

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection publication date
Previous inspection date

Charmaine Dickson
 06/12/2018
 Not applicable

The quality and standards of childminder's care and education	This inspection	Good
	Previous inspection	Not applicable
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:

- Charmaine knows the children and their families well. She has developed a good settling-in routine and takes time to find out children's likes and dislikes, their care needs and family background. Parents are encouraged to take part in their child's learning. Because of this, children are content in her care and settle well.
- The childminder educator has created an environment that is safe, secure and stimulating. Charmaine is proactive at risk assessing the areas children play in. She has provided a variety of good quality resources and equipment. They are appropriate and support the different areas of learning and development. Children have space to play on the floor and on the small table without being interrupted.
- Children's emotional well-being is given a high priority. Charmaine emphasises the importance of teaching children values such as good manners and respect. This has created a warm and friendly atmosphere where everyone feels welcomed and accepted.
- The childminder educator actively promotes healthy eating and children are encouraged to make healthy choices for meals and snacks. Good personal hygiene routines such as hands washing is also proactively promoted.

The main areas for improvement are:

- Although the childminder early educator promotes British values, more diversity resources need to be displayed and readily accessible in her provision.
- Charmaine misses' opportunities to extend children's knowledge during activities.

To further improve the childminder early educator should:

- Display more resources that would ignite children's curiosity about equality & diversity
- Develop teaching skills to help children extend their knowledge while playing such as asking open questions to encourage discussions and enabling children to extend their knowledge, speech and language.

About the Quality Appraisal Inspection visit

The inspecting SAM: **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 childminder of a planned adult led activity.
- Discussing the childminder's knowledge and understanding of safeguarding and the learning and development requirements
- Discussing the childminder's practice at appropriate times throughout the visit with both childminder and her assistant.
- Reviewing the children's assessment records, observations and planning.
- 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
- Discussing the childminder's self-evaluation and plans for improvement

Inspection findings

Organisation, welfare and leadership is Good

Charmaine is a conscientious childminder educator who has clearly invested her time and energy into her role and responsibilities. She ensures she is meeting all the requirements of the Early Years Foundation Stage and is committed to driving her provision forward. Charmaine has established a good communication with parents; she interacts with them daily and takes into consideration their comments. Information about children's progress is shared with parents at designated parent's evenings, weekly reports and daily feedback.

Charmaine's risk assessments are very thorough. Safety of the children is a priority to her and she is constantly vigilant to ensure potential hazards are avoided and eliminated. The childminder has a good understanding of the procedure to follow if a child is at risk of abuse. She understands the referral process and has contact details of the Local Children's Safeguarding Board to hand. Children's safety and welfare is a priority. Charmaine keeps herself up to date with changes in legislation and best practice by taking advantage of the support offered by her support worker, training and professional development opportunities. She has recently enrolled to begin her Level 2 early years qualification and is eager to continue further with her studies.

Teaching, learning and development is Good.

Charmaine takes the time to get to know everything about the children, their preferences, dislikes and learning styles. She follows children's lead and tailors her planning to suit their individual needs. She is not afraid to change her planned activities if children express an interest in something else. For example, Charmaine set up an animal puzzle activity because, during the morning, the child in her care was talking about animals. The child enjoyed making animal noises to match the animal to the shape of the correct puzzle slot. The activity also enabled the child to develop her motor skills.

Charmaine's observation records show that children are making good progress in her care. Gaps in children's learning are targeted and supported. Charmaine completes baseline assessments when children early on when a child first starts at her setting. She then plans their next steps and works through their gaps to ensure they make a good progress She monitors their development closely and tailors her activities to help them achieve their next milestones.

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

Charmaine takes the time to form positive relationships with children and parents from the start. She offers a flexible approach to settling in children. For example, she offers sessions where children can stay with their parents at the beginning and then short time slots when they can be left on their own. Parents are confident to approach Charmaine to discuss their children's development. She works with parents to ensure behaviour issues are managed consistently in both in her setting and at home. Older children develop their self-care skills as they independently go to the toilet and wash their hands Children are provided with lots of opportunities to access the outdoors each day and go on regularly walks around the community. They benefit from fresh air and exercise and are starting to understand the importance of a healthy lifestyle. Charmaine provides healthy meals and teaches the children of importance of making good food choices.

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	HCEY00063
Inspection visit date	07/11/2018
Previous inspection date	Not applicable
Local Authority	Nottingham City
Age range of children	0 – 17

Charmaine was registered in 2017 and lives in Nottingham. She operates 5 days a week all year round except family holidays and bank holidays.

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⁾.