Quality Framework

Self-evaluation reflections

Childminder version · published February 2025

> ## "
> ## We do not learn from experience... we learn from reflecting on experience
>
> — John Dewey

"

Competent and confident learners and communicators, healthy in mind, body and spirit, secure in their sense of belonging **and in the knowledge that they make a valued contribution to society**

— Te Whāriki, Early childhood curriculum (2017)

"

Children are not "empty vessels to be filled", but rather they are "active builders of knowledge - little scientists who construct their own theories of the world."

— Jean Piaget

"

Foreword

Themes of love, kindness, and professional autonomy particularly stood out to me in this quality framework. These topics are of particular interest and are sadly neglected across existing regulatory standards. Change in the world commences with our youngest children, and the manner in which we love and nurture them today will determine their capacity for love and nurturing in the future (Bradbury, 2024).

This framework undoubtedly presents prospects for transformation and advancement as it examines many globally known and explored child development theories and methodologies. Examples include the application of schemas, the Reggio Emilia philosophy, and emotional literacy, among many others.

— Dr. Léonie Butler EdD, MA, BSc (Hons)

Contents

If there are any breaches to the statutory requirements as set out in the Early years foundation stage statutory framework for childminders (2024), a consideration will be needed on whether these breaches have a significant impact on children's learning and development, and therefore whether a review of the CM's registration is required.

Introduction

This document will set out the Quality Framework that is used by tiney, exploring the five areas: **Safeguarding and welfare requirements, Professional leadership, Quality of education, Personal development and independence,** and **Behaviour and wellbeing**.

Grade descriptors
Each of these sections has been broken down into the three grade descriptors of **'Support required**, **'Good'** and **'Outstanding'**. From the review of each of the five areas, an overall grading is given to each childminder as 'Overall effectiveness'. If the provider has been graded as a support required in any area, then a support required grading will be given as the overall grading of the visit. **'Support required'** grading will be given where a childminder's practice is not yet good or outstanding. Receiving support is not something to be feared, as long as you engage with the support that tiney will offer, in order to help you get to a **'Good'** or an **'Outstanding'** as quickly as possible. When a childminder is graded as **'Support required'**, a consideration of any breaches to the statutory requirements will be carried out, to ensure that the children are safe, and to ensure that further action is not required.

At tiney, we want all of our childminders to be good or outstanding, to give the best possible start to all children accessing a tiney home, and where our childminders need support getting there, we want to provide the best support possible. As we all know, the early years are a special and uniquely important time of life.

QA framework
At tiney we always want to be transparent, and by sharing the framework that tiney use in all quality assurance, compliance and support visits, we hope that it supports tiney childminders to work collaboratively with tiney. It is hoped that by using this resource as a self-reflection tool, childminders will be encouraged to reflect on their practises, strive to always develop and maintain quality. The guidance is for childminders to use, to score and reflect upon their own practice, and to think about how they can improve.

Other documents to consider
When using this Quality Framework, you should also consider the Early Years Foundation Stage (EYFS) statutory framework from 2024 for childminders, available here. This will ensure that you are meeting all of the requirements.

Curriculum Guidance: As stated in section 1.15 of the Early Years Foundation Stage Development Matters Government curriculum guidance for the EYFS, can support childminders to deliver the EYFS learning and development requirements. It can be used to design an effective early years curriculum. This guidance is non-statutory, so Ofsted and CMAs will not take this into account when carrying out inspections or quality assurance visits. It is up to childminders to decide how they deliver the learning and development requirements.

You may also choose to refer to Birth to Five Matters, which is another non-statutory document that can support you.

Responsibility
It is the childminder's responsibility to take the guidance in the Quality Framework and ensure it is appropriate for the ages of the children in their care. For example, if you are only caring for young children, you will need to consider how to support them in an age-appropriate way. Childminders should ensure children understand their learning securely, appropriate to their age and stage, to help them progress to the next stage of learning

Summary
The guidance has been put together by the tiney quality assurance team, the education team and most importantly with the support of some of our tiney childminders, and tiney childminding assistants.

The nature of early years, and in working with small children, means that no one can predict what each day can bring. From active reflection we learn, and we develop – and hope that next time we will have a shiny new tool in our toolbox to help us navigate the education of the children we care for.

The development of this framework included a thorough academic review to ensure it meets the highest standards of quality and relevance in the early years sector. Drawing on a wide range of respected research and studies, the content was carefully evaluated against established frameworks and benchmarks. This review process has ensured the framework is firmly evidence-based while remaining practical, supporting childminders to deliver high-quality care and education

This reflection document has been put together, having consulted and considered the following documents:

- ICP (Inclusive Classroom Profile) (2016)
- ECERS (Early Childhood Environment Rating Scale)
- ITERS (Infant Toddler Environment Rating Scale)
- Te Whariki Early Childhood Curriculum (2017)
- Early Years Inspection Handbook (2019)
- LPDS (LEYF Pedagogy Development Scales, 2018, The London Early Years Foundation)
- 'Interacting Or Interfering? Improving Interactions in the Early Years' (2016), Julie Fisher
- SEED (Study of Early Education and Development) (2015)

Safeguarding and welfare requirements - (Not met or met)			
Gradings: Support required / Good with actions / Good / Outstanding			
Professional leadership	**Quality of education**	**Personal development and independence**	**Behaviour and wellbeing**
Gradings: ● Support Required ● Good with Actions / Good ● Outstanding	**Gradings:** ● Support Required ● Good with Actions / Good ● Outstanding	**Gradings:** ● Support Required ● Good with Actions / Good ● Outstanding	**Gradings:** ● Support Required ● Good with Actions / Good ● Outstanding
Themes: ● Leadership - vision, values and approach ● Professional Growth ● Management ● Community and Family Engagement ● Engagement with the tiney community ● Role as a SENCO	**Themes:** ● Observation ● Assessment and Evaluation ● Curriculum and Planning ● Teaching and Learning ● Learning Environment ● Supporting children	**Themes:** ● Children's Individuality ● Valuing Independence ● Health ● Culture and Community	**Themes:** ● Positive Relationships ● Supporting and Understanding Behaviour ● Emotional Wellbeing ● Inclusive Practice

Safeguarding and welfare requirements		
	Not met	**Met**	**Grading**
	The childminder is not compliant as they do not sufficiently meet the 'Early Years Foundation Stage (2024) Safeguarding and welfare requirements' and/or the tiney requirements to keep children safe. (See appendix A)	The childminder is compliant as they have sufficiently met the 'Early Years Foundation Stage (2024) Safeguarding and welfare requirements' and/or the tiney requirements to keep children safe." (See appendix A)	Unselected ▾

