setting?
- Does the service have a mechanism for reporting the child's progress to parents?
- Are parents provided with daily feedback on their child's progress and general well-being?

HEALTH AND SAFETY

Services should implement a full range of policies and procedures to promote the health and welfare of both children and adults in the setting.



THINGS TO LOOK FOR:

- Up to date policies and procedures relating to all areas of risk within the setting
- Fire safety equipment (e.g. smoke alarms, fire extinguishers) and evidence of regular fire drills
- An accident and incident recording book
- Well maintained equipment and premises
- Clearly marked emergency exits.



IMPORTANT QUESTIONS:

- Does the service have adequate insurance including additional cover for collecting/transporting children in cars or for outings?
- What is the policy on reporting accidents and illness to parents?
- Are there any other persons, excluding childcare staff, who will have access to the children at any time?
- Have all staff been vetted by an Garda Síochána?

STAFF TRAINING AND QUALIFICATIONS

All staff in a childcare setting are required to have skills, knowledge and attitudes appropriate to their roles and responsibilities within the setting.



THINGS TO LOOK FOR:

- Evidence of staff qualifications/training
- A set of key principles/ guidelines staff are subscribing to
- A policy on continuous professional development.



Parents can refer to the Child Care Regulations (no's 14 & 15) for details of the information that they are entitled to be given for services that are notified and inspected by the HSE.



IMPORTANT QUESTIONS:

- Are all staff qualified at FETAC Level 5 as a minimum?
- Are all staff working in supervisory positions qualified at FETAC Level 6 or equivalent and/or have relevant experience?
- Are staff encouraged to engage in professional development and what opportunities are offered to them?
- For Childminders Only: Ask to see at least two references and check both of these.

POLICIES AND PROCEDURES

Early childhood services are obliged by law to implement a range of up to date policies and procedures, which should be reviewed on a regular basis.



THINGS TO LOOK FOR:

- *Administration:* Admissions, Fees and Payment, Collection of Children, Record Keeping, Complaints.
- *Personnel:* Recruitment, Training, Confidentiality, Student Placement.
- *Health and Safety:* Child Protection, First Aid, Immunisation, Hygiene, Accident Prevention, Fire Safety, Outings, Nappy Changing, Toileting, Head Lice, Child and Staff Illness, Administration of Medication, Cleaning and Checking Equipment and play Items.
- *Childcare and Education:* Curriculum, Assessment for Learning, Equal Opportunities, Promoting Positive Behaviour, Language, Bullying.
- *Partnership with Parents:* Parental Involvement, Settling In, Communicating with Parents



IMPORTANT QUESTIONS:

- How often are the Policies and Procedures reviewed?





FUNDING SUPPORT FOR PARENTS

The Office of the Minister for Children and Youth Affairs (OMCYA) work to assist parents to access affordable, quality early childhood care and education through a series of funding schemes



The free pre-school year in Early Childhood Care and Education (ECCE) scheme.

The ECCE scheme provides a free childcare place in a pre-school setting to all children in the year before they start primary school. A child must be aged between 3yrs 2months and 4yrs 7months on the 1st September to access the scheme.

TYPES OF SERVICE PROVISION:

PRE-SCHOOL SERVICE

3 hours per day

5 days per week

38 weeks

FULL DAY CARE SERVICE

* 2 hrs 15 mins per day

5 days per week

50 weeks

* *In the case of the full day care service, a child will receive 2hrs 15 mins free, the parent then pays the remainder of the fee for additional hours*

All services participating on the ECCE scheme are required to provide an appropriate programme of activities in early childhood care and education which will be free to parents. However a service may charge parents for additional services provided that:

- these are provided on an optional basis and
- appropriate programme based activities are provided to children whose parents have decided not to avail of the optional extra.

Examples of optional additional extras:

- Extra Hours
- Extra Curricular Activities
- Outings
- Birthday Parties
- Snacks

- Fun Days
- Seasonal Days/Parties

Each year services complete a fee policy in which additional charges are approved, a service cannot charge for optional extras that are not included in their ECCE fee policy. Services should make their fee policy available to parents on enrolment.

