

Do-it-yourself Childminding 'Health Check'

The Early Years Foundation Stage (EYFS) sets the standards that **all** early years providers **must** meet to ensure that children learn and develop well and are kept healthy and safe.

This toolkit will support you to reflect on your childminding practice so you can decide if you are meeting all the requirements of the EYFS. The requirements in this toolkit are developed using the '**musts**' from the EYFS and so are the basic requirements of your Early Years or Childcare registration. In order to enhance your practice you need to look at the '**shoulds**' as well.

This document is not to be used as a ticklist but as a tool to support reflective practice to enhance your practice.

You can use this toolkit for a variety of reasons:

- Ofsted inspection preparation
- Childminding Agency quality assurance visit
- Evidence of monitoring and evaluating your practice to improve outcomes for children
- Induction
- Targeted support for childminders who have been identified as inadequate or requiring improvement by Ofsted

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the *areas of learning and development* which must shape activities and experiences (educational programmes) for children in all early years settings;
- the *early learning goals* that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five); and
- *assessment* arrangements for when and how practitioners must measure progress (and requirements for reporting to parents and/or carers).

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Learning & Development Requirements

This section defines what providers must do, **working in partnership with parents and/or carers**, to promote the learning and development of all children in their care, and to ensure they are **ready for school**.

Early years providers must guide the development of children's capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.

*There are 7 areas of learning and development that **must** shape educational programmes in early years settings*

Communication & Language Development

Do children have opportunities to....	Yes	Not Yet	Comments
...enjoy a rich language environment?			
....develop confidence and skills in expressing themselves?			
...speak and listen in a range of situations?			

Physical Development

Do children have opportunities to...	Yes	Not Yet	Comments
... be active and interactive?			
...develop co-ordination, control, and movement?			

...understand the importance of physical activity?			
...make healthy choices in relation to food?			
Personal, social and emotional development			
Do children have opportunities to...	Yes	Not Yet	Comments
... develop positive sense of self and others?			
...have positive relationships and respect for others?			
...develop social skills?			
...manage their feelings?			
...learn about appropriate behaviour in groups?			
...gain confidence in their own abilities?			
Literacy development			
Do children have opportunities to...	Yes	Not Yet	Comments
... link sounds and letters?			
...begin to read and write?			
...access a wide range of reading materials? (books, poems, and other written materials)			

Mathematics

Do children have opportunities to...	Yes	Not Yet	Comments
...develop skills in counting?			
...understand and use numbers?			
...calculate simple addition & subtraction problems?			
...describe shapes, spaces, & measures?			

Understanding the world

Do children have opportunities to...	Yes	Not Yet	Comments
...make sense of their physical world?			
...learn about their community?			
...explore, observe and find out about <ul style="list-style-type: none"> • people • places • technology • the environment. 			

Expressive arts and design

Do children have opportunities to...	Yes	Not Yet	Comments
....to explore and play with a wide range of media and materials?			
...share their thoughts, ideas and feelings through these activities: <ul style="list-style-type: none"> • art • music • movement • dance • role-play • design and technology. 			

Notes

Planning

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice

In my planning I am using ...	Yes	Not Yet	Comments
...the child's voice			
...the parents/carers' voices			
...children's individual needs			
...children's interests			
...stage of development			
...purposeful play			
...a balance of adult led & child initiated activities			
...challenging and enjoyable experiences			

<p>...the characteristics of effective learning</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go'; • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things 			
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Assessment

	Yes	Not Yet	Comments
When a child is between 2 & 3 years old I review their progress and provide parents/carers of a short written summary of their child's development in the three prime areas			
The check identifies the child's strengths and any areas where progress is less than expected			
The summary indicates the activities and strategies I will implement to address any issues or concerns and support the child			

I agree in advance with parents when to provide the summary			
I understand I need parental consent to share the information with other professionals			
I work with parents to help them use the summary of development to support learning at home			