Professional leadership

	Support required	Good	Outstanding	Grading
1.1 Safeguarding and welfare requirements	The childminder is not compliant as they do not sufficiently meet the 'Early Years Foundation Stage (2024) Safeguarding and welfare requirements' and/or the tiney requirements to keep children safe.	The childminder is compliant as they have sufficiently met the 'Early Years Foundation Stage (2024) Safeguarding and welfare requirements' and/or the tiney requirements to keep children safe." (See Safeguarding and welfare section)		Unsele... ▾
1.2 Proactive safeguarding knowledge	The childminder needs to improve their proactive approach to staying up-to-date with current safeguarding knowledge and policy changes, including local safeguarding procedures.	The childminder stays updated with safeguarding knowledge and policy changes, regularly reviewing national and local updates, and knowing their local safeguarding procedures.	The childminder is proactive and self-motivated in staying up-to-date with all safeguarding knowledge and any national or local policy changes. They are thoroughly familiar with local safeguarding procedures for their authority and ensure they have comprehensive awareness.	No Score ▾
1.3 Commitment to professional growth	The childminder needs to show a stronger commitment to learning and development as an educator and business owner.	The childminder demonstrates a commitment to professional growth by regularly seeking out learning opportunities and developing their skills as an educator and business owner.	The childminder shows a strong desire to learn and develop both as an educator and business owner, consistently seeking out opportunities for professional growth and demonstrating a proactive approach to continuous improvement.	No Score ▾
1.4 Engagement with tiney	The childminder is not fully aware of the value and support available through being registered with tiney as an agency and has not engaged effectively with the guidance offered, impacting the setting's compliance and quality.	The childminder is aware of the value and support available through being registered with tiney as an agency. They engage effectively with the guidance offered, positively impacting the setting's compliance and quality.	The childminder fully utilises the value and support from tiney. They proactively engage with guidance and resources, effectively enhancing their practice and the quality of care provided, consistently improving compliance and overall quality.	No Score ▾
1.5 Professionalism and respect	A respectful culture is not always present in the setting, and the childminder's interactions with other professionals, other childminders/assistants and tiney team members are not always professional.	The childminder and any assistants foster a positive and respectful culture with each other and with the parents and families. All interactions with parents, tiney team members, and other professionals are respectful and professional, both online and in person.	The childminder and any assistants consistently model exemplary professionalism and respect in all interactions, actively promoting a positive culture and building strong, collaborative relationships with parents, tiney team members, and other professionals. The childminder is an advocate for tiney and its practices.	No Score ▾
1.6 Vision and values	The childminder is currently unsure of their vision and values. They may struggle to clearly define what they aim to achieve in their setting and how their values should shape their daily practices.	The childminder is clear on their vision and values for their setting and can articulate them clearly. Both the childminder and any assistants demonstrate understanding and application of the tiney values in everyday practice.	The childminder is clear on their vision and values for their setting, and these are consistently demonstrated in practice. They effectively communicate these values to the children, ensuring they are understood and reflected in daily activities.	No Score ▾
1.7 Educational approach	The childminder is uncertain on why they are following their chosen educational approach.	The childminder has thought about what educational approach to follow, and is implementing this in action.	The childminder has considered a blend of approaches that best fit the needs of the children and the community, therefore creating their own pedagogy, and has embedded this in their setting	No Score ▾

Professional leadership

	Support required	Good	Outstanding	Grading
1.8 Use of tiney app	The childminder does not use the tiney app effectively. Usage is sporadic and limited, with critical functions such as <u>signing in children on registers</u> and <u>completing learning observations</u> often neglected.	The childminder uses all parts of the tiney app, ensuring digital compliance. For example, they maintain the childcare register, learning journals, and cpd log up-to-date, making documents easily accessible and effectively supporting daily operations.	The childminder fully integrates the tiney app into daily operations, using all features comprehensively. They apply insights from the app to enhance practice and tailor care to each child's needs. The app is also used to foster proactive and meaningful communication with parents.	No Score ⌄
1.9 Engagement with tiney community	The childminder requires additional support to effectively engage with the wider tiney community and their community coach, enhancing their involvement and integration within the local network.	The childminder uses the tiney <u>'community hub'</u> effectively to support their practice and day-to-day operations, staying informed of relevant updates. They actively engage with local groups, including other childminders and their community coach, and attend local events such as 'the big toddle'.	The childminder plays an active role in welcoming and supporting new childminders joining the local area, offering advice and assistance as needed. They demonstrate proactive engagement with the tiney community, provide regular feedback and participate in events.	No Score ⌄
1.10 Professional relationships	Support is needed to enhance collaboration with other childminders, early years settings, local schools, and other professionals to improve relationships and <u>transitions</u>.	The childminder effectively collaborates with other childminders, early years settings, and local schools to support children's transitions and build strong professional relationships.	The childminder has established strong partnerships with other childminders, early years settings, local schools, and other professionals. These partnerships enhance relationships and provide excellent support for children's transitions.	No Score ⌄
1.11 Family engagement	The childminder has minimal interaction with families, leading to a lack of communication and <u>partnership in supporting children's development</u>.	The childminder maintains <u>regular communication with families</u>, sharing updates on children's progress and involving them in the learning process through meetings, updates in the app, and feedback sessions	The childminder creates a strong partnership with families by engaging them in regular two-way communication, offering workshops, and organising events that encourage family participation in the setting. This collaborative approach ensures families feel valued and actively involved in their children's learning and development.	No Score ⌄
1.12 Home learning	Support is needed to further engage parents in the children's learning. Strategies for engaging parents are not effective enough and parents do not have an understanding of what their child is learning or in how they can help them improve.	The childminder effectively engages parents in children's learning with parents being supported to extend learning in the home, for example supporting parents with toilet training routines.	The childminder understands the impact that home learning has on children's development, and shares this impact with parents, inspiring them with personalised guidance and activity ideas to parents to use at home.	No Score ⌄
1.13 Self-reflection	The childminder is not yet able to effectively self-reflect or evaluate their practice, and additional training and support are needed.	The childminder is able to self reflect, and self evaluate, and sets and implements actions for development.	The childminder is self-motivated for improvement, actively reflects to lead their own learning, and develops and leads their own growth plan.	No Score ⌄

