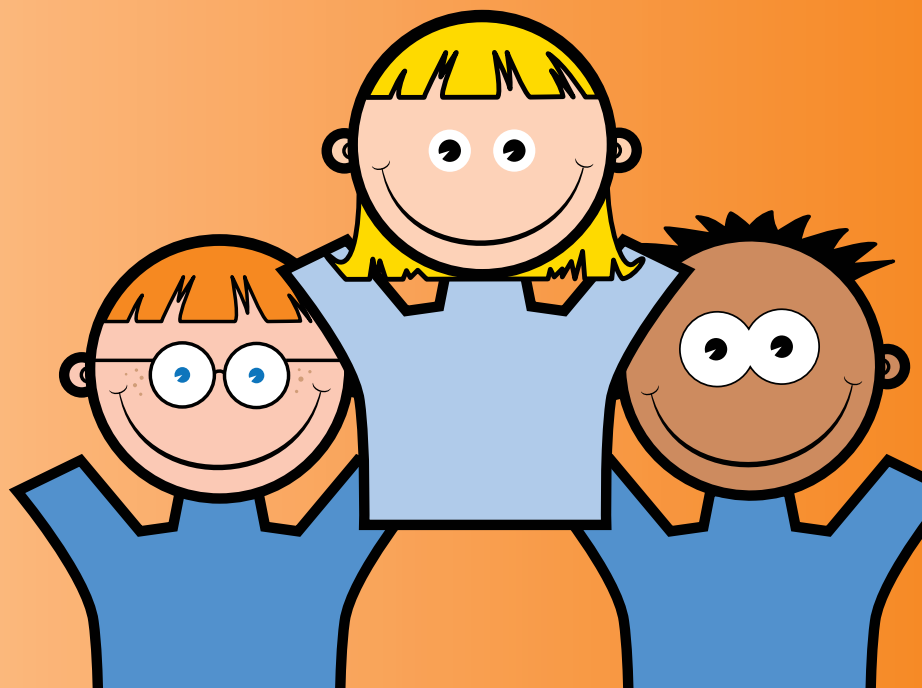# Dublin City
CHILDCARE COMMITTEE LTD
COISTE CÚRAIM LEANAÍ CHATHAIR BHAILE ÁTHA CLIATH

School-Age Childcare
A Guide to Good Practice

The purpose of this guide is to draw on the Dublin City Childcare Committee's research findings and other resources to offer a guide to good practice in planning for and operating a School-Age Childcare service.

FOREWORD

In our strategy for 2007-2010 Dublin City Childcare Committee (DCCC) initiated the establishment of a School-Age Childcare Thematic Working Group (SACTWG). This arose out of an acknowledgement that School-Age Childcare (SAC) was a growing area of concern. SAC was one of the most cited forms of 'ideal' childcare among the parents surveyed in Dublin City in 2006. Demand for such care was on the increase but it did not appear to be matched by a corresponding increase in provision.

Following the research and publication of the report School Age Childcare in Dublin City[1], the SACTWG agreed to develop a support for providers or those interested in developing a SAC service. This publication, School-Age Childcare, A Guide to Good Practice, has been developed as a framework of information on developing and managing your service.

The aim of this guide is to furnish childcare providers with advice and guidance in order to ensure the delivery of a successful and sustainable School-Age Childcare service.

In the renewed Programme for Government (November 2009) regulations for the School-Age Childcare sector were referred to as an ongoing piece of work.

A number of childcare reports were produced in the last decade, the most significant being the 2005 report of the working group in the Childcare Directorate of the Department of Justice, Equality and Law Reform (DJELR), 'Developing School-Age Childcare'.

The report acted as a set of guidelines, for good practice and offered a series of recommendations, the most important being the development of regulations for the School-Age Childcare sector. The report recommended an amendment of the primary legislation (Child Care Act 1991) to encompass the regulation of School Age Childcare.

These recommendations have never been formally adopted or written into legislation. The School-Age Childcare sector in Ireland remains self-regulated resulting in variable standards of provision across services.

There is a distinct lack of focus and policy in relation to School-Age Childcare provision in Ireland. This situation is in contrast to many of our counterparts in the EU and beyond.

Regulations for this sector are overdue and would be welcomed by those working in this area. They would help lead to the development of services with consistently higher quality.

Stephen Barry

Business Support Officer
Dublin City Childcare Committee
December 2010

DISCLAIMER

While every precaution has been taken in the preparation of this information, the publishers and their associates assume no responsibility for errors or omissions, or for damages resulting from the use of information contained herein.

[1] School Aged Childcare in Dublin City (October 2009)

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SECTION 1 - INTRODUCTION

PURPOSE OF THIS GUIDE

The purpose of this guide is to build upon the DCCC/SACTWG research findings and other relevant sources to develop a template for good practice when developing or operating a quality School-Age Childcare service. It is not a definitive document but a work in progress which should be updated to reflect changes in the sector and increased knowledge about this important area.

During the course of its research on SAC in Dublin, the SACTWG interviewed a number of diverse School-Age Childcare groups. These consisted of both private and community providers, including school-based and private providers operating within communities and servicing local schools.

These services, like many others operating in Dublin City, use existing codes of practice and guidelines, such as the regulations available for preschools for the management of their services. These while not developed / intended specifically for SAC, are useful in the absence of specific guidelines. During the course of the research the SACTWG also analysed a number of models of good practice to evaluate options for the development of the SAC sector in Dublin City. In this guide we have taken this information and combined it with business knowledge and practice gleaned from a number of sources to produce a guide to support a sustainable quality SAC service.
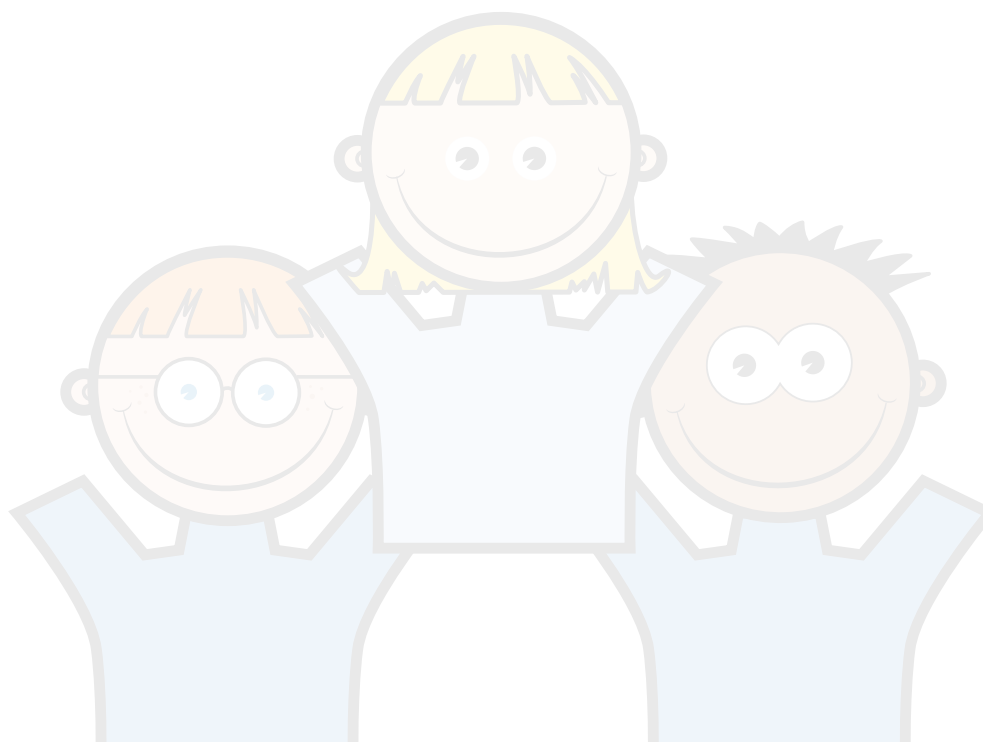
DEFINING SCHOOL-AGE CHILDCARE

In recent years there has been a number of papers, reports and commentaries in relation to the provision of care for children of school-going age. A common thread running throughout is the lack of a universal understanding or definition of what comprises SAC, largely due to services having evolved in diverse ways.

The SACTWG defines SAC as:

'School-Age Childcare / Out-of-school services refer to a range of organised age-appropriate structured programmes, clubs and activities for school-age children and young people (4-18) which take place within supervised environments during the times that they are not in school. As such, out-of-school services can take place before school, after school, at weekends, during lunch time and during school holidays. Out-of-school services therefore can be offered in a variety of settings:

- *attached to schools and non-school environments;*
- *including home based childminders;*
- *community centres;*
- *child-care centres;*
- *places of worship;*
- *libraries, parks, etc.*

Examples of school-age childcare activities in Dublin City include homework support; outdoor play; snack/meal; quiet time; trips on full days; free play time; physical activity; developmental activity (arts, crafts, etc.); outside classes for children, e.g., swimming, chess club, reading club, science club, music club; sports activities, maths for fun, science for fun, literacy; courses & classes for parents

Quality Service

In School Age Childcare in Dublin City 2009 executive summary, the SACTWG states:
"SAC service provision has different forms and conditions. These include centres separate from the school; school-based activity; varying hours; varying funding structures; varying objectives in relation to the primary focus of provision. With such a divergence in the form and conditions of service provided, addressing the question of what constitutes quality becomes more challenging. Despite all these variances however, there is a broad level of consensus in relation to key factors that need to be addressed to ensure the delivery of a quality service"

These include
- variety in the programme of activity, base on themes and projects, and flexibility with a range of options and differences each day;
- provision of free play time and child's own time out;
- standards of training for employees in the sector and suitable adult: child ratios
- close relationships and communication between providers and the client child, with the child being actively consulted and participating in the programme design and development;
- close relationships and communication between providers and the client parent ensuring the parent is aware of what to expect from the service and mutual support of roles.
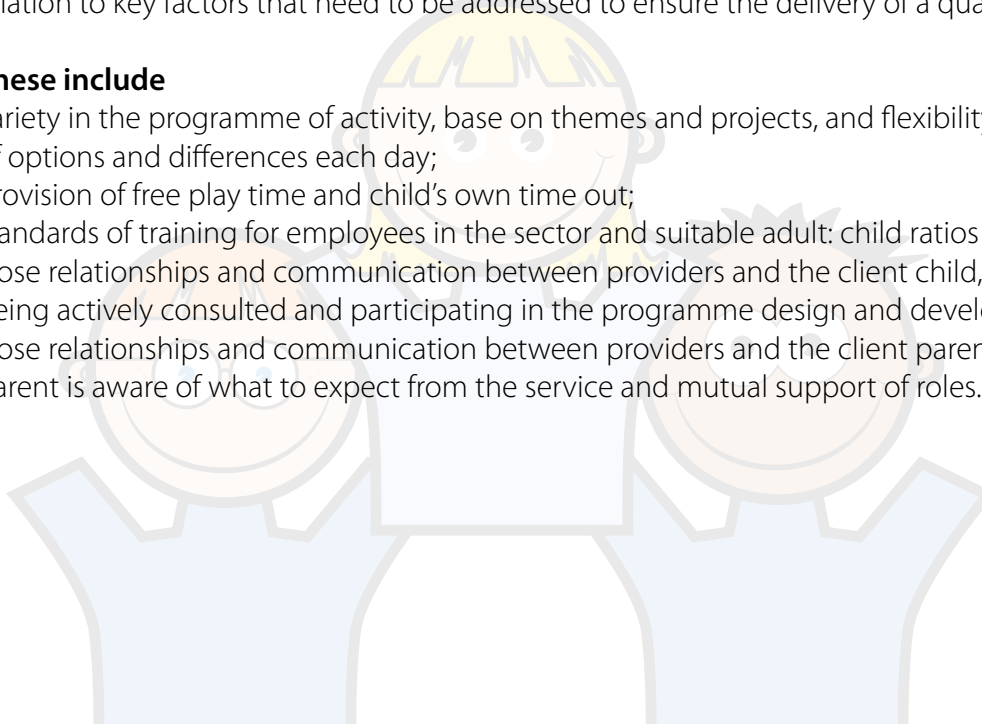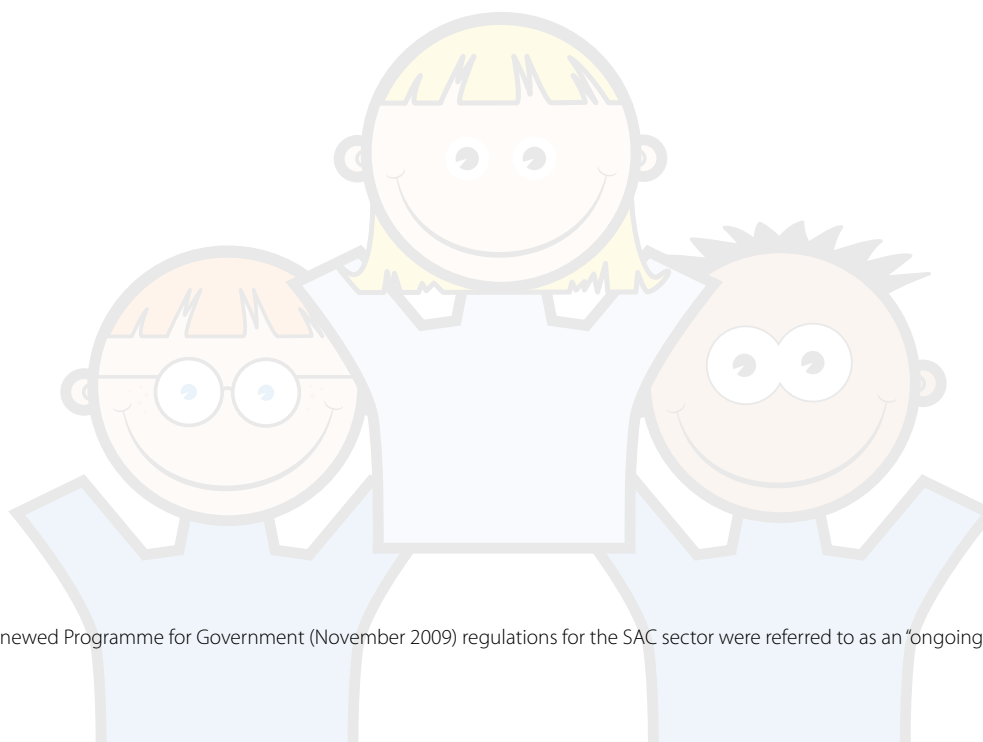
SCHOOL-AGE CHILDCARE – GOVERNMENT POLICY

A number of reports on childcare have been produced in the last decade, the most significant being the 2005 report of the working group in the Childcare Directorate in the Department of Justice, Equality and Law Reform (DJELR), 'Developing School-Age Childcare'. The report offered a series of recommendations, including the implementation of regulations for the SAC sector. The report recommended an amendment of the primary legislation (Child Care Act 1991) to encompass the regulation of SAC.

