Beyond the daycare functions, the educational mission of childcare facilities and services is increasingly recognized and developed by professionals working in this field. These are generally professional educators: childcare assistants; holders of a CAP [1] "Early childhood educational assistants", psychologists, early childhood educators. They are sometimes assisted by health personnel.

At this educational level, it is not a question of providing school - or even preschool, as is the case in nursery school - lessons, but of accompanying the child in situations which can contribute to his awakening and to the development of his psychomotor autonomy.

**Steering documents and types of activities**

If there is indeed a National Framework for the Reception of Young Children [2] (2017) - which includes a National Charter for the reception of young children intended for professionals of individual and collective reception - this framework defines the main principles of the care of children from 0 to 3 years old, and does not constitute a regulation which defines the compulsory activities to be carried out nor their organization (time allocated to each).

With the exception of nursery schools - which are the responsibility of the Ministry of National Education - each childcare center develops an establishment project which must be approved by the departmental authorities for maternal and child protection (PMI). The educational activities are therefore developed by the managers of each structure. They are also detailed in the approval request made to the general council of the département [3] - necessary condition for the opening of the structure. Indeed, article R. 2324-29 of the Public Health Code contains recommendations on accreditation requests and stipulates that reception establishments and services must, in order to obtain accreditation, establish a execution or a service plan” which includes an educational project and a social project.

**Consultations at different scales between early childhood actors**

At the national level, consultation times between stakeholders (associations, Ministry of Solidarity and Health and National Education, local authorities) are organized by the Ministry of Solidarity and Health to discuss national priorities. The minutes of these meetings are disseminated to state services at the local level. Technical days which target local authorities more are also organized on specific themes to improve local governance (CAF, local authorities, PMI, prefectures among others).

At the local level, coordination - between the various reception structures - exists via the departmental commissions for the reception of young children (CDAJE) - Article L. 214-5 of the Code of Social Action and Families and Decree No. 2002-798 of May 3, 2002. It was decided in 2015 to invite all of the local partners to coordinate their action in the area of childcare for children under 3,
including kindergarten, under State responsibility within the framework of departmental family service schemes, the design and implementation of which have been defined by circular from the Ministry of Solidarity and Health

**Teaching methods and materials**

Each structure and reception service draws up an educational project (see below) and chooses the teaching methods as well as the material necessary for their implementation, in compliance with the health standards established at national level (Public Health Code). In collective creches, parents contribute to their purchase indirectly, by paying the registration fees. In other cases, such as parental crèches, parents share the cost of purchasing toys and other educational materials directly.

The educational project

It is a document - required for the accreditation of collective reception structures - which defines the educational objectives set by the institution for the reception of young children - for example, enabling children to feel safe and to progress towards autonomy, to awaken the intelligence of children, to develop their personality and their creativity, to establish relationships with others, adults and children. To this end, the following are established:

- the layout and use of spaces;
- the organization of children's groups;
- the organization of activities, as well as the procedures for daily intervention with children, depending on the activities, needs and ages of the children;
- the objectives of the work and the method, the bases of which are common to all the members of the personnel
- the means and conditions put in place to respect the position of parents in the educational process

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