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**Self-evaluation tool**

Name of service: Annie’s Childminding

Date of self-evaluation: April/May 2023

**Quality indicator 1.3: Play and learning**

Children’s right to play. Fun. Joy. Value of play. Learning opportunities. Play types. Learning life skills. Children at the centre of play. Curiosity. Children’s interests. Child development. Supporting children to achieve.

**How are we doing?**

Children have fun as they experience high quality play, learning and development opportunities

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| --- | --- | --- | --- | --- | --- |
| Unsatisfactory | Weak | Adequate | Good | Very Good | Excellent |
|  |  |  | x |  |  |

Children are empowered to be fully involved in their play and learning through the skilled interactions and actions of staff.

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| --- | --- | --- | --- | --- | --- |
| Unsatisfactory | Weak | Adequate | Good | Very Good | Excellent |
|  |  | x |  |  |  |

**How do we know?**

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| **What did we do?**  We asked the children specific questions about having fun, how they spend their time and making choices.  We observed children’s play and the choices they were able to make during their day.  We got feedback from six family members through questionnaires, on our app and discussions at pick up time. We also asked for feedback during reviews of personal plans.  We reviewed four children’s personal plans and folders, including learning stories and memory books.  We reviewed photographs and videos on our phone as well as my reflective diary.  **What did we find?**  We found there was a range of play activities in the house which support children to develop and practice skills. Parents also told me that they were happy with the progress their children were making in learning new skills and language development.  Some parents said that they would like their child to learn more about taking risks and about the world around them. They said that they would like us to walk more, rather than always going in the car.  Some of the older children told me that they would like to get more exercise as they had been learning about healthy lifestyles at school. They also told me that they wanted to be able to make more choices about where we go and what we do. Most of the older children said they did not like it when I made them hold my hand when we were near busy roads as they felt they were old enough to be more independent.  My diary and children’s records showed that I am writing a lot in observations, and I am not sure that I always need to write as much. I am not confident that I am providing enough challenge or using questions enough to get children to think for themselves. |

**What are we going to do now?**

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| We will look at walking more so that we can include more opportunities for exercise and to learn about road safety. We can look at making maps of the local area so that children get to know the community better.  I will look at the risk/benefit approach and include children more in assessing how to keep safe.  Whilst children have lots of very good experiences, I do not always feel confident that they are getting the best from them so I will seek out additional learning on child development and how to question children.  I will look at getting books and apps which help with things like identifying birds and plants which the children could use to find out for themselves. |

**Improvement plan**

The childminder retains overall responsibility for completing and reviewing the improvement plan. This should be in a format which can be shared. Aim to review this plan regularly and make the information accessible so you can share it with the people who experience your care, their families, staff, and others involved with your service. It is essential that they are part of the review process and that they feel some ownership of the plan.

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| **Outcome**  What do we want to achieve? | **Actions**  How are we going to do it? | **Timeframe**  When do we want this to be completed or next reviewed? | **Person responsible**  Who is doing each action or responsible for ensuring it gets completed? | **Where are we now?**  What have we achieved and what has prevented us from doing what we wanted? |
| Children have more opportunities to have a say, make choices and influence how they spend their time. | Put in place a children’s committee and have regular meetings.  Look at how we can include all children in this – may have to look at virtual meeting opportunities, which would ensure that all children and parents can be involved if they want to. | First meeting to be arranged for next month. | Childminder | Children have taken on roles like treasurer, chair, and secretary so that they can be involved in fundraising and writing to ask parents for resources for a bug hotel. |
| Increase knowledge of child development and how to question children to support their learning. | Contact local authority support worker and SCMA to see if there are any training packages, useful learning materials and online training which I can make use of. | To start making enquiries by the end of next month, to review in two months’ time. | Childminder | ongoing |
| Children have a better sense of their community and how to stay safe in it. | Look at maps of the community with the children and practice finding our way about (consider an ‘our community’ book.)  Revisit road safety and develop a child-led floor book of what they have learned.  Access resources on risk benefit approaches, discuss at childminding development group. Revisit risk benefit approaches in each review of service risk assessments. | Start over the summer holidays then continue with term time only kids from August.  Start in the summer and continue once we are back at school and nursery for the different road routes and crossings.  Two months to gather information and share in the group chat for the next CM development group in September | Childminder | On our walks we found the children were really interested in wildlife and finding out more about it. |