The DEJLR reports' recommendations have never been formally adopted or written into legislation[2]. Therefore as there are currently no statutory regulations that apply to the provision of SAC, the sector in Ireland remains self-regulated resulting in variable standards of provision. In the absence of national regulations or system of regulation DCCC SACTWG recommend that services implement the recommendations from the 2005 report :

Developing School Aged Childcare, (http://www.justice.ie/en/JELR/ChildcareFullRpt.pdf/Files/ChildcareFullRpt.pdf). This report outlines guidelines for good practice, including detailed recommendations on:

- physical environment
- programme of activities
- health & safety
- adult child ratios
- fostering partnerships
- training

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[2] In the renewed Programme for Government (November 2009) regulations for the SAC sector were referred to as an "ongoing piece of work".

FUNDING YOUR SCHOOL-AGE CHILDCARE SERVICE

School age childcare services are funded by a combination of fees and grants or by other available sources such as income from fundraising[3], for example, an application to the Dublin Bus Community Grants programmes, but these additional sources are limited. If you are operating a not-for-profit service you might be able to negotiate low-rent premises within the local community, which will lower your operation costs.

Childcare Funding Programmes

There are various funding streams to facilitate childcare services and help pay for staff and administrative costs. For full information on these supports please visit www.childcareonline.ie (Note: These schemes cannot be accessed at all times during the year so please keep informed of application dates and deadlines.)

### ECCE (Early Childhood Care and Education Scheme (Free pre-school year)

For full information on this scheme please visit www.childcareonline.ie. The ECCE Scheme is **not available to after-school services per se**, but is accessible to mixed services e.g. services that operate as a playschool/Montessori and also have an after-school facility. The funding itself is not available to the after-school aspect of the project.

CETS (Community Employment and Training Scheme)

For full information on this scheme please visit www.childcareonline.ie.

CCS (Community Childcare Subvention)

For full information on this scheme please visit www.childcareonline.ie.
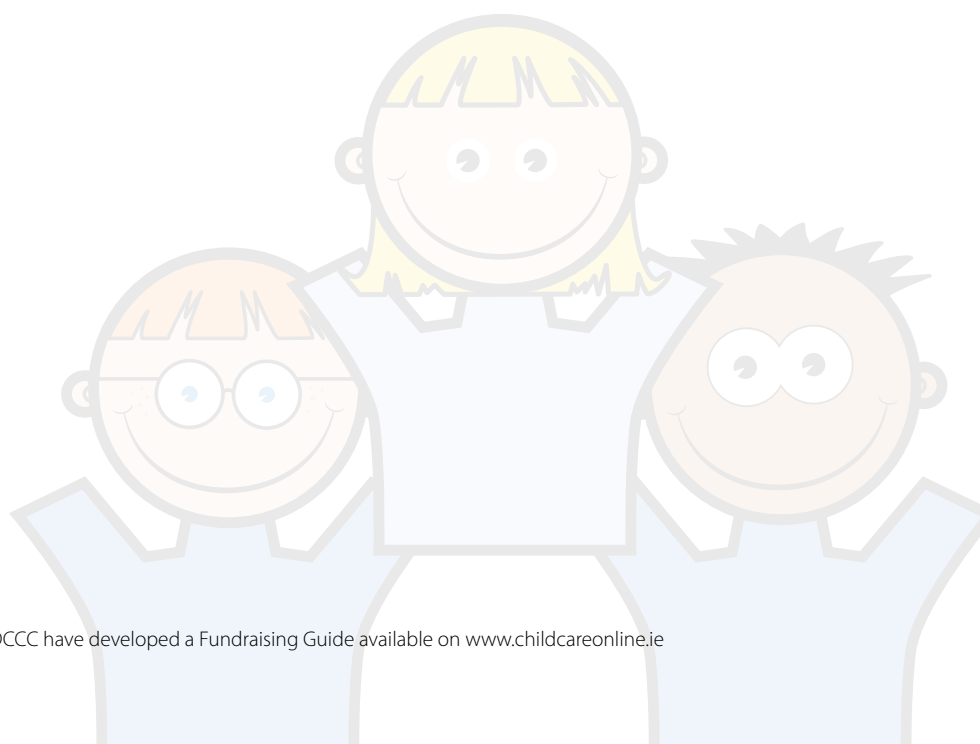
[3] DCCC have developed a Fundraising Guide available on www.childcareonline.ie

SECTION 2 – SET UP AND DEVELOPMENT OF THE SERVICE

SETTING UP YOUR SCHOOL-AGE CHILDCARE SERVICE

Whether your service is a private enterprise or a community/voluntary not-for-profit service, it is essential to plan for the type of service that you want to deliver. This includes finding a suitable location that will meet the needs of your clients (children and parents), that is relative to demand in the area and to have sufficient funding or income to operate a sustainable service.

It is essential that you take time to think about the type of service that you would like to provide. You might be considering a service that facilitates children from a local school. If so, are there any other services providing SAC for that school? Is there enough demand for another service or is there a different type of service that you could offer? Is there another school in the locality? If you have already located premises, is it suitable for the type of service you plan to provide? Is it an environment that will meet children's needs? Does it facilitate drop-off and collection? The location is also crucial to your planning. You might find a great premises but it turns out that it does not meet the needs of children or their parents, e.g. it is too far from schools or there are too few children locally who will use the service.

Type of Service

Location
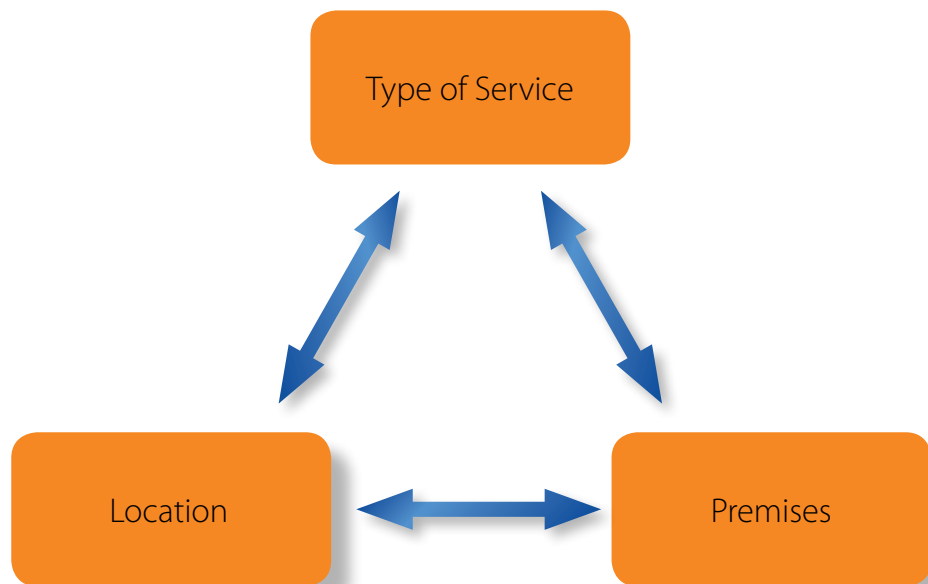
Premises

While there are many factors that you will have to consider when setting up your service, it is important to consider some basics to begin with, Once you plan for the type of service you want to provide and consider both the type of premises you will need and its availability, be mindful also that the location will help you run a viable service in the long term, not just a service that meets current demands.

Check in with some of these questions?

What type of service are you planning to provide? _____

Who is the service for (including age groups)? _____

Are there any suitable premises in the area? _____

Are there other SAC services in the area?/Will mine be different? _____

How many children could such premises cater for? _____

DEVELOPING A QUALITY SERVICE

Once you have made the decision to set up as a SAC professional and you have done some basic planning for the type of service, location and premises, you will need to decide if you will manage the business or alternatively, employ fully qualified professionals to run the service for you. You should also consider some of the following;

Quality

According to the DJELR 2005 Developing School-Age Childcare report:

A number of key elements contribute to the delivery of a quality school age-childcare service. These include the activity programme and the importance of play; the physical environment; the regulation of school-age childcare; training for the sector and relationships between providers of school-age childcare, the client children, their parents and on occasion the schools.

Programme of Activities /Curriculum

The needs of Children which include free play, team tasks or peer bonding are very important when considering the services curriculum. Children who are involved in this type of development feel valued. They should also be allowed to call meetings to raise issues affecting the service.

- Provide activities that are flexible and based on the children's choices and interests. Introduce variety in the programme of activity, with a range of options and differences each day.
- Ensure the availability of free play and time for children to be on their own.
- Casual play with and without equipment and team games with rules encourage children to learn to negotiate with each other. The service must be culturally and socially inclusive to all children attending.
- The service should support a healthy-eating and healthy-lifestyle policy.
- Children should be encouraged to assess risk and identify safety issues themselves, where appropriate.
- Allow children to assist in curriculum preparation, social, emotional and developmental learning and academic learning if applicable.

Physical Environment

If you have decided to buy/rent premises in Dublin City this will be one of your major start-up expenses. Whether you operate the service from home or separate premises you will need to consider several factors, some of which are outlined below.

- Is the facility a suitable size/layout for the number of children attending?
- The service should be welcoming and friendly.
- It should be a bright warm environment, universally accessible by children /people with disabilities.
- It should have a range of rooms where individuals and groups can perform activities.
- It should have a quiet area for reading, homework and table based activities.
- It should be designed for easy and unobtrusive supervision; natural light; outside play area; adequate storage; clutter free areas; be clean and well maintained; insulated for warmth and quiet; kitchen for making and storing food, and appropriate toilet facilities.
- The service should be age-appropriate, especially as children get older they require more space for their activities.
- The service must be secure, including the outdoor area.
- Is your service easily accessible to parents and their children in terms of location and transport? Aim to ensure the availability of a parking area for parents/school bus, pick -up and drop-off.

- Will you have to share the space with other providers?
- What are the likely running costs of the service?
- If you are renting premises, what is the term of the lease being offered?
  (This is critical if it may be taken away from you due to short term leasing
  or unsecured leasing agreements).
- If you are providing the service from home, you may have fewer expenses and may be able to offer more flexible operating hours. However you may not be able to grow your business over the long term or provide the space for childcare places beyond the physical scale of your own home / grounds.
- Where a service is co-located with a primary school, it is important that the physical space/design is different to that used in school classrooms. This is achieved in most stand-alone after-school as they are built/arranged (furniture) that way. It is more difficult to achieve in schools despite more schools taking on an after-school service. Ultimately outside and especially inside a school facility there must be a conscious commitment and written policy to ensure after-school is not merely a homework club or an extension of the school day.
- Ask for advice from your Planning Office or Local Authority on topics such as hours of operation.

Planning permission for a school-age childcare service

If you are considering opening a facility at a new/old premises or extending an existing service, you will need to enquire about planning permission from the planning authority at Dublin City Council. This applies even if the service is operated out of a provider's own private home. **In this regard please note the availability of a pre-planning consultation service, allowing a potential applicant to meet with a representative from the Planning Department to discuss the details of a proposal.**

You will need to follow up an application for planning permission with a further application for a fire safety certificate.

Information submitted in a planning permission application should include the following, at a minimum:

1. The nature of the facility:
   is it part-time, full-day care, sessional, drop-in or after-school,
   or a combination of some of these?
2. The number of children being catered for.
3. Parking provisions for customers and staff.
4. Proposed hours of operation.
5. Open space provision, outdoor play areas, and measures for management of same.

The Department of Environment & Local Government guidelines (http://www.environ.ie/en/) set out the criteria for assessing planning applications for childcare facilities.

Planning application forms and guidance notes on making planning applications are available from the Planning Office; you should arrange a pre-planning meeting with the office.

Planning Office, Dublin City Council, Civic Offices, Wood Quay, Dublin 8.

Note: It can take a considerable amount of time to obtain planning permission. You may also log onto www.dublincity.ie for more information on planning.

Staff Numbers/Ratios

There currently are no regulations governing SAC services, but there are publications outlining guidelines and recommendations. Some services have a recommended staff: child ratio, based on current pre-school regulations or international models,

- Providers surveyed want regulations for staff: child ratios and regulation governing the amount of physical space apportioned to different age groups.

Staff Qualifications and Training

Providers surveyed by Dublin City Childcare Committee (2009) commented on the importance of having a specific qualification in School-Age Childcare such as the FETAC level 5 course developed by SACCI (School-Age Childcare Collaborative Initiative). The research highlighted that training and experience was necessary for SAC practitioners and that it served to ensure that it was not looked on as inferior to pre-school provision. In addition:

- Services should also carefully consider their recruitment policies and aim to recruit staff with SAC qualifications.
- SAC training undertaken by staff should focus on the older group of 6-12 years.
- There should be a training budget in place for SAC services that is comparable to training budgets used in pre-schools to fund their staff to participate in industry- related courses.

Recruiting and managing staff

- Professional contracts of employment will need to be drawn up. Examples of basic templates on the Employer Resource Bureau website www.erb.ie.
- Ensure that the contract is fair and all of the legal issues are covered.
- Consider the cost in terms of time and money involved in the process of staff recruitment. Newspaper and website advertisement can be costly.
- Training and development of staff as well as financial rewards over the long term will enable you as a provider to retain your staff and ensure a continuity and consistency of service.
- The employment rights booklet 'Employment Rights Explained' published by Comhairle may be downloaded from http://www.citizensinformationboard.ie/publications/providers/booklets
- Ensure regular staff and/or board meetings to discuss the development of staff through training.
- Ensure that you are fully compliant with the National Employment Rights Authority. Visit them online at http://www.employmentrights.ie/en/.

Relationship with children (service users)

- It is very important to build relationships and communicate with children attending the service, ensuring that the child is being actively consulted and is participating in the programme design and development.
- When creating a programme or set of activities for the service consider letting the children participate in its development.
- Ensure children and parents have an input in developing the menu if food is offered to children at your service. Food provision should be in line with the HSE food pyramid.
- Observe, Reflect, Consult and Plan.