Notes

Working in Partnership with Parents

	Yes	Not Yet	Comments
Parents/carers are supported to guide and share their child's development at home			
Parents are supported to share information about their child			
Information is obtained from parents/carers to identify a child's starting points on entry to my provision			
Information is obtained from parents/carers to identify children's individual needs			
Parents know how the EYFS is being delivered and how they can access more information			
Parents are aware of the range and type of activities & experiences provided for children in my care			
Parents are informed about my daily routines			
Parents understand how I support children with special educational needs and disabilities			
Parents know what food and drinks are provided for children			

<p>Parents/carers are aware* and understand my policies & procedures, especially regarding:</p> <ul style="list-style-type: none"> • Child Collection • Missing Child • Safeguarding • Equality • Complaints • Emergency & Accidents • Illness & infection • Administering first aid • Confidentiality & Data Protection <p><i>*Childminders are not required to have written policies and procedures. However, they must be able to explain their policies and procedures to parents, carers, and others (for example Ofsted inspectors or the childminder agency with which they are registered) and ensure any assistants follow them</i></p>			
<p>All Parents/carers have seen a copy of my latest Ofsted report</p>			

I have given parents a telephone number to contact in an emergency			
Vulnerable Learners			
	Yes	Not Yet	Comments
When a child's progress gives me cause for concern I discuss it with the parents/carers & plan with them how to support their child.			
I provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home			
When assessing communication, language and literacy skills, I assess children's skills in English			
When a child does not have a strong grasp of English language, I explore the child's skills in the home language with parents/carers, to establish whether there is cause for concern about language delay.			

<p>I am aware of the support available for these vulnerable learners:</p> <ul style="list-style-type: none">• Specials Educational Needs• Disability• English as an additional language• Service families• Developmental delay in prime areas• Minority Ethnic groups• Low income families• Looked after children			
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<p>Notes</p>

Safeguarding & Welfare Requirements

The **safeguarding and welfare requirements** cover the steps that providers must take to keep children safe and promote their welfare. Providers must take all necessary steps to keep children safe and well

*Childminders are not required to have written policies and procedures. However, they must be able to explain their policies and procedures to parents, carers, and others (for example Ofsted inspectors or the childminder agency with which they are registered) and ensure any assistants follow them. However, if you registered on the Childcare Register, you **must** have written statements of procedures for protecting children from harm; complaints*

Child Protection			
<i>Providers must be alert to any issues for concern in the child's life at home or elsewhere</i>			
	Yes	Not Yet	Comments
My safeguarding policy and procedures are in line with the latest guidance and procedures of the North Yorkshire Local Safeguarding Children's Board (LSCB).			
My safeguarding policy includes an explanation of the action to be taken in the event of an allegation being made against myself, an assistant or somebody who lives at my address			
My safeguarding policy covers the use of all mobiles phones and cameras in the presence of children and in my home			
I provide support, advice and guidance to assistants on an on-going basis and on any specific safeguarding issue as required.			

I have completed a child protection training course as required by North Yorkshire LSCB.			
I have read the Government's statutory guidance 'Working Together to Safeguard Children 2013'			
Suitable People			
	Yes	Not Yet	Comments
I have effective systems in place to ensure that visitors to my home and any other person who is likely to have regular contact with children (including those living or working on the premises) are suitable.			
Children are never left unsupervised with people whose suitability has not been checked while they are in my care			
Visitors ID are always checked and if I have any doubts I do not admit them until I have made further enquiries and am satisfied they are who they say they are			
Medication & other substances			
	Yes	Not Yet	Comments
All medication is stored securely and out of the reach of children at all times			
All chemicals are stored securely and out of the reach of children at all times			

