

# What Quality Looks Like in your Childminding Business: Plan your Next Steps

## Enjoy and Achieve – Teaching and Learning

### **Does the Childminder and any assistants have effective, warm and sensitive interactions with children?**

The Childminder and any assistants are very knowledgeable about individual children, are sensitive to their needs and feelings, give them respect, care and love and enjoy interacting with them.

The Childminder and any assistants interact positively with the children responding well to their attempts to communicate and modelling good play skills. The Childminder has some knowledge of the development of individual children.

The Childminder and any assistants play with children, showing interest in what the children do and say.

The Childminder and any assistants lack knowledge about the individual children in their care and appear unmotivated in improving practice and getting to understand the needs of the children better.

### **Does the Childminder and any assistants use appropriate communication/listening skills?**

The Childminder and any assistants give time to listening to children, time to let them respond and use a range of communication strategies effectively.

The Childminder and any assistants always listen to children and communicate sensitively with them.

The Childminder and any assistants give due attention to children and respond to them.

The Childminder and any assistants talk over children, ignore them or do not listen effectively to them.

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### Does the Childminder and any assistants share information with parents?

Parents are acknowledged as knowing their child the best and have a clear voice in the setting. The Childminder and any assistants are skilled and experienced at working with other professionals and parents. The Childminder and any assistants take time to talk to parents and to liaise with other professionals.

The Childminder and any assistants advise parents with appropriate activities to support the child's learning and development at home.

There are strong pre-admissions procedures in place to ensure the children's needs are fully anticipated and transition is as smooth as possible.

Parents and other professionals (where appropriate) are involved daily in discussion about their child and are involved in planning for the next steps.

All necessary information is made available to parents but not all relevant professionals are involved. The Childminder and any assistants spend a minimum of time talking to parents and other professionals

Parents have little involvement with their child's learning and development and there is limited evidence of how other professionals are involved.

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### **If the Childminder works with an assistant do they have a key worker system in place?**

There is a consistent Key Person who builds a relationship with each child during the settling in period. They nurture each child effectively. The key person has in depth knowledge of each of the children allocated to them and plans for their development with parents.

There is a consistent Key Person who knows their key children well and has a good relationship with them. The key person is responsible for their care and development and for maintaining relationship with the family and always undertakes personal routines for the child.

Each child is allocated a key person who knows them and liaises with the family

The key person system is ineffective, and inconsistent. The children may not identify with their key person and personal care of the children is rotated not provided by the key person. Planning is not based on the individual knowledge of each child.

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**Does the Childminder offer a well set out child-focused environment: appealing to children, age appropriate, a secure, nurturing, learning environment? Is it a safe environment accessible for all children?**

The environment is inspiring and engaging, suitable to age and stage. The environment is effectively and creatively used to promote the Prime Areas of learning. The Childminder and any assistants work flexibly across the environment taking every opportunity to support and enable children's learning. The Childminder and any assistants reflect on how the environment can be modified/adapted to further develop children's learning. The environment is supported by clear visual structures to support the understanding of two year olds.

The environment is well organised with challenging play opportunities. The environment/day is defined into areas to facilitate the 3 Prime areas of learning. The Childminder and any assistants are deployed across the setting to ensure that children are supported at appropriate times. Visual cues are used to support understanding.

The environment is suitable for the age and stage of the children. The environment is safe, but there are limited opportunities to develop children's learning. Rest areas are created when needs arise.

The environment is unsuitable for the age and stage of the children, disorganised and poorly resourced. The environment does not support the development of the 3 Prime Areas of learning.

**Do the Space requirements to meet the needs of Two year olds (complete if relevant)**

There is ample space which is safe, allows for free flow play, and provides a good rest area, appropriate changing facilities with opportunities for outdoor and creative play. EYFS Statutory framework ( 3.56) Two year olds 2.5m2 per child.

There is sufficient space for two year olds in accordance to the EYFS with available changing facilities and identified quiet area.

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**If there is no outdoor environment at the Childminder's home – how are children taken into local environments and how is large physical development fostered?**

Large physical development is well provided for through daily visits to local environments. Opportunities for physical play are created within the setting regularly.

Children taken into the local environment daily and given opportunities to develop gross physical skills.

Children taken into the local environment at least once a week.

Children are taken into the local environment less than once a week.

**Does the Childminder have planning for the indoor and outdoor environments for the individual child?**

There are effective plans for providing learning and developing which demonstrate knowledge of EYFS, using the three prime areas and where appropriate the specific areas. They use Development Matters and Early Years Outcomes effectively to plan and track Children. There are comprehensive learning journeys for each child and with clear observations and next steps set by the key person and linked to the planning.

The Childminder and any assistants are very aware of the interests, strengths, needs and learning styles of each child and plan activities accordingly.

There is evidence of highly personalised learning for children with SEN

The effective planning is reflected in daily, age appropriate, practice.

