

Connecting with your childcare setting – a guide for families





**Keeping The Promise at
the heart of what we do**



Reconnecting with your childcare setting now Covid-19 restrictions have ended

For your child, a strong connection and positive relationship with their childcare setting begins with you being able to go into their setting without unnecessary restrictions.

This guide gives simple ways you can become more involved and work in partnership with your childcare setting. It talks about ways to build stronger connections between home and setting, so your child can feel secure and nurtured in the relationship between their family and the people who care for them.

We produced another guide for childcare providers, called *Me, My Family and My Childcare Setting*, to work in partnership with families to bring them back fully into settings, now that covid restrictions have ended. The QR on the right links to the provider's guide.



Your childcare setting wants to hear your voice and views

Our discussions with childminders, early learning and childcare, and school age childcare settings highlighted their passion and commitment. They want to develop and sustain meaningful relationships and strong connections with the children and families in their settings.

What are your current access arrangements? Think about the questions below when you are exploring the barriers and benefits with your childcare setting.

- How is the setting involving you and your child when reviewing the barriers and benefits of accessing the setting, free of limitations?
- How is the setting creating time and space to nurture and support you and your child's wellbeing needs?
- How comfortable are you in the space used by your setting to communicate and consider the wellbeing needs of your child?
- Do your setting's communications foster strong connections between you, your child and the setting?
- How can you influence changes to the current access arrangements?

What families told us

When we spoke with families across Scotland, we found that expectations of the relationship between the family and their childcare setting differ from family to family. For childcare settings, understanding each family's expectations and views about their level of involvement in their child's setting is critical when developing meaningful relationships and strong connections.

Families told us about what works well and what could be better.



My childminder knows my child so well, we have a lot of communication, I can speak to my child minder at any time, I feel it is important to see the environment that my child is cared for in”

“They give us a good handover at the end of the day. They ask how he is in the morning and listen carefully if anything is different, like sleep or food related news, or if he has been interested in something at home, they will try to continue it at nursery, like shape or matching for example.”

“The staff are very helpful and have a good knowledge of my child’s needs, discussions started before my child began out of school care.”

“Our nursery is quite accessible. This means we get to pop in and see the vibe of the place when we pick him up. We can observe him doing whatever he’s doing until he notices us in the room. I love that about it.”

“I think drop-off and pick-up are the most important for establishing a good relationship with two-way information sharing.”

“He’s always had key workers that he’s bonded with, which helps a lot too.”

“Sometimes it feels there is a bit too much distance between staff and parents; better communication and closer relationships might help.”

“As we are seldom allowed in the room, I am not 100% acquainted with what my child plays with. I rely on the few photos that is uploaded on the app.”

“It would be nice to have parents allowed in to collect every day.”

“Left to stand outside and child sent out and no update as to how their day has been.”

How do I know if my childcare is getting it right?

We, and childcare settings, use a range of standards, tools and guidance to assess and improve the quality of children’s and families’ experiences. We have listed some below, which you may find interesting and useful in understanding the quality of childcare practice your family should experience.

Scotland’s [Health and Social Care Standards](#) are written for everyone. They describe what people should expect and experience when they use a care service.

[Our quality framework for daycare of children, childminding, and school-aged childcare](#) is the professional self-evaluation tool we use for assessing the quality of childcare settings are delivering. We also expect settings to use it when assessing how well they are doing.

Our professional improvement resource for childminders, [My Childminding Experience](#) shares examples of good practice from across Scotland.

The values and principles of [Getting it Right for Every Child \(GIRFEC\)](#) support childcare settings in Scotland to be rights-respecting, strengths-based and to place the child and family at the centre of decisions and care.

[Realising the Ambition: Being Me](#) is the national practice guidance that focuses on the importance of ensuring that childcare settings know and understand the unique needs of the children and families attending their setting.



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