

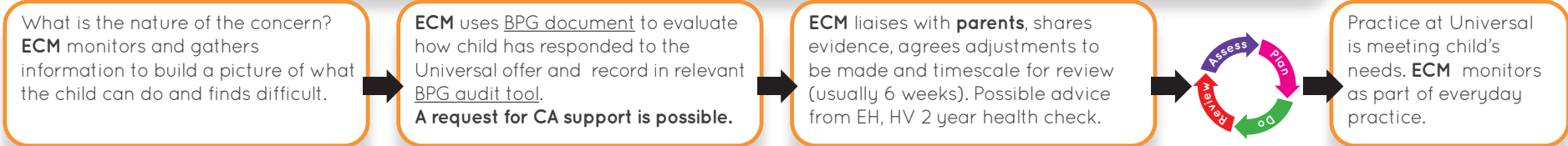
# Graduated Approach for Childminders



First time that a concern has been raised? – start at Universal.  
 Child going to another setting? – With parental permission liaise with the setting to implement a joint targeted plan  
 Other professionals already involved with child? – start at Personalised.  
 Child is within a year of starting school? – move through stages more rapidly.

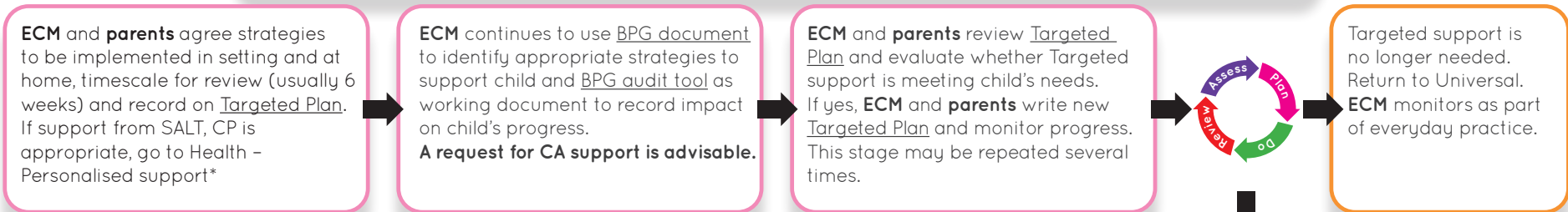
## Universal

Child's progress gives cause for concern (raised by **parent** or **ECM**) Identified through starting points, observations, PC@2, summative assessment etc.



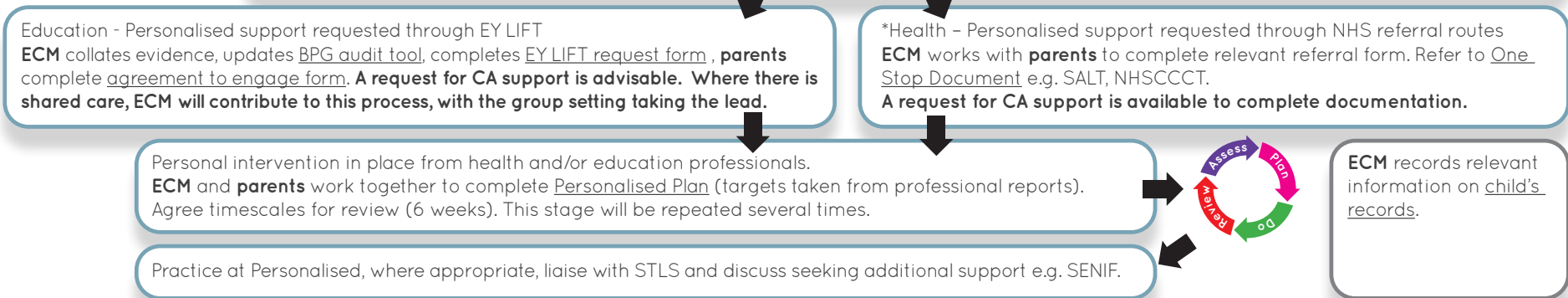
## Targeted

Practice at Universal is not enough, child has made insufficient progress. ECM needs to put Targeted support in place working with additional settings where there is shared care.



## Personalised

Practice at Targeted is not enough, child has made insufficient progress and has identified SEND. ECM liaises with **parents**, share evidence and discuss seeking Personalised support from outside setting. Group settings take the lead on this where there is shared care.



## Key: Glossary

ECM = Eligible childminder. The childminder is the key person and SENCO	EH = Early Help	CP = Community Paediatrician	DAF = Disability Access Fund
PC@2 = Progress Check at Age Two	HV = Health Visitor	EYPP = Early Years Pupil Premium	STLS = Specialist Teaching and Learning Service
SENCO = Special Educational Needs Coordinator	SEND = Special Educational Needs and Disability	EY LIFT = Early Years Local Inclusion Forum Team	SENIF = Special Educational Needs Inclusion Fund
BPG = Best Practice Guidance for the Early Years	AEN = Additional Educational Needs	NHSCCCT = National Health Service Children's Care Coordination Team	EYFSP = Early Years Foundation Stage Profile
CA = Childminding Adviser	SALT = Speech and Language Therapy	DLA = Disability Living Allowance	C of EL = Characteristics of Effective Learning

### Assess

ECM and child's parents bring together:

- observations from home and the setting including child's views
- starting points on entry to setting and summative assessments
- statutory assessments PC@2 and EYFSP
- contributions from any professionals involved with child

What does this information show:

- child's interests and strengths?
- child's needs?
- where and how child learns best (C of EL)?

### Review

ECM and child's parents look at observations made, short-term targets and planned outcomes, including child's views:

- how effective has the support been?
- has the support made a difference to child's progress?
- what has worked well? what have the challenges been?

Following the review any changes to the outcomes, targets and support are agreed.



### Plan

ECM and child's parents agree:

- long-term outcomes they are seeking for the child
- the short-term targets
- the interventions and support to be put in place
- the date to meet for a review

Does the written plan include:

- the views of the child?
- details of how parents can support progress at home?
- any staff training and support needs?

### Do

ECM remains responsible for working with child on a regular basis:

- carries out planned support
- monitors and records progress through observations
- Reviews how interventions and support are progressing

ECM liaises with parents:

- how is support going at home?