

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

## Positive Contribution

### **The Childminder has an SEN Policy**

Good clear policy which is being fully implemented and clear monitoring and evaluation taking place annually or more often.

Policy in place and principals followed, updated at least annually.

Policy in place but with some lack of implementation. No evidence of reviewing, monitoring or evaluation.

Either no policy or a policy that is outdated and bears little relevance to practice in the setting.

### **The Childminder has arrangements in place to support children with SEN or disabilities**

The Childminder and any assistants have a good knowledge of supporting children with SEN and fully implement their SEN policy.

The Childminder and any assistants have completed minimum training and implement most aspects of SEN Policy.

The Childminder and any assistants have some knowledge but their training has not been updated or complete. There is an SEN policy but it is out of date or not relevant to the setting.

The Childminder and any assistants have no knowledge of supporting children with SEN. There is no SEN policy in place.

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### **All children and their families are made welcome**

The Childminder and any assistants make an extra effort to provide a welcome to all children and go to extra lengths to make the families of children with SEN feel valued.

The Childminder and any assistants welcome all children and provide adequate support.

The Childminder and any assistants accept children with SEN but focus on child's needs.

The Childminder and any assistants do not welcome children and families regardless of their needs.



### **The Childminder along with any assistants meet individual children's needs**

The Childminder effectively assesses all individual children's needs, ensuring the parent/carer is fully involved, working with agencies and professionals where appropriate. The children and their family's needs are met.

The Childminder assesses and provides for individual children's needs.

The Childminder meets most children's needs but not all.

The Childminder does not assess and provide adequately for individual children.

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### **The Childminder and any assistants work effectively with outside agencies**

The Childminder takes positive action in working with other agencies, makes valid assessments and uses advice and guidance given by others consistently and effectively.

The Childminder works co-operatively with other agencies.

The Childminder accepts support from outside agencies when approached but does not always follow through with advice and guidance.

The Childminder does not refer children to outside agencies and/or is not co-operative when professionals make contact.



### **The Childminder and any assistant show a commitment to working closely with parents**

The Childminder actively seeks parents views, knowledge and input and ensures effective communication with all parents. Parents are engaged in the child's learning.

The Childminder works effectively with parents both in valuing their input and through effective communication.

The Childminder communicates with parents over statutory practical issues or as a one way process.

The Childminder does not communicate effectively with parents.

**All children are expected to learn and achieve through the support of an inclusive practitioner and appropriate**

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### **resources that reflect different cultures and disabilities**

The Childminder and any assistants are positive role models which show through interactions with children and parents and by the range of differentiated activities provided daily. Parents are engaged with the setting and contribute to the learning.

There is evidence of a range of resources at the setting and some interactions encourage positive engagement.

Setting has a range of resources which are only used at key times in the calendar.

Setting has limited range of resources that reflect different cultures and disabilities.

### **Are appropriate positive behaviour management strategies used by the Childminder and any assistants?**

The Childminder and assistants apply a range of positive behaviour strategies appropriate to the age and stage of the children and clear boundaries exist. Parents are fully involved with these.

The Childminder and assistants use some behaviour strategies and positive and inclusive language.

Some positive behaviour management techniques are used at times. These are not always age and stage appropriate

Little evidence of the Childminder or assistants acting positively when dealing with negative behaviours.