All alcohol is stored securely and out of the reach of children at all times			
I do not drink alcohol or take substances/medication which may affect my ability to care for children			
Qualifications, training, support and skills			
	Yes	Not Yet	Comments
Any assistants receive full induction training to help them understand their roles and responsibilities. This training includes: <ul style="list-style-type: none"> • emergency evacuation procedures, • safeguarding, • child protection, • equality policy, • health and safety issues 			
I undertake appropriate training and professional development opportunities to ensure I can offer quality learning and development experiences for children that continually improves			Examples within the last year:
I have appropriate supervision arrangements in place if I work with an assistant			

I and any assistants I work with who may be left for any period of time with the children, have a current paediatric first aid certificate			
I and any assistants I work with have sufficient understanding of English to ensure the well-being of the children in our care			
Ratios			
	Yes	Not Yet	Comments
I can usually see and hear the children and always hear the children			
My assistants (if any) are all aged over 17 years			
I only care for a maximum of six children under the age of 8 at any one time*			
I only care for a maximum of three young children in the early years age group* (a child is a young child up until 1 st September following his or her fifth birthday)			
Provision for the older children does not adversely affect the care of children receiving early years provision.			
I only look after one baby under 12 months at any one time* (unless they are a sibling or my own child) and I can demonstrate that the needs of all children are being met			

I only exceed the ratios to care for siblings of existing children or for continuity of care in exceptional circumstances.			
I only exceed the ratios after consulting with all the parents/carers of the children to reassure them that the individual needs of all children are being met and will not be affected			
My assistant (if applicable) only looks after the children on their own for less than two hours a day			
I have parental consent to leave children with my assistant			

**Including the childminder's own children or any other children for whom they are responsible such as those being fostered*

Health

	Yes	Not Yet	Comments
Medicines			
I have a procedure in place, that is discussed with Parents, to deal with sick or ill children			
I have a procedure for administering medicines to children.			
If required, I attend training to administer medication to children.			

I do not give medicine to children unless they have been prescribed by a doctor, dentist, nurse or pharmacist and I only give medicine containing aspirin if prescribed by a doctor.			
I obtain written permission from the parents to administer each medication for each child (prescribed and non-prescribed)			
I record (date, time and dose) each medicine I give a child and inform parents as soon as possible, preferably on the same day.			
Food & Drink			
	Yes	Not Yet	Comments
I provide children with healthy, balanced and nutritious meals (if applicable), snacks and drinks			
Before a child is admitted to my provision I obtain information about any special dietary requirements, preferences and food allergies that the child has, and any special health requirements			
Fresh drinking water is available and accessible at all times			
I record and act on information from parents and carers about a child's dietary needs			
My kitchen is adequately equipped to provide healthy meals			

(if applicable), snacks and drinks for children following good hygiene practices			
My services involve higher risk food activities* so I have completed Food Safety training <i>*visit http://www.food.gov.uk/business-industry/caterers/startingup/childminders/</i>			
As a food handler, I have adequate knowledge to prepare and supply food that is safe for children in my care to eat			
Accident or injury			
	Yes	Not Yet	Comments
I have a first aid box accessible at all times (including outings) with appropriate content for use with children			
The contents of the first aid box are checked regularly and replaced as necessary			
I keep a written record of accidents or injuries and first aid treatment			
I inform parents and/or carers of any accident or injury sustained by their child on the same day, or as soon as reasonably practicable, and of any first aid treatment given			
Managing Behaviour			
	Yes	Not Yet	Comments
I keep a record of any occasion where physical intervention is used, and parents and/or carers are informed on the same			

day, or as soon as reasonably practicable			
I, or any assistants I work with, will never threaten corporal punishment, or use or threaten any punishment which could adversely affect a child's well-being.			
Safety & suitability of premises, environment and equipment			
	Yes	Not Yet	Comments
Safety			
My home, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises			
I am aware of and follow my responsibilities to comply with requirements of health and safety legislation (including fire safety and hygiene requirements)			
I take reasonable steps to ensure the safety of children, assistants and others on the premises in the case of fire or any other emergency, by implementing an emergency evacuation procedure			
I have appropriate fire detection and control equipment (for example, fire alarms, smoke detectors, fire blankets and/or fire extinguishers) which is in working order and checked regularly.			

