# Leadership and management

This document should be used alongside the following:

* [Early years foundation stage (EYFS) statutory framework - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)
* [Ofsted inspections of early years and childcare providers - GOV.UK (www.gov.uk)](https://www.gov.uk/government/collections/ofsteds-inspection-of-early-years-providers)
* [Childminders and childcare providers: register with Ofsted - Guidance - GOV.UK](https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted)
* [Essex Early Years and Childcare: Child Protection Resources](https://eycp.essex.gov.uk/safeguarding/early-years-child-protection-resources/)

| **As a childminder areas to consider about your setting** | **Supporting evidence** | **Actions you have identified** | **Date actions need to be completed** |
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| Are robust [safer recruitment procedures](https://eycp.essex.gov.uk/running-your-business/safer-recruitment/) in place including all staff having sufficient understanding and use of English.  **EYFS Statutory Framework 3.26** |  |  |  |
| How do you set high expectations within your setting, so that all children can achieve? |  |  |  |
| How do you know that all staff (where applicable) within your setting have a thorough understanding of the EYFS and how are you ensuring that the statutory requirements of the EYFS are met? |  |  |  |
| How do you monitor your setting to ensure that the care it provides is of the highest quality and the educational programmes are planned appropriately for the children within the setting? This includes:   * staff deployment / interaction * educational programmes * learning environment   How do you identify and address any concerns within your setting?  How do you evaluate the quality of your provision and identify areas for development?  How confident are you in conducting a learning walk? |  |  |  |
| How do you ensure that children within your setting are supported effectively for the next phase of their education? |  |  |  |
| Are regular supervisions in place where all staff have the opportunity to discuss:   * their strengths * areas to improve * safeguarding concerns * children’s wellbeing * staff wellbeing   EYFS Statutory Framework 3.22 and 3.23 |  |  |  |
| How do you ensure your systems for continuous professional development for yourself and your staff have a positive impact on teaching and children’s learning and development?  How do you monitor and evaluate the impact of CPD on practice?  What opportunities do you provide for you or your staff to cascade training? |  |  |  |
| Have you a training plan in place that supports you and your staff to develop their knowledge, skills and qualifications? |  |  |  |
| How do you ensure that every person looking after children or living on the premises where childcare is provided is suitable to do so, eg DBS checks completed?  How do you ensure that you and your staff within your setting hold the appropriate qualifications?  Have you got a named emergency childminder? |  |  |  |
| How do you ensure that you and your staff have trained to meet the statutory requirements, ie Paediatric First Aid and Safeguarding and that these are regularly updated? |  |  |  |
| How do you ensure that ratio’s are maintained and that the children’s needs are met and children are safe? |  |  |  |
| Have you completed the safeguarding self audit tool for all early years and childcare providers and identified and addressed any actions? |  |  |  |
| Are clear induction procedures in place for  all staff and students on work placements? (if applicable)  Does induction cover:   * Safeguarding? * Emergency evacuation procedures? * Health and safety? * Roles and responsibilities? * Equality policy? * CPD? |  |  |  |
| How do you monitor and support new staff? (If applicable.) |  |  |  |
| Is there a clear management structure for  your setting? (If applicable.) |  |  |  |
| Do all staff have defined roles and  responsibilities? (If applicable.)  Do all staff have a clear understanding of what their roles and responsibilities are? |  |  |  |
| Are staff deployed effectively to support  Learning and the routines and transitions of the day? (If applicable.) |  |  |  |
| Do staff work well as part of a team with a  clear vision for quality improvement? (If applicable.) |  |  |  |
| Do you keep yourself and staff up-to-date with revised legislation and documents? |  |  |  |
| Have you notified Ofsted of all changes to your setting?  **EYFS Statutory Framework 3.78 and 3.79** |  |  |  |
| How do you monitor your provision to ensure that you and all staff actively promote equality and diversity and tackle poor behaviour towards others, including bullying and discrimination? |  |  |  |
| How well do you work in partnership with others?   * health visitors * signposting to family hubs * opportunities for sharing best practice through, childminder drop-ins (if applicable) * networking with other settings * peer-to-peer support * childminder briefings |  |  |  |
| Where children might be at risk of disadvantage, how do you identify and overcome any barriers to learning to ensure that you narrow gaps that may occur between different groups of children for example:   * boys / girls * funded 2-year-olds * children with send * children with EAL * autumn / summer born |  |  |  |
| Are you ensuring that children eligible for the Early Years Pupil Premium are receiving this?  What evidence do you have to show that this additional funding has had an impact on meeting children’s individual needs? |  |  |  |
| Do you have good links with schools and early years providers which effectively support [transition](https://eycp.essex.gov.uk/media/1489/ds17_6017school-readinessbookletpages.pdf)? |  |  |  |
| How are you ensuring that you actively promote [British values](https://www.foundationyears.org.uk/files/2015/03/Fundamental_British_Values.pdf)? |  |  |  |
| Do you and all staff know about your responsibilities in relation to the [PREVENT duty](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)?  How are your policies and procedures shared with parents/carers? |  |  |  |
| How do you regularly review the quality of your setting, including views from others? Including parents, children and other childminders. |  |  |  |
| Do you have a robust development plan to address any actions identified from your self- evaluation and monitoring? |  |  |  |

* **Please note that the use of the word ‘staff’ applies to any assistants employed by a childminder.**