Relationship with Parents

- It is very important to build relationships and communicate with parents to ensure they are aware of what to expect from the service and how they can assist you with developing the service.
- Provide parents with a parental handbook.

- Establish the need for the service or for its expansion by consulting parents in the surrounding community.
- Consult parents on the service activities and their development.
- Keep parents informed via email/ newsletter on new developments to the service or its curriculum.
- If the after-school is run by a community not-for-profit or school board of management, every effort must be made to secure at least one parent on the board of management/ subcommittee.
- If the after-school service is located in a school setting, ensures parents understand it's a different type of service, with a different curriculum to school, .i.e. not just an extension of the school day.
- You could ask parents to complete a questionnaire, -ensure that it is as brief as possible so that it is not overly time consuming to complete. Include a section to asking where they heard of your service. This will ensure you don't end up spending the advertising budget on techniques that don't generate responses from parents. Finally, thank parents for their co-operation in helping to improve the service offered to their children.

Providers operating a SAC service should also ensure parents are provided with the following information:

- the name, position, qualifications and experience of the person in charge and of any other person working in the service (kitchen/cleaning staff, etc).
- details of the maximum number of children catered for;
- details of staff/child ratios in the service;
- the type of care or programme provided;
- list of service policies and procedures;
- the facilities available;
- the opening hours and fees.

Partnership with the local community

You may be planning to operate the service from your own home. However, if you have decided to buy/rent premises in Dublin City this will be one of your major start-up expenses. Whether you operate the service from home or separate premises you will need to consider some of these planning issues.

- Develop and maintain partnerships within the local community.
- If there is a group of SAC services operating in one area, it helps to collaborate in the development of policies, curriculum, types of service, staff legislation, information, etc. It is a good opportunity to share information /resources for training and programme needs.
- Services based in schools need to ensure that the SAC is not just an extension of the school day.
- Some services have set up a sub-committee with representation from local agencies who contribute to the development of the service and its quality.
- Many providers feel that the more they collaborate with others in the community (Local Childcare Resource Centres, agencies, businesses, libraries, parks, theatres, parents etc.) the better their service becomes.
- Be sure to inform others in the community, particularly in residential areas, if you are holding activities outside of your normal working hours (fundraisers, Christmas party with parents etc) or if you extend your hours of operation.
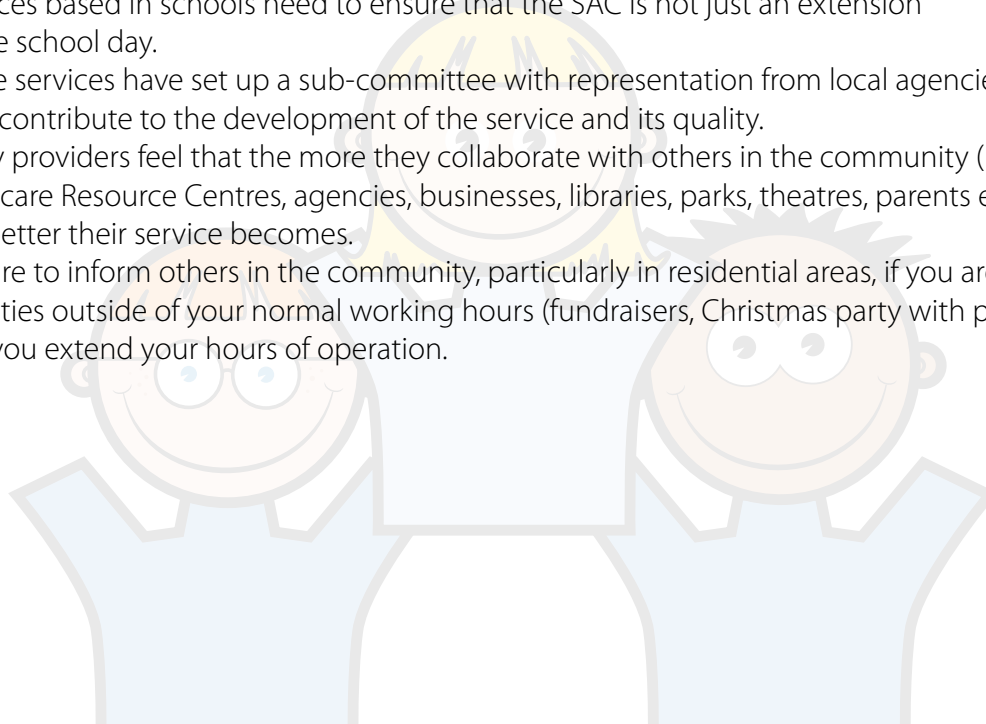
Policies and procedures

It is very important to develop policies and procedures for all elements of your SAC service. Fully documented policies and procedures are critical for the safe and successful operation of your service and they offer an essential guide for children, staff and parents. They allow staff to respond in a structured and correct manner to issues that arise in the service and also provide parents with a clear picture of your service in terms of quality and operation.

Policy areas which your service should give consideration to include:
- Management & Governance;
- Administration;
- Children;
- Health & Safety
- Human Resources

More suggestions in Section 4.
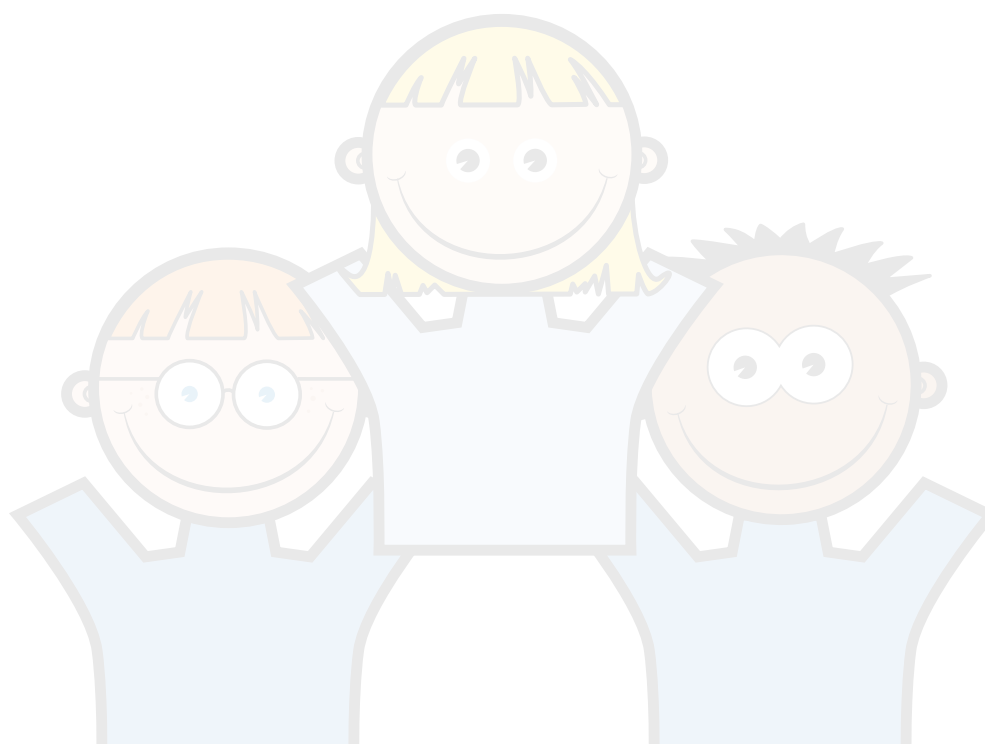
SECTION 3 - FINANCES - RUNNING YOUR SAC SERVICE

Planning your finances is absolutely essential for the successful development and operation of a SAC service. Keeping income and expenditure balanced will be key to the sustainability of your service. If you are starting out and need to borrow money, the lender will want to see your plan for the business, including information on market research as well as detailed financial forecasts for the next three to five years. Forecasted cash flows show both the borrower and the lender how much money is projected to come into and going out of the business each month. A business plan will help you to understand the financial costs of your venture.

Income

Most of a service's income is generated through parent fees or available grant aid. There may also be funding from time to time to assist services to get their business off the ground and to make them sustainable in the longer term. For more information on sources of funding please visit http://childcareonline.ie/funding/fundraising.php.

Expenditure

Expenditure will obviously vary with the size of any SAC service. If you intend to operate a small-scale service then you may not need to employ many staff. Rent, rates and insurance are fairly standard costs applicable to any business (although amounts vary) as are consumables and the items listed in the general overheads section.

Start your Business Planning

A business plan is not a financial crystal ball but will help you to understand what financing you will need to keep things going and will demonstrate what you will need to change now and in the future to meet any financial challenges. Once you have answered the basic questions regarding what type of service you want and where it will be located, you need to reflect on how the service will be financed. Whether you are planning for a commercial or not-for-profit service, the basic principal remains that you will need income in order to run your service and that your income needs to match your outgoings. The preparation of a framework for best business planning will help you ensure that your service is built on a solid financial footing, revealing what opportunities your service can take advantage of, and perhaps weaknesses and threats to the finance which can be monitored and addressed. The first step to that framework will be making a list of your potential income and expenditure costs e.g.

Income	Expenditure
Fees	Rent & Property Management Fees
Fundraising	Staff Salaries & Administration Costs
Available Grants	Rates, Charges & Insurance
	Equipment & Food
	Training & Development

Even a short list demonstrates when the income and expenditure don't balance. However, good financial planning should ensure that your income and expenditure do balance and, if possible, generate a profit. Remember that if you are seeking a loan from a financial institution a detailed finance plan with projected costs, income and expenditure will be required.

A business plan will not only provide you with an opportunity to review and detail your finances, it will also mean that you need to reflect on external challenges to your service and your finances. A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is a valuable tool for reviewing your plan and analysing your service on going basis.

Example of a SWOT analysis table[4].

STRENGTHS	WEAKNESSES
Experienced staff Key location Long waiting list	Inflexible opening hours Old / out of date equipment and furniture Fees too high for area / hours offered
OPPORTUNITIES	THREATS
Change operating hours to suit parents needs New housing developments close by to create a steady stream of 'customers' Increase income if we utilise space more efficiently and create more childcare places.	Increased competition in the area Closure of key road to access the service

Setting Goals

It is important to set goals and objectives for your business. An example of a goal might be to provide SAC for twenty 10- 14 year-old children. In planning for that goal your objective might be to provide 75% of your places in year 1, 85% in year 2, etc. Your business plan must be realistic. While it might be your goal to have 100% provision in the first year, it is not a certainty that you will achieve that. Therefore take a step-by-step approach to your goal and develop your business plan to reflect that. If you exceed your plan and have better take-up than expected then that's a bonus!

A good way to think of your goal-setting is ensuring that your objectives are **SMART**, i.e., specific, measurable, achievable, realistic and time bound.

Create actions that will assist you in achieving your goals and objectives. Actions are also about determining whose role and responsibility it is to do what. The best way to organise a set of actions is to create an activity list and write down who does what, how and why they do it and identify a realistic timeframe for the completion of a specific action.

Objective	Action	Responsibility	Timescale
Have 75% take up of SAC in the service	Marketing plan for local schools & advertising in local newspapers	Manager	4 months before opening
Offer Transport to facility	Buy Bus, Create space for collection and parking	Bus Driver	1 month before opening

[4] Appendix 1 - SWOT Template

Remember that business planning is not a one-off process. Planning is a continuous process that helps you to understand your current position and what gaps might exist in your business and also provides a framework for future decision making.

Legal Incorporation

You will need to choose a name and legal structure for your SAC service. Once you have a name, register it with the companies' registration office. Company registration details can be obtained from www.cro.ie.

You will need to decide on what type of company you plan to register as. The main types of legal incorporation include: sole trader, partnership, charity and limited company. At this stage you should discuss with your solicitor / legal advisor what type of legal structure you believe best suits your organisation before deciding on legal incorporation.

a. Sole Trader

This is where the owner has total control of the organisation and is totally responsible for decision-making, as well as profits and losses of the business. Sole traders are not required to make public any information about the business.

b. Partnership

The partners are jointly responsible for decision-making and the development of the business, as well as being liable for any losses incurred.

Partners are not legally obliged to do so but may begin the partnership with a legal document, a deed of partnership, which outlines a legal contract for operation of the partnership, specifying, for example, how profits will be shared out among the partners.

c. Limited Company

A company limited by guarantee is run by its board of directors who make the strategic decisions for the company. Profits are reinvested back into the business and the director(s), except in certain circumstances, and are not liable for company debts.

d. Charity

Some voluntary childcare services apply for charitable status. This can give access to funding that is otherwise unavailable.

Check in with some of these questions?

Have you formed a legal entity or limited company to operate the service?_____

Do you have the experience/qualifications to manage the service?_____

Is the service to be owner-managed or will the owner employ qualified staff to manage the service? _____

Are the appropriate models in place to ensure you plan and budget correctly? _____

_____

Financing your SAC service in more detail

When setting up your childcare business, your costs will fit into two basic categories, once-off/irregular costs and regular costs.

Once off / Irregular costs	Regular Costs
Site Costs	Insurance
Purchase of Premises	Membership fees (where applicable)
Construction/renovation	Training
Professional Fees	Light and heat
Fixtures and Fittings	Food/drink
Equipment Costs	Consumables
Company registration fees (where applicable)	Travel, General administration, Other costs.

Value for Money

Establishing value for money and ultimately longer-term sustainability essentially revolves around how much it costs to operate your service. Always remember two key principles.

- Base your fees on your costs. This involves research to identify the real cost of running your business.
- Money goes out before it comes in, especially in the first year of any new business. You will potentially have to wait for a number of weeks or months before you receive any income, so spend money wisely at the start and throughout the duration of your service.

Needs versus Wants

This is a fundamental concept and a critical success factor that is relevant to any business, in any industry sector. The key thing to remember when using your finances is to focus all of the time on those things that you absolutely need to make your service both operational and sustainable in the medium to longer term. The challenge is to ensure you do not compromise on quality.

Reporting

- It is essential that you put in place a system to record and report on your business operations and activities.
- Included should be the financial reports discussed above as well as a thorough business plan when seeking finance from public and private sector sources / organisations.
- Such a system is also vital for dealing with compliance visits from funders / funding bodies.