All fire exits are clearly identifiable, and these are free of obstruction and can be easily opened from the inside in an emergency			
I do not allow smoking in or on my premises when children are present or about to be present.			
Premises			
	Yes	Not Yet	Comments
The children in my care have access to an outdoor play area or, if that is not possible, I ensure that outdoor activities are planned and taken on a daily basis			
I am aware of and follow my legal responsibilities under the Equality Act 2010			
There are appropriate places for children to sleep and sleeping children are frequently checked			
There are suitable hygienic changing facilities for changing any children who are in nappies			
I am able to talk confidentially to parents and/or carers, if necessary			
Children are only released into the care of individuals who have been notified to me, by the parent			
Children cannot leave my home unsupervised			

Unauthorised persons cannot enter my home			
I have additional measures are in place for children who are cared for overnight			
I have appropriate and valid public liability insurance			
Risk Assessment			
	Yes	Not Yet	Comments
I take all reasonable steps to ensure children and any assistants are not exposed to risks			
I can demonstrate how I assess and manage risks in my home and on outings to parents and inspectors			
Where necessary, I have determined a written assessment would be helpful in managing risks			
Outings			
	Yes	Not Yet	Comments
Children are kept safe on outings			
I assess* the risks or hazards which may arise for children			
I identify and carry out steps to manage, remove or minimise any risk or hazard*			
Any assessment* includes consideration of adult to child ratios			

**risk assessments do not necessarily need to be in writing; this is for providers to judge*

Any vehicles in which children are being transported, and the driver of those vehicles, are adequately insured

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Special Educational Needs

	Yes	Not Yet	Comments
I have arrangements in place to support children with SEN or disabilities and I am aware of the support available to me			
I have regard to the Special Educational Needs (SEN) Code of Practice			
I have a Local Offer available for parents/carers to access			

Information & Records

	Yes	Not Yet	Comments
I maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services and Ofsted or the childminder agency with which I am registered, as appropriate) to ensure the safe and efficient management of my provision, and to help ensure the needs of all children are being met.			

My practice enables me to maintain regular two-way flows of information with parents and/or carers, and between providers, if a child is attending another provider in addition to myself.			
Records are easily accessible and available			
Confidential information and records about assistants and children are held securely and only accessible and available to those who have a right or professional need to see them.			
I am aware of and follow my responsibilities* under the Data Protection Act (DPA) 1998 and where relevant the Freedom of Information Act 2000, this includes registering with the ICO if I take and use photographs of children in my care. <i>*Visit www.ico.gov.uk for more details</i>			
Records relating to individual children are retained for a reasonable period of time after they have left my provision			
Information about the child			
	Yes	Not Yet	Comments
I record the following information for each child in my care: <ul style="list-style-type: none"> • full name • date of birth • name and address of every parent and/or carer who is known to me (and information about any other person 			

<p>who has parental responsibility for the child)</p> <ul style="list-style-type: none"> • which parent(s) and/or carer(s) the child normally lives with • emergency contact details for parents and/or carers 			
<p>Information for parents and carers <i>(see also the section on working with parents)</i></p>			
	<p>Yes</p>	<p>Not Yet</p>	<p>Comments</p>
<p>Parents/carers know how the EYFS is being delivered in my provision, and how they can access more information</p>			
<p>Parents/carers know the range and type of activities and experiences provided for children, our daily routines, and how parents and carers can share learning at home</p>			
<p>Parents/carers know how I support children with special educational needs and disabilities</p>			
<p>Parents/carers know what food and drinks I provide for children</p>			
<p>Parents/carers know the details of my 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, my provision</p>			
<p>Parents/carers know who's who in my home</p>			

