# Behaviour, attitudes and personal development

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)
* [Development Matters - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/development-matters--2)
* [Birth to 5 Matters.pdf](https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf)

| **As a childminder areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified** | **Date actions need to be completed** | |
| --- | --- | --- | --- | --- |
| Have you ensured that you have robust policies and procedures which are known by all staff and evident in practice?  How are your policies and procedures shared with parents/carers? |  |  |  | |
| How do you monitor the quality of care practices, including how routines are adapted for babies and toddlers? |  |  |  | |
| Do you reflect on the importance of the prime areas of learning including personal, social and emotional development?  Are these embedded within practice?    Does each Key Person have a good understanding of children’s prior experiences and are these built on in the setting? |  |  |  | |
| Does the setting have records of accidents, incidents and children’s attendance that are signed by parents?  How are reasons for non attendance recorded and followed up?  Do attendance records reflect accurate arrival and departure times?  Is every child accessing their full entitlement (FEEE)? |  |  |  | |
| How well do you work with parents to promote children’s good attendance, especially the attendance of children in receipt of the early years pupil premium and FEEE 2? |  |  |  | |
| Are children demonstrating the characteristics of effective learning in the setting?  Do children show high levels of curiosity, imagination and concentration?  How do you know? |  |  |  | |
| Do you ensure that there is a mix of adult led and child initiated play which supports each area of learning and development? |  |  |  | |
| Are children involved in designing their play environments and are they exciting from a child’s eye level? |  |  |  | |
| Do you provide opportunities for children to develop their independence? |  |  |  | |
| Are children supported to form positive relationships with both adults and children, to develop social skills and learn how to manage their feelings? |  |  |  | |
| Is children’s behaviour managed effectively and in a manner appropriate for their stage of development and particular individual needs?  Is this in line with the values of Trauma Perceptive Practice (TPP) [SEND - SEMH - Trauma Perceptive Practice (essex.gov.uk)](https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx)  Is this consistently applied by all practitioners?  Are your behaviour management strategies shared with parents / carers?  Do staff have a good understanding of co-regulation and executive function?  Are they able to support children quickly and effectively with their self regualtion? |  |  |  | |
| Are children socially and emotionally prepared for their transition within the setting, into other early year’s settings, and into ? |  |  |  | |
| Does the Key Person (where appropriate) support each of their key children to become familiar with the setting and to feel confident and safe within it?  Is the key person the member of staff who, as far as possible, provides comfort and care for their key child? |  |  |  | |
| Does each Key Person (where appropriate) develop a genuine bond with each child and their parents, supporting children to form secure relationships? |  |  |  | |
| Is there a safe and stimulating learning environment both indoors and outdoors which promotes physical, mental and emotional health and well-being and provides continuity of care? |  |  |  | |
| How do you ensure that children know how to keep themselves healthy, including oral health? |  |  |  | |
| Do you support children in an age appropriate way to have an understanding of how to assess risk and to keep themselves safe from hazards? |  |  |  | |
| How do you ensure that children acquire a tolerance and appreciation of, and respect for, their own and other cultures?  How do you ensure that children know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions? |  |  |  | |
| Are you aware of the fundamental British Values and are these embedded in your setting? |  |  |  | |
| Do you support children to have an understanding of how to keep themselves safe from relevant risk such as abuse, sexual exploitation and extremism, including when using the internet and social media? |  |  |  | |
| Are you aware of your responsibilities regarding the Prevent Duty?  Has Prevent Duty training been completed? |  |  |  | |
| **As a childminder areas to consider about your setting** | **Supporting Evidence** | **Actions you have identified** | **Date actions need to be completed** |
| Have you ensured that you have robust policies and procedures which are known by all staff and evident in practice?  How are your policies and procedures shared with parents/carers? |  |  |  |
| How do you monitor the quality of care practices, including how routines are adapted for babies and toddlers? |  |  |  |
| Does the planning reflect the importance of the prime areas of learning, particularly personal, social and emotional development?    Does each Key Person have a good understanding of children’s prior experiences and are these built on in the setting? |  |  |  |
| Does the setting have records of accidents, incidents and children’s attendance that are signed by parents?  How are reasons for non attendance recorded and followed up?  Do attendance records reflect accurate arrival and departure times?  Is every child accessing their full entitlement (FEEE)? |  |  |  |
| How well do you work with parents to promote children’s good attendance, especially the attendance of children in receipt of the early years pupil premium and FEEE 2? |  |  |  |
| Are children demonstrating the characteristics of effective learning in the setting?  Do children show high levels of curiosity, imagination and concentration?  How do you know? |  |  |  |
| Do you ensure that there is a mix of adult led and child initiated play which supports each area of learning and development? |  |  |  |
| Are children involved in designing their play environments and are they exciting from a child’s eye level? |  |  |  |
| Do you provide opportunities for children to develop their independence? |  |  |  |
| Are children supported to form positive relationships with both adults and children, to develop social skills and learn how to manage their feelings? |  |  |  |
| TPP is the Essex approach to understanding children’s behaviour and supporting emotional well-being.  Is children’s behaviour managed effectively and in a manner appropriate for their stage of development and particular individual needs?    [SEND - SEMH - Trauma Perceptive Practice (essex.gov.uk)](https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx)  Is this consistently applied by all practitioners?  Are strategies employed in the setting shared with the parents to ensure consistency of approach between the setting and home?  Do staff have a good understanding of co-regulation and executive function?  Are they able to support children quickly and effectively with their self regualtion? |  |  |  |
| Are children socially and emotionally prepared for their transition within the setting, into other early year’s settings, and into reception? |  |  |  |
| Does the Key Person (where appropriate) support each of their key children to become familiar with the setting and to feel confident and safe within it?  Is the key person the member of staff who, as far as possible, provides comfort and care for their key child? |  |  |  |
| Does each Key Person (where appropriate) develop a genuine bond with each child and their parents, supporting children to form secure relationships? |  |  |  |
| Is there a safe and stimulating learning environment both indoors and outdoors which promotes physical, mental and emotional health and well-being and provides continuity of care? |  |  |  |
| How do you ensure that children know how to keep themselves healthy, including oral health? |  |  |  |
| How do you ensure that children acquire a tolerance and appreciation of, and respect for, their own and other cultures?  How do you ensure that children know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions? |  |  |  |
| Are you aware of the fundamental British Values and are these embedded in your setting? |  |  |  |
| Do you support children to have an understanding of how to keep themselves safe from relevant risk such as abuse, sexual exploitation and extremism, including when using the internet and social media? |  |  |  |
| Are you aware of your responsibilities regarding the Prevent Duty?  Has Prevent Duty training been completed? |  |  |  |

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