Cost / Financial Sustainability

- Develop a detailed business plan with accurate financial proposals. This is key to obtaining a loan from a bank to develop and to maintain your organisation's ongoing financial health.
- Always base your fees on your costs. To calculate the cost of provision, create a full list of annual expenditure items for your service, divide that by the number of children attending your service and further divide this figure by the number of weeks per year your service operates for. This will give you the weekly cost of providing each childcare place.
- Build in a contingency figure to your expenses. This allows you to pay for unforeseen debts. Many businesses set the contingency at 5% of total costs.
- Secure funding/engage in fundraising. For a guide to fundraising for childcare providers in Dublin City please visit www.childcareonline.ie/fundraising.
- Provide adequate insurance cover at your premises whether you are leasing or buying.
- Transport can be a costly barrier to providing a SAC service. Ensure that this cost is reflected in

your fee policy and that parents are aware that maintaining a transport service is an additional expense.

- Be aware of rates charges for which you are liable in operating your business.

Charging Fees

- You are providing a valuable service. Ensure the fees you charge are based on your costs and, if you are a for-profit service, that they contain an additional amount to generate extra income for your business.
- Researching how much other providers charge can give you a clear understanding of what constitutes the right fee for your business. Compare this figure with your costs and only go into business if it can be financially sustainable.
- Sell yourself and your facilities as best you can when explaining fees to parents. If you have spent thousands of euro on top quality equipment for children in your care, don't be afraid to let parents know!
- Always use your costs as a basis to justify your fees. Your costs certainly won't drop! If you cannot afford to make exceptions and offer discounts, then don't.
- Remember, your costs can rise annually due to inflation; you will need to bear the costs increases in mind when reviewing your fee structure. Keep informed of all price increases and adjust your fees accordingly.

Managing your debts, payments and getting out of financial difficulty

- Generate additional income by increasing your fees but give parents plenty of notice and explain the increase, e.g., increases in operating costs.
- If possible, increase the number of sessions you provide or increase the number of places in your service.
- Proactively try to decrease your spending without compromising quality – sometimes this is just a matter of changing suppliers and moving to a more competitive brand.
- Ensure any agreement outlines appropriate timescales for your customers to make payment for fees and services.
- Have an appropriate fee policy in place and adhere to it. Incorporate a repayment plan for parents who have trouble paying fees.
- Keep a record of any unpaid fee and ensure to add this figure to your balance sheet as a current liability.
- If you choose to offer credit to parents, ensure you devise an exact timeframe for receipt of any payment or balance of payment owed and stick to it. Don't simply allow a non-payment of debt to linger for long periods of time.
- If a fee repayment plan (in writing) is not adhered to after a request for payment of fees then please consult your solicitor for the appropriate advice. Your solicitor will write to the customer outlining a timescale for payment and will also threaten legal action on your behalf for non-payment of fees.
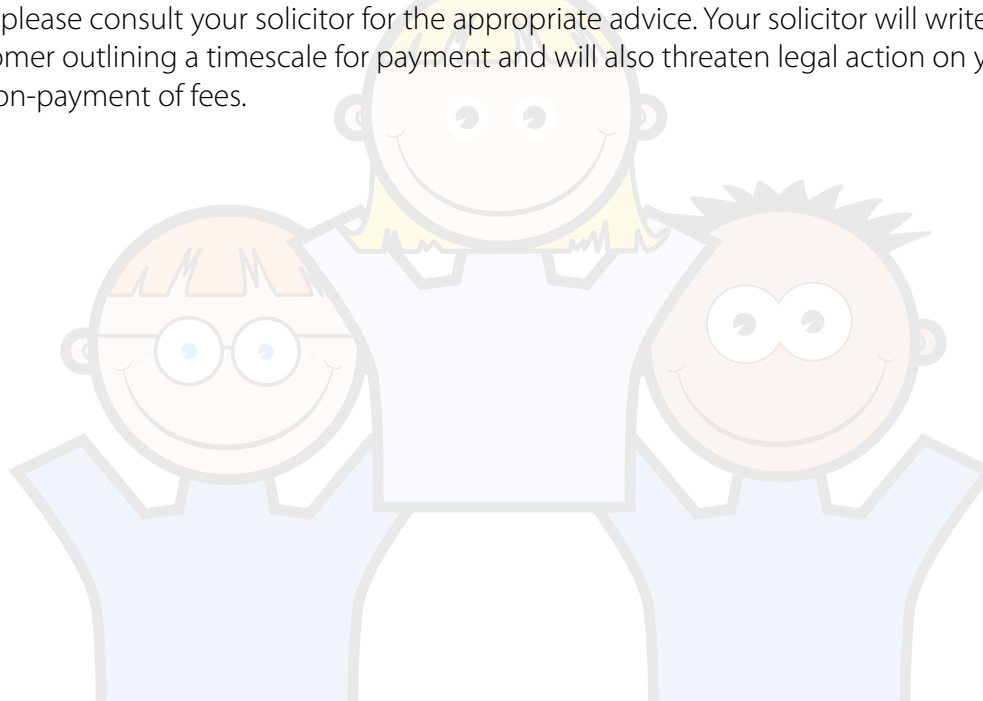
Cash Flow Projections and Income and Expenditure Statement

Income statements and cash-flow statements should be generated at least once a month for a new business in its first year and once each quarter in the second year of business and thereafter.

The statement is a report, essentially reflecting the cash-generating ability of a company. It shows month-by-month what sort of income and expenditure your company is generating, in relatively simple terms. It reflects the financial health of your business and demonstrates clearly whether your business is making a profit or a loss.

Income statements are accompanied by a summary, which draws attention to the key areas of the statement.

The table below represents the total income, less expenditure, over a three-year period for a typical provider and represents the typical costs and cash flow structure for a childcare operator in Dublin City.

The statement is also drafted to demonstrate a yearly report showing income and expenditure each month.

Title: Income and expenditure over a three year period

INCOME RUNNING COSTS ONLY (no capital related income included here)	YEAR 1	YEAR 2	YEAR 3
Fees Please detail 20 children *€100 per week/month/day* 48 Weeks/months/days	96,000	100,800 (5% increase on year 1)	105,840 (5% increase on year 2)
Staffing Grant			
Other Grants (please list & note if committed or not)			
Fundraising			
Sponsorship (15,000)	5000	5000	5000
Total Income (A)	**101,000**	**105,800**	**110,840**
EXPENDITURE – RUNNING COSTS			
Salaries and related costs	66,000	67,000	69,000
Rent and rates	15000	15000	15000
Insurance	2100	2200	2300
Consumables – Food, cleaning products etc.	12000	13000	14000
General Overheads	2500	3000	3500
Other:			
TOTAL EXPENDITURE (B)	**97,600**	**100,200**	**103,800**
(A) - (B) EXCESS INCOME + EXCESS EXPENDITURE -	3,400	5,600	7,040

Cash flow statements show the amount of cash your business needs to generate to cover its operational costs and show when you will need cash as well as telling you where the money is coming from. It shows a schedule of income and expenditure. The result is the profit or loss at the end of the month or year.

Title: Annual Cash Flow Statement.

INCOME RUNNING COSTS ONLY	Jan	Feb	Mar	Apr	May	June	Jul	Aug	Sep	Oct	Nov	Dec	Total
Fees	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	96,000
Fundraising Sponsorship	500	500	500	500	500	500	500	500	500	500	0	0	5,000
Total Income (A)	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,000	8,000	101,000
EXPENDITURE – RUNNING COSTS													
Salaries and related costs	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	5,500	66,000
Rent and rates	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Insurance (Public liability)	175	175	175	175	175	175	175	175	175	175	175	175	2,100
Consumables – Food, cleaning products etc.	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
General Overheads	208	208	208	208	208	208	208	208	208	208	208	212	2,500
Other:													
TOTAL EXPENDITURE (B)	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,133	8,137	97,600
(A) - (B) EXCESS INCOME + EXCESS EXPENDITURE	367	367	367	367	367	367	367	367	367	367	-133	-137	3,400

Taxation and Accounting for self employed SAC providers

New/existing SAC providers must register their businesses for taxation purposes with the Revenue. Tax registration includes Income Tax, Employer's PRSI, VAT, and Corporation Tax.

1. If you are self-employed and / or an employer, you will need to familiarise yourself with all of the associated taxation issues that come with the operation of your own business, including the employment of staff. The details can be found by visiting http://www.revenue.ie/ or by contacting your local tax office. The minimum requirement is that a self-employed person must register for tax purposes with Revenue by completing the TR1 form. Limited companies should request a TR2 form from the Revenue.

2. If you wish to hire an employee, you will need to register as an employer with Revenue, again using the TR1 form. The Revenue will send you a tax deduction card for your employee and will also request a copy of the employee's P45. As an employer, you will need to give your employee's a payslip and deduct income tax and PRSI and send them to the Revenue each month along with a P30 form.

3. At the end of the tax year the employee is given a P60 is given to the employee, which summarises earnings, income tax and PRSI paid.

4. As an employer, you should send a P35 each year to the Revenue. This details income tax and PRSI paid by your employees during the tax year.

5. A contract of employment and an accurate job description will also have to be completed for the employee. As an employer you must also be cognisant of issues such as minimum wage, working hours and holiday entitlements, sick leave and maternity leave etc. - these issues will form part of your human resources policy.

6. Depending on their own financial experience and qualifications, service owners may decide to manage the financial aspects of their own operations. Alternatively, the operator may decide to enlist the services of a qualified accountant / bookkeeper.

7. As a self-employed person, tax and PRSI are calculated on your business's net profit.

8. Self-employed people can also file their tax returns online at www.ros.ie

9. Self-employed people must also understand the real cost of their employees. For example, you may agree to pay an employee a specific salary; however the cost of paying the employee's PRSI will need to be added to the basic salary amount. Self-employed people should discuss this with the Revenue to be fully aware of their tax obligations.

10. Other costs might include provision of a computer, administrative costs, expenses such as uniform costs and additional office space rental when recruiting new staff necessitates locating to a bigger premises or expanding the staff area of an existing premises.

11. The cost of most capital equipment will include VAT rates. Professional services such as consulting and training are also charged VAT, mostly at a lower rate. However, some training costs are exempt from VAT. Please consult with the Revenue services that are exempt from VAT. You may find you are able to make savings simply by asking for the correct information.

12. For self-employed people, income tax and PRSI are calculated annually from your business's net profit. Every year, you will receive a 'file and pay' form from the Revenue. This document shows Revenue, how much money your business made and what were your expenses incurred.

13. Self-employed people pay preliminary tax by the 31st October each year. The amount of tax is essentially a down payment on your final tax return, which is due by the 31st October of the following year.

14. Significantly, educational services are VAT-exempt. Childcare providers need to consider this against the background of providing early-education services for children and should consult with Revenue over the possibility of being exempt from VAT. Also, the purchase price of items such as equipment and building works may have VAT attached to them. In this case it is wise for all businesses to register for VAT voluntarily, where not legally obliged to do so, in order

that they may be entitled to claim VAT back on certain items. Consult further with Revenue on this point. You might be surprised with the amount of VAT you are entitled to claim back.

15.   Ensure that you keep accurate VAT records and receipts, as every business is liable to a VAT inspection within two years of starting up.

16.   Finally, if you are registered for VAT, you must complete a VAT 3 form and return it to the revenue commissioners every four months.

Marketing

Establish the need for your service and research the competition. Determining the need for a SAC service in the area is crucial to its set-up and long term sustainability. There is a number of ways potential providers can assess the need for a SAC service in a specific area.

1.   Determine the population of children in the local area by consulting census statistics. Refer in particular to the number of children between the ages of 4 to 14 years. Census information is also available online at www.cso.ie.

2.   Identify the number of existing SAC services in the area where you are planning to establish yours. DCCC[5] has conducted extensive mapping of SAC and childcare services. This will give you a good indication of the need for any proposed new service.

3.   Contact other service providers in the area and ask them about their waiting lists. Other providers might be able to refer parents to your service if their lists are too large to accommodate themselves.

4.   Once you have an idea of the number of existing services, conduct local research with parents regarding demand for another service in the area. You might learn what needs parents have that are not being met, e.g. they want longer hours, or a before-school service. This could be done through phoning or writing to parents, or alternatively parents could be invited to a meeting and discuss the issue as a group. Ask local community groups, schools and churches about approaching parents with your proposal.

5.   Once you have secured a premises, arrange for interested parents to visit your premises. Develop an information booklet or website for potential customers, telling them about the planned service including curriculum, age groups catered for and staff qualifications. This gives parents a reference guide for your service. You might provide them with any updates on the service if they express an interest.

6.   A company logo will identify your service and it is often what people best remember. It is worth putting time and thought into an image that reflects your service, remembering that an attractive logo will help market your service. Once your premises has been secured, get your brand on display as this will generate interest and advertise your service.

7.   Identify any new housing, developments that are planned for the area over the short-medium or long-term. New housing developments may provide you with a steady stream of parents who may want to avail of your service.

8.   Consider issues such as early opening hours / before-school childcare that may be of huge benefit to parents wishing to access the workplace or education.

9.   Many businesses use 'low-cost, high-return' marketing techniques and tactics to advertise their businesses. An example is the production of leaflets or business cards advertising the service, which can be produced at a relatively low cost. These leaflets are typically placed in locations where they will be seen by large numbers of parents. An example is a supermarket or a credit union. High return means that as a result, the provider may receive many enquiries from parents wishing to know more about the service, its costs and exact location. Expensive advertising techniques such as radio announcements and newspaper advertisements are a rarity in this sector.

10.   For the sake of the future sustainability of your business, ensure that you offer an excellent quality service at the right price. If you do so the word will get out. Word of mouth is an extremely effective way to advertise your business. It is an involuntary marketing technique and doesn't cost a penny! Parents using your service will be happy to recommend it for you if they are satisfied with it.

