

Early Years Quality Standards Framework For Childminders (EYQSF) 2020



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INTRODUCTION

Every child deserves to be supported to realise their full potential and to have the best possible start in life. We have a privileged opportunity and responsibility in the Early Years to ensure we build the strongest foundations for our children to thrive and fulfil their dreams. Our responsibility in the Early Years is to strengthen partnerships with children, parents, the wider family and a range of professionals, to ensure our roles and expertise enables every child to have the best possible start in life. The Early Years are the foundation stage on which every child's life chances sit, we have a duty to make a difference for every child and it starts in the womb.

Children who experience high quality early years provision are well placed to achieve better outcomes throughout their school life and beyond into employment.¹ The Early Years Quality Standards Framework for Childminders (EYQSFCM) will help us to focus on raising and sustaining a consistent quality of early years experiences for our children and families.

In Guernsey and Alderney we will work to secure an equality of opportunity to develop a culture of support, reflection and empowerment within the Early Years Sector to ensure our children have the skills, knowledge, passion and independence to fulfil their dreams to become life-long learners in environments that are safe and which promote their health and wellbeing.





DEFINITION OF TERMS

The term **curriculum** is used to describe everything children do, see, hear or feel in their setting, both planned and unplanned.

CYPP - Children's and Young People's Plan.

Early Years Foundation Stage (EYFS) is the curriculum guidance from birth through to five years old. This curriculum is followed through into a child's first year in primary school, reception class.³

The **Early Years Quality Standards Framework for Childminders (EYQSFC)** is defined on page 5. In the rest of this document it is simply referred to as EYQSF, or described as 'the Framework'.

FSMS – Food Safety Management System (Level 2)

Reference to **Guernsey** includes Herm, Jethou and Lihou island.

Guernsey Early Years Partnership (GEYP) is the independent Guernsey organisation that helps agencies, individuals and States departments work together on early years and childcare issues in the best interests of the Island's children.

HSE – Health and Safety Executive. Based at The Office of Environmental Health & Pollution Regulation, Health & Social Care, Longue Rue, St. Martins, GY4 6LD.

A **Childminder** is a person that is registered and whom provides, for reward, care and learning for children under five* to whom they are not related on domestic premises, without a parent, for a continuous period of two hours or more in any day in premises that are not domestic premises.

The word **parent** is used to refer to mothers, fathers, legal guardians, carers and the primary carers of children in the early years setting.

The adults who work with children, whatever their qualifications or role, are referred to as **practitioners**.

The term **Professional Partner** refers to other services for example; Health Visitors, Speech and Language Therapists, Specialist Teachers, Educational Psychologists and members of the Early Years Team, whose role it is to challenge and support the Early Years Childminder.

The **role of the practitioner** includes establishing relationships with children and their parents, planning the learning environment and curriculum, supporting and extending children's play, learning and development, assessing children's achievements and planning their next steps. The word **teaching** is used to include all these aspects of their role.

RIDDOR – Reporting of Injuries, Diseases and Dangerous Occurrences Regulations.

**The age limit is presently five years old but this may increase in the future*

SEN – Special Educational Needs and/ or Disability.

The States Early Years Team – The team working across Health and Social Care and Education for the States of Guernsey Government.

When referring to a child's **wider family** this could include (but not exclusively); grandparents, foster carers, guardians. Everyone who is involved with the care and learning of a child.





OUR SHARED VISION

Our shared vision is to work together with parents and each other in the States and private sectors so we can provide the very best education and care for the children in the Bailiwick.

We aim to nurture young children so they are confident, happy and excited to learn. We hope our children will grow up to be caring and productive members of our society. As practitioners we will endeavour to be reflective in our practice with each child at the centre of our work.

We will work within an ethos of inclusion so that every child, parent and practitioner is valued for their strengths and supported in their development.

We will ensure that all Early Years settings are safe, whilst managing risk positively and promote health and well-being for every child.

The above vision was written with practitioners from across the sector in our preschools and day nurseries. It is proposed that a shared vision is developed specifically with childminders through our working party.

The Early Years Quality Standards Framework for Childminder sets an agreed framework to enable all children to access the highest quality Early Years Provision throughout Guernsey and Alderney.

Alderney
throughout Guernsey and
quality Early Years Provision
children to access the highest

- The Early Years Quality Standards Framework for Childminders has been developed through consultation with childminders and wider professionals working with children under five across the States of Guernsey and our partner services.
- The Early Years Quality Standards Framework for Childminders will be reviewed regularly.



PRINCIPLES

The EYQSFCM is built on our principles of;

- the role of effective leadership in securing and improving quality
- a continuous cycle of self-evaluation, improvement and reflection, enabling and empowering practitioners to see themselves as learners, seeking improvements in their practice, reducing inequality and having the highest aspirations for all children
- a system of support and challenge which is agreed and transparent
- strong partnerships with Education, Health & Social Care, other Early Years Childminders, Schools, Professionals and the local Parish community

We will also uphold the four guiding principles, based on the Statutory Framework for the Early Years Foundation Stage which will help shape practice, these are;

- every child is a **unique child**, who is constantly learning and can be resilient, adaptable, confident and self-assured
- children learn to be strong and independent through **positive relationships**
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs, there is a strong partnership between practitioners and parents and which are safe and promote positive health and well-being
- **children develop and learn in different ways and at different rates.** The framework covers the education and care of all children, including children with special educational needs and disabilities. ³

Early Years Quality Assurance;

- all Childminders must be registered with the States Early Years Team every two years
- the States Early Years Team are responsible for inspecting all early years childminders, services and activities to ensure compliance with the Children (Child Minders and Day Care Childminders) Ordinance 2015
- the States Early Years Team will support successful applications and compliance by Childminders to operate, which allows registration with HSC
- the States Early Years Team will undertake inspections following the policy on Inspection for Improvement and the Enforcement - Policy available on the States website at www.gov.gg





CHARACTERISTICS OF EFFECTIVE LEARNING

A child's learning and development happens in the context of the relationships and environment which is around them. Every child's experiences are unique to their own family, community and circumstances. The characteristics of effective learning are the ways in which children engage with other people and their environment which underpins their learning and development. What they learn is significant, but how children learn is vital in ensuring children have the life skills to progress through their education and into society.