There are effective plans for providing learning and development based on Development Matters and Early Years Outcomes. The learning and development planning covers the three prime areas and consider the specific areas ensuring that there are appropriate opportunities and a challenging and enjoyable experience for the children.

Activities are planned and differentiated to meet the needs of all children including those with SEN

The planning covers learning and development in the Three prime areas. There is little evidence to show it includes outdoors or differentiated opportunities to meet the needs of all children.

Little or no planning for indoor or outdoor, or planning does not cover all seven areas.

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## Enjoy and Achieve – Teaching and Learning

**Does the Childminder offer adult and child-led activities which include clear learning aims, are age appropriate and are evaluated?**

Children's development is very well planned for through a balance of adult and child led opportunities, built on effective evaluations using observation and assessment. Children are able to select from a range of resources and activities at all times.

Planning for adult and child led activities is well organised, evaluated and age/stage appropriate. Children have some opportunities to select resources and activities.

Plans include appropriate learning intentions, show a balance between adult and child led and the Childminder evaluates them. Children are limited in selecting resources and activities.

No balance between adult and child led or plans have no learning intentions or is inappropriate for age and stage The Childminder does not evaluate their work. Children are unable to select resources and activities.

**Does planning include every child's individual needs**

Individual children's learning needs and interests are clearly identified in planning, ensuring effective learning opportunities are provided. Use of observation and assessment to identify characteristics of effective learning.

There are plans for the development of all children and individual children's needs are identified and catered for there is some reflection on observations and assessment.

The Childminder and any assistants plan for individual children's needs.

Individual children's needs not taken into account.

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## Enjoy and Achieve – Teaching and Learning



### Does the Childminder and any Assistants make regular observations of all children?

Comprehensive systems in place for observing children, formally and informally which are used effectively to identify where children are and the next steps in their learning and how they learn.

Good systems for observing children in place and the Childminder and any assistants are competent in using them to plan.

Simple system in place, for capturing observations of children but these are not assessed effectively.

Few or no observations made of children.



### Does the Childminder track children's progress through the EYFS

The Childminder and any assistants have a clear system linking observations to tracking and use the tracker to identify plans for individual and group learning. The child's progress tracker and two year old progress report are completed comprehensively and used for planning. Parents and, where appropriate, other professionals have been involved. The Childminder demonstrates good knowledge of child development.

The Childminder and any assistants use the Child progress tracker or equivalent effectively. The child's progress tracker and two year old report have been completed. Parents have been involved.

The Childminder and any assistants use the Child progress tracker or an equivalent. The child's progress tracker and two year old report have been completed without the involvement of parents.

The tracking of children's progress is ineffective or non-existent. The child's progress tracker and two year old report have not been completed.

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**Is there a balance of resources to cover the Prime and Specific areas of learning for both indoors and outdoors available at child height for self-selection? Are resources clean and in a good state of repair?**

There is an extensive range of open ended play resources, including an abundance of natural materials, at child height which the children select from. They cover the Prime and Specific areas (as appropriate) and meet needs of all the children in the group taking into account different learning styles and developmental stage as well as supporting the characteristics of learning. There are regular routines for checking and cleaning resources.

There is a range of age appropriate play resources, with some natural materials, at child height which children may select from. They cover the Prime and Specific areas (as appropriate) and meet the needs of most children in the group. There is some evidence that different learning styles and stages of development are considered. Resources appear clean and checks are made.

There are ranges of play resources available for the children which cover the Prime and Specific areas (as appropriate). Resources appear clean and are not broken.

There are limited play resources which are not suitable or not well maintained.

**Are the Childminder and any assistants interested in children's play and engaged with them in active, child-led play**

The Childminder and any assistants interact effectively with children, taking their lead and scaffolding learning.

The Childminder and any assistants enjoy playing with children and following their lead.

The Childminder and any assistants engage with children in their play and show interest, however they demonstrate that they need to further understand when to 'join in' and 'suggest' ideas to children.

The Childminder and any assistants appear disinterested in children's play and do not engage with them.

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<b>Does the Childminder have systems in place to implement EYFS</b>
Comprehensive systems in place to monitor, evaluate and implement EYFS.
Good systems in place to implement EYFS which are shared with any assistants.
Simple systems are in place to implement EYFS.
Few or no systems in place for effective EYFS.



<b>Does the Childminder and any assistants have knowledge and understanding of EYFS</b>
The Childminder and any assistants have particularly strong understanding and in depth knowledge of EYFS.
The Childminder and any assistants has experience and understanding to use EYFS effectively.
The Childminder and any assistants are aware of the EYFS and uses it to underpin their work.
The Childminder and any assistants are unsure how to implement the EYFS or unfamiliar with it.

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### Does the Childminder monitor their delivery of the EYFS

The Childminder has comprehensive systems to reflect on practice, which are implemented regularly to ensure that EYFS is effective throughout the setting.

The Childminder has good systems to monitor EYFS throughout the setting.

Simple systems in place to monitor EYFS in the setting.

Few or no systems in place to monitor EYFS.