5   www.childcareonline.ie

Information Technology

- Typically SAC services will not require an advanced and expensive computer network! You may however need a computer to record financial information on spreadsheets and customer (parent and child) details, to document policies and procedures, and to create leaflets or other forms of marketing material. (Remember to back up your information!)
- Some providers may use computer technology as part of the learning environment for children. Older children may use the Internet, supervised by a qualified staff member, to complete their regular schoolwork.
- Larger services may use a more complicated IT infrastructure to facilitate learning processes among children in its care but this is very much the exception rather than the rule.
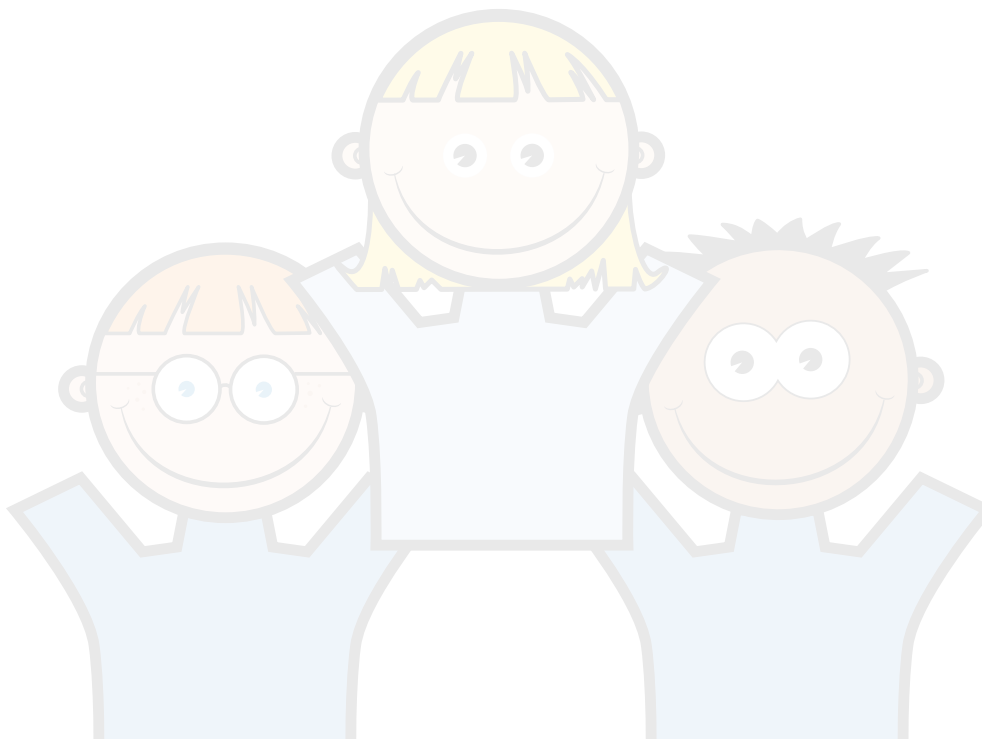
SECTION 4 - POLICY AND PROCEDURES

Policies and procedures will document your approach to the governance of the service, helping to ensure best practice by making it transparent and accessible to all who use the service. Having policies and procedures in place will ensure that there is no ambiguity in the operation of the service. Written policies and procedures should be regularly reviewed, in consultation with children, staff and parents or with the Management Committee, as appropriate, in particular where legislation has been updated.

Written policies and procedures typically include:
- a detailed description of the service you provide;
- a SAC curriculum, which details the daily programme;
- engagement with parents, including contracts and complaint-handling procedures;
- childcare policies, with procedures to deal with integration and behaviour;
- health and safety procedures, (including fire safety);
- child protection policies to deal with issues such as abuse;
- staff, healthy eating, anti-bullying, illness and behaviour management.

We have listed a number of suggested themes for written policies and procedures that we recommend be in place for operating a quality SAC service, including, Management & Governance; Administration/Family Support; Children; Health & Safety and Human Resources. These suggestions are not exhaustive and some are governed by legislation as well as best practice. It is imperative that you keep up-to-date on any changes in legislation that will affect your policies and procedures as well as up-dating them in the interest of best practice. Some issues are relevant to each theme e.g. confidentiality, and should be written specifically for each issue so as to be appropriate.

THE SERVICE

Aims, Objectives and Ethos of the service
Develop aims and objectives and ethos for the service, to match the type of service you plan to deliver. Clearly stated aims and objectives, support all users by giving clarity to what the service plans to provide.

Management and Governance
Governance means your ability to lead and manage a childcare service.
The following issues must be considered in relation to governance of your service.

- Child Protection & Welfare
- Companies Registration
- Data Protection
- Freedom of Information
- Insurance /Public Liability
- Safety, Health & Welfare at Work

Administration / Family Support

- Accident prevention, medical intervention or administration of medicines
- Admission & exclusion
- Care programme/timetables
- Collection from School (where applicable) and authorisation for collection
- Complaints
- Confidentiality
- Equality
- Equipment and materials
- Fee-payment policy
- Finance
- Healthy eating policy
- Homework policy
- Illness/allergy policy
- Opening hours/holiday calendar
- Parental involvement
- Play
- Service curriculum
- Sign in/sign-out
- Staff details (Personal)
- Staff rotas
- Trips and outings
- Waiting lists

CHILDREN

Children's registration policy (each has explanation why information is stored)

- Anti bullying policy
- Application forms
- Attendance records
- Behaviour management/discipline
- Child/family details (parent or guardian) phone number in case of emergency
- Children's rights/equal opportunities
- Collection of children (to and from the service)
- Complaints records
- Confidentiality
- Cooperation with parents and guardians
- Curriculum
- Equality
- Equipment and materials
- Healthy eating/food
- Homework policy
- Medical records
- Progress reports
- Permission for photographs
- Play
- Record keeping
- Technology usage (mobile phones, computer usage policy etc.)
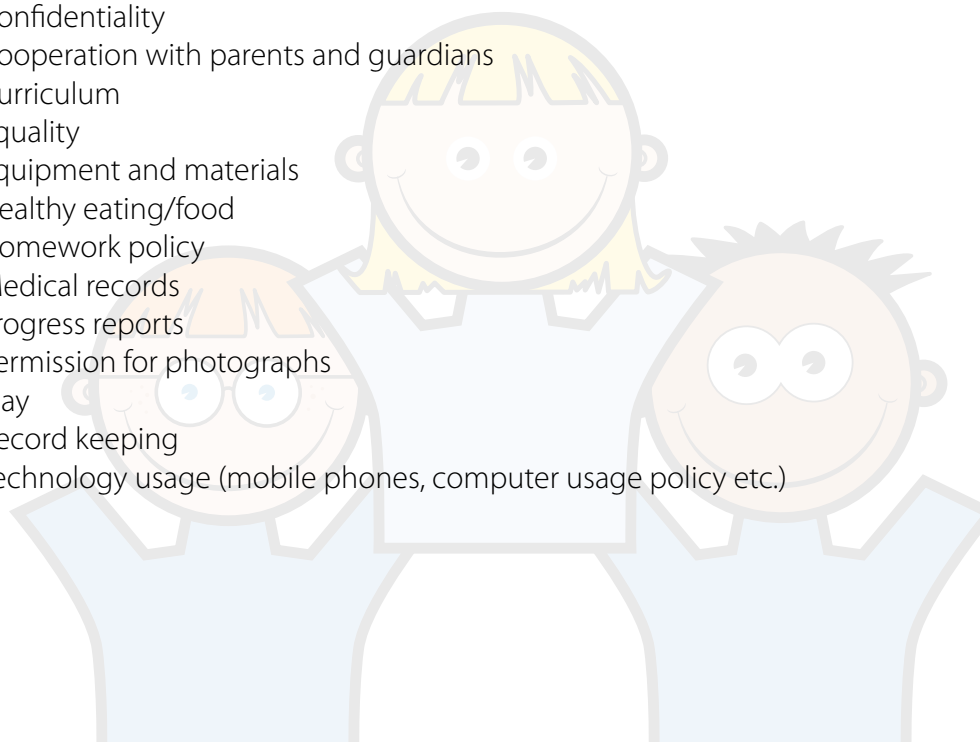
Child Protection – Children First: National Guidelines for the Protection and Welfare of Children 1999.

Child Protection: SAC Services should establish a clear Child Protection Policy and appoint a Child Protection Officer. They should ensure both staff and volunteers are trained in Child Protection and that both staff and volunteers working with children are Garda Vetted.

Child Welfare: There should be a written statement of the service's procedures for promoting the general welfare, health, development and safety of children, including the promotion of safe work practices.
There should also be a statement that has transparent procedures for reporting suspected /disclosed abuse

Garda Clearance: It is recommended that all staff working with younger children are Garda Vetted.
Please visit **www.citizensinformation.ie** for information on this process or contact Dublin City Childcare Committee.

HEALTH AND SAFETY

Ensure policies and procedures are in place to provide a healthy and safe environment for all users.

Health & Safety Statement

- Accident and emergency – indoors & outdoors
- Accident and incident report
- Away days/outings
- Children's collection and drop-off (including service transport if necessary)
- Child protection
- Cleaning
- Equipment and materials
- Fire statement/procedures
- Food
- First aid training
- Health and safety officers (training)
- Healthy eating policy
- Hygiene/HACCP
- Medicine
- Public health/no-smoking
- Safe working procedures for children and staff
- Security
- Supervision of children

HUMAN RESOURCES –STAFF

- Anti-bullying policy
- Application forms
- Appointments/sick pay
- Confidentiality
- Conditions of work
- Disciplinary procedures
- Dress code
- Equality/anti discrimination
- Equipment and materials
- Equal opportunities
- Grievance procedure
- Garda clearance
- Healthy eating policy
- Job descriptions/qualifications
- Leave – annual, public holidays /maternity /parental/jury/absences
- Management systems/staff meetings
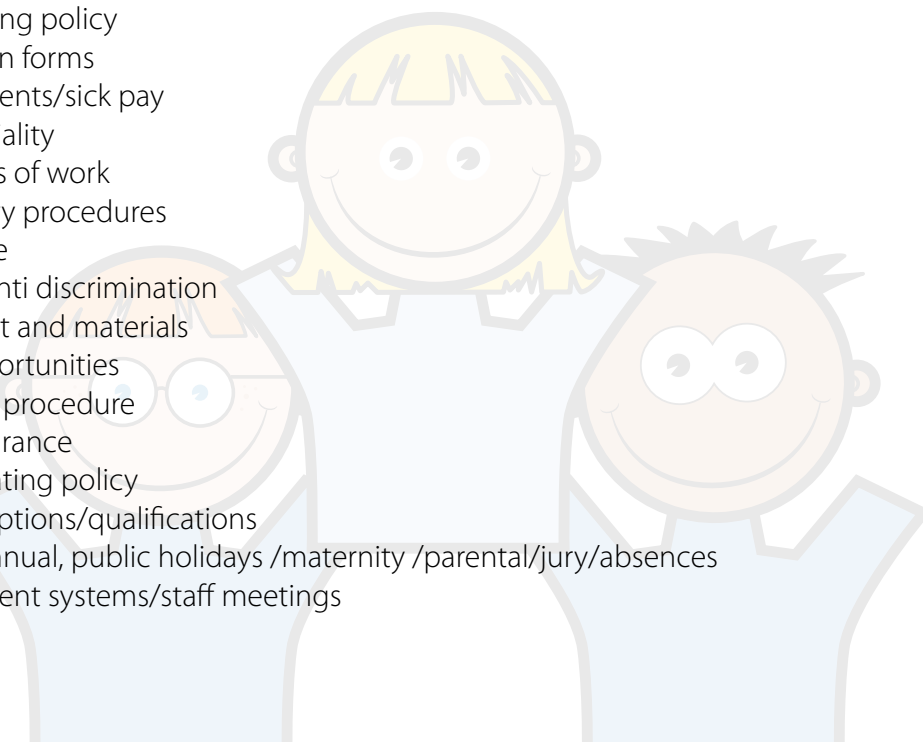
- Minimum notice and terms of employment
- Medical recruitment and selection procedures (references)
- Selection criteria
- Staff handbook
- Service curriculum
- Staff appraisal
- Staff rotas
- Staff working with children – roles and responsibilities
- Terms of employment /employment contract –including probation period
- Technology usage by staff (mobile phones, computer usage policy, etc.)
- Payment of wages
- Protection of young persons
- Play
- Volunteers and students
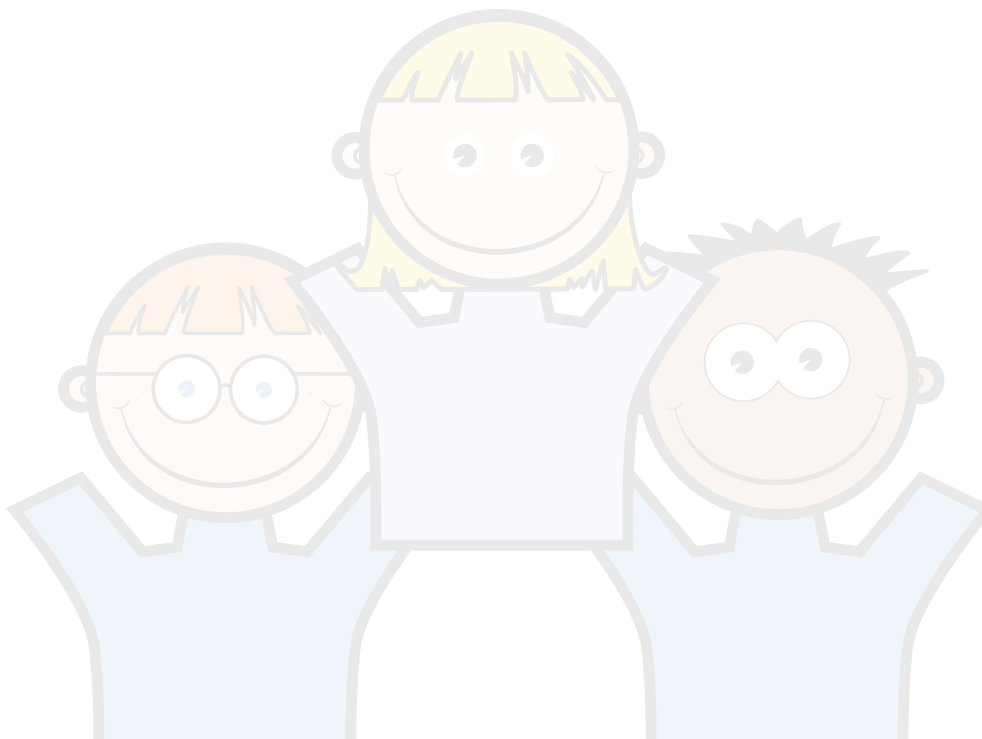
APPENDICES

APPENDIX 1 – TEMPLATE FOR SWOT ANALYSIS

Please use the table below to outline some examples for your own service.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	**THREATS**

APPENDIX 2 – TEMPLATE FOR PLANNING CHART

Please use the table below to outline some examples for your own service.

Objective	Action	Responsibility	Timescale

APPENDIX 3 - BUSINESS PLAN OUTLINE TEMPLATE

Business Plan Outline
Your business plan should comprise the following sections:

1)   An Executive Summary
2)   A Company Description including information on:
        Promoters, shareholders and board of management/directors
        Advisors
        Products and services (sessional or full day care, etc.)
        Long-term aim of the business (create more childcare places, set up a second premises etc.)