Professional leadership

	Support required	Good	Outstanding	Grading
1.14 Continuous professional development (CPD))	The childminder has not completed the required 16 hours of continuous professional development (CPD)) annually. Or they have not understood how to put their learning into practice.	The childminder is committed to continuous professional development (CPD)), completing at least 16 hours annually, and applying their learning from training by trying out new ideas in their practice. They reflect on the impact of these changes, ensuring both they and any assistants make full use of the tiney professional development programme.	A commitment to CPD is at the heart of the childminder's ongoing professional practice, consistently applying new knowledge and skills to their practice. They actively seek continuous learning opportunities both within tiney and in the wider sector, inspiring assistants to do the same and fostering continuous improvement.	No Score ▾
1.15 Use of Quality Framework	The childminder does not yet utilise the Quality Framework to reflect on their practice or guide their development.	The childminder makes use of the Quality Framework, to self-reflect on their own practice, leading their own continuous development.	The childminder fully integrates the Quality Framework into their practice, using it to drive continuous improvement. They regularly reflect on and assess their performance, setting and achieving high standards for themselves and any assistants.	No Score ▾
1.16 Displays	Any displays are created by adults, placed at adult height, and do not focus on children's learning experiences and displaying their work.	Displays are mostly at the children's level and focus on their learning experiences and children's creations.	Children decide how to display their work and what to include, having opportunities and choices in how and where their creations are shown.	No Score ▾
1.17 Documentation and records	Documentation is not organised effectively, and/or the childminder doesn't fully understand their role in running their business.	The childminder demonstrates that all documentation is well organised, and understands their role as a business owner.	The childminder consistently maintains exceptionally organised documentation and takes a proactive approach to improving their business management and leadership skills.	No Score ▾
1.18 tiney contracts and wallet	One or more of the childminder's children are enrolled without using appropriate tiney contracts. The childminder does not yet use the tiney wallet effectively to process payments.	The childminder uses the appropriate tiney contract for each placement and ensures all payments are processed through the tiney wallet, adhering to tiney's financial procedures.	The childminder uses the appropriate tiney contract for each placement, adheres to tiney's best practice guidelines for rates, hours, and holidays, and uses the tiney wallet for all payments. They actively support parents in understanding the payment procedures and other benefits available through the tiney app.	No Score ▾
1.19 Transitions with other settings	The childminder does not recognise the impact that transitions between settings has on children's learning and the importance in sharing information.	The childminder is committed to supporting children and families with transitions to support children's learning and shares information effectively with other settings, using this information to support the child's learning.	The childminder develops relationships with other settings that the children attend / feeder settings that children move into. For example, the childminder carries out stay and play sessions to help children build new relationships.	No Score ▾
1.20	Assistants are not supported effectively. Their views and opinions are not yet sought out consistently	The childminder provides thorough support for assistants. Assistants have access to the tiney app and	Assistants are valued and treated as professionals, receiving coaching support and working in partnership	No Score ▾

Professional leadership

	Support required	Good	Outstanding	Grading
Assistants (if applicable)	enough, leading to low engagement and professional growth.	are given opportunities for continuous professional development (CPD). The childminder regularly seeks their views and opinions, and all adults work together as an effective team.	with the childminder. Issues are promptly addressed, and feedback is consistently provided. They actively incorporate this feedback to enhance practice and create a collaborative working environment.	
1.21 Co-minders (if applicable)	Co-minders are not yet working effectively together. There is a lack of communication and shared responsibility, resulting in inconsistent practice.	Co-minders work collaboratively, sharing responsibility for the setting. They regularly communicate, aligning on practice and decision-making to ensure consistency in care and education. Each co-minder's views are considered in the running of the setting.	Co-minders work as equal partners, engaging in reflective practice and regularly evaluating their work together. Feedback is shared openly, and they jointly implement changes to improve the quality of the setting, fostering a positive and cooperative working relationship.	No Score ⌄
1.22 Role as a SENCO	The childminder does not fully understand their roles and responsibilities as the SENCO of their setting.	The childminder demonstrates a clear understanding of their role as the SENCO and is aware of their responsibilities under the send code of practice. They implement targeted support as required to promote children's development.	The childminder has an in-depth understanding of their SENCO responsibilities. They engage families through workshops and discussions, ensuring a comprehensive understanding of the available support. They also share guides and information to enhance families' understanding.	No Score ⌄

Quality of education

	Support required	Good	Outstanding	Grading
2.1 Knowledge of EYFS statutory framework areas	The childminder does not have a sound knowledge of the seven areas of the EYFS statutory framework and how to implement these in the setting	All seven areas of learning and development are implemented appropriately with an understanding that the three prime areas are essential for each individual child's development.	All seven areas of learning and development are deeply embedded. The childminder integrates these areas seamlessly into daily activities, providing rich, varied experiences.	No Score ⌄
2.2 Application of the characteristics of effective learning	The childminder does not encourage children to explore, learn actively, or think creatively. Children miss out on these important learning experiences.	The childminder helps children develop the characteristics of effective learning by encouraging them to explore, learn actively, and think creatively. These activities are included in the daily routine, helping children enjoy and engage in learning.	The childminder consistently fosters the characteristics of effective learning by encouraging children to explore, learn actively, and think creatively. Mistakes are viewed as learning opportunities, and children are supported in engaging in risky play within safe parameters.	No Score ⌄
2.3 Observation	The childminder doesn't effectively embed observation practices to find out about children's interests and their current stages of development.	The childminder spends time observing children, building up knowledge of their interests and stages of development. This information is used to inform planning and learning experiences, without creating a	As well as all of the good descriptors, the childminder takes time to fully get to know the child and their family, learning about their culture, beliefs, and values. These	No Score ⌄

Quality of education

	Support required	Good	Outstanding	Grading
		burdensome workload, ensuring that more time is spent engaging with the children.	observations are used to build, reflect, and adapt the curriculum to meet each child's unique needs.	
2.4 Assessment	The assessment process is either overly burdensome or not carried out frequently enough to effectively determine what children know, understand, and can do. This impacts the childminder's ability to understand children's current stage of development, which in <u>turn affects the planning of appropriate learning experiences,</u> hindering children's progress	Assessment is used effectively, considering what children can do and supporting further observation. It <u>informs future planning</u> and learning experiences.	The childminder employs a streamlined, effective assessment process that accurately captures each child's development and learning needs. Assessments are used to tailor planning and adapt teaching strategies, ensuring effective support and progress for each child.	No Score ▾
2.5 Planning	The curriculum and planning are ineffective, leading to limited engagement and missed learning opportunities: • The curriculum has not been properly planned or implemented. Planning may feel burdensome, and children's interests are not sufficiently understood or considered, resulting in incidental learning experiences and a lack of engagement. • The delivery of planned activities is too narrow and does not account for other possible learning outcomes from across the EYFS statutory framework. • <u>Pre-planned themes do not link or relate to the current children's interests,</u> further reducing engagement. • The majority of learning experiences are adult-initiated and adult-directed, limiting <u>children's opportunities to lead their own learning and explore their interests.</u>	The curriculum is well-planned, ambitious, and responsive to children's needs and interests: • The curriculum is thoughtfully planned and ambitious, incorporating input from both parents and children. Planning is concise and manageable, avoiding unnecessary time burdens. • The childminder fosters children's interests, encouraging them to follow their own lines of enquiry and actively participate in their learning. • Learning experiences are planned with consideration of potential learning outcomes, taking into account children's interests and developmental needs. • Project themes are centred around children's interests, building new knowledge and encouraging discovery. • Learning experiences are mostly child-initiated and child-led, allowing children to take the lead in their own learning and exploration. • <u>Planning builds on what children already know, extending their knowledge</u>. The childminder adapts planning flexibly in response to observations, ensuring experiences remain relevant and tailored to children's current needs and interests.	As well as all good descriptors, the curriculum is flexible, responsive, and centred on children's evolving interests and abilities: • The curriculum is adaptable, recognising that children's abilities and strengths can change moment to moment. The childminder deeply understands children's interests and incorporates them into well-planned activities, while also providing exposure to new interests and experiences. These experiences are multi-layered and adaptable. • Learning experiences are fluid and evolve based on how the child engages with the activity, allowing for a responsive approach that spirals from the child's actions. • The childminder uses project plans flexibly, allowing projects to last as long as the children remain interested. Projects can span from a single day to several months, depending on the children's engagement. • Practitioners embrace the "process not product" philosophy, focusing planning on the child's individuality, freedom, and creativity. Experiences are designed to encourage unique expression and exploration, without the need for a predetermined outcome.	No Score ▾

