

Quality Appraisal Inspection Report

Childminder Early Educator
 Inspection report date
 Previous inspection date

Beverley Lovett
 28th June 2019
 25th June 2018

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

Summary of key findings for parents:

This childminder early educator is Outstanding because of the following:

- Bev has created a homely and safe environment for the children in her care. They are happy, settled and eager to involve her in their play which has a positive effect for their learning.
- Bev has established outstanding relationships with the children in her care. She truly understands the children's current needs and learning styles; she uses this knowledge to expand learning opportunities and support children's well-being
- She is dedicated to ensuring tangible relationships with parents . Settling in sessions and routines are in place to ensure continuity of care. She shares information with them about children's development and wellbeing . All parents comment positively in the service they receive.
- As a highly reflective educator, Bev regularly reviews multiple aspects of her setting, specifically risk assessment and continuous professional development, to ensure children have the best possible opportunities.
- Bev has a robust understanding of safeguarding which is supported through her effective safeguarding policy. This ensures children are safe both in and out of the setting.

To maintain outstanding practice the childminder educator should:

- Continue to develop children's opportunities to expand their knowledge of the world we live in, provide them with more open-ended resources to support their creative play.

About the Quality Appraisal Inspection visit

The inspection was carried out by: **Nadia Duffus**

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 educator of a planned adult led activity.
- Discussing the educator's practice at appropriate times throughout the visit
- 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 Outstanding.

Bev is an extremely conscientious childminder who is highly reflective of her roles and responsibilities. An example of this is evident in Bev's self-evaluation documents, where she evaluates the effectiveness of her provision and rapidly makes any adaptations she feels necessary. An example of this is the changes she made to her learning environment. She realised through our self-reflection process that children would further benefit from selecting their own resources. She took the children to shopping to choose the kind table decorations and utensils they would like to use, to add to their learning experiences at meal times.

Bev has extensive knowledge of her local children's safeguarding board's policies, the signs and symptoms of child abuse and the referral process for keeping children safe from abuse. Bev is conscientious about continuous professional development. She makes good use of the training her agency provides and maintains a consistent record of her continuous professional development achievements. Bev is diligent to ensure she is meeting all welfare requirements.

Teaching, learning and development is Outstanding.

Bev is a natural teacher of young children. Her warm personal approach helps children form strong bonds with her and they are confident to display their likes, dislikes and the ways they like to learn. Children are naturally drawn to her and hang on every word she says. They eagerly join in the activities she offers. Their curiosity is constantly ignited in the dynamic, challenging and educational environment of Bev's provision. The educator plans activities to help them further develop and achieve their full potential. She works closely with other settings that children are attending as they mutually share next steps and strategies for learning. This was evident during an activity where children were encouraged to play a spelling game. They had mini white boards on the floor with magnetic letters. Bev set this activity to help them follow on from their school task to spell their names. She made it fun and enjoyable and sat alongside them. Bev consistently asked children appropriate questions to scaffold learning, giving her the opportunity to truly understand the children's thought process and existing knowledge. She encouraged them to look around and spot more letters on the displays in the room. Bev carefully places herself in a position to follow children's lead and expand their learning through her appropriate interactions. Children make outstanding progress in Bev's care which is as a result of the positive interactions, appropriate opportunities and her extensive knowledge of how children learn.

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

Bev is an outstanding key person. She works highly effectively with parents to establish suitable settling in sessions. This ensures children settle rapidly, as their routines are individualised to meet their differentiating needs. Bev embraces equality and diversity in her provision. Her support for children who have English as additional language is outstanding. She works hard to ensure that their communications skills are at a good level before they start school. She skilfully uses her teaching skills to improve their communication, whilst at the same time encouraging valuing their home language by borrowing books in Polish from the library to share with a Polish child and the other children too. She consistently supports children to understand similarities and differences and promotes a cultural understanding

positively. She is confident to discuss and challenge any stereotypical behaviours from both children and parents should the need arise.

Human values are embedded into daily practice through displays and positive interactions. Children are encouraged to share, tolerate, use good manners and be polite. Bev is a positive role model to children and, because of this, children thrive in her care because they are happy and valued as individuals.

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	HCEY00050
Inspection visit date	21/05/2019
Previous inspection date	31/05/18
Local Authority	Derbyshire
Age range of children	0 – 17

The educator was registered in 2017 and lives in Ilkeston, Derbyshire. The setting is open weekdays all year round. Bev 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⁾.*