        Objectives
        S.W.O.T. Analysis (Strengths, weaknesses, opportunities and threats)

3)   Market Analysis
        Target market
        Market trends
        Profile of competitors
        Competitive advantage
        Benefits to clients (parents and children, company investors)

4)   Marketing/Sales Strategy
        Income sources
        Marketing strategy
        Pricing
        Advertising and Promotion

5)   Research & Development
        Patents, copyrights and brands
        Service Development

6)   Staffing and Operations
        Management Organisation Charts
        Staffing
        Training Plans
        Operations

7)   Financial Projections
        Budgeting and Key Financial Assumptions
        Profit and Loss Accounts
        Balance Sheets
        Cash Flow Projections

8)   Funding Requirements
(a)   Funding from Government agencies
(b)   Funding from Private / Corporate agencies
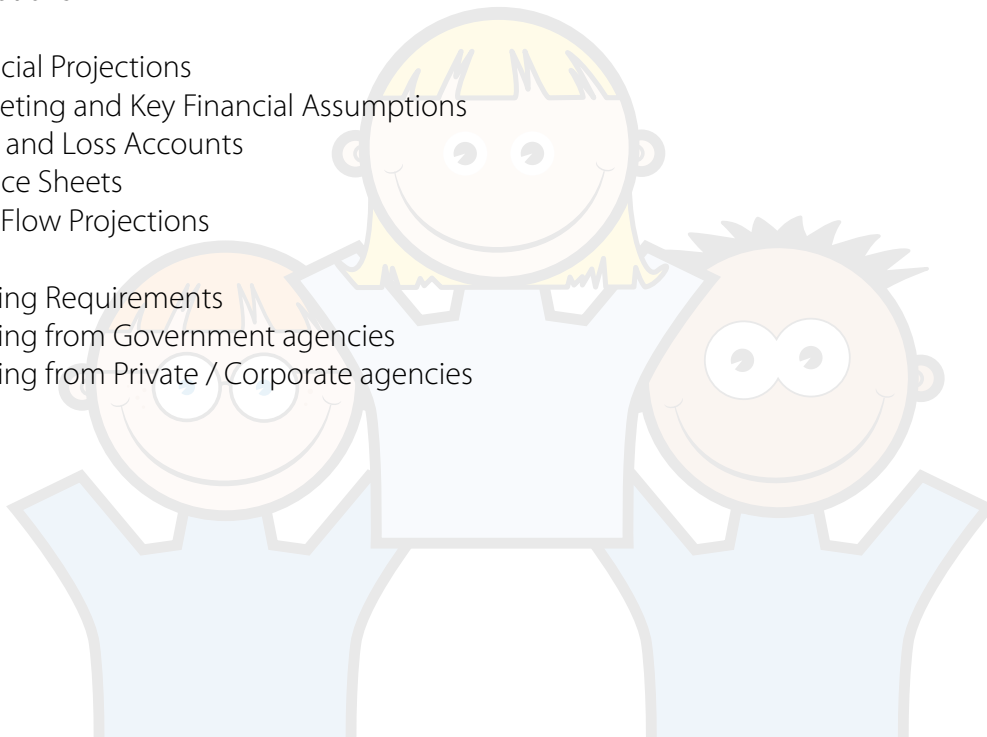
APPENDIX 4 – PREPARING A BUDGET

Preparing a budget (a 10-step plan)

Whether you are self-employed or part of a community, not-for-profit organisation, preparation of a budget is vitally important in planning the financial operations of your childcare facility. Your budget will help you track your income and expenditure on a regular basis and will tell you why you are making greater profits or losses than you originally expected / forecasted.

For the purposes of this business support pack a 10-step "budgeting for beginners" process will be outlined.

1. Plan the budgeting process, ensuring the correct people are involved, the necessary approval has been given and a realistic timetable for the spend has been put into place.
2. Prepare your budget with clear objectives and ensure they are SMART: Specific, Measurable, Attainable, Realistic, Timely.
3. Review the current financial landscape of your business.
a. Is your existing budget realistic? What were the figures for income and expenditure, etc.?
b. Are there any other sources of income not yet considered, e.g. grant income?
c. Current and planned activities, e.g. moving to a larger premises or taking on new staff due to new childcare regulations.
4. Determine which of your costs are fixed and variable. Fixed costs include office equipment and staff costs. Variable costs might include training costs.
5. Identify sources of income, from guaranteed income such as fees charged to parents to possible sources of income such as grant aid.
6. Use financial assumptions when preparing your budget. For example, ask questions such as will I increase my fees to cover inflation costs or will I reduce my fees when I have achieved full capacity in terms of childcare places in my service?
7. Construct a budget that suits the size and makeup of your specific organisation. There is no single right answer when creating a budget. The objective is to create a realistic financial picture of your service and plan effectively for future financial sustainability.
8. Review your budget and determine if it is realistic and makes sense, if there is enough information and if as a financial planning tool, it will help you to meet your objectives.
9. When reporting your budget, ensure there is enough information in it and that it is clear and jargon-free so that any relevant parties who need to make an informed decision based on your report can do so.
10. Revise your budget until you are satisfied with the final draft and you are confident that you can present it with confidence to any relevant parties.
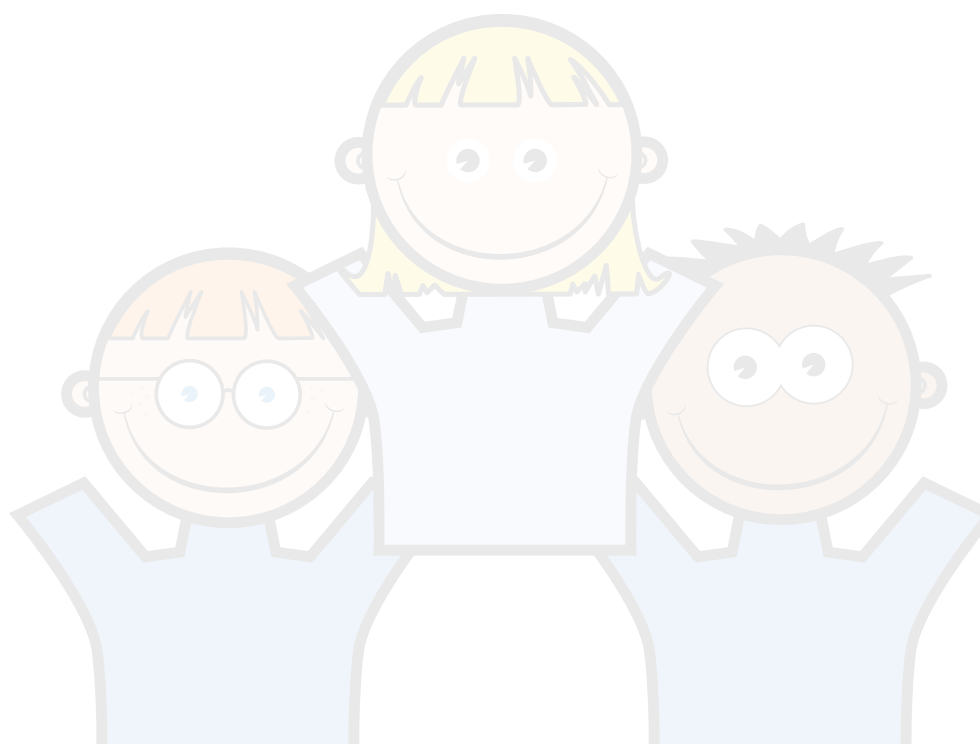
Sample budget for Anybiz Limited
Management Accounts: 6 months to 30th September 2010

Income	6 month budget	6 month actual	% Variance	Full year Budget
Government grants	€17,500	€15,000	14%	€30,000
Fees	€50,000	€50,000	0%	€100,000
Donations	€2,500	€3000	20%	€6,000
Total Income	**€70,000**	**€68,000**		**€136,000**
Expenditure	**6 months**			**Full Year**
Salaries	€50,000	€50,000	0%	€100,000
Travel and subsistence	€2,000	€2,000	0%	€4,000
Volunteer expenses	€350	€350	0%	€700
Heat and Light	€2000	€2000	0%	€4000
Office repairs	€100	€100	0%	€200
Insurance	€1500	€1500	0%	€3000
Postage and telephone	€150	€150	0%	€300
Printing and stationary	€150	€150	0%	€150
Audit and accountancy	€1000	€1000	0%	€2000
Training	€2000	€2000	0%	€4000
Total expenditure	**€59,250**	**€59,250**		**€118,500**
Surplus / (Deficit)	**€10,750**	**€8,750**		**€17,500**
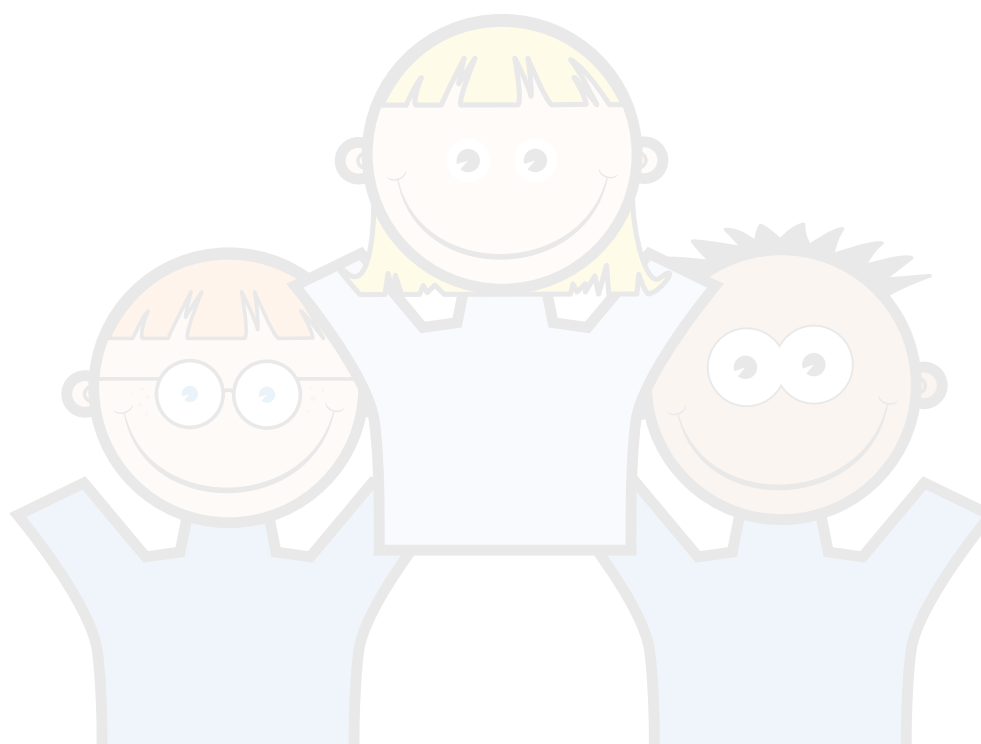
APPENDIX 5 - CONTACTS

Dublin City Childcare Committee
Office 2.13, Distillers Building,
Smithfield,
Dublin7.
T: 01 873 3696
F: 01 873 4488
M: 086 0442082
E: info@dccc.ie
www.childcareonline.ie

One of the primary mechanisms used by DCCC for delivering supports to providers and parents at a local level is achieved through the Local Childcare Resource Centres (LCRCs) offer information and support to parents, providers of childcare, childcare workers, home-based child minders and employers.

Central Area Childcare Resource Centre
c/o Tolka Area Partnership,
27/28 Annamoe Terrace,
Cabra,
Dublin 7.
Contact: Breda Kenny
P: 01 868 3806
M: 086 0416219
F: 01 8640211
E: breda.kenny@tap.ie
W: www.childcareonline.ie

North Central Area Childcare Resource Centre
Northside Partnership
Coolock Development Centre
Bunratty Drive
Coolock
Dublin 17
Contact: Emma Byrne McNamee, Alison Benson
Ph: +353 1 848 5630
Fax: +353 1 848 5661
alison.benson@childcarebureau.ie, Emma.Byrne@nspartnership.ie
W: www.childcareonline.ie

Dublin North West Childcare Resource Centre
Dublin North West Childcare Resource Centre
c/o Ballymun Partnership,
North Mall,
Ballymun Town Centre,
Dublin 11.
Contact: Bernadette Kelly
T: (01) 842 3612
E: bernadette@ballymun.org
W: www.childcareonline.ie

South Central Area Childcare Resource Centre

Childcare Information Bureau
4 Innishmore House, St. Agnes Road,
Crumlin, Dublin 12
Contact:Valerie Gaynor, Suzanne Kelly
T: (01) 4563487
E: valerie@childcareinfo.biz
W: www.childcareonline.ie

Childcare Information Service

c/o Rathmines Pembroke Community Partnership,
11 Wynnefield Road,
Rathmines,
Dublin 6.
Contact:
Teresa Quigley
T: (01) 496 5558
E: teresa@rpcp.ie
W: www.childcareonline.ie

Companies' Registration Office

Companies Registration Office,
Parnell House,
14 Parnell Square,
Dublin 1.
www.cro.ie

Financial Regulator

A resource offering free financial advice to consumers is the financial regulator. Please visit their website at www.financialregulator.ie for more details.
For general enquiries the financial regulator can be contacted at
Financial Regulator,
P.O. Box 9138,
College Green,
Dublin 2.
T: +353 1 4104000
F: +353 1 4104900

First Step

First Step is an Irish not-for-profit organisation that offers micro loans for start up businesses. These loans are charged at a low rate and applicants can apply for up to €25,000.