Quality of education

	Support required	Good	Outstanding	Grading
2.6 Routines	Children's play is frequently interrupted by rigid routines, or routines do not match the needs of the children. Daily transitions may be rushed. Children are not prepared for what comes next.	Daily routines are smooth and supportive, meeting the needs of the children, with the childminder preparing children for daily transitions in advance. Children feel secure and transitions happen calmly.	The childminder ensures that all routines are flexible and child-centred, using times like meal times, toilet routines, and garden transitions as rich learning opportunities. Children are well-prepared for daily transitions, which are handled smoothly.	No Score ▾
2.7 Interactions	The childminder sometimes interrupts children's play instead of waiting to be invited in or considering whether an adult interaction would enhance the learning experience. They may quiz the child with too many or irrelevant <u>questions that do not align with the child's current thought process.</u>	Children are given time for uninterrupted play, with the childminder championing the power and richness of play. <u>Interactions are balanced</u>, as the childminder understands when to engage and when to step back, observe, and listen. Practitioners and children learn with and alongside each other.	Children are empowered to learn independently and with others. The childminder learns alongside the children, researching answers to their questions together and celebrating their ability to learn from mistakes.	No Score ▾
2.8 Community engagement	The childminder does not engage with the local community, missing opportunities to enrich children's experiences and learning.	The childminder builds connections with the local community, integrating community events and activities into the children's experiences. Children learn about their community through visits, local projects, and interactions.	The childminder forms strong partnerships with the community, regularly involving children in community events and projects. The setting frequently hosts or <u>visits community members</u>, fostering a sense of belonging and broadening children's understanding of their community.	No Score ▾
2.9 Learning environment	Learning spaces are <u>not yet fully thought through</u> - they may be overly cluttered or perhaps only offer resources that don't reflect the children's stage of development. Resources may not be <u>accessible or consistently at the children's level.</u>	The learning environment includes <u>invitations to play;</u> it's purposefully laid out to stimulate and challenge children. Learning spaces are uncluttered, open, bright, and well-organised, equipped with resources to support all areas of learning. All resources and resource boxes are accessible and placed at children's level, encouraging free choice and independence.	The childminder embraces the tiney value, 'curious minds see more,' by creating an environment filled with items that spark curiosity and intrigue, promoting excitement and interest. A wide variety of resources, including those for 'risky play', encourage exploration and resilience. Fascinating and engaging provocations are an integral part of the environment to support learning.	No Score ▾
2.10 Curiosity, awe and wonder	Curiosity, awe, and wonder are not consistently encouraged within the environment or through the experiences offered to children, which may limit their engagement and opportunities for exploration and discovery.	Children are offered a range of experiences that promote curiosity, awe and wonder. <u>Resources added to the environment also support this.</u>	The environment is rich with resources that continually inspire curiosity, awe, and wonder. Key concepts are embedded in everyday activities, with skilled teaching extending children's thinking. For instance, a question about a polar bear on the ice can lead to deeper exploration of habitats and climate, creating meaningful learning opportunities	No Score ▾
2.11 Outdoor learning	<u>Outdoor activities do not provide children with the freedom</u> to explore nature or engage in <u>physical play.</u> Children may lack daily outdoor experiences and do not spend enough time outdoors being active and connecting with nature.	Children have a chance to explore the outdoors daily, to be free, and to <u>immerse themselves in nature.</u> Indoor and outdoor environments enable active physical play.	Children engage in regular daily planned outdoor activities that <u>promote environmental stewardship, safe risky play, and a deep appreciation for nature,</u> promoting physical health and coordination.	No Score ▾

Quality of education

	Support required	Good	Outstanding	Grading
2.12 **Testing ideas**	The childminder does not provide enough opportunities for children to make predictions, think of their own ideas, or speculate. Children are rarely given the time or resources to test their ideas and learn through discovery.	The childminder encourages children to make predictions, think of their own ideas, and speculate. Children are given some time and resources to test their ideas and learn through discovery.	The childminder encourages children to make predictions, think of their own ideas, speculate, and test their ideas. Time and resources support discovery, fostering a love of learning. <u>Sustained shared thinking</u> is evident as the childminder and child work together to deepen understanding.	No Score ⌄
2.13 **Communication and language**	Children's vocabulary is not extended, and they are rarely introduced to new words. <u>Opportunities to broaden language are missed, limiting development in communication.</u> There are insufficient opportunities and support in place for children to develop in all areas of their communication, such as, receptive language (understanding), social communication and listening and attention.	The c<u>hildminder uses ambitious vocabulary with the children and thoughtfully considers which new words and phrases to introduce.</u> The childminder is aware of and scaffolds children's learning in all areas of communication and language not just their expressive skills (talking) this supports children's language development	The childminder consistently enriches children's vocabulary through ambitious and varied language use. They strategically introduce new words and concepts in engaging contexts, seamlessly integrating these into daily interactions, the childminder is able to build on children's understanding and processing of language through a blend of everyday routines and spontaneous experiences as well as planned activities, and provide additional support if children are experiencing challenges in this area. <u>Fostering strong communication and language skills.</u>	No Score ⌄
2.14 **Dialogue and communication**	The childminder relies on closed questions that do not open opportunities for discussion. Commentary and questioning are not well balanced so it can feel like the child is being 'tested', with lots of questions being fired at them.	The childminder uses open-ended dialogue to extend children's learning, such as "can you tell me about this?" Or "I wonder why that happened?" Conversations arise naturally throughout the day and are rooted in the child's curiosity.	The childminder uses <u>serve and return interactions</u> in an age-appropriate manner with in-depth conversations, debate, thinking, and problem solving, reflecting, developing, and extending according to the child's relevant stage of development.	No Score ⌄
2.15 **Language rich environment**	The childminder does not provide enough opportunities for children to speak, listen, or build confidence in their language skills. There is limited attention to the use of print, text, or meaningful marks in the environment.	The childminder has created a language-rich environment that includes opportunities for children to speak, listen, and build confidence in their language skills. The childminder skilfully embeds e<u>arly literacy into everyday play</u> in a very organic way, such as writing shopping lists together, pointing out text in the environment like signs in the street, food label signs.	As well as all of the good descriptors, non-verbal methods of communication children may be using are consistently responded to and used by the childminder to support children's developing communication skills, such as the use of makaton and/or visual support strategies.	No Score ⌄
2.16 **Stories, rhymes and music**	Children are expected to join in and sit for periods of time that are not in line with their developmental stage. <u>"Story time" is rigid</u>, with children sitting and listening to an adult reading with the same tone and intonation.	Children are given opportunities to engage in stories, rhymes and music. These experiences are interactive, encouraging children's participation. Following the children's lead, and taking account of the children's current developmental stage. They allow children the choice to opt in, or to opt out.	Stories, rhymes and music experiences are fully immersive and allow the children to be active participants. This might include some spontaneous storytelling / creating and acting out stories / creating music, with the children. ● Innovative approaches to storytelling may be used, such as '<u>the dialogic reading approach'</u> and '<u>helicopter story time'</u>.	No Score ⌄

