

## Quality Appraisal Inspection Report

**Childminder early educator:** Emma Bostwick  
**Inspection report date:** 5<sup>th</sup> September 2019  
**Previous inspection report date:** 17<sup>th</sup> October 2018

The quality and standards of the childminder's care and early education	This inspection	Required improvement
	Previous inspection	N/A
Organisation, welfare and leadership		Good
Teaching, learning and development		Good
The promotion of children's well-being		Requires improvement
Early Years Foundation Stage requirements including safeguarding and child protection.		Not Met

### Summary of key findings for parents:

**The childminder early educator's practice requires improvement because she has not implemented recommendations from her 2018 inspection:**

- Provide children with more opportunities to help them understand diversity particularly different kinds of families and communities
- Use open-ended resources to enable children to learn through the use their imagination and creativity ideas

**This childminder early educator's strengths are:**

- Established positive relationships with the children attending the setting. Children are confident and settled with this educator.
- Questionnaires to parents are sent to parents regularly to ask their views on the educator's service and care. They all comment positively on the care provided.
- Sharing detailed information with parents about their children's day as well as their learning and development.
- An effective settling in policy that ensure all parties have the opportunity to be confident with the new situation. It is important to Emma that parents feel at ease and that children feel welcomed.
- Children are supported and encouraged to develop their independence through a range of situations. Emma encourages them to do things for themselves and build their confidence to get ready for school.

## To meet the requirements of the Early Years Foundation stage, the Childminder educator must:

- Implement the recommendations from her 2018 inspection:
  - Provide more diversity resources and play opportunities
  - Expand on open-ended play resources i.e. materials that can be used in multiple ways e.g. cardboard boxes, different types of fabric, plastic bottles etc

## To further improve the childminder early educator should:

- Develop self- reflection techniques to continue to continually improve

## 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 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**

Emma has worked hard to establish positive relationship with parents. Her settling in process encourages children and parents to feel at ease in her setting. She shares her policies with parents when they first start at her setting and uses the handover at the start and end of the day to discuss any issues relating to her policies. Emma's setting is organised to allow children to explore the different types of play opportunities. Emma had organised the environment to be welcoming. Children feel at home and enjoy exploring Emma's indoors and outdoors environment with interest and enthusiasm. Parents' questionnaires show they appreciate Emma and the care that she provides for their children. Emma's safeguarding knowledge is effective. She has good knowledge of the signs and symptoms of abuse and has the correct procedure for reporting any concerns to her local authority. Children are safe in her care.

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

Emma is a good teacher. She knows the children's stages and their learning gaps and is confident to close those quickly. She completes regular observations of the children and uses her knowledge of the children's stages and any gaps in their learning to plan activities that will help close the gaps and make progress. Emma takes the time to listen to what children have to say and provides further ideas and suggestions to extend their learning. During the inspection, Emma differentiated an activity involving Domino building blocks for a toddler who was interested in building and, for the older child, counting and matching numbers and colours of the dots on the building blocks. Emma asked relevant questions to encourage the children to have a go. She gave lots of praise to coax the children to go to the next level in their play by counting the blocks and the spots on the blocks. Emma's encouragement enabled the children to explore the toys to freely to embed their learning further. However, the lack of open-ended resources, which could be anything in her setting such as empty packaging and different sizes and types of cardboard boxes, would have given children the opportunity to use their imagination to problem solve and explore freely. This was a recommendation from her 2018 inspection.

### **The promotion of children's well-being is Requires Improvement**

Emma is a good role model for the children in the setting. She offers sensitive guidance and support. Children are encouraged to take turns and share, both with Emma and their peers. Children are provided with lots of positive praise and encouragement which keeps them interested and engaged. Emma supports children to become independent and understands the importance of this in preparation for school. Children are supported to live a healthy lifestyle through the regular outdoor play and healthy meals they receive. Emma understands the importance of developing children's knowledge of similarities and differences which make us all unique. However, play resources and opportunities within the setting to support diversity is still lacking. Children are not regularly exposed to play opportunities to expand their understanding of diversity topics such as different racial and gender groups, families and communities. The result is children continue to miss out on ways to help them get used to the diverse society we live in including conversations about what makes us different and alike.

## 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>	CM00079
<b>Inspection visit date</b>	15 <sup>th</sup> July 2019
<b>Previous inspection date</b>	
<b>Local Authority</b>	Sheffield
<b>Age range of children</b>	0 – 17

Emma registered in 2016 and lives in Sheffield with her two children. She is open 5 days per week and provides funded early learning places 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<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>.