The Characteristics of Effective Learning are;

- **PLAYING AND EXPLORING – Engagement**
 - Finding out, investigating and exploring
 - Playing with what they know
 - Being willing to 'have a go'
- **ACTIVE LEARNING – Motivation**
 - Being involved and concentrating
 - Being able to keep trying when things are difficult
 - Enjoying achieving what they set out to do
- **CREATING AND CRITICALLY THINKING - Thinking**
 - Having and developing their own ideas
 - Making links between ideas
 - Developing and choosing strategies for doing things

“...it is not enough for a child to have a particular skill or know some facts. These are of little value in the end without the desire, confidence, motivation and control to use them.”

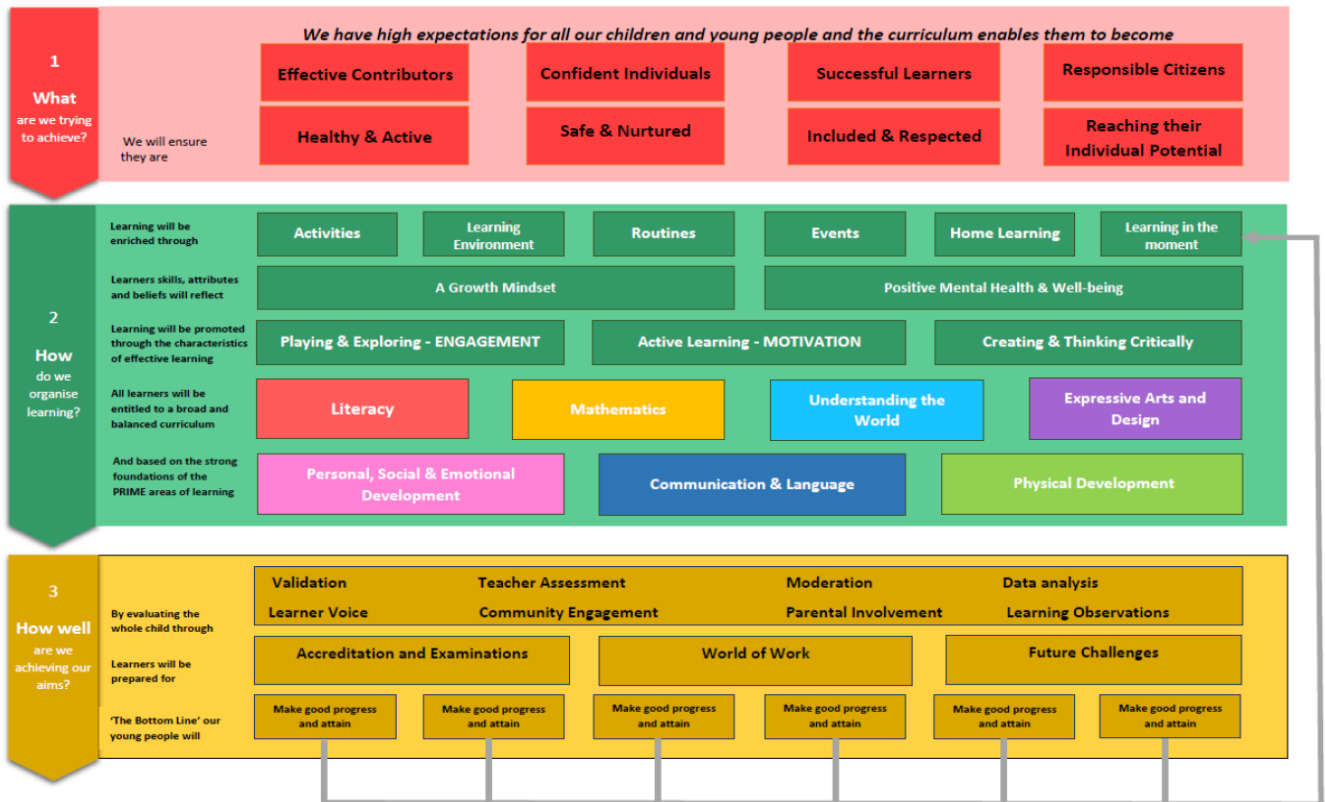
Helen Moylett (2011)⁴



BAILIWICK PURPOSES FOR EARLY YEARS – Big Picture

Early Childhood Education links to the school's curriculum as shown below:

BAILIWICK EDUCATION PURPOSES FOR EARLY YEARS



Safeguarding and Welfare requirements are highlighted below:



QS1

• Safeguarding and Welfare

Core Values: Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. Safe and secure environments are essential for children to play interact and develop, without this, learning is not effective.

• Child Protection

QS 1.1



- 1.11 The protection of the child is the childminder's first priority. The Childminder must take responsibility for child protection and safeguarding children at all times. All Childminders must complete the e learning level 1 safeguarding on line and complete level 2 safeguarding training, this must be updated every 3 years. It is recommended that childminders complete Level 3 safeguarding training as a lone worker responsible for young children. Childminders will also liaise with child protection agencies in any child protection situation; and any specific safeguarding issues as required. Childminders will develop and implement a child protection policy which links into local child protection procedures, and which includes contact names and telephone numbers and ensures that all adults working and looking after children in their home are able to put the policy into practice.
- 1.12 The Childminder is aware of the Children Law - Guernsey and Alderney 2008, <http://childrenlaw.gg/> The Ordinance 2015 and procedures on child protection, and knows whom to contact if concerned about a child.
- 1.13 The Childminder ensures they understand their safeguarding policy and procedures and have up to date knowledge of safeguarding issues. Childminders must ensure they can identify signs of possible abuse and neglect at the earliest opportunity. This may include:
- significant changes in children's behaviour;
 - deterioration in children's general well-being
 - Children's comments which give cause for concern;
 - Any reasons to suspect neglect or abuse outside the setting, for example in the home; and/or
 - Inappropriate behaviour displayed by Childminders, or any other person on the premises. For Example: sharing inappropriate images; excessive attention beyond their required role; or inappropriate comments and behaviour.
- Childminders must be aware of their responsibility to report concerns to the relevant persons according to local guidance <http://iscp.gg/>
- 1.14 The Childminder has a written policy which clearly states their responsibilities for the reporting of suspected child abuse or neglect. It includes procedures to be followed in the event of an allegation being made against themselves or any adult

living in their home. These procedures are shared with parents before admission to the setting.