Quality of education

	Support required	Good	Outstanding	Grading
2.17 **Early maths**	The childminder does not provide sufficient opportunities for children to engage in <u>mathematical activities, mathematical concepts</u>, and does not introduce <u>basic concepts such as counting, shapes, and measurement, limiting children's mathematical development.</u>	The childminder incorporates mathematical concepts, such as positional and mathematical language. This is achieved through activities such as telling time on a clock, measuring ingredients, using a tape measure at the park, and exploring capacity with containers. The environment includes suitable resources that support early mathematical learning.	The childminder seamlessly integrates maths into everyday activities, encouraging children to notice shapes, count naturally, and explore patterns, sizes, and measurements. Through play, children explore key concepts like subitising (instantly recognising small quantities without counting) and sharing equally. This ensures early maths concepts are meaningfully and engagingly introduced.	No Score ▾
2.18 **Expression**	The childminder does not provide sufficient opportunities for children to engage in creative activities, limiting their ability to <u>explore and develop their artistic and imaginative skills</u>. Additionally, activities may be too adult-directed, with an emphasis on the end result rather than the creative process.	The childminder incorporates a variety of creative activities, allowing children to explore different materials, music, movement, and role-play. The environment includes resources that support children's artistic and imaginative development.	The childminder seamlessly integrates creative activities into everyday experiences, allowing children to choose their materials and methods, such as painting, sculpture, music, and dance. This approach ensures that key concepts of expressive arts and design are explored in a meaningful way.	No Score ▾
2.19 **Use of screens**	There is too much focus on screen-based activities, which limits children's chances to play, explore, and learn through hands-on experiences or with others. Children are missing out on real-world learning opportunities.	<u>Screens are used in a balanced way</u>, supporting learning without taking over. Screen time is managed so it adds to children's learning, without replacing other important activities. Children still have plenty of chances to play, explore, and interact with others.	Screens are used carefully and only when they clearly help children's learning. For example, watching a short video of a volcano might lead to doing a fun science experiment, or a video of music from another country could inspire making instruments. Most of the time, children are learning through active play, creativity, and social activities, with screens used to support these.	No Score ▾
2.20 **Schemas**	The childminder does not notice or use <u>schemas in activities</u>. For example, they may overlook a child stacking blocks or making patterns, missing opportunities to encourage exploration.	The childminder notices some schemas in children's play. For instance: • Object schema: when a child stacks blocks, the childminder encourages them by providing more blocks of different sizes. • Movement schema: when children run around, the childminder sets up an obstacle course to encourage physical exploration.	The childminder consistently <u>integrates schemas into activities, actively promoting exploration</u>. For example: • Object schema: if a child is stacking, the childminder offers various materials, like boxes and cans, and asks questions about balance and height, prompting deeper thinking. • Movement schema: the childminder sets up a nature walk where children can climb, jump, and explore different textures, adapting the route based on what the children show interest in.	No Score ▾

Personal development and independence

	Support required	Good	Outstanding	Grading
3.1 Talents and interests	The childminder does not sufficiently recognise or celebrate each child's strengths, interests, and talents. Individual identities and <u>unique ways of doing things</u> are not respected or considered.	The childminder actively recognises and celebrates each child's strengths, interests, and talents. <u>They respect each child's identity</u> and individual way of doing things, incorporating these into their interactions and planning.	Each child's strengths, interests, and talents, are actively recognised and celebrated by the childminder. The childminder takes account and respects each child's identity, and the child's individual way of doing things.	No Score ▾
3.2 Safe, and healthy	The childminder does not effectively promote or support <u>children's health</u> and hygiene practices, including oral health. As a result, children need further support to know how to keep themselves safe and healthy.	Childminders and children engage in conversations about germs and the importance of good hygiene routines, encouraging the children to ask questions. Effective hand washing routines are embedded. The childminder promotes the importance of oral health with the children.	The childminder consistently integrates health discussions and practices into daily routines, ensuring children understand and practise how to keep healthy and manage risk. Excellent hygiene, balanced nutrition, regular physical activity, and a thorough understanding of healthy lifestyle choices are consistently promoted.	No Score ▾
3.3 Decision making	Choices are made for the children by the adults in the setting, and support is needed to consider how children can be better included in decision-making processes.	Children take on leadership roles in daily routines and activities, such as helping to make beds for rest times, water the plants and take care of the setting.	Childminders lead dialogue with children, to help them to understand how to manage their own risks, and to help children to understand the process of managing risk, such as saying "have you done your risk assessment"? "What things do you need to consider?"	No Score ▾
3.4 Children's views	The childminder does not seek or act on children's views, limiting their ability to make choices or develop independence.	The childminder regularly seeks and acts on children's views, allowing them to make choices about their own experiences and routines, supporting their personal development and independence.	The childminder actively gathers children's views in innovative ways, and uses these insights to shape daily activities, routines, and the environment. By adapting the play space or planning activities based on children's input, the childminder supports children to develop strong independence and decision-making skills.	No Score ▾
3.5 Meal and snack times	The childminder needs to <u>involve children more during snack and meal times</u> and encourage them to serve themselves.	Children self-serve for meals, considering what is age appropriate. The youngest children are encouraged to feed themselves and explore using their senses	The childminder has considered how to make adjustments to the tools the children use, such as child sized jugs and serving spoons, to support the children to be competent in their own leadership at mealtimes.	No Score ▾
3.6 Diet and exercise	The setup of the environment limits children's access to activities and experiences that allow them to be active. Food options do not always promote healthy eating.	The childminder provides a healthy diet and balances this with opportunities for rest and exercise.	Children help plan meals, considering whether the meals help keep their bodies healthy.	No Score ▾

