

Title of Example: Childminder taking funded twos
Name of childminder: Rachel
Local Authority/Local Area Telford & Wrekin

Summary

This case study showcases a childminder who uses her experience with the EYFS and extra training through Social services to support funded twos in a variety of ways.

Background details to the practice

Rachel moved to Telford from Manchester about eight years ago and has found Telford & Wrekin to be very supportive of childminders with a good framework. She joined the childminder network which helped improve her knowledge of education and completed her Level 3 NVQ qualification and then joined the network for Good/outstanding childminders.

About the practice

Rachel decided that she would like to take funded twos because she felt that some children have such good socialization and language skills due to their family situation but other children don't get that same chance as childcare is so expensive and miss out on the benefits that childcare brings. She fulfilled the criteria to take funded twos and decided to complete some extra training in Emergency Care for Social Service, funded places for three year olds and SENCO training. From September she was able to take funded twos and now has one permanent child and supports social services by taking children who are in foster care and respite care when needed.

Improvements in the children she has worked with are:

- Self-confidence
- Improved socialization skills with other children
- Increasing language development

Rachel felt that these improvements were due to:

- Her excellent knowledge of the EYFS and the different areas of learning
- Creating development plans for the children and the two year old check enabling her to monitor the children's progress and put in support where needed.
- Sharing of knowledge with different professionals involved with the children e.g. health visitors, other settings the children attend
- Play based learning and allowing the children to make their own choices
- Using observations of the children to move them forward in their learning

The biggest challenges Rachel has faced has been with the parents of two year olds who are nervous about putting their child into childcare so young and the different emotions they feel when making the decision around childcare. She has spent time building up her relationships with the parents to make them feel secure in their decisions.

Evidence and evaluation of difference to children and families

Progress of the children in the EYFS

Improved self-confidence, socialization skills and language developments seen in individual children