Examples of extras a service cannot charge for:

- Non-refundable enrolment fees
- Insurance
- Art and craft materials
- Different curriculum / programme approaches e.g. Montessori, Steiner etc
- School trips which do not incur a cost

Parents wishing to avail of a free pre-school place for their child must contact their chosen early childhood service directly. It is recommended that you do this as early as possible to ensure a place. In order to avail of the free pre-school place you are required to provide a copy of your child's birth certificate and their PPS Number to verify your child's age

The Community Childcare Subvention (CCS) Scheme

The CCS scheme is a support scheme designed to enable community childcare services to provide childcare at a reduced rate to qualifying parents. Services participating on the CCS Scheme claim a subsidy from the OMCYA for each qualifying parent thus enabling them to provide the service to these parents at a reduced rate. Parents qualifying for the scheme will be required to provide the service with their PPS number and proof of their entitlement.

Childcare Education and Training Support (CETS) Scheme

The CETS scheme is a funding scheme which provides free childcare to parents on VEC or FAS training courses.

Parents wishing to avail of a free childcare place under the CETS scheme must firstly contact their training provider who will confirm if they are entitled to a place. Lists of participating services are available from FAS/VEC and DCCC. Parents must then contact the service directly to reserve their child's place.

Depending on the duration of the course a parent may be entitled to a free:

- Full day place (10 hours)
- Half day place (5 1/2 hrs)
- Afterschool place (3hrs)

Parents will only be charged for any additional service they require outside of their CETS allocation for example, additional hours.



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DCCC RESOURCES AND PUBLICATIONS

Annual Report 2010

Donegal County Childcare Committee Ltd

At A Glance,

Donegal County Childcare Committee Ltd

Annual Report 2009,

Donegal County Childcare Committee Ltd

Childminding

A Guide for Parents

First Steps

A Guide to Childminding

Next Steps,

Good Practice Guidelines for Professional Childminders

Tax Information for Childminders

The Colour of my Dreams

Supporting Children's Right to Well-Being , 2009

Other resources available on completion of DCCC Continuous Professional Development training:

Naíonáin le Chéile

*Early Childhood Identity & Belonging Programme,
Educators Handbook, DCCC, 2010*

Building Pictures of Learning

Meaningful Assessment in Early Childhood, DCCC, 2010

Creating Lifelong Readers

*Nurturing Children's language and Literacy through Books,
DCCC & CSC Donegal*

Aistear

The Early Childhood Curriculum Framework, NCCA, 2009

Simon and Friends

NRSA



USEFUL RESOURCES AVAILABLE FROM DCCC ON REQUEST



DCCC Website

DCCC website provides a wide range of childcare related information pertaining to parents, educators and students. The various sections within the website contain a vast amount of information relating to funding for the sector, promoting quality practice; childcare related training and useful publications and resources. From the homepage, you can also subscribe to DCCC text alerts and E-newsletter.

DCCC Website: www.donegalchildcare.com

DCCC Resource Library

The DCCC Resource Library is open to all Parents, Childcare Providers, Students, Tutors and other Childcare Stakeholders between 9.30am and 4.30pm Monday - Friday (closed from 1-2pm). The library contains a wide range of childcare information and resources and is also available as a reading room. Information can be photocopied on request.

- ▶ A Handbook for Babysitters and Parents. (Irish Red Cross)
- ▶ A Parent's Guide to the Childcare (Pre-school Services) Regulation (Barnardos)
- ▶ A Parent's Guide to the Free Pre-school Year in Early Childhood Care and Education (OMCYA)
- ▶ An Tuismitheoir agus An Naíonra: The Naíonra explained for Parents (Na Naíonraí Gaelacha)
- ▶ Children First Summary (Dept of Health & Children)
- ▶ Child Safety in Cars, A Guide to Selecting & Fitting Child Restraints (RSA)
- ▶ Child Safety in Cars – DVD (RSA)
- ▶ Community Childcare Subvention Scheme 2008-2010 – Information Leaflet
- ▶ Free Pre-school year, guide for Parents; available in multiple languages (Cork CCC)
- ▶ Guidelines for Parent & Toddler Groups (IPPA)
- ▶ Inishowen Family Support Directory (Inishowen Family Action Network)
- ▶ School Aged Childcare in Ireland, Childcare Directorate, (Dept Justice, Equality & Law Reform)
- ▶ Síolta: The National Quality Framework for Early Childhood Education – Leaflet for Parents

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USEFUL CONTACTS

Barnardos National Children's Resource Centre:

Christchurch Square, Dublin 8.