Personal development and independence

	Support required	Good	Outstanding	Grading
3.7 Personal care needs	Support is needed to ensure children develop self-care skills such as dressing and toileting independently. Appropriate guidance or encouragement to manage these tasks on their own is not consistent.	The childminder and any assistants value children's independence, teaching children to become independent in managing their personal needs and care needs. Children's dignity and privacy is respected, in an age appropriate way.	"Help as much as needed and as little as necessary." Children are given the extra time they need to carry out their own personal care needs, with routines carefully designed to support their independence and competence. This might include practical tools, such as using a mirror to help them wipe their faces after meals.	No Score ⌄
3.8 Inclusion	The children are not supported to develop their understanding of people and communities beyond their own. Whilst the childminder may take account of the children's backgrounds within the setting, the children do not get enough opportunities to learn about people that are different to them.	Childminders are sensitive to children's own cultural practices and routines, incorporating them into practice. The childminder has an unbiased approach and challenges stereotypical behaviours, ensuring that children have opportunities to celebrate difference.	The childminder organises events and experiences that celebrate different cultures, encouraging children to share their own traditions and learn about others. Children engage with people from diverse communities, such as meeting people from different occupations, different family make ups, or visiting various religious settings.	No Score ⌄
3.9 Sustainability	Sustainability concepts are not introduced or integrated into the children's activities.	The childminder introduces basic sustainability themes, such as recycling, in an age-appropriate way.	Sustainability is embedded in the setting, with children involved in composting, gardening, and recycling. They also explore where items come from and discuss collective responsibility, such as making posters to discourage littering, helping them understand their role in caring for the planet.	No Score ⌄
3.10 Stronger after a fall	The childminder does not encourage resilience or learning from mistakes. The value "we get stronger after a fall" is not reflected in the childminder's approach, with praise is based around achievement and does not place value on effort and "having a go."	Children are encouraged to "keep on trying". This creates a culture where children are encouraged to learn from their mistakes and develop resilience. The childminder embeds the tiney value "we get stronger after a fall" by creating a culture where making mistakes and not getting things right are all valuable learning experiences.	The childminder fosters a strong ethos of resilience, and supporting the growth mindset, encouraging children to take risks, embrace challenges, and learn from their experiences. The value "we get stronger after a fall" is deeply embedded, with children consistently supported to reflect on their mistakes, understand them as opportunities for growth, and celebrate their efforts in overcoming challenges.	No Score ⌄
3.11 Ownership of environment	Children do not feel a sense of ownership of their environment, and are not encouraged to offer views or opinions.	The childminder involves children in maintaining and caring for the setting, fostering a sense of responsibility. They are asked for their views and opinions.	The setting belongs to the children, with them playing an active role in decision-making and showing visitors around. All of their views and opinions are valued and listened to.	No Score ⌄
3.12 Real-life experiences	Children are not given opportunities to engage in real-life experiences.	Children participate in basic real-life activities like simple cooking or gardening. They are encouraged to take part in everyday tasks such as setting the table, cleaning up after activities, and helping with small chores.	Children are involved in real-life independent experiences, such as growing their own food and using real money to buy items from local shops. These experiences are integrated into the daily routine. Role play areas include real fruits, and the environment has real plants to enhance the learning experience.	No Score ⌄

Personal development and independence

	Support required	Good	Outstanding	Grading
3.13 Child-Led leadership	The childminder does not provide effective opportunities for children to actively contribute to the development of the setting.	Children are given regular opportunities to influence the development of the setting, with the environment periodically adjusted to reflect their needs and preferences.	Children are actively encouraged to lead the development of the setting, with the environment continuously adapting to their needs and preferences. Their input is highly valued and consistently integrated into daily practice.	No Score ▾

Behaviour and wellbeing

	Support required	Good	Outstanding	Grading
4.1 Nurturing relationships	Harmonious relationships with children, parents, and families are not consistent or embedded.	The childminder provides a warm, responsive relationship where children feel safe, respected, comforted, and supported. All relationships are harmonious and deep-rooted in mutual respect.	The childminder creates a culture where each child's whole sense of self is respected and valued, fostering strong emotional bonds and supporting children in understanding their own identity and background.	No Sco... ▾
4.2 Key person	The key person system does not work effectively to support children's emotional well-being and children struggle to form secure attachments with their carers.	The childminder provides a consistent key person approach, with effective relationships with parents. This supports the child's emotional well-being and helps them form secure attachments.	The key person system is exceptionally well-implemented, with each child forming deep, secure attachments and receiving highly personalised emotional support.	No Sco... ▾
4.3 Understanding and supporting behaviours	Children's behaviours are not effectively understood or supported. Behaviour is "managed" with instructions and orders instead of positive behaviour strategies.	Children are given opportunities to express their emotions, with childminders on hand to name, guide, and support children with how to regulate these emotions. The childminder recognises that it is developmentally appropriate for children to feel "big emotions".	The childminder recognises that the child's behaviour is an indication of the child's emotional, physical, and developmental needs. The childminder helps the children to label their feelings and the feelings of others. Strategies to support children's behaviour consider age-appropriate behaviours, encouraging children to build empathy and problem-solve collaboratively.	No Sco... ▾
4.4 Co-regulation and self-regulation	The childminder needs support to understand how to encourage children's self-regulation through co-regulation.	Where children are feeling big emotions, the childminder responds calmly and respectfully, understanding that children's storms need to be met with calm waters, using effective co-regulation strategies.	The children are supported to self-regulate their emotions using innovative approaches – such as through the use of facilitated conversations and using 'Breathing Buddies.'	No Sco... ▾

Behaviour and wellbeing

	Support required	Good	Outstanding	Grading
4.5 **Routine and resourcing**	The routine does not challenge or stimulate children effectively, which impacts on children's behaviour. The provision is not appropriately resourced, impacting children's behaviour.	The childminder provides uninterrupted time for play that supports children's wellbeing. Children are prepared for what is coming next. The environment is stimulating and challenging.	The childminder takes account of how children's emotional needs change minute to minute, and hour by hour, and plans the routine and resourcing flexibly to account for this.	No Sco... ▾
4.6 **Emotional environment**	The indoor environment does not effectively promote calm and needs more quiet and cosy spaces to support children's emotional well-being.	There are designated quiet areas where children can retreat and relax, helping them to self-regulate and feel secure. The space includes personalised touches reflecting the children's interests, promoting a sense of belonging.	The childminder meets children's emotional needs in the moment, understanding when to adapt the environment the children are in to support their wellbeing. For example, understanding when a child needs to be in a physically active environment or to retreat to somewhere quiet with their own space.	No Sco... ▾
4.7 **Attention and interaction**	Attention is not individualised, and the childminder does not always pay appropriate attention to children, missing rich opportunities, such as during care routines. This means that children are not effectively supported to feel secure.	The childminder provides attentive individualised interactions. They engage appropriately and effectively with children, helping them to feel safe and secure.	The childminder actively engages with children, seizing every opportunity for meaningful conversations and deepening connections during daily routines. All children have opportunities for 1:1 extended and focused interactions with an adult, fostering deep emotional connections and personalised support.	No Sco... ▾
4.8 **Communication and interaction level**	The childminder does not always use an appropriate tone when communicating with children, and may stand over children rather than getting down to their level.	The childminder engages in meaningful, respectful conversations at the child's level, promoting a culture of mutual respect and understanding. They frequently use eye contact, smile, and nod to show attentiveness.	The childminder uses active listening techniques, acknowledging children's thoughts and feelings, and fostering an environment of trust and mutual respect. They consistently use a warm and respectful tone and engage with children at their level.	No Sco... ▾
4.9 **Time for thought and response**	The childminder does not allow children enough time to think and respond, often rushing them through activities and interactions, impacting on children's behaviours.	The childminder provides adequate time for children to think and respond during interactions, allowing them to process information and think about their responses. This supports a calm and relaxed environment.	The childminder deliberately allows extended pauses. They encourage children to take their time, supporting deeper thinking.	No Sco... ▾
4.10 **Supporting emotional well-being**	The childminder does not effectively support their own / assistants' emotional well-being.	The childminder recognises the importance of supporting their own and assistants' emotional well-being and has strategies in place for this.	The childminder values their own and assistants' emotional well-being by implementing regular self-care practices, reflective supervision and support.	No Sco... ▾
4.11 **Settling-in process**	The settling-in process does not effectively support children to feel settled and secure.	The childminder tailors the settling-in process to each child's needs, working in partnership with parents.	The childminder goes above and beyond to support the child and whole family to build secure relationships and feel confident during settling in processes. For example, they may visit the child at home, or arrange play sessions with the parents in the park.	No Sco... ▾