- 1.15 Written permission should be obtained from parents before photographs, video or other recordings are taken of children including how the childminder is sharing these images E.g. Websites, Facebook, Twitter, Instagram, Capture, Tapestry or Seesaw.
- 1.16 Personal mobile phones should only be used in an emergency or when using the camera to capture children's learning and development. Any other personal photographic equipment should not be carried about on person. Childminder's photographic equipment must **ONLY** be used to capture learning and development, including outings. No photographs of children should be stored on personal devices.
- 1.17 The **General Data Protection Regulation** (GDPR) **covers** correct storage and sharing of both manual and electronic information. There are six principles put in place by the GDPR to make sure that information is handled properly.

They say that data must be:

- Principle a – processing must be lawful, fair and transparent
- Principle b – the purposes of processing must be specified, explicit and legitimate
- Principle c – personal data must be adequate, relevant and not excessive in relation to the purpose for which it is processed
- Principle d – personal data must be accurate, and where necessary, kept up to date
- Principle e – personal data must be kept for no longer than is necessary for the purpose for which it is processed
- Principle f – personal data must be processed in a manner that includes taking appropriate security measures as regards the risk that arise from processing.

• Suitable People

QS 1.2



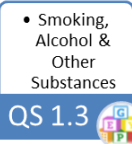
- 1.21 Childminders will ensure all information requested by the States Early Years Team in order to establish their suitability and compliance. The childminder and any other person over the age of 16, living or regularly present in the household, will undergo a vetting procedure as required in order to establish their suitability. Checks will include completing the following **BEFORE** the practitioner begins employment:

- Registration Form
- An Enhanced Disclosure and Barring Service Form (DBS)
- Health check from GP
- Services for Children and Young People Check
- 2 personal references

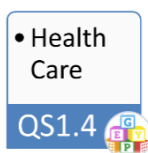
Checks should be completed **BEFORE** they commence working with children. This requirement applies to volunteers including work experience students, but not to those aged under 16 working for short periods only and are not left unsupervised with children.

- 1.22 The Childminder is suitable, and has the appropriate skills and experience necessary to address the needs of the children.

- 1.23 Childminders are required to have the appropriate experience, skills and ability to do their work and are mentally and physically capable of caring for children. The registered person can evidence their suitability against the following criteria:
- Knowledge of child development
 - Previous experience of looking after or working with young children
 - An ability to provide warm and consistent care
 - Adequate linguistic ability, both verbal and written
 - A commitment, knowledge and understanding of how to treat all children as individuals
 - Good physical health, mental health, integrity and flexibility.
- 1.24 The registered person is at least 21 years of age.
- 1.25 The registered person has successfully completed the Homebased Childcare Level 3 Award or equivalent, or will complete such course within an agreed timescale. The timescale should be no later than five years after the introduction of these standards. Any childminder registered after the introduction of these standards needs to meet this standard in order to ensure registration.
- 1.26 Childminders are expected to disclose any convictions, court orders cautions or warnings that may affect their suitability to work with children (both before and during their employment).
- 1.27 Childminders must also meet their responsibilities under the Children Law – Guernsey and Alderney 2008 <http://childrenlaw.gg/>



- 1.31 At no times should alcohol be accessible and/or visible on the premises. Childminders should not be under the influence of alcohol or any other substance either during working hours or prior to and sufficiently close to a period of work such that their performance may be affected.
- 1.32 Childminders must not allow smoking/vaping in or on the premises, or within 15 metres (50 feet) of the premises, openable windows or ventilation intakes. Childminders must not allow smoking/vaping in vehicles used by the Childminders to transport children.



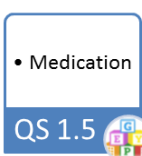
- 1.41 The Childminder promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill. The Childminder makes sure that the parents inform the childminder about their child's health care needs. In consultation with the child's parent(s) the child's health care needs are understood and any action that is necessary to enable the child must be done in agreement with the parents. Emergency procedures are agreed and recorded.
- 1.42 The premises and equipment are clean and hygienic. The registered person is aware of the importance of good hygiene practice in order to prevent the spread of infection. Childminders keep up to date with hygiene procedures. A cleaning and disinfection policy and procedure should be maintained and daily records kept. Nappy changing should take place in accordance with the individual needs of

the child and not as part of a routine. All aspects of nappy changing to prevent cross contamination of bodily fluids, waste, clean nappies, ointments etc.

- 1.43 Children are encouraged to learn about hygiene through the daily routine and supported through their development in the Prime Area of Health and Self Care.
- 1.44 The Childminder must ensure that if there are any animals on the premises a SEYT risk assessment must be completed. In no circumstances should animals be either (a) left unattended with children or (b) transported in a vehicle with children unless kept secure and separate from children. A full risk assessment must be completed before an animal is brought into the premises. Childminders must also ensure parents are made aware of any animals on the premises and ensure they have a copy of the SEYT Risk Assessment. Any allergies to animals must be risk assessed and included in any Health Care Plan for an individual child. Waste food, soiled bedding and excrement etc. should be removed to prevent risk of infection. Children and Childminders should wash hands thoroughly immediately after interactions with animals.

If unusual or exotic pets or known dangerous breeds are kept this may be grounds for refusal of registration.

- 1.45 Sandpits are protected from contamination and the sand is clean. Water trays are emptied after each session and cleaned and disinfected regularly.
- 1.46 There is a first aid box that is checked regularly and the contents replaced as necessary at the Premises and in any vehicles transporting children. This is readily accessible, but out of reach of children. The Childminder must be trained by an accredited trainer, in the full current paediatric first aid which is renewed every 3 years. Childminders need to consider the number of children and layout of the premises to ensure that they are able to respond quickly to emergencies. The Full Paediatric first aid training can be implemented as you renew your First Aid training. Childminders registered after the introduction of these standards must have the full Paediatric first aid before they commence working.
- 1.47 There is a policy about the exclusion of children who are ill or infectious which is discussed with parents. This includes a procedure for contacting parents or another adult designated by the parent if a child becomes ill while in the registered person's care. The registered person notifies other parents if a child attending has been diagnosed as having an infectious disease, if appropriate.
- 1.48 No child should be permitted to stay at the setting if the child appears to be ill. If a child becomes unwell during their time with the Childminder, care is taken to prevent possible infection, parents are notified as soon as possible and necessary steps are taken to make the child comfortable. Notify the Registration and Inspection team of any outbreaks.
- 1.49 If a child has a long term health condition or requires regular support and or medication a Health Care plan should be in place which has been completed with advice from a qualified healthcare professional.