Parents/carers have a telephone number them to contact in any emergency			
Complaints			
	Yes	Not Yet	Comments
I have and implement a procedure* for dealing with concerns and complaints from parents and/or carers <i>*childminders are not required to have a written procedure unless they are registered on the Childcare Register</i>			
I keep a written record of any complaints, and their outcome			
I will investigate written complaints relating to my fulfilment of the EYFS requirements and notify complainants of the outcome of the investigation within 28 days of having received the complaint.			
I will ensure the record of complaints is made available to Ofsted or the relevant childminder agency on request.			
Parents/carers know how to contact Ofsted or the childminder agency, if applicable, if they believe I am not meeting the EYFS requirements.			
I notify parents and/or carers when I am due an inspection by Ofsted or childminder agency if applicable			
Parents/carers are given a copy of my latest Ofsted inspection/childminder agency quality assurance report			

Information about the provider			
	Yes	Not Yet	Comments
I keep a daily record of the names of the children being cared for on the premises and their hours of attendance			
My certificate of registration is displayed			
I keep a record of the name, home address and telephone number of anyone who will regularly be in unsupervised contact with the children attending my provision, i.e. assistants,			

Notes

Notifications to Ofsted/relevant childminder agency and/or other agencies

<p><i>Notifications must be made as soon as is reasonably practicable, but in any event within 14 days of the incident. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.</i></p>	<p>Comments</p>
<p>Providers must notify Ofsted/childminder agency of any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children</p>	
<p>Registered providers must inform Ofsted/childminder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).</p>	
<p>Registered providers must also notify Ofsted/childminder agency of the action taken in respect of the allegations</p>	
<p>Registered providers must notify Ofsted/childminder agency with which they are registered of any food poisoning affecting two or more children cared for on the premises.</p>	

Registered providers must notify Ofsted/childminder agency with which they are registered of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken	
Providers must notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and must act on any advice from those agencies	
<p>In the event of an allegation being made against a person who works with children that they have:</p> <ul style="list-style-type: none"> • Behaved in a way that has harmed or may have harmed a child • Possibly committed a criminal offence against a child • Behaved in a way towards a child or children in a way that indicates s/he is unsuitable to work with children <p>You must contact the Local Authority Designated Officer (LADO):</p>	
Changes that must be notified to Ofsted or relevant childminder agency	
<i>Notifications must be made as soon as is reasonably practicable, but in any event within 14 days of the incident. A registered provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence</i>	Comments
Any change in the address of the premises	
Any change to the premises which may affect the space available to children and the quality of childcare available to them	

Any change in the name or address of the provider	
Any change the provider's other contact information	
Any change in the persons aged 16 years or older living or working on childminding premises;	
Any proposal to change the hours during which childcare is provided	
Providing overnight care	
Any significant event which is likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children	
Any allegation of serious harm or abuse by a person looking after children, whether on the registered premises or elsewhere	

Notes

Appendix 1: Action Plan

Which area have you identified for improvement?			
How are you going to improve in these areas	Visit www.northyorks.gov.uk →Working in Early Years & Childcare		Contact Children’s Centre
	Attend Childminder session		Attend a cluster session
	Online childminding forum		Read up about it
	Professional magazine (PACEY, Morton Michel, etc)		Discuss with parents
	Make a request for additional support		Do some research
	Ask a friend		Look into doing a qualification
	Training:		Other:
What changes do you need to make			
When are you going to make them			
How are you going to measure their impact on your practice and the outcomes for the children in your care			
Do you need any training/updates			

Appendix 2 : The Early learning Goals

The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below. Please refer to your **Early Years Outcomes** document for typical development in the 7 areas towards these learning goals.

Communication and language	Literacy
<p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p>
<p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>
<p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events</p>	
Physical Development	Mathematics
<p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Numbers: children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>

<p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<p>Personal, social and emotional development</p>	<p>Understanding the world</p>
<p>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
<p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
	<p>Expressive arts and design</p>
	<p>Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
<p>Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	