Behaviour and wellbeing

	Support required	Good	Outstanding	Grading
4.12 **Children's voice**	The child's voice is not considered in the setting, leading to a lack of input from children in decisions that affect them.	Children have opportunities to express their opinions and make choices about their activities.	The child's voice is consistently heard, following these themes: You know me, I trust you, You let me fly, You hear me, You see me.	No Sco... ▾
4.13 **Self esteem**	The childminder does not actively support children in developing self-esteem, missing opportunities to build confidence.	The childminder discovers what children feel competent in and uses these subjects and themes to build a child's confidence and self-esteem.	The childminder consistently identifies each child's strengths and interests, integrating these into activities to enhance confidence and self-esteem. They provide regular, specific praise and create opportunities for children to showcase their skills.	No Sco... ▾
4.14 **Empathy and kindness**	The childminder does not yet consistently promote positive interactions among children. Opportunities to build empathy and kindness are missed, and children's feelings may be dismissed or overlooked. The childminder may rush children into social interactions without recognising their emotional needs, which limits their ability to build meaningful relationships.	The childminder actively promotes positive interactions, encouraging children to communicate respectfully and develop empathy and kindness. They recognise children's feelings and support them in building relationships,	Empathy and kindness are central to the setting, with children encouraged to consider others' feelings. The childminder respects each child, never dismissing their feelings or rushing them into interactions. They thoughtfully guide children, helping them navigate social situations at their own pace	No Sco... ▾

Appendix A: Safeguarding and welfare requirements checklist	Grading
Safeguarding policies and procedure / concerns about children's safety and welfare	
The childminder understands their role as DSL and knows how and when to contact their LSPs and LADO. Their safeguarding policy reflects this.	No Score ▾
(Only applicable to Co-Childminders): The Co-Childminders understand their responsibility for meeting the requirements of their own registration. Including referring to any concerns where the other childminder does not meet requirements.	No Score ▾
The childminder has clear policies and procedures in place that are reviewed regularly. They understand and put these into to practise, have these available and share them with parents	No Score ▾
(Only applicable to childminders working with an assistant): The childminder ensures that any assistants understand and follow their policies and procedures.	No Score ▾
The childminder understands the Prevent duty	No Score ▾
The childminder understands how to keep children safe online.	No Score ▾
Suitable people	
The childminder has informed tiney of any household members, assistants or regular visitors and necessary suitability checks have been completed. Enhanced DBS checks, either on the update service or issued within the last three years are in place.	No Score ▾
The childminder does not allow anyone whose suitability has not been checked to have unsupervised access to children being cared for.	No Score ▾
The childminder and assistants do not take medication that affects their ability to care for children and have notified tiney of any health or medication changes that might impact their suitability.	No Score ▾
The childminder or anyone living or working on the premise does not smoke or vape on vape on the premises when children are present or about to be present	No Score ▾
Training, support and skills	
The childminder attends safeguarding training at least every two years	No Score ▾
(Only applicable to childminders working with an assistant) The childminder provides ongoing support, advice, and guidance to assistants, ensuring they receive induction training to understand their roles.	No Score ▾
(Only applicable to childminders working with an assistant) The childminder supports assistants to undertake ongoing training and CPD and there are appropriate arrangements in place for the supervision of assistants.	No Score ▾
The childminder and any assistants have a current in date and relevant Paediatric First Aid certificate.	No Score ▾

Appendix A: Safeguarding and welfare requirements checklist	Grading
Key person	
Each child is assigned a key person.	No Score ▾
Staff: child ratios	
Children are effectively supervised and must be within sight and sound when eating.	No Score ▾
Statutory ratios for childminders are followed at all times. Any variations to ratios have been applied for and approved by tiney.	No Score ▾
(Only applicable to childminders working with an assistant) Assistants are not left alone with children for more than two hours in a single day.	No Score ▾
If the childminder provides overnight care they have had this approved by tiney and appropriate arrangements are in place.	No Score ▾
Health	
The childminder has a sickness policy that includes the action to take if children are ill or infectious.	No Score ▾
The childminder has an administering medication policy and understands what they need to do to follow this. They seek parental permission and keep medication records.	No Score ▾
The childminder and any assistants, if applicable, are competent to prepare and handle food and there are suitable facilities for hygienic food preparation (including suitable sterilisation equipment for babies' food / milk if necessary).	No Score ▾
There is an area that is adequately equipped to provide healthy, balanced and nutritious meals, snacks and drinks. If parents provide these the childminder supports them to ensure these are healthy, balanced and nutritious.	No Score ▾
The childminder obtains, records and acts on information about any special dietary requirements, preferences, and food allergies that the child has, and any special health requirements.	No Score ▾
Fresh drinking water is available and accessible to children.	No Score ▾
Supporting and understanding children's behaviour	
The childminder supports, understands and manages children's behaviour in an appropriate way.	No Score ▾
The childminder ensures any incidents where physical intervention is used are recorded and parents and or carers are informed of this.	No Score ▾
The childminder has arrangements in place to support children with SEND and understands their role as SENCO in their setting.	No Score ▾

Appendix A: Safeguarding and welfare requirements checklist	Grading
Safety and suitability of premises, environment and equipment	
The childminder has a first aid kit with appropriate items and this is always accessible, including on outings.	No Score ▾
The childminder keeps written records and ensures parents are informed of accidents, injuries and first aid treatment.	No Score ▾
The childminder understands the requirements to and/or has notified tiney of any serious accident, illness or injury to or death of any child while in their care and of the action taken. (for serious accidents, injury or death of any child they have also notified their local child protection agencies)	No Score ▾
The childminders premises (including outdoors) are fit for purpose and suitable for the age of the children cared for and activities provided.	No Score ▾
The childminder follows indoor space requirements of the EYFS.	No Score ▾
The childminder has completed and updated their written risk assessment.	No Score ▾
The childminder has appropriate fire detection and control equipment in place which is in working order (including a fire blanket and working smoke detectors.)	No Score ▾
The childminder has a clear emergency evacuation procedure and keeps a regular record of fire drills	No Score ▾
The childminder has appropriate safe sleeping arrangements in place for children in line with current safe sleep guidance.	No Score ▾
There are adequate hand basins available and clear handwashing arrangements are in place,	No Score ▾
There are suitable hygienic arrangements for children to use the toilet and adequate arrangements for changing nappies	No Score ▾
There is an adequate supply of clean bedding, towels, spare clothes and any other necessary items.	No Score ▾
The childminder has arrangements in place to ensure they may talk to parents and/or carers confidentially on request	No Score ▾
The childminder ensures children are only released into the care of individuals of whom the parent has explicitly notified the childminder.	No Score ▾
The childminder ensures children do not leave the premises, or any areas where the childminding is taking place, unsupervised.	No Score ▾
The childminder takes reasonable steps to prevent unauthorised persons entering the premises.	No Score ▾
The childminder has the appropriate public liability insurance in place to cover all premises from which they are providing childminding.	No Score ▾
The childminder has ensured they have an agreed procedure for checking the identity of visitors. (Visitor Log)	No Score ▾
The childminder ensures children are kept safe on outings. They have risk assessed any outings they undertake.	No Score ▾

