

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection publication date

Amy Salmon
7th September 2018

The quality and standards of childminder's care and education	This inspection	Good
	Previous inspection	Good
Organisation, welfare and leadership		Good
Teaching, learning and development		Good
The promotion of children's well-being		Good
Early Years Foundation Stage requirements including safeguarding and child protection.		Met

Summary of key findings for parents:

This childminder early educator is Good because of the following:

- Relationships with children and their families are strong. Children are happy, secure and confident in her care.
- Amy has a talent for supporting children's thinking skills. Children listen to her questions and are eager to share their knowledge and ideas with both the childminder and their peers. This supports Amy's ability to truly understand children's existing knowledge and gaps in their learning.
- Amy has developed her setting to support free-flow between the indoor and outdoor environment. This further supports independent choices and preferences.
- Amy has established strong settling in sessions which are tailored to the individual needs of the children. This ensures children settle quickly with limited disruptions.
- Behaviour is managed appropriately within the setting. Children are aware of the setting's behaviour expectations which Amy supports well.
- Amy has a good understanding of her roles and responsibilities to safeguard children.

The main areas for improvement are:

- Developing working in partnership with external agencies.
- Develop techniques used to track progress.

To further improve the childminder early educator should:

- Devise strategies to work in partnership with other professionals to support children's emotional well-being and learning and development.
- Develop methods used to track children's progress more closely to support rapid progress.

About the Quality Appraisal Inspection visit

The inspecting SAM: **Kay-Louise Ley**

As part of the visit, the inspector completed a range of activities including:

- Observing the childminder's quality of teaching during activities and assessing the impact this has on children's learning including conducting a joint evaluation of a planned adult led activity
- Discussing the childminder's practice at appropriate times throughout the visit with both childminder
- Reviewing the children's assessment records, observations and planning on the agency's EYFS learning journal software
- Viewing the areas of the house used for childminding and reviewing a selection of policies
- Collecting the views of parents from surveys, the childminder's own questionnaires and any spoken to on the day
- Discussing the childminder's self-evaluation and plans for improvement

Inspection findings

Organisation, welfare and leadership is Good

Amy has worked hard in the previous 12 months to develop her setting; enhancing the space available for children. An example of this is within the outdoor environment. Amy has made some simple adaptations to provide a larger space for children to freely explore which give children more opportunities to practice their large motor skills. All resources are accessible to the children which support their abilities to become independent. Amy consulted with parents to devise suitable routines. This supports children's abilities to settle with minimal disruption. Amy is passionate about her own continuous professional development. She has attended a range of training sessions through the agency and is also currently studying her Level 2 qualification. This means Amy's knowledge is up-to-date and relevant, thus supporting the children in her care. All policies and procedures are implemented well into the setting and are shared with parents. Amy has a solid understanding of her roles and responsibilities in relation to safeguarding children. She is confident to discuss any concerns with parents should this be appropriate and is aware of her local authority's safeguarding referral process. This supports Amy's ability to ensure she is meeting all the welfare requirements.

Teaching, learning and development is Good.

Amy has a good understanding of the stages of learning and development and is observant of the signs which may identify children are not progressing at an appropriate rate. She plans appropriate opportunities to extend children's learning which is tailored to the individual needs of the children participating. This was observed during an activity where children explored water beads. Amy demonstrated a good understanding of the individual need of each child and ensured every child had the opportunity to practise new skills. She adapted the water beads activity for each child. She provided a tea set for a child who enjoyed role play and digger for a boy who loved vehicles to use scoop out the water balls. Amy has an outstanding ability to support children's thinking skills. Amy asks questions to test and expand children's knowledge such as "what would happen if you tried to put the ball in the tube?" and "what would happen if we squeezed the ball." Children engage in two-way flows of conversation; they are eager to share their knowledge, understanding and experiences with her.

Amy's planned activities shows she is secure in her understanding of children's characteristics of effective learning. She understands the ways in which the children learn and uses this information to ensure experiences are engaging and exciting. Amy has established positive relationships with the children in her care. Children are eager to involve the childminder in their play and share their experiences with her. This expands Amy's ability to truly understand children's thought processes, interests and ideas.

The promotion of children's well-being is Good.

Amy is an effective key person. She has formed strong relationships with the children in her care and children are happy, confident and secure because of this. Settling in sessions are a strength to Amy's practice. These are individually tailored to meet the specific needs of the children and their families. Parents are involved in all stages of the process to ensure they are fully aware of how their children have settled. Amy's positive relationships with parents further expands to the support and guidance Amy provides to the families using her setting. Parents

are confident to seek Amy out for any advice or support with any aspect of their child's lives, including their learning and development. Amy supports the children to understand acceptable behaviour positively and effectively. She has appropriate strategies to redirect children should they display any unwanted behaviour. Amy understands the importance of supporting children to develop their confidence and self-esteem. Amy achieves this by providing positive praise and encouragement and further supports this through her shared sense of pride at children's achievements.

Childminder early educator's setting details

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	HCEY00014
Inspection visit date	25 th July 2018
Previous inspection date	Good
Local Authority	Nottingham City
Age range of children	0 – 17

Amy was registered in 2016 and lives in Meadows area of Nottingham. She operates 5 days a week all year round except family holidays and bank holidays. She provides funded early education for some children.

More Information about the Quality Appraisal Inspection visit

The Quality Appraisal Inspection visit was conducted by a Support, Advice and Mentor (SAM) from @Home Childcare Childminder Agency in line with A guide for Childminder Agencies⁽¹⁾. The SAM reviewed all aspects of the childminder's setting to ensure they were meeting the requirements of the Early Years Foundation Stage Statutory Framework⁽²⁾. The quality of the childminder's practice was assessed using aspects of the agency's own evaluation schedule with reference to the Environment Rating Scales⁽³⁾ and Ofsted's Inspection Evaluation Schedule.⁽⁴⁾

(1) *A guide for childminder agencies (July 2016) Department for Education*

(2) *Statutory framework for the early years foundation stage (April 2017) Department for Education*

(3) *Infant/Toddler Environment Rating Scale (Harms, Cryer and Clifford); Early Childhood Environment Rating Scale (Harms, Cryer and Clifford); ECERS –E (Curricular Extension) (Sylva, Siraj-Blatchford and Taggart); Assessing quality in early childhood education and care, Sustained Shared Thinking and Emotional Well-being Scale (Siraj, Kingston and Melhuish)*

(4) *Early Years Inspection Handbook (April 2018) Ofsted⁽⁴⁾.*