

## Quality Appraisal Inspection Report

**Childminder Early Educator**  
**Inspection report date**  
**Previous inspection date**

Christopher Brookes  
 27<sup>th</sup> May 2019  
 N/A

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	N/A
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:

- Chris has established strong relationships with the children. They are eager to share their thoughts and ideas with him and are interested in what he has to say.
- Chris tailors his interactions based on the individual needs of the children. He understands the need for younger children to have simple, singular words for them to copy. a
- Chris encourages discussions amongst children to gain an insight into their thought processes and helping them to expand their knowledge and ideas.
- Chris closely monitors children's progress and uses this information to provide appropriate opportunities to extend their learning. Chris understands children's areas for development and has appropriate ideas to develop these further.
- Chris has a passion for learning. He has embarked on a good course of personal learning which is having a positive impact on children's learning and development opportunities.

## The main areas for improvement are:

- Policies and procedures are not vigorously reviewed and monitored.
- Partnerships with parents are not fully embedded.
- Risk assessments and hygiene practices are not consistently reviewed to ensure high standards.

## To further improve the childminder early educator should:

- Review all policies and procedures to ensure they are up to date and relevant to the setting.
- Develop partnerships with parents to enable them to play a bigger part in their child's learning and to allow them to provide feedback on the setting.
- Regularly review risk assessments and hygiene practices to ensure high standards are maintained.

## 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**

Chris has made some significant developments to the setting since he first became registered; an example of this is the new designated playroom. The playroom has been developed to support children's independence. Children can select their own resources which they can use to extend their play ideas further. Chris works with parents to gather information around the children's home routines, such as their sleep patterns. He uses this information to continue the children's home routines within the setting, providing continuity of care. Chris has a good understanding of safeguarding signs and symptoms. He understands his responsibility to keep children safe, including the safeguarding referral procedures if he has a concern or disclosure about a child. Chris has embarked on a professional training to develop his knowledge of child development. He is currently studying a level 2 early years qualification which is supporting him to expand his understanding rapidly and is raising the quality of his teaching.

### **Teaching, learning and development is Good.**

Chris has a good understanding of the learning and development requirements. He takes the time to get to know the children attending the setting; he understands their likes, dislikes and learning needs. Observations and assessments are regularly completed to ensure children's progress is monitored closely and are used to formulate future development plans. Due to his close monitoring of children, Chris can support children to close their development gaps quickly. Chris has established good relationships with the children and engages with them positively. An example of this was observed during an activity where children painted flowers. The children engaged with Chris to share their knowledge and experiences of flowers and colours and were eager to hear what Chris had to share with them. Chris takes the time to develop his speech based on the needs of the children; he is careful to use simple words with actions when speaking to younger children. Chris understands the importance of children independently exploring resources and provides opportunities for them to achieve this. An illustration of this is was during the painting activity when he encouraged children to explore the touch and feel of paint with their hands. Children make good progress in Chris's care.

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

Chris is a genuine caregiver and co-explorer with children. He has established strong relationships with them and joins in their play ideas positively. Children are visibly happy and settled in his care and are confident to express their views and opinions. Chris supports children to live healthy lifestyles through encouraging their personal hygiene practices and providing ample outdoor exercise. Children are provided positive praise and encouragement which has a positive impact on their self-esteem and confidence. Children are encouraged to share and take turns well. This was demonstrated during the painting activity as the children understood they needed to wait their turn for the paint brushes and they did so patiently. Chris has developed some basic relationships with parents, although these are still being developed. Chris has some good ideas of how he can develop these further for example holding sessions to share learning and development information with parents.

## Childminder early educator's setting details

<b>Regulatory body</b>	@Home Childcare Childminder Agency CA000017
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Childminder's unique reference number</b>	CM00077
<b>Inspection visit date</b>	04/04/2019
<b>Previous inspection date</b>	N/A
<b>Local Authority</b>	Nottingham City
<b>Age range of children</b>	0 – 17

The childminder was registered in 2018 and lives in the Meadows. He is currently working towards an appropriate qualification at level 2 and works with a co-minder. The childminder is open from 7.30am to 6pm, 5 days a week all year round, except for family holidays. He 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<sup>(1)</sup>. 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<sup>(2)</sup>. 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 <sup>(3)</sup> and Ofsted's Inspection Evaluation Schedule. <sup>(4)</sup>.

(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* <sup>(4)</sup>.