Appendix A: Safeguarding and welfare requirements checklist	Grading
If using a vehicle to transport children appropriate safety measures are in place and this is adequately insured.	No Score ▾
The childminder follows their legal responsibility under the Equality Act 2010. (eg. must not refuse to look after a child or treat them less well because of the following- the child's race, home language, family background or gender, the religion or belief of the child or the child's parents, any disability or learning difficulty that the child may have.	No Score ▾
Information and record keeping	
Records are adequately maintained and stored effectively, maintaining confidentiality.	No Score ▾
The childminder and any assistants are aware of the need to protect the privacy of children in their care. They understand their requirements under the Data Protection Act and the GDPR Regulations	No Score ▾
The childminder ensures that they have up to date registration with the ICO.	No Score ▾
The childminder has record of the required information for each child and uses the child's passport to record this: : ● Full name, Date of birth, Name and address of every parent and/or carer who is known to the childminder, Information about any other person who has parental responsibility for the child, Which parent(s) and/or carer(s) the child normally lives with, Emergency contact details for parents and/or carers.	No Score ▾
The childminder shares the following information with parents: ● Information about how the EYFS is being delivered in the setting and how parents and/or carers can access more information. ● Information about the range and type of activities and experiences provided for children, the daily routines of the setting, and how parents and/or carers can share learning at home. ● Information about how the setting supports children with special educational needs and disabilities ● details of their policies and procedures, including the procedure to be followed in the event of a parent and/or carer failing to collect a child at the appointed time, or in the event of a child going missing at, or away from, the setting ● information about food and drinks provided for children. ● How staffing at the setting is organised (for example, whether the childminder has an assistant). ● The name of the child's key person and their role. ● A telephone number for parents and/or carers to contact the childminder in an emergency.	No Score ▾
The childminder has a complaints policy and procedure and keeps written records of any complaints they receive and their outcome.	No Score ▾
The childminder ensures that parents are clear on how to contact tiney to make a complaint	No Score ▾
The childminder has notified parents when they become aware that they will have a quality assurance visit. They share the final report and outcome with parents.	No Score ▾
The childminder keeps accurate daily records of children's attendance.	No Score ▾
The childminder keeps accurate daily records of assistants' attendance.	No Score ▾
The childminder keeps accurate details of the name, home address and telephone number of anyone else who will regularly be in unsupervised contact with the children attending.	No Score ▾

Appendix A: Safeguarding and welfare requirements checklist	Grading
The childminder displays a copy of their registration certificate.	No Score ▾
The childminder has evidence of their <u>registration with HMRC</u>.	No Score ▾
Notifications to CMA	
The childminder is aware of the notifications to tiney for any of the reasons outlined in the EYFS. Where notifiable situations have happened, the childminder has followed the correct procedure.	No Score ▾

Glossary of terms

- **Breathing buddies**: A mindfulness technique where children practise breathing exercises, often using a small toy on their belly to help focus and calm their breathing.
Source: Daniel Goleman, "Mindfulness Meditation and Self-Regulation," 2017.

- **Dialogic reading**: A method where adults and children have a conversation about the story being read, encouraging the child to think, ask questions, and actively participate.
Source: Grover J. Whitehurst, "Dialogic Reading: An Effective Way to Read to Preschoolers," 1992.

- **DSL:** Designated Safeguarding Lead

- **Emotional literacy**: The ability to recognise, understand, and express emotions, helping children to manage feelings like frustration or excitement.
Source: Daniel Goleman, "Emotional Intelligence," 1995.

- **Growth mindset**: The belief that abilities and intelligence can grow with effort and learning. This idea was introduced by Dr. Carol Dweck, who emphasised the value of perseverance and learning from mistakes.
Source: Carol S. Dweck, "Mindset: The New Psychology of Success," 2006.

- **Helicopter storytelling**: A technique where children tell stories, and adults help write them down and act them out, boosting creativity, language, and confidence.
Source: Vivian Gussin Paley, "The Boy Who Would Be a Helicopter," 1990.

- **LSP:** Local Safeguarding Partners

- **Loose parts play**: Providing open-ended materials like sticks, stones, or boxes that children can manipulate freely to encourage creativity and problem-solving.

- **Makaton**: A system of communication using signs and symbols, designed to support language development in children and adults with communication difficulties.

- **Process, not product**: An approach in creative activities where the focus is on the experience and exploration rather than the final outcome, allowing for freedom and expression.
Source: Loris Malaguzzi, Reggio Emilia Approach, 1994.

- **Reflective supervision**: A practice where childminders reflect on their experiences with support from a supervisor or peer to improve their work and well-being.
  Source: Jeree Pawl, "The Therapeutic Relationship Revisited," 1995.

- **Reggio Emilia approach**: An educational philosophy that sees children as capable learners who explore and learn through play and collaboration, often using natural materials.
  Source: Loris Malaguzzi, "The Hundred Languages of Children," 1994.

- **Risky play**: Play that involves a certain level of risk, like climbing or exploring new environments, which helps children develop problem-solving, risk management, and resilience.
  Source: Ellen Sandseter, "Children's Risky Play in Early Childhood Education and Care," 2007.

- **Schematic play**: Repeated patterns in children's play, like lining up objects or throwing things, which reflect how they are exploring the world and learning new concepts.
  Source: Chris Athey, "Extending Thought in Young Children: A Parent-Teacher Partnership," 1990.

- **Schemas**: Patterns of repeated behaviour that children display during play, such as rotating or transporting objects, which help them explore and understand their environment.
  Source: Jean Piaget, "The Origins of Intelligence in Children," 1952.

- **Scaffolding**: A learning support method where adults provide guidance to help children learn new skills, gradually reducing help as the child becomes more independent.
  Source: Jerome Bruner, "The Role of Dialogue in Language Acquisition," 1983.

- **Serve and return interaction**: A back-and-forth communication style where adults respond to children's cues, supporting social, emotional, and language development.
  Source: Harvard University's Center on the Developing Child, "Serve and Return," 2012.

- **Subitising**: The ability to instantly recognise a small number of objects without counting, an early maths skill important for number sense.

- **Sustained shared thinking**: A collaborative process where adults and children think and talk through problems together, deepening understanding through meaningful interactions.
  Source: Kathy Sylva et al., "The Effective Provision of Pre-School Education (EPPE) Project," 2004.