- 1.51 If administering over the counter and/or prescribed medication to a child, the registered person does so only following written agreement with the parent with

an understanding of the possible side effects of the medication and safe dosage as stated on the medication should it be an over the counter medication. For prescribed medication see 1.52.

- 1.52 All medicines are stored in their original containers, are clearly marked (and, in the case of prescription-only medicines, are clearly labelled with the child's name) and are inaccessible to children. The registered person ensures medication is not received or kept in the setting if it is out of date. The registered person finds out from parents exactly when medication was last administered.
- 1.53 If the administration of any prescribed medication requires technical/medical knowledge, the registered person obtains training from a qualified, accredited health professional specific to the needs of the child e.g. epi pens.
- 1.54 Written records are kept of all medicines administered to children, and parents sign the record book to acknowledge the entry.
- 1.55 Prescribed medicines are not administered unless a doctor has prescribed them for that child.
- 1.61 Childminders must be registered with the Office of Environment Health and Pollution Regulation. Childminders who are preparing meals, must have a minimum level 2 Food Hygiene Qualification, which includes the cleaning and hygienic requirements.
- 1.62 The registered person ensures that the children receive varied and nutritious food that is prepared in an appropriate manner, adequate in quantity and consistent with the requirements of the parents, and meets the religious, cultural and dietary requirements of children. Advice about nutritious food is sought from the Community Dietician, as necessary.
- 1.63 Children who stay for the whole day are offered a midday meal and other snacks and drinks routinely (meals may be supplied by the parents). There must be facilities for children to sit at tables for their meals. Sterilisation equipment must be used for any feeding equipment and dummies. Records must be kept of babies' food intake for parents. All crockery and utensils to be cleaned and disinfected after use as detailed in the FSMS.
- 1.64 All food is stored safely and, if necessary, in a refrigerator at a temperature below 8°C or hot holding (storage of hot foods) at a temperature over 63°C. If parents provide packed lunches, they are informed of what can be stored safely and include an icepack in the child's packed lunch box. Fresh drinking water is available to children at all times.
- 1.65 The Childminder obtains and records information from parents about each child's dietary requirements, preferences and food allergies, and acts in line with this information.
- 1.66 Feeding should take place in accordance with the individual needs of the child and not as part of a daily routine. Babies should be held during bottle feeding.

• Food &
Drink

QS1.6



Safely Enabling Health and Wellbeing

Core Values: Good leadership is essential in creating a shared vision, a passionate, focussed reflective workforce to drive continual improvement ensuring the best possible outcomes for children. Success comes from the highest aspirations, ethos and communication that good leadership brings. Effective Management enables leaders to thrive, it ensures effective systems and processes are in place to monitor and assess data accurately to inform improvement, financial and resource management and best value principles. Strong leaders and managers are constantly challenging their thinking and knowledge, and learning is a driver for improvement and impact.



- 2.11 Childminders will ensure information about the provision on offer is accessible, accurate and up to date and parents are fully informed of the services they are providing. Once a child attends your provision, Childminders must ensure there is an agreed contract with parents which sets out the expectations of both parties as to the safeguarding, welfare, education and business arrangements.
- 2.12 Childminders must ensure all policies are up to date, regularly reviewed, and reflective of the setting and meet the needs of the children. The following policies must be in place;
- Safeguarding and child protection
 - Inclusion including SEN and equal opportunities
 - Positive behaviour
 - Lost or missing children
 - Induction of new children
 - Accident and incident procedures including contingency arrangements in an emergency
 - No smoking, vaping drugs and alcohol
 - Cleaning, Infection Prevention and Control including Legionella
 - Health and Safety at Work and Risk Assessment
 - Food Safety Management System
 - Fire Policy and procedures
 - Complaints and concerns
- 2.13 Complaints procedures must be handled in a sensitive and confidential manner unless safeguarding requires information to be shared. All complaints should be considered and/or investigated and the complainant must be notified of the outcome. Childminders must keep detailed records of all complaints.
- 2.14 Childminders must carry adequate public liability insurance and vehicle insurance if required.
- Childminders must ensure that effective, robust and transparent financial procedures are operated. Effective financial and business planning is in place to ensure sustainability of service.

- 2.16 All records of individual children and families must be kept secure and confidential as advised in Data Protection Service guidance. Web address www.dataci.org

• Quality Assurance

QS 2.2



- 2.22 All quality improvement should inform Childminders action planning with measurable impacts recorded.
- 2.23 Childminders must act on advice and recommendations of the States Early Years Team and any other professional partners in order to improve the quality of their premises and offer the best outcomes for children.

• Information & Records

QS 2.3



- 2.31 Childminders must record the following information for each child in their care: full name; date of birth; name and address of every parent who is known to the childminder (and any other person who is known to have parental responsibility for the child); which parent(s) the child normally lives with; and emergency contact details for parents. This must be updated annually.
- 2.32 Childminders must ensure the following information is available to parents:
- how the Early Years Curriculum (EYFS) is being delivered and how parents can access more information if requested;
 - the variety and types of activities and experiences the children are provided with, the daily routines and how parents can support and share the learning at home;
 - how you support children with special educational needs and disabilities;
 - any food and drink provided
 - details of policies and procedures and shared with parents, including what to do if a parent fails to collect a child at the appointed time or in the event of a child going missing;
 - Adults in their home; a telephone number for parents to contact in an emergency;
- 2.33 The following documentation about the Childminder should be available;
- name, home address and telephone number of the childminder and any other person living or on the premises;
 - daily records of the names of children on the premises, their hours of attendance
 - their certificate of registration (which must be displayed and shown to parents if required).
- 2.34 Childminders must retain records about individual children in line with the terms of their insurance and the Data Protection Law 2017
- 2.35 Childminders must retain a copy of the most recent inspection report together with any actions required. These documents must be available to parents.
- 2.36 The States Early Years Team must be informed, in writing (email: SEYT@gov.gg) of the following immediately;
- any changes and people living on the premises;

- any change in the name of any of the above and address of the registered person; If a Childminder changes their address the new premises MUST be reregistered and be inspected to ensure it meets all requirements.
- any significant changes to the premises inside and outside or address
- any significant changes to the type of service or in the hours in which the service is provided;
- any infectious disease, serious injury or death;
- any instances of children going missing;
- allegations of serious harm or abuse by a Childminder of which is alleged to have taken place on the premises or in your care
- any other significant event likely to affect the suitability of the registered person, or likely to affect the health, safety and welfare of the child.

