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Childminder's portfolio submission form

STANDARD 3

NCMA Quality First childminders:

- treat each child as an individual and with equal concern
- give every child equal chances to learn and develop
- take into account each child's age and stage of development, gender, ethnicity, home language and any disability
- encourage children to develop a sense of their own identity and culture
- help children to learn about cultures different from their own, and develop positive attitudes towards people who are different from themselves.



For this Standard, we want to know that your policy and practice is based on:

- ***treating each child fairly and equally***
- ***helping all children fulfil their potential***
- ***valuing diversity and respecting differences***
- ***helping children to learn to value and respect other people.***

Levels 1, 2 and 3

To achieve Level 1, you must complete:

- the section for Level 1 on pages 3.5 to 3.9
- the planning section on pages 3.25 to 3.27

to show that you meet *NCMA Quality First* Standard 3, but have plans for further improvement.

To achieve Level 2, you must complete:

- the section for Level 1 on pages 3.5 to 3.9
- the section for Level 2 on pages 3.11 to 3.15
- the planning section on pages 3.25 to 3.27

to show that you meet *NCMA Quality First* Standard 3, and also exceed some aspects of this Standard.

To achieve Level 3, you must complete:

- the section for Level 1 on pages 3.5 to 3.9
- the section for Level 2 on pages 3.11 to 3.15
- the section for Level 3 on pages 3.17 to 3.23
- the planning section on pages 3.25 to 3.27

to show that you exceed *NCMA Quality First* Standard 3.

Promoting equality of opportunity

Equal opportunities practice is an essential part of good childminding practice, because it is about trying to make sure that every child has opportunities to develop and learn which are as good as the opportunities open to other children.

The first step towards equal opportunities practice is to recognise that each child is an individual, different from all other children. Their individuality may be related to:

- gender
- ethnic, racial or cultural background (including their family's religion and the language they learn to speak first)
- disability
- family pattern.

You can help to give the children you work with equality of opportunity by treating them as individuals and having positive expectations about their achievements. This will open up equal chances for each child.

You can also help children to learn and develop positive attitudes about people who are different from themselves, so that they enjoy the diversity of our society.

Level 1

To achieve Level 1, you must complete this section to show that you meet *NCMA Quality First Standard 3*, but have plans for further improvement.

Don't forget to complete the planning section at the end of Quality First Standard 3.

Treating children as individuals



Think about the children you care for now and others you have worked with in the past, and describe some examples of their individuality and what it is that makes each a unique individual. (Complete as much of this as you can. We understand that you may not yet, for instance, have cared for a disabled child.)

The children I care for (and have worked with) include children:

of different ages from _____ to _____

of both genders (I have cared for _____ girls and _____ boys)

of various ethnic, racial and cultural backgrounds, such as

with disabilities such as

from families with patterns such as

Children as individuals

To be able to treat children with equal concern, you have to know a lot about each of them as individuals.



How do you identify the particular needs and requirements, characteristics and background of each of the children you work with?

I gather information about each child to help me see them as individuals by

With equal concern

Every child you care for is individual – different in some ways from every other child. This means that if you want to meet their individual needs and give them equal chances to learn and develop, you do not treat them all the same. Sometimes to treat each child equally, you have to treat them differently.



Give some examples of the ways you treat children with equal concern.

In order to meet children's individual needs, I sometimes treat children differently in order to treat them equally. For instance

Showing respect for individuals

The children you care for may come from family backgrounds different from your own. It is important to show children that you respect and value their family.



Give some examples of how you show that you respect and value children's families.

I show children that I respect and value their family and their background by

Learning about other people

Children need to learn about people who are different from themselves and enjoy the diversity of the society we live in. Don't forget that this is not just about ethnic and cultural backgrounds, but also about disability and family groupings.



How do you help children to learn about people who are different from themselves and enjoy the diversity of society?

I help children to learn about and appreciate people who are different from themselves by

Level 2

To achieve Level 2, you must complete the Level 1 section on the previous pages, **and also** this section, to show that you meet *NCMA Quality First Standard 3*, and also exceed some aspects of this Standard.

Don't forget to complete the planning section at the end of Quality First Standard 3.

Stereotyping

Sometimes children encounter stereotyping which can limit their expectations of what opportunities in life are open to them. This might be related to:

- gender
- ethnic, racial or cultural background (including the family's religion and the language they learn to speak first)
- disability.



Describe how children sometimes encounter stereotyping. Give some examples you have observed or heard or read about.

Some children encounter stereotyping related to:

gender, such as

ethnic, racial or cultural background, such as

disability, such as

Equal chances

Some children experience limits on their opportunities to learn and develop. These limits often arise from stereotyping. Your childminding practice – the activities and experiences you provide for the children you care for, and the equipment and materials you use – can help to make sure that they do not encounter such lack of opportunities.



Describe how the positive images you provide in your childminding setting challenge stereotypes and help children develop expectations for their future.

The positive images I provide in my childminding setting challenge stereotypes by



Give some examples of how you provide activities and experiences for children in ways which offer them equality, and which are not based on stereotypes.

I ensure that all children have access to a full range of activities by

Equal opportunities policy

The families of the children you care for should know about your equal opportunities childminding practice. A good way of sharing your approach to equality of opportunity is to have a written equal opportunities policy.