First Step can be contacted at;
First Step,
Jefferson House,
Eglinton Road, Donnybrook,
Dublin 4.
T: 01 260 0988
F: 01 260 0989
E: info@first-step.ie
W: www.first-step.ie
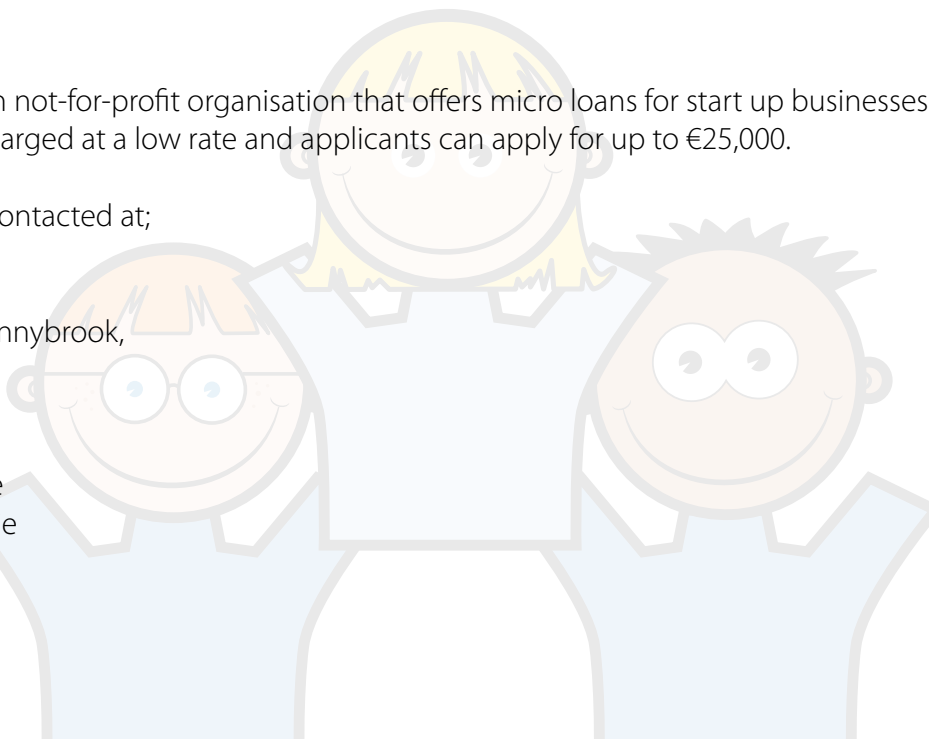
The Dublin City Enterprise Board

The Dublin City Enterprise Board offers Business development and business starter courses for interested parties. Please visit their website at www.dceb.ie for more details
They can also be contacted at
17 Eustace Street,
Temple Bar,
Dublin 2.
T: 01 6776068 / 6776078
F: 6776093
E: info@dceb.ie

Forbairt Naionrai Teoranta

This organisation provides parents with information on pre-schooling through the Irish language. It succeeded An Comhchoiste Reamhsolaiochta Teoranta in 2003

Their contact details are:
Forbairt Naionrai Teoranta
7 Cearnóg Mhuirfean,
Baile Átha Cliath 2.
Tel: 01 639 8442
Email: eolas@naionrai.ie
http://www.naionrai.ie

Barnardos

Barnardos is a children's charity that assists the well-being of children in Ireland by offering support to children and their families
Their contact details are
Barnardos National Office,
Christchurch Square,
Dublin 8.
T: (01) 453 0355 Call save: 1850 222 300
F: (01) 453 0300
E: info@barnardos.ie
W: http://www.barnardos.ie

Childminding Ireland

This organisation began as a collaboration of childminders in Ireland in 1983 and provides a high standard of family day-care services as well as training for childcare professionals. It also holds a register of trained and insured childminders in Ireland.

Childminding Ireland,
Wicklow Enterprise Centre,
The Murrough,
Wicklow Town,
Co. Wicklow .
E: info@childminding.ie

Children in Hospital

This is a voluntary organisation that supports for the welfare of children in hospital in a variety of ways. It assists' children's parents by providing them with a range of emotional support structures during and after their child's stay in hospital. It also lobbies the government in relation to the particular needs of sick children.

Children in Hospital Ireland,
Carmichael Centre,
Coleraine House,
Coleraine Street,
Dublin 7.
T: 01 878 0448
E: info@childreninhospital.ie
W: http://www.childreninhospital.ie/

Irish Society for the Prevention of Cruelty to Children (ISPCC)

The ISPCC's main aim is to assist in preventing cruelty and exclusion of children

ISPCC Head Office,
20 Molesworth Street, Dublin 2
T: 01 679 4944
F: (01) 679 1746
E: ispcc@ispcc.ie
W: www.ispcc.ie

Irish Steiner Kindergarten Association

The Irish Steiner Kindergarten Association is Ireland's national voluntary association of Steiner Waldorf childcare practitioners.

ISWECA, Cappaduff, Mountshannon, Co. Clare, Ireland.
Tel/Fax: (061) 927944
Email: info@steinerireland.org
Web: http://www.steinerireland.org/

St. Nicolas Montessori Society of Ireland

St. Nicholas Montessori Society of Ireland,
Toghal House,
1-3 Callaghan's Lane,
George's Place,
Dun Laoghaire,
Co. Dublin.
Tel: 01 2805705
Fax: 01 2805705
snmta@eircom.net
www.snmta.com

The Department of Social Protection

The Department of Social Protection has an annual allocation to support the provision of School-Age Childcare service to disadvantaged communities.
Programme Funding will also be available to other local initiatives that subscribe to a self-help, community- development ethos in tackling issues of poverty and disadvantage.
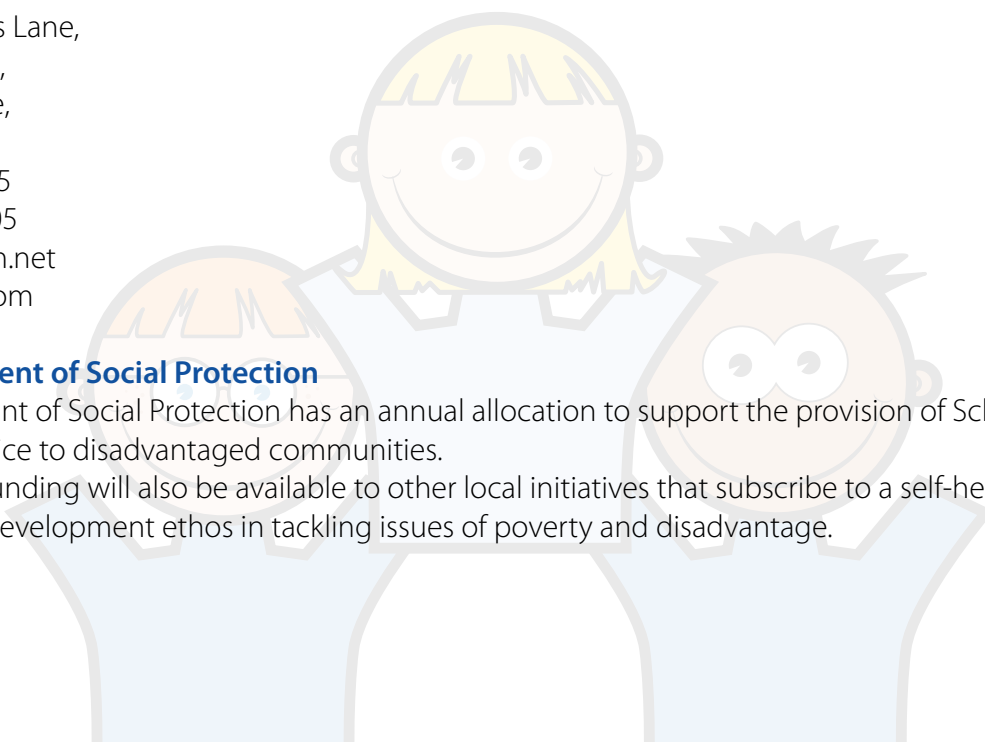
The Revenue

Revenue provides Capital Allowances for premises used for childcare whereby the cost of constructing, refurbishing or extending a premises for use as a childcare facility may be written off for tax purposes on facilities which meet the required standards for such facilities, as provided under the Child Care Act, 1991.
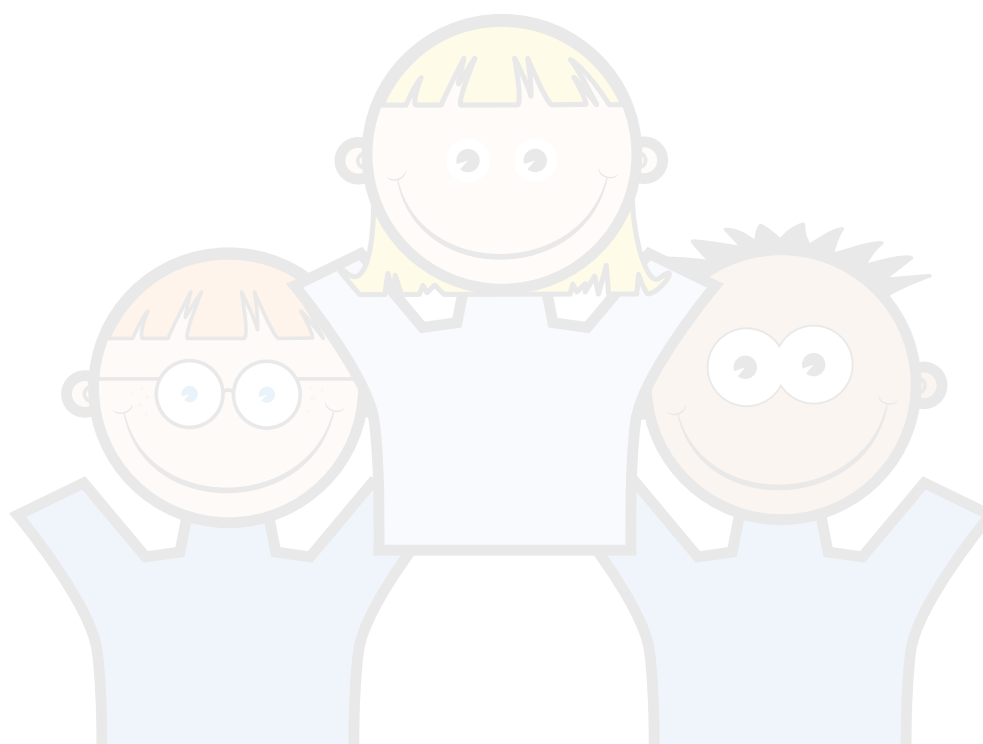
The Office of the Minister for Children & Youth Affairs

Hawkins House,
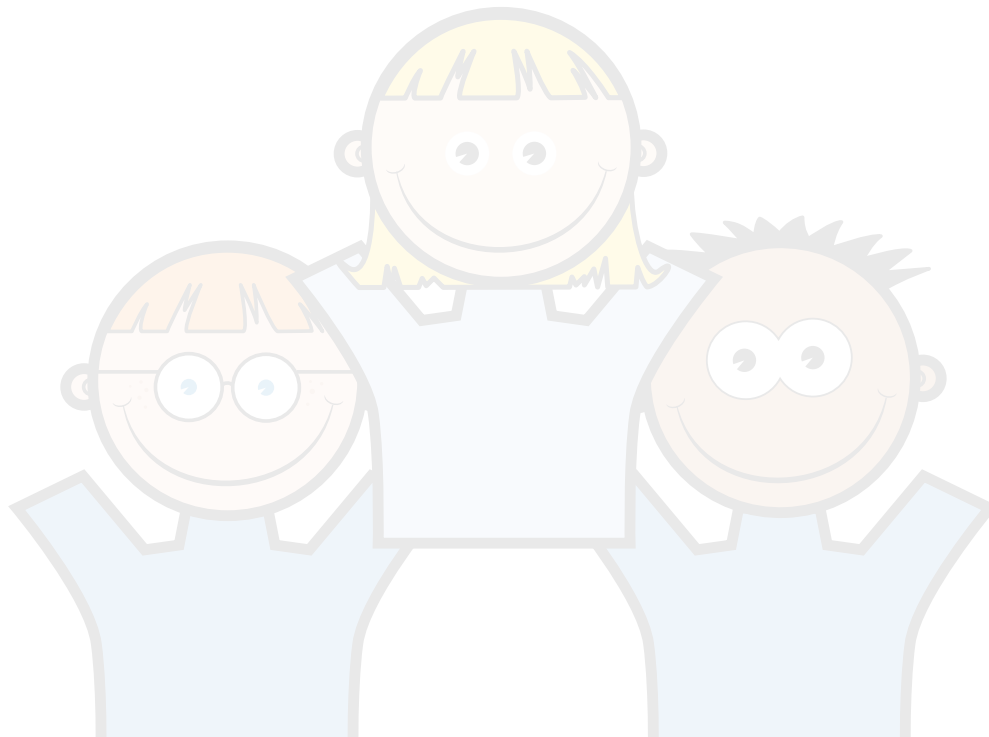Dublin 2.
Tel: (01) 635 4000
Web: www.omc.gov.ie

APPENDIX 6 – FETAC LEVEL 5 IN SCHOOL-AGE-CHILDCARE

Major Award
8 Modules

Modules include:

- Communications
- Child and Adolescent Development
- Health Awareness
- School-Age Childcare
- Business Administration
- Childhood Development
- Early Childhood Education
- Care Support
- Special Needs Assisting
- Understanding Special Needs
- Integrating Children with Additional Needs
- Relationships and Collaboration

APPENDIX 7 - BIBLIOGRAPHY

- School-Age childcare in Dublin City 2009 – Executive Summary (Dublin City Childcare Committee, 2009)

- After School – A Practical guide for providers By Stephanie Holt with Esther Pugh (Barnardos 2004)

- Supporting Quality – Guidelines for best practice in early childhood services Written by Geraldine French, Second Edition 2003 (Barnardos 2003)

- Personnel Practice in Early Years Services – A guide Written by Mary Byrne (Barnardos 2002)

- European Foundation for the Improvement of Living and working conditions – Out of school care services for children living in disadvantaged areas. (Office for Official Publications of the European Communities 2007)

- School-Age Childcare in Ireland and Developing SAC Report of a working group of the national childcare Co-ordinating Committee. (Department of Justice Equality and Law Reform, 2005)