Tel: (01) 4549669

Email: ncrc@barnardos.ie

Website: www.barnardos.ie

Childminding Ireland:

9 Bulford Campus, Kilcoole, Co. Wicklow.

Tel: (01) 2878466

Comhar Naíonraí na Gaeltachta Teoranta:

22 Carraigh a tSeascáin, Na Dorí Beaga,
Leitir Ceanainn, Co Dhun na nGall.

Guthán: (074) 95 60296

Donegal County Childcare Committee:

1st Floor, Glenview Business Park,
Donegal Road, Ballybofey, Co. Donegal.

Tel. (074) 91 32416

E-mail: info@donegalchildcare.com

Website: www.donegalchildcare.com

Dept of Social & Family Affairs:

Social Welfare Office, Ballybofey, Co. Donegal.

Tel: (074) 91 30480

Forbairt Naíonraí Teoranta:

Regus House, Harcourt Road, Dublin 2

Tel: (01) 4773151

Health Service Executive (HSE) Pre-School Services:

County Clinic, St Conal's, Letterkenny, Co. Donegal.

Tel (074) 91 23669.

Health Service Executive Social Work Team:

Letterkenny: 074 9123770

Buncrana: 074 9320420

Donegal Town: 074 9723540

Inishowen Family Action Network:

IPC, St. Mary's Road, Buncrana, Co. Donegal.

Tel (074) 93 62218

****Irish Pre-school Playgroups Association (IPPA),**

The Early Childhood Organisation:

Unit 4, Broomhill Business Complex,
Broomhill Road, Tallaght, Dublin 24.

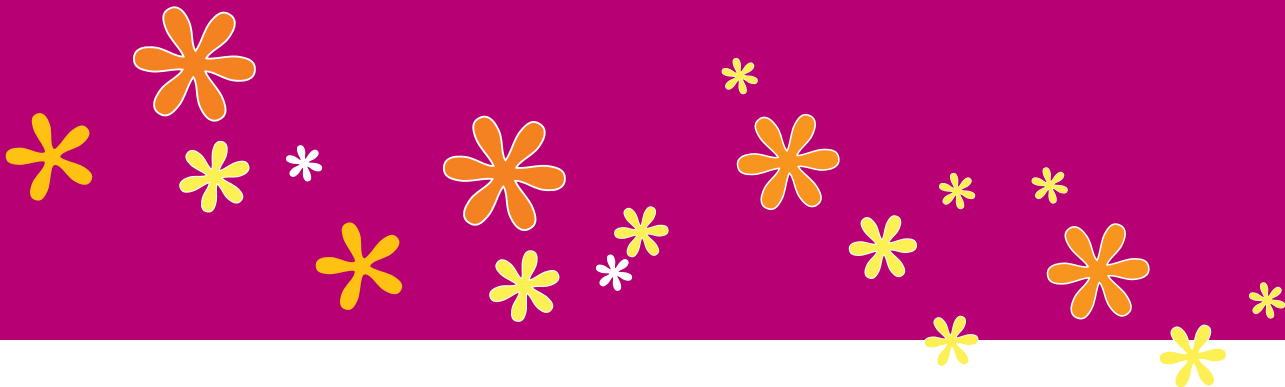
Tel: (01) 4630010.

Website: www.ippa.ie

Irish Society for the Protection of Cruelty to Children (ISPCC):

Market Square, Letterkenny, Co. Donegal.

Tel: (074) 91 29744



LifeStart:

Newtowncunningham: Main Street,
Newtowncunningham, Co. Donegal.
Tel: (074) 91 56644

Lifestart:

Tir Boghaine: Dunkineely, Killybegs, Co. Donegal.
Tel: (074) 97 31888

*** National Children’s Nurseries Association (NCNA):**

Unit 12c, Bluebell Business Park,
Old Naas Road, Bluebell, Dublin 12
Tel: (01) 8722053

Office of the Minister for Children and Youth Affairs:

Hawkins House, Dublin 2
Tel: (01) 674 3223

Parentstop:

Celtic Apartments, Letterkenny,
Co. Donegal.
Tel: (074) 91 77249...
Derry Road, Carndonagh, Co. Donegal.
Tel: (074) 91 77249

The Childcare Directory:

www.childcare.ie

*** The boards of IPPA and NCNA will amalgamate in 2011 in the establishment of a single organisation named Early Childhood Ireland. Contact details were not available at the time of going to print.*

For other useful contact information, please refer to Donegal County Childcare Committee Ltd Website: www.donegalchildcare.com

Donegal County Childcare Committee Ltd
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Donegal Road
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Donegal County Development Board
Bord Forbartha Chontae Dhún na nGall



Coiste Gairmoideachais Chontae Dhún na nGall
County Donegal Vocational Education Committee