2.37 Childminders must maintain records and obtain and share information with parents, other professionals working with the child, the police, HSC and the Early Years Team, to ensure the safe and efficient management and to help ensure the needs of all children are met. Childminders must facilitate regular two way communication between parents and other providers if a child attends more than one provision.

2.38 Records must be easily accessible and confidential information and records about children must be kept secure, and only accessible and available to those who have a right or professional need to see them. Childminders must be aware of their responsibilities under the [Data Protection \(Bailiwick of Guernsey\) Law, 2017](#) and where relevant the [States of Guernsey Code of Practice on Access to Public Information \(2013\)](#).

2.39 Childminders must protect the child's privacy as well as any legal requirements when handling information to ensure confidentiality. Parents must be given access to all records regarding their child, unless exemptions apply under the Data Protection Law (2017).

•Registration,
Qualification
& Training

QS 2.4



2.41 **PRIOR** to their registration, a childminder MUST;

- have at least 3 years of experience of looking after or working with young children, not including experience whilst gaining qualification;
- be at least 21 years of age;
- have successfully completed the Homebased Childcare Level 3 Award or equivalent, or will complete such course within an agreed timescale. The timescale should be no later than five years after the introduction of these standards. Any childminder registered after the introduction of these standards needs to meet this standard in order to ensure registration
- have a current and appropriate Paediatric First Aid qualification which must be obtained before registration can be completed. It is the responsibility of the applicant Childminder to organise this training with an approved First Aid trainer. It is also the responsibility of a Registered Childminder to arrange an update on first aid before the current certificate expires;

- undertake the level 1 online safeguarding training before becoming registered. The level 2 Safeguarding training must be completed within 12 months of registration and then updated every three years;
- have a current and appropriate Food Hygiene Level 2 qualification as set out in standard 1.61 before registration can be completed. This must be updated every three years;
- have completed a fire safety assessment by the Fire Officer on their premises before they can be registered. This must be completed and is the responsibility of the registered childminder to organise;
- Have carried out a risk assessment of their premises inside and outside. Once this has been received a visit will be arranged to the premises by an Early Years Inspector to commence the next part of the registration process.

2.42 First Visit: The purpose of this visit is to:

- Identify the minimum safety requirements that must be in place for the indoor and outdoor premises and any modifications that are needed linked to your written risk assessment;
- make an assessment as to the maximum numbers of children that can be cared for in each age group;
- Measurements will be taken and photographs may be used to support this decision;
- Discuss the care of children and strategies for dealing with children's behaviour;
- Discuss your policy for safeguarding children;
- Identify the types of toys and equipment that are required for the purpose of registration.

A standard form is used for this process which will link with your Risk Assessment. The applicant Childminder is required to read and agree to address any outstanding items on this checklist as a condition of final registration.

Should the applicant Childminder live in rented accommodation a letter from the landlord needs to be provided by the Childminder giving their consent and sent to the SEYT.

Please note if the landlord states that Childminding cannot take place on the premises the application will cease.

2.43 Final Visit

It is the responsibility of the applicant to contact SEYT tel: 268313 or by email SEYT@gov.gg to arrange a final visit for the purpose of registration when all safety items identified are in place and all policies and required training are completed. Additional information will be given to the applicant at this visit.

The following information must be provided by the applicant at this visit:

- Policies detailed in 2.12
- The applicant Childminder will be asked to give consent for their details to be included on to the register of Childminders which is held on our website (www.gov.gg/seyt). Exception can be granted by the SEYT at their

discretion on consideration of safeguarding of either the childminder or a child(ren).

2.44 **Certificate of Registration**

Upon completion of the required criteria and evidence that Public Liability Insurance has been obtained, the certificate of registration as a Registered Childminder together with a copy of the Conditions of Registration will be issued.

This certificate will show:

- The name of the Registered Childminder;
- The address of the registered premises;
- The specific number and ages of children that can be cared for at any one time **(including their own children)**;
- Areas of the home to be registered.

This certificate only applies to the named premises and is valid for a period of six months initially and then every two years thereafter.

If moving premises it is the responsibility of the Registered Childminder to contact SEYT, **prior** to this event. This is so an assessment of the new premises can be made, contact can be made with the new landlord if appropriate, and a new Risk Assessment completed and submitted to SEYT. Following this a new Certificate and Conditions of Registration will be issued, if Requirements for Registration are met and landlord agreement has been obtained.

Failure to do so means that the person is no longer registered, therefore caring for children illegally.

Under the terms of the Children Law, 2008 the States of Guernsey has the power to refuse, limit or cancel the registration, should any Registered Childminder fail to comply with Requirements for Registration detailed in this document, or if the premises is seriously inadequate in meeting the needs of children.

2.45 A registered childminder will attend a minimum of 3 training sessions provided by the States Early Years Team or partners in a calendar year. This will link to personal professional development in order to improve and positively impact children's learning and development, this does not included statutory training such as Safeguarding, First Aid and Food Hygiene.

2.46 A Registered Childminder is required to have a break from caring for other people's children when they give birth to their own child. They are required to contact the SEYT in order that the Certificate of Registration can be amended to be valid up until their due date.

A certificate of fitness is required from a medical practitioner prior to re-registration following this break.

A certificate of fitness is also required following any major surgery or a serious illness.



2.51 The registered person must meet the required adult: child ratios.

The maximum number of children for whom a registered person may care at any one time is as follows:

- Six children under the age of eight years;
- Of those six children, no more than three may be under five years of age;
- Of the three children permitted to be under five years of age, normally no more than one may be under one year of age, although exceptions can be made for multiple births;
- Any care provided for children aged eight to fourteen years of age is not allowed to adversely affect the care provided for children under eight years of age.

