

Transcript

Family Child Care – Primary Care Video

[Text appears: Primary Care – Family Child Care. Throughout the video, Crystal Coleman provides narration.]

Crystal: What is primary care and what does it look like in a family child care program?

[Crystal appears on screen. She is seated in a home setting.]

Crystal: Hello, I'm Crystal Coleman. When a family child care program implements primary care, it means that each child under the age of three is assigned to a teacher who is principally responsible for that child's care. That is, the owner operator or an assistant is the primary teacher and caregiver for the infants and toddlers. Many family child care programs have children of different ages receiving care at the same time. With these mixed age groups, PITC recommends that no more than two infants, under age two, are cared for at any given time.

[Renee Underwood - Family Child Care Provider. Renee is seated in a home setting.]

Renee: Primary care and family child care is not exclusively to one child because family child care takes care of a multitude of age groups. And so many times, the child will gravitate to a caregiver and their personalities will match. And that child sometimes picks out their own primary caregiver. So the extent of time over that year or two years and sometimes five years, that continuity of care, that interaction, that growth and relationship, that partnership with parents and the community and other teachers and their peers just grows. And that primary giving of nurturing, love, respect, honoring who they are, that their uniqueness, their individualities, just makes them grow and thrive in that atmosphere. So we sometimes will say primary as being the only, but primary can also add in other aspects and other teachers. But you are the main person giving that care, nurturing and education and love to that family and child.

[Text briefly appears: Partnering with families to provide primary care]

[Adriana Castillo - Family Child Care Provider. Adriana is seated in a family child care setting. She is speaking Spanish. English subtitles appear on screen.]

Adriana: We learn in a way, when the family comes the first day to learn about your program, they ask you questions, and if we are open to receive what they bring to us, those families make this relationship of trust because we understand that each family is looking for a good place, especially in family child care homes. Where am I going to take my child? What is it going to be like? What are these families like? Right? Is it a safe place? So, an example that I can give you here is when a family arrived, and I, I prepare myself and present as much information as possible so that the family receives it and stays with me. But, in reality, at times, you notice that the family is looking for something else. For example, I prepared a portfolio of my diplomas and the certificates of acknowledgement that I have received, and now my portfolio is kind of thick. So I was ready. And when I pulled out my portfolio to tell the family what I offer and all that I have learned, she says with a very gentle action, she put aside the portfolio and said to me,

"Tell me about yourself, I want to know about you." "Are you a mom? Do you have children? Tell me more about yourself." Then it was a surprise for me to learn what families are looking for. They want something more, to know more about us, to know more about me. I told her, "Yes, I am a mother, I have children too and I know what you are looking for. Tell me more..." We had a very open conversation and at the end the mother connected with what she was looking for and that mom stayed here, herself, she was someone who told me that her baby was 8 months old and asked me if I gave her permission to stay, to come over to feed her baby because she gave her breast milk and lived near the area where my home was. And I said, "yes, it's great for me that you can," it's the baby's trust that's going to help those bonds between caregiver and mom, and everything leads to a connection, right? Very healthy, very pleasant, very safe. And the mother came to feed her baby because she lived, she worked near the house.

[Text briefly appears: Making meaningful connections with each child.]

Renee: So most of the children will continuously show what they need, and so as a teacher and as an observer, you make those connections by understanding each child and what they need and making sure that that is available. Many times in family child care, when I'm holding a baby or and feeding the baby, another child will come up and want some interactions and some nurturing. And at those times you have to make sure you are using respectful voices, making sure you are making eye contact with that child and making sure they're understanding that you are going to be present for them, too, even though your time at that time is being occupied. So many times, I will make sure I have little things next to me where I can connect with another child and I could give them that object, a clothespin or something like that. Many times it has come up that a child wants me to read. They want me to stop what I'm doing with that infant and read them a story. So what I would tell them is that you take this clothespin, sweetheart, and go pick your book, put the clothes pin on it, and in five minutes I'm going to come back and read to you and they're OK with that, because then they have something to do and that connection is not broken. And so they will go and find the book and wait patiently and make sure that that connection is completed.

[Adriana is speaking Spanish. English subtitles appear on screen.]

Adriana: Look, something I want to share with you from the mixed-age groups. I know it's a challenge and it's something very common in-home care. So, for example, when I go to change a diaper, how am I going to prepare the group who are three years old, four years old or even two years old? I describe what I am going to do. I prepare an activity that interests the older children, for example, magnets, which I can see they are very interested in right now. I take out the basket and put it on the table. So everything is there, under my supervision, under a connection established via communication. "I'm going to change the baby while you guys are playing" and the kids wait and they are there, they make visual contact with me, right? Of being there. And I'm creating with her a very special time for the baby, to pick her up and take her to the changing table and explain to her what I am doing. So there is a five-minute connection, that is what I provide to the baby, to give her that attention as well, of participation.

Crystal: Primary care giving can build strong, trusting relationships that contribute to healthy infant and toddler social emotional development and identity. Research shows that such relationships correlate with children's success in school and life. Primary care helps providers create warm, trusting partnerships with children's families in order to provide individualized care for each child.

[A caregiver holds an infant in one arm and holds the hand of a toddler with her other arm. They walk into the family child care setting from the home's front driveway. As they enter the home, various items common in a family child care setting can be seen, along with a garden full of various plants and flowers. The caregiver speaks to the infant in her arms.]

Caregiver: "And will have a bottle and get ready for nap. Are you getting tired? Oh, I see a big yawn. You're getting tired. Maybe we should just go in."

[Another caregiver sits on the floor with a toddler in her lap. They are holding and reading a children's book together.]

Caregiver : "Buenas noches. Good night"

[Text appears on screen:

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- *Sue's Child Care, Sacramento*
- *The Sandbox Daycare, Richmond*

The PITC logo animates into position.]

Narrator: PITC, the Program for Infant Toddler Care, a collaboration of the California Department of Education and WestEd.

[The California Department of Education (CDE) logo and the WestEd logo appear.]

Narrator: Brought to you by the California Department of Education and WestEd.