

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Amy Salmon
 21st June 2019
 7th September 2018

| The quality and standards of the childminder's care and early education | This inspection | Good |
|--|---------------------|-------------|
| | Previous inspection | Good |
| Organisation, welfare and leadership | | Good |
| Teaching, learning and development | | Good |
| The promotion of children's well-being | | Outstanding |
| 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 parents are strong. Children are happy, secure and are gathering confidence as a direct result of secure relationships.
- Parents are supported to extend their children's learning at home. This is achieved through the sharing of resources and ideas.
- Toys are all appropriately displayed to allow children to select their own toys and choose the way they would like to play.
- Amy has developed the setting to expand diversity resources and opportunities. Children can independently select and explore these play resources which strengthens their knowledge about diversity. The educator ensures equality and diversity themed toys and picture books are interestingly displayed as an activity to ignite children's interest and curiosity.
- Children are supported to manage their own behaviour. Techniques used are appropriate and discussed with children at an appropriate level. Parents are supported with behaviour management techniques which provides consistency across the setting.
- Speech and language are supported within the setting on a regular basis.

The main areas for improvement are:

- Opportunities are occasionally missed to develop children's early mathematical skills.
- Self-evaluations are not regularly completed.

To further improve the childminder early educator should:

- Use play to support children to practice their early mathematical skills, particularly their counting skills.
- Regularly review self-evaluations to continue to drive improvements forward.

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 quality of teaching during activities and assessing the impact this has on children's learning. Including conducting a joint evaluation with the childminder 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 takes the time to understand the needs of the families attending the setting through detailed settling in sessions. This ensures she can meet the needs of the children and their families by continuing the home routines within her setting. Partnerships with parents and other professionals are good. Amy's conscious effort to improve these relationships since her last inspection is having a positive impact on the children. Amy displays all toys and books within children's reach to aid independence and children's own thinking. Amy regularly accesses further learning herself and uses the new knowledge to support children's learning. Children are kept safe and secure with Amy. She has good understanding of her safeguarding children roles and responsibilities and she knows the procedure for making a referral if she has a concern about a child.

Teaching, learning and development is Good.

Amy has a good understanding of the learning and development requirements which she uses to plan play opportunities to support children's learning. Amy has developed her setting to provide free flow play between the indoors and the outdoors, thus providing regular fresh air, exercise and supporting children to make their own decisions to their play. Children are supported to think for themselves and solve problems. For example, during a play activity, Amy asks the children how they can make the beads fit out of the teapot sprout. She captured their interest as they all had a go at attempting to solve the problem. Relationships with the children are strong. Children are eager to talk to Amy and involve her in their play. She asks enquiring questions to support their thinking and problem-solving skills. This makes children feel valued as Amy includes their ideas and opinions to extend play activities. Young children are supported with their early speaking skills by Amy speaking slowly and clearly, allowing the children to copy her words. Children make good progress in the setting because Amy closely monitors their progress and targets their play to extend learning.

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

Amy is an outstanding caregiver. She has established strong relationships with the children, their families and other professionals. Behaviour strategies are discussed with parents to provide consistency across the setting and home. Behavioural issues are managed consistently and appropriately. Amy understands the importance of children taking appropriate risks and manages these well. An example of this is how young children are encouraged to climb up onto the sofa independently, allowing them the opportunity to learn to manage this risk. Amy teaches children about similarities and differences daily. She has developed displays and acquired different resources which promote cultural differences in a positive way such as displaying Chinese cutlery with beads to spark interest and curiosity. Children are given opportunities to explore these resources independently. They develop their confidence and self-esteem in Amy's setting and are visibly valued as members of the group.

Childminder early educator's setting details

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| Regulatory body | @Home Childcare Childminder Agency CA000017 |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Childminder's unique reference number | CM000077 |
| Inspection visit date | 16/05/2019 |
| Previous inspection date | 7 th September 2019 |
| Local Authority | Nottingham City |
| Age range of children | 0 – 17 |

The childminder was registered in 2016 and lives in Nottingham City. She is currently working towards an appropriate qualification at level 2. The childminder is open from 6.15am to 5.30, 5 days a week all year round, except bank holidays and family holidays. She provides funded early education for 2, 3 and 4-year-old 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⁾.