2.52 The ratios include the registered person's own children and any others for whom the registered person is responsible and who are on the premises.

2.53 The registered person must ensure that suitable contingency arrangements are in place to cover emergencies and unexpected absences, a policy covering this must be in place.



2.61 The registered person actively promotes equality of opportunity and anti-discriminatory practice for all children.

2.62 All children and adults are treated with equal concern and the registered person complies with relevant anti-discriminatory legislation and good practice. The registered person promotes equal opportunities in the areas of employment, training, admission to care and access to the resources, activities and facilities available, with cultural awareness.

2.63 The registered person ensures that all children have equal access to the appropriate range of activities and facilities available.

2.64 The registered person ensures that children's records contain information that enables care to be given appropriate to a child's cultural and ethnic background.



QS3

• Positive Interactions & Wellbeing

Core Values: Many forms of play help children become confident learners, with excellent dispositions for learning and development. Skilled adults who interact with children to enhance their learning is an essential part of enabling children to make the best progress. The best practitioners will have a range of strategies, a depth of knowledge and they will match strategies to the needs of the children and understand the best ways in which children learn at that time.

• Managing & Responding to Behaviour

QS3.2



3.21 Childminders are responsible for understanding and responding to behaviours in appropriate ways that meet the needs of the individual child. They should ensure there are consistent expectations and positive behaviour management systems in place. Childminders should understand the developmental needs of the child and not just the chronological age of the child and meet their learning and development needs accordingly. This should form a policy around positive behaviour for learning and be shared with parents.

3.22 If physical intervention was taken to ensure the safety of a child/ren or other adult from immediate danger, personal injury or in extreme circumstance to manage a child's behaviour a person is not deemed to have used corporal punishment. Childminders must keep written records of any occasion where physical intervention is used and parents must be informed on the same day or as soon as is reasonably possible.

3.23 Childminders must not use or threaten corporal punishment and must not use or threaten any punishment which could humiliate, intimidate or adversely affect a child's well-being.

• Nurture & Well-Being

QS3.3



3.31 Childminders must ensure they are, supportive, respectful and responsive to children's needs, helping children to feel confident, valued, appreciated and loved.

3.32 Childminders ensure positive communication occurs between children, adults, parents and other professionals in their home or when visiting an activity.

3.33 Childminders should ensure the child's voice is sought in decisions affecting them. For non-verbal children this is done through a variety of ways such as; skilful observations, gesture, sign language, pictorially, through physical reactions etc.

Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinion taken into account.

Convention on the
Rights of the Child



QS4

• Enabling Environment

Core Values: An enabling environment supports and extends children's development and learning. It encourages play and allows children to feel relaxed, comfortable and safe. This safe and secure emotional state allows children to access their learning through all of their senses, in premises that are safe, secure and fit for purpose.

• Premises

QS 4.1



- 4.11 The premises must be organised in a way that meets the needs of all children.
- 4.12 Childminders must provide daily access to outdoor provision unless circumstances make this inappropriate, e.g. unsafe weather conditions.
- 4.13 The space used for childminding and for registration is required to be a minimum of 2.7 square metres for each child;
 - The areas which are measured for play space are those where play will take place;
 - Bedrooms will not be included in this calculation;
 - This space does not include any fixed furniture, sofas, large occasional tables or large pieces of furniture;
- 4.14 Premises must be clean, and hygienic, well-lit with adequate natural light and adequate ventilation.
- 4.15 Childminders must ensure that the requirements of the local planning, building control and fire services are met.

• Equipment

QS 4.2



- 4.21 Childminders must ensure there are suitable changing facilities for any child in nappies and meet good standards of hygiene and accessible toilet facilities for other children.
- 4.23 Childminders must ensure an adequate supply of clean bedding, towels, spare clothes and any other necessary items is always available (these can be provided by a child's parents).
- 4.24 There is sufficient space and appropriate furniture and equipment to enable childminders to ensure individual sleep patterns are facilitated throughout the day. Sleeping children and room temperature must be checked and recorded every 10 minutes.

• Resources

QS 4.3



- 4.32 Childminders must ensure the indoor and outdoor space is utilised to enable children's learning and development. Space should be divided up effectively and ensure maximum impact on learning.
- 4.34 Childminders must ensure resources are accessible, stimulating and challenging. All resources are suitable in design and condition, are well maintained and conform to safety standards e.g. have the British kite mark or have been risk assessed.

4.35 Childminders must ensure there is sufficient equipment, enough to provide a choice to enable all children access to a wide and varied curriculum which meets the needs of all the children. This may include appropriately sized chairs and tables for snacks and meals, stair gates, bedding, buggies and car seats (as per manufacturer's safety guidance).

• Safety

QS 4.4



4.41 All rooms should be maintained at a temperature of between 16 - 20 degrees centigrade (60.8 - 68 degrees Fahrenheit).

4.42 Childminders must ensure there is access to a telephone at all times. This may be a mobile phone as long as it is kept adequately charged and has good access to the network.

4.43 Childminders must ensure the premises, including overall floor space and outdoor spaces are made safe, secure, and free from hazards and a daily risk assessment of the inside and outside environments are completed. They must be maintained, kept clean, in good repair and decoration and suitable for the age of the children and activities they are providing. Where play areas are accessed during outings, Childminders must ensure a risk assessment has been undertaken to ensure they are safe to use and fit for purpose for the children and themselves.

4.44 Gas and electrical appliances and fittings must conform to safety requirements, are properly guarded and do not pose a hazard to children. Appropriate annual checks are carried out and records of certificates are kept.

4.45 Childminders must take reasonable steps to ensure the safety of all children and others on the premises and on outings in the case of fire or any other emergency. There must be an emergency evacuation procedure in place which all people are aware of. Childminder must have appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, carbon monoxide detectors, fire extinguishers) which are in working order and accessible. Fire exits must be clearly identified, door must be free from obstruction, not wedged open and easily opened from the inside. Fire drills are carried out twice a year as a minimum and in line with the Fire Officer's requirements.