- QDOSS /Quality Development of Out of School Services Agenda for development. Compiled by Dr. Paul Downes on behalf of the QDOSS Network. (QDOSS 2006)
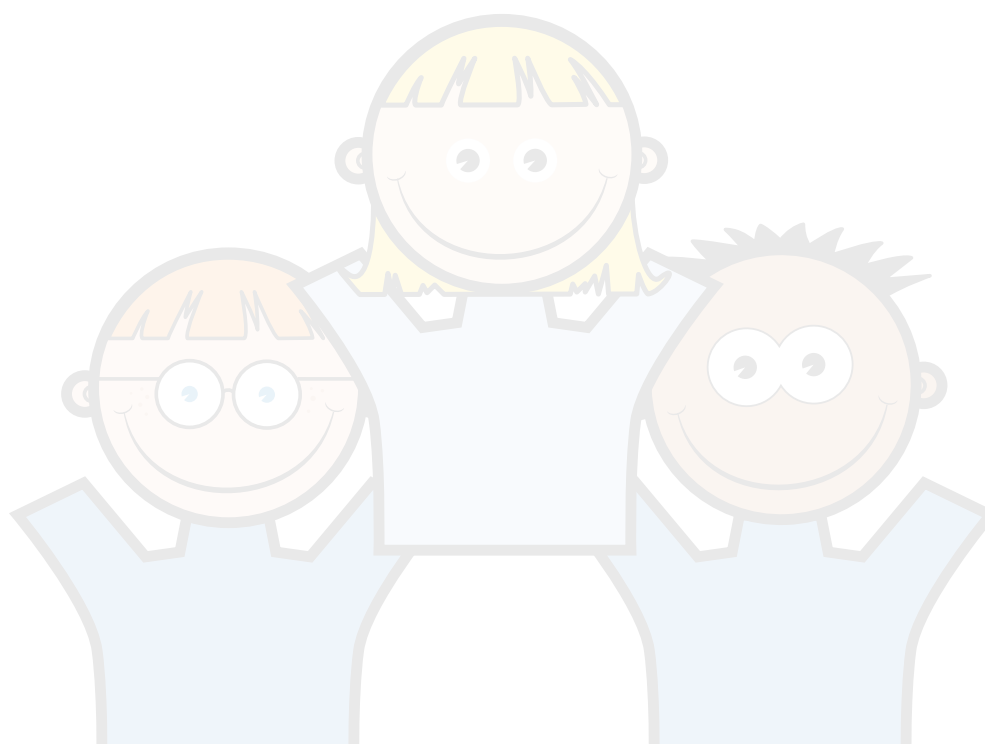
APPENDIX 8 - DUBLIN CITY CHILDCARE COMMITTEE

Board Members

Area Based Partnerships
Declan Dunne, CEO, Ballymun Whitehall Area Partnership

Dublin City Childcare Focus Group
Monica Cassidy
Bernadette O'Donoghue
Geraldine Kelly, Childcare and Parenting Manager

Employer bodies/IBEC
Currently Vacant

Equality and Diversity
Currently Vacant

National Voluntary Childcare Collaborative
Martin Heffernan, National Children's Nurseries Association (NCNA)
Carmel Brennan, Irish Preschool Playgroups Association (IPPA)
Anne Conroy, Chairperson of DCCC (Barnardos)

Private Childcare Providers
Michelle Reilly

Social Partners
Ethel Buckley, Irish Congress of Trade Unions
Brigid Ruane, Community Forum

Statutory Agencies
Rachel Devlin, Health Service Executive
Vacant, Dept. of Social, Community & Family Affairs
Kathryn Cleary, City of Dublin VEC
Máire Igoe, Dublin City Council

About the Dublin City Childcare Committee

Dublin City Childcare Committee (DCCC) is the body set up with the specific objective of coordinating the delivery of quality childcare to the citizens of Dublin City.

Thirty three City and County Childcare Committees (CCCs) were established in 2001 under the Equal Opportunities Programme (EOCP) 2000-2006. The main focus of the CCCs is to encourage the development of childcare locally. A wide variety of services are offered to the public including, advice on setting up a childcare business; childcare information sessions; training courses and advice and support on applying for funding under the National Childcare Investment Programme (NCIP).

DCCC operates within the policy context of the National Childcare Strategy 2006-2010. It receives direction and is mandated at policy level by the Childcare Directorate of the Office of the Minister for Children and Youth Affairs and by Pobal. The National Childcare Investment Programme provides the framework to support the Strategic Plan of DCCC over the period of 2007-2013. The NCIP aims to develop 50,000 new childcare places at national level to respond to the local need, as articulated via the City and County Childcare Committees' strategic plans. DCCC plays an essential role in identifying local childcare needs and supporting applicants to maximise funding opportunities afforded by the NCIP.

Dublin City Childcare Committee (DCCC) is made up of representatives from agencies with interest in the childcare sector. DCCC is responsible for implementing part of the Dublin City Development Board Strategy. There are close links between DCCC and the Dublin City Development board via board representation and consultation with the Dublin City Childcare Focus Group. Since its inception in 2001, DCCC have created a very efficient and action orientated committee.
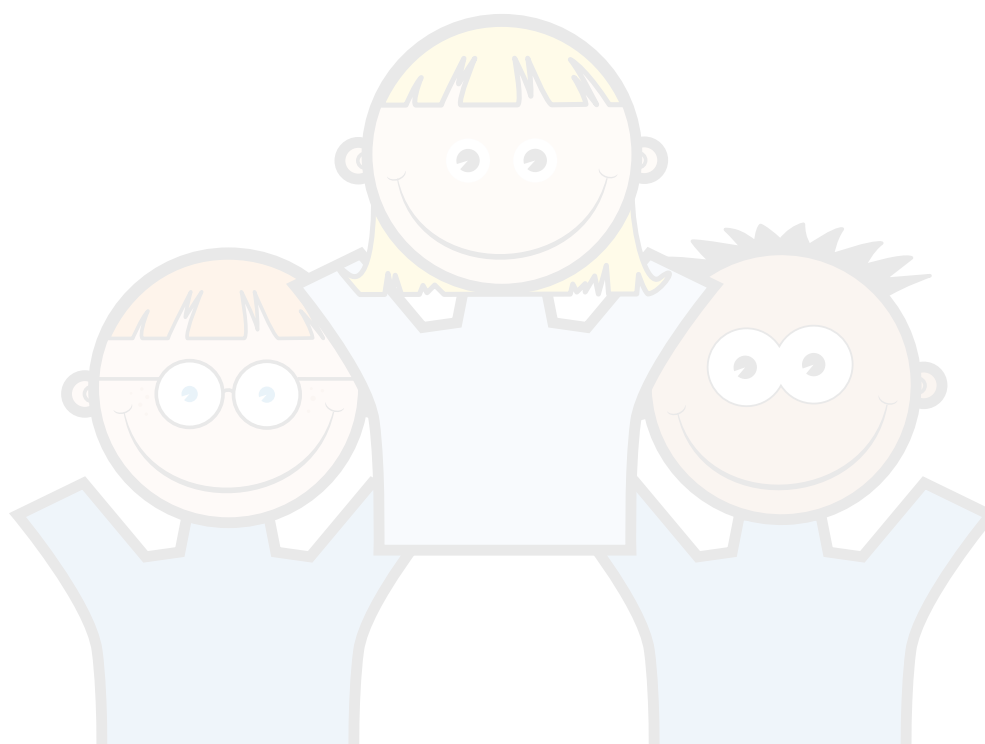
APPENDIX 9 - SCHOOL-AGE CHILDCARE THEMATIC WORKING GROUP

Members

Stephen Barry, Business Support Officer, Dublin City Childcare Committee
Emma Byrne Mcnamee, Manager, North Central Local Childcare Resource Centre
Ann Carroll, Childcare Co-ordinator, Community After-School Projects (CASPr)
Paul Downes, Quality Development of Out-of-School Services (QDOSS), and Educational Disadvantage Centre, St. Patrick's College, Drumcondra
Sr. Malene da Velle, Aisling Project, Ballymun
Valerie Gaynor, Project-Coordinator, South Central Local Childcare Resource Centre.
Maire Igoe, Children's Services Unit, Dublin City Council
Bernadette Kelly, Coordinator, Dublin North West Local Childcare Resource Centre
Breda Kenny, Early Childhood Development Coordinator, Central Local Childcare Resource Centre.
Phil Lynch, Irish Preschool Playgroups Association
Valerie McLoughlin, Educational Disadvantage Centre, St. Patrick's College, Drumcondra
Teresa Quigley, Coordinator, South East Local Childcare Resource Centre
Joe Rynn, Manager, Dublin City Childcare Committee
Joan Whelan, Principal, Ranelagh Multi-Denominational School
Michele McDermott, Barnardos

About the School Age Childcare Thematic Working Group

In its strategy 2007-2010 Dublin City Childcare Committee (DCCC) initiated the establishment of a School-Age Childcare Thematic Working Group (SACTWG). This arose out of an acknowledgement that School-Age Childcare (SAC) was a growing area of concern. Demand for such care was on the increase while it did not appear to be matched by provision in the childcare sector. There was a desire to focus on SAC provision in order to gain a common understanding of the nature of the need, the current range of services being provided and how this area of activity could or should be supported.
The development of a School Age Childcare thematic working group was one of DCCC's objectives in its Strategic Plan 2007-2010. School age childcare was one of the most cited forms of 'ideal' childcare among the parents surveyed in Dublin City in 2006. This group has responsibility for gathering data on the current level of school age childcare available in Dublin City, exploring barriers which are preventing provision, and recommending proactive strategic responses.
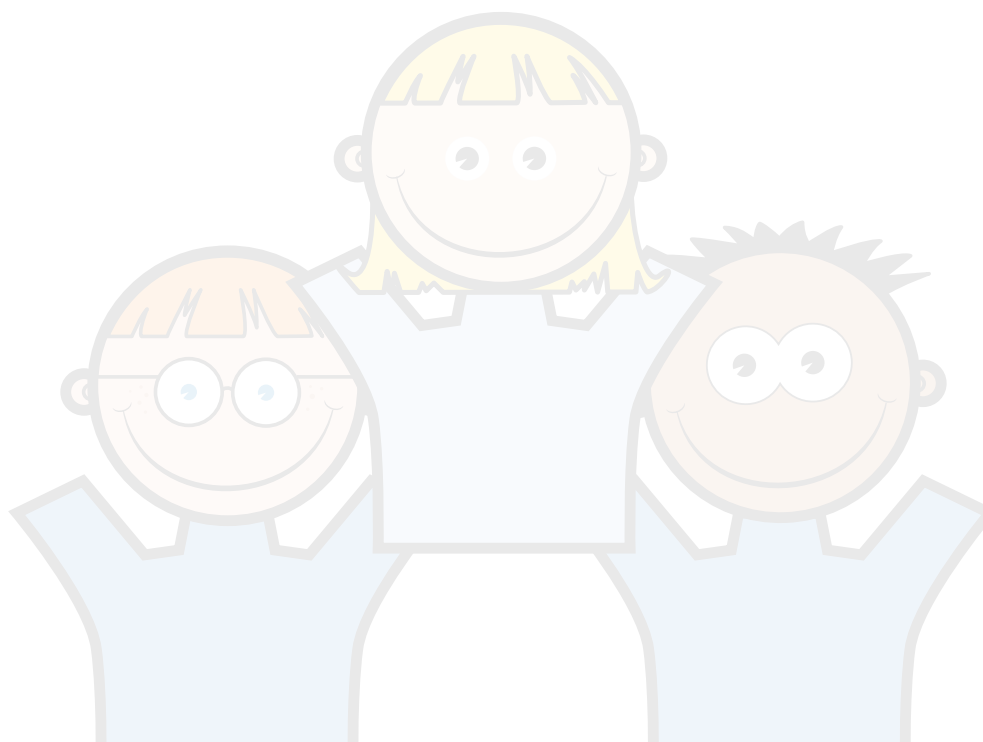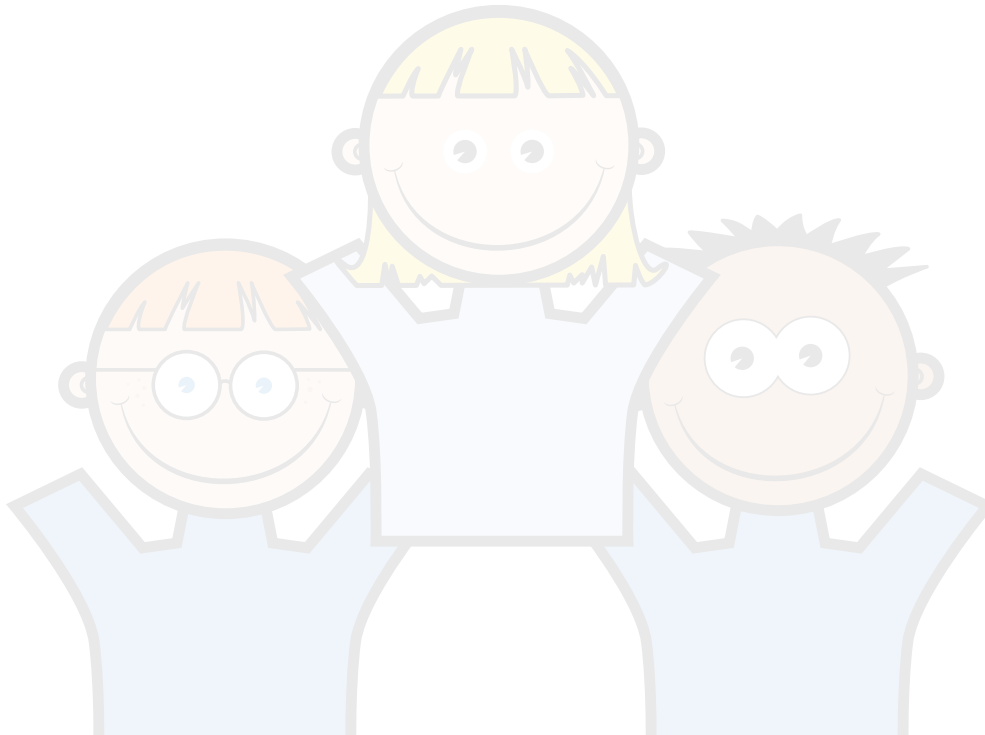
Your Plan – Your Future

www.childcareonline.ie
This website provides constantly updated information on:
grants and supports available for providers and parents;
training and career path planning for childcare workers;
services of voluntary and statutory agencies; information
on the work of Dublin City Childcare Committee; and links
to childcare providers through our searchable directory.
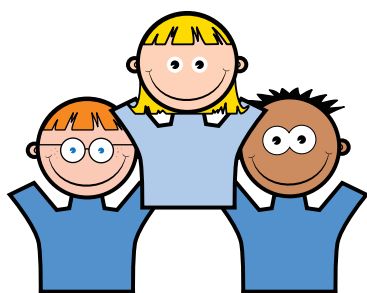
Dublin City
CHILDCARE COMMITTEE LTD

COISTE CÚRAIM LEANAÍ CHATHAIR BHAILE ÁTHA CLIATH

NDP
National Development Plan 2007 - 2013
Transforming Ireland

Office of the Minister for
Children and Youth Affairs

pobal
supporting communities

Dublin City Childcare Committee

Office 2.13, Distillers Building,

Smithfield,

Dublin 7.

T: 01 8733696

E: info@dccc.ie

W: www.childcareonline.ie