At this point, put in your portfolio:

- a copy of your equal opportunities policy.



How have parents responded to this policy?

When I showed parents this policy, their response was

I deal with any negative response from parents about my policy by

Level 3

To achieve Level 3, you must complete the sections for Levels 1 and 2 on the previous pages, **and also** this section, to show that you exceed *NCMA Quality First Standard 3*.

Don't forget to complete the planning section at the end of *Quality First Standard 3*.

Discrimination

Sometimes children and families encounter discrimination which limits the children's opportunities and chances in life. This may be related to:

- gender
- ethnic, racial or cultural background (including the family's religion and the language they learn to speak first)
- disability.



Describe how children and families sometimes encounter discrimination which can limit their opportunities in life. Give some examples you have observed or heard about.

Some children and families encounter discrimination related to:

gender, such as

ethnic, racial or cultural background, such as

disability, such as

Identity and culture

The basis of children's development of their feelings of pride in themselves, their self-esteem and their self-confidence is the respect and value other people show for each child as a unique individual.



Give some examples of how you help the children you work with to develop a strong and positive sense of their identity and culture.

The ways in which I try to make sure all the children I work with develop a good image of themselves include

Other methods which I might need to use in future for children with backgrounds I have not yet encountered include

Discrimination and prejudice

Discrimination and prejudice limit children's chances in life. Children who behave in discriminatory ways or express prejudice have a false picture of the world and need help to understand and respect other people.



Describe some examples of how children behave in discriminatory ways or express prejudiced views. Give some examples you have observed or heard or read about.

Children sometimes behave in discriminatory ways such as

Children sometimes express prejudice such as

Discrimination and prejudice

(continued)

It is important that you respond effectively to discrimination and prejudice in children, to help them grow up with respect for other people.



Describe effective ways of responding to children's discrimination and prejudice. What strategies would you use if

A seven-year-old child in your care points to a group of people walking along the street and says, "Look at them. My mum says they should go back where they belong."

A five-year-old boy in your care sees another boy of a similar age playing with a doll and doll's pram at the childminders' drop-in and says, "That's for girls."

A four-year-old child in your care refuses to play with a child with cerebral palsy at the drop-in and says, "I don't like her. She makes funny noises." The disabled child hears what is said.

Planning for NCMA QUALITY FIRST STANDARD 3



How are you developing your childminding practice and what plans do you have for the future?

Completing these reflective materials for *NCMA Quality First Standard 3* helped me to develop my childminding practice in these ways

Looking at *NCMA Quality First Standard 3*, my strengths are

and I plan to maintain my good practice by regular review.

Planning for **NCMA QUALITY FIRST STANDARD 3** (continued)

Looking at *NCMA Quality First Standard 3*, I still want to work on the following aspects

My plan to do this:

What and how	When	The support I shall seek

Do you now want to add something to your training plan in Level 1 Standard 1?

Level 1

- | | |
|---|--------------------------|
| Have I | Yes |
| indicated the range of different children I have cared for? | <input type="checkbox"/> |
| Have I included a clear description showing understanding of: | |
| how to gather information about children's individuality? | <input type="checkbox"/> |
| how I treat children with equal concern? | <input type="checkbox"/> |
| ways of showing respect and valuing families? | <input type="checkbox"/> |
| ways of helping children to learn about and enjoy people who are different from themselves? | <input type="checkbox"/> |
| Have I completed the planning section which includes: | |
| how I have developed my practice? | <input type="checkbox"/> |
| my strengths? | <input type="checkbox"/> |
| what I still want to work on? | <input type="checkbox"/> |
| my plan? | <input type="checkbox"/> |

Level 2

- | | |
|--|--------------------------|
| Have I | Yes |
| completed all of Level 1? | <input type="checkbox"/> |
| Have I included a clear description showing understanding of: | |
| the stereotyping and discrimination some children encounter? | <input type="checkbox"/> |
| using positive images to challenge stereotypes? | <input type="checkbox"/> |
| offering children equality of opportunity? | <input type="checkbox"/> |
| Policy | |
| Have I included the checklist points? | <input type="checkbox"/> |
| Have I discussed it with parents? | <input type="checkbox"/> |
| Have I thought about how to deal with any negative responses? | <input type="checkbox"/> |
| Have I completed the planning section which includes: | |
| how I have developed my practice? | <input type="checkbox"/> |
| my strengths? | <input type="checkbox"/> |
| what I still want to work on? | <input type="checkbox"/> |
| my plan? | <input type="checkbox"/> |

Level 3

- | | |
|--|--------------------------|
| Have I | Yes |
| completed all of Levels 1 and 2? | <input type="checkbox"/> |
| Have I included a clear description showing understanding of: | |
| how children and families sometimes encounter discrimination? | <input type="checkbox"/> |
| how to help children develop a positive self image? | <input type="checkbox"/> |
| discriminatory and prejudiced behaviour in children? | <input type="checkbox"/> |
| strategies for responding to discrimination and prejudice? | <input type="checkbox"/> |
| Have I completed the planning section which includes: | |
| how I have developed my practice? | <input type="checkbox"/> |
| my strengths? | <input type="checkbox"/> |
| what I still want to work on? | <input type="checkbox"/> |
| my plan? | <input type="checkbox"/> |