4.46 Childminders must ensure all records about vehicles in which children are transported are retained, including insurance details and named drivers. Any vehicle used to transport children must be properly maintained, conform to legal requirements and all drivers must have a valid licence and business insurance. The vehicle is fitted with child safety locks on windows and doors and are used. All children are secured in an appropriate car seat or seat belts as required by law. Consent from parents must be sought in order to transport children. **Children should NEVER be left alone in a car even for a few minutes.**

4.47 Childminders must ensure all hazardous substances and non-emergency medicines are kept out of sight and reach of children in locked cupboards or cupboards with safety catches.

4.48 Childminders must ensure there is a first aid box accessible at all times with appropriate content for children. Childminders must keep written record of accidents, injuries and first aid treatment. Childminders must inform parents of

any accident or injury sustained by the child on the same day, or as soon as reasonably practical of any first aid treatment given.

- 4.49 Childminders must notify the States Early Years Team of any serious accident, which requires being seen by a health professional, illness or injury or death of any child while in their care, and of the action taken. This must be completed within 24 hours of an incident occurring. This may also be subject to the HSC's RIDDOR provisions.

• Displays

QS 4.5



- 4.50 Childminders must ensure information and communication with parents and/or carers is effective. This should include the Childminders Safeguarding process.

- 4.51 Displays should be meaningful to the children so they can enjoy and learn from them. Where possible displays should be at the children's eye level. Displays should predominantly be of the children's work and their learning journeys.⁸



Core Values: An effective Early Years Curriculum is a carefully structured, rich, stimulating and engaging play based programme which enables all children to develop in a holistic way. It will provide opportunities for children to engage in planned, child initiated and independent activities both inside and outside. Assessment of children's progress is essential in ensuring all children reach their full potential

• Curriculum

QS 5.1



5.11 Childminders must use the seven areas of learning and developments as set out in the Statutory Framework for the Early Years Foundation Stage (2014). All areas are important and interconnected. Three Prime Areas are essential for building the capacity to learn and the foundation skills on which all other learning sits and are applicable from birth. The Prime Areas are;

- Communication and Language
- Physical Development
- Personal, Social & Emotional Development

5.12 Childminders must also support children in the four Specific Areas of learning, which strengthened and enable the Prime Areas to be applied. The Specific Areas of learning are;

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

5.13 There should be sufficient flexibility for practitioners to follow children's interests, respond to their ideas for developing play activities and provide structured activities (which are also playful) to teach specific knowledge and skills.

5.14 Each area of learning and development must be a balance of adult led and child initiated activity which is planned and purposeful. Play is often open ended and does not necessarily result in producing something. The process is often more important than the outcome.⁹



As part of this general emphasis on combining child-initiated play and playful adult-led opportunities, confident and reflective practitioners will select the approach that is best for the developmental stage of the children, and for individuals and groups.

Playful practitioners are able to engage with children in their play, and to use characteristics of play in other activities as well.

9

• Characteristics of Effective Learning

QS 5.2



- 5.21 When planning activities and learning opportunities for the children, practitioners must understand and reflect on the ways in which children learn. Skilful planning will encompass how children learn as well as what children learn and the resources and environments should reflect these considerations for learning. The Characteristics of Effective Learning, as outlined in the Statutory Framework for the Early Years Foundation Stage (2014), are as follows:

- ***Playing and Exploring***
- ***Active Learning***
- ***Creating and Thinking Critically***

3

• Indoor & Outdoor Learning

QS 5.3



- 5.31 Childminders must ensure children have daily access to indoor and outdoor play provision and are supported to spend time being active in most weathers, the risks from any adverse weather having been assessed and appropriately addressed (see QS4.12).
- 5.32 Childminders must ensure when planning for children's learning they ensure opportunities are made for large gross motor development, through active movements, utilising all the elements their indoor and outdoor environments give them.
- 5.33 Areas of Provision must enable all children to embed their learning in all seven areas of learning.

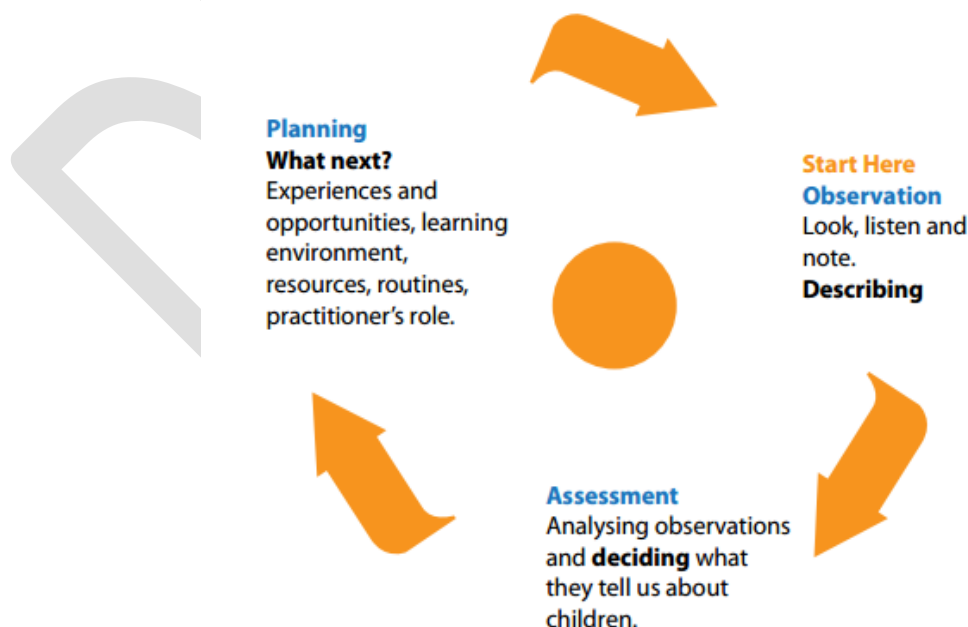
• Observation, Assessment & Planning

QS 5.4

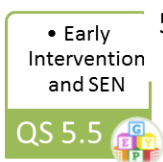


- 5.41 Practitioners must start with observing children in their freely chosen and independent, play, everyday activities and planned activities. Looking and recording what they see and hear if relevant. Evidence can be captured in a variety of ways e.g. written notes, photos, videos or recordings. Observations will provide information about a child's learning, skills and knowledge. It is important to ensure that what is being recorded is significant and meaningful. Notes should be brief and to the point.
- 5.42 Practitioners should learn what a child can do at home from parents and their contributions to their child's learning and development must also be captured as part of the observation process.
- 5.43 Practitioners must record every child's on going assessment (sometimes referred to as formative assessment) by considering all evidence collated to gain an accurate understanding of a child's learning, development and progress against the Ages and stages learning outcomes (Development Matters, 2012).
- 5.44 Assessment does not mean excessive paperwork or practitioners spending long periods of time not interacting with the children. Paperwork should be effective, purposeful and succinct.
- 5.45 Parents should be kept up to date with their child's progress and development. Any learning and development needs identified should be addressed in partnership with parents and any other relevant professionals.

