

Early Years Quality and Attainment Team
Support Criteria for Childminders

This information will be used to determine the level of support offered to childminders by the Quality and Attainment Team

Quality Criteria for childminders needing intensive support	Quality Criteria for childminders needing targeted support	Quality Criteria for childminders needing universal support
'Inadequate' Ofsted grading or more than one 'Requires Improvement'.	'Requires Improvement' Ofsted grading.	'Good' or 'Outstanding' Ofsted grading.
Evidence of not meeting the Statutory Requirements of the Early Years Foundation Stage.	Minimal knowledge and understanding of the Statutory Requirements of the Early Years Foundation Stage.	Sound knowledge and understanding of the Statutory Requirements of the Early Years Foundation Stage.
Significant concerns over safeguarding practice.		Safeguarding practice is effective and embedded.
Significant issues with leadership and management.	Number of issues with leadership and management.	No issues with leadership and management.
No improvement plan or evidence of reflective practice.	Improvement plan started and some evidence of effective practice	Completed Improvement plan and evidence of effective practice.
High numbers of children in vulnerable groups (e.g. 2 year funded, SEND, EAL, safeguarding).	Significant numbers of children in vulnerable groups (e.g. 2 year funded, SEND, EAL, safeguarding) but practice is effective.	Low numbers of children in vulnerable groups (e.g. 2 year funded, SEND, EAL, safeguarding), Or significant numbers, but where practice with these groups is highly effective and embedded.
No evidence of transition planning or working in partnership with parents or other providers.	Some evidence of transition planning and working in partnership with parents and other providers.	Good transition planning with strong networking in place and working in partnership with parents and other providers.
Better Start data shows a high percentage of children not making expected progress.	Better Start data shows a proportion of children not making expected progress.	Better Start data shows a high proportion of children making expected progress.
(For childminders with assistants) No Staff Appraisals and Support and Supervisions in place.	(For childminders with assistants) Staff Appraisals and Support and Supervisions in place but not fully linked to CPD or development plan or meeting children's needs.	(For childminders with assistants) Staff appraisals and Support and Supervisions lead to performance management targets that impact on the quality of teaching and learning and linked to CPD and development plans.