- 5.46 Summative assessment is a ‘summing up’ of an individual child’s achievement at certain points in the year. This could be a baseline, termly or end of year assessment in which a decision is made about which age and stage best fits the child. Prime areas will be more relevant for the youngest children or both prime and specific areas as appropriate. Formative evidence that has been collated will be used to support and inform these.¹⁰
- 5.47 Assessment must identify a child’s strengths and any areas where the child’s progress is less than expected. If there are significant emerging concerns or an identified special educational need and or disability early intervention should be developed with the child, their parents and other relevant professionals with parents’ permission.
- 5.48 Practitioners must consider the individual needs, interests and stage of development of each child and must use this information to plan a challenging and enjoyable experience for all children across all the areas of learning. Children, are experiencing and learning in the here and now and it is in the moments of curiosity, challenge, exertion or interest – ‘the ‘teachable moment’ – that the skilful adult makes a difference. “By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child’s thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children’s well-being and learning (planning for the next moment).” (DfCSF, QCDA, *Learning, Playing and Interacting: Good Practice in the Early Years Foundation Stage*, (2009) Page 24)⁹



9



- 5.51 Childminders must ensure the child, their parents are fully informed, involved and part of any support and intervention decisions made in the interest of the child. They will also liaise with other professionals to ensure the most appropriate and effective interventions and strategies are being implemented and reviewed. Childminders must attend annual SENCO training to ensure their CPD is up to date

and relevant so they are able to effectively carry support a child with additional needs.

- 5.52 Childminders must have arrangements in place to identify and support children with Special Educational Needs and/or Disabilities (SEN) and promote equality of opportunity for all the children in their care.
- 5.53 Where a child appears to be working below what is typical for their age in the prime areas and practitioners are concerned about their progress, they should inform parents and work in partnership to ensure best Early Years practice and support are put in place. This can be done within the setting with parents or in conjunction with other professionals. Practitioners must consider if a child may have a special educational need or disability which may require specialist support. They should work in partnership with families to access relevant services and agencies as required.
- 5.54 Childminders must ensure there is a written policy about how they identify SEN, support the children and their families and meet the needs of children with SEN to enable them to access a full and balanced curriculum.
- 5.55 Childminders must ensure all reasonable adjustments are made to enable a fully inclusive offer for all children. This may be to their physical environment as well as implementing strategies and/or ensuring they have the appropriate knowledgeable and training.
- 5.61 Where there are children whose home language is not English, childminders must provide opportunities for children to develop and use their home language in their play and learning where appropriate. Parents should be supported to speak their first language at home, a strong first language helps children learn English as an additional language. Children with a rich first language think in more depth and find it easier to learn English as an additional language. It is important for self-esteem, identity, relationships with their family and community and a sense of belonging. Their language should be respected and visible in their setting.³
- 5.62 Practitioners must ensure there are lots of opportunities to attain a good standard of English through language rich environments. When assessing Communication and language and Literacy children must be assessed in English.
- 5.63 It is important that if a child has not got a strong grasp of the English language, practitioners must work in partnership with parents to assess and establish in their home Language whether there is a concern about a language delay. EAL is NOT a Special Educational Need on its own. ³

• English as an Additional Language Skill

QS 5.6



Core Values: The best partnerships are those where each partner is valued equally. Successful relationships become partnerships when there is two-way communication and parents and practitioners really listen to each other and value each other's views and support in achieving the best outcomes for each child. In the Early Years this can involve teams from different disciplines such as education and health and social care teams working in partnership with families to ensure each child's individual needs are met.

• Parents

QS 6.1



- 6.11 Childminders must ensure effective communication is in place to inform parents about their child's learning and development, health and well-being.
- 6.12 Progress of their child's learning and development should be shared at regular times throughout the year. It is essential that if childminders are concerned that a child is not developing typically for their age that this is discussed with parents and appropriate action is taken to intervene and/or involve further professionals (see QS2.52).
- 6.13 Childminders recognise the parents as the child's first and prime educator. Working alongside parents to support the home learning environment and ensuring knowledge, information and progress is shared.
- 6.14 Childminders must ensure children are only released into the care of the parent and/or carer or a person over the age of 18 years old and with written permission from the parent.
- 6.15 Childminders must respect and maintain privacy and confidentiality about matters concerning family and children. Childminders MUST ensure any safeguarding concerns are shared appropriately and follow safeguarding requirements (QS6.11).

The home is the single most significant environmental factor in enabling children to develop the trust, attitude and skills that will help them to learn and engage positively with the world - a process that starts at birth, if not before.

Early Home Learning Matters

11

- 6.21 Childminders will work together with colleagues from other agencies that are involved with children e.g. Health Visitors, Educational Psychologists, Speech and Language Therapists, Social Workers etc. and draw upon their expertise and guidance together with their own professional observations and knowledge, the voice of the child and parents to ensure each child reaches their full potential.



- 6.31 Childminders will work with partners to support continuity as children encounter transitions in their lives by sharing information with each other and with parents. Transitions should promote security and support future success. Successful transition into school should ensure a shared vision of learning and development, an understanding that relationships matter and a knowledge of the child's experience at home.
- 6.32 Childminders should liaise with the child, parents, school and other professionals involved with the child to ensure there are sound systems in place to support the transition for each child. This should include the sharing of records, formal or informal discussion with parents ensuring consent has been sought from parents to share information.
- 6.33 Childminders should seek the views of the child in their transition experiences and value the outcomes.



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