

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Emma Palfreyman
 3rd December
 N/A

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		Good
Early Years Foundation Stage requirements including safeguarding and child protection.		Good

Summary of key findings for parents:

This childminder early educator is Good because of the following:

- Emma has a thorough knowledge of the children's interest and learning needs. Her in-depth knowledge about children help her to provide stimulating activities that stretch and challenges.
- Partnership ties with other early years settings and local schools have been developed in order to support children during times of transition.
- Emma's safeguarding knowledge is sound; she understands her duty of care to the children.
- Parents have a thorough understanding of their children's progress. Interactions with them are open and honest.
- Children's independence is encouraged by involving them in their own self-care, helping them to develop personal skills.
- Emma is a good role model. She promotes positive behaviour by modelling human values such as respect and kindness, which in turn, encourages children to show empathy to their peers.

The main areas for improvement are:

- To further expand opportunities within activities to stretch and challenge children, thus extending their learning and development.
- To further encourage children's independent skills by involving them in routines such as snack times.

To further improve the childminder early educator should:

- Provide open-ended opportunities to test and challenge children's learning
- Provide children with further opportunities to develop their independence skills

About the Quality Appraisal Inspection visit

The inspection was carried out by: **Suzanne Nicols**

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 the childminder and assistants
- 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

Organisation, welfare and leadership is Good.

The space in this large home setting has been organised to ensure children are the central focus. The layout of the house, indoors and outdoors, cater for the different areas of children's learning and Emma prioritises safety by risk assessing on a daily basis. Children spend time enjoying the outdoor learning area in the garden and log cabin where they are encouraged to make their own decisions about which play equipment to explore such as pretend cooking in the mud kitchen or improving physical skills on a climbing frame. Information about children and their families is stored in accordance with current data protection regulation. Parents are happy about the care their children receive. Their feedback describes how children feel 'settled' and 'welcomed' by Emma. Parents appreciate the discussions at the end of the day about how their children are progressing and if there are any issues.

Staffing levels are correctly maintained to promote children's well-being, safety and security. Emma currently works with another childminder educator and an assistant. The assistant is well supported and encouraged to attend courses to improve her own learning and development. Emma has a thorough understanding of her role and responsibility to safeguard children. She understands her duty of care to children and is able to explain the referral or monitoring procedures should she have any concerns about the welfare of children.

Teaching, learning and development is Good.

Emma understands the learning and development needs of the children in her care. By carrying out frequent observations of children, she is aware of what their next stages of development should be, thus allowing her to plan interesting and challenging activities to help children to progress. For example, an activity involving children planning and peeling to thread onto a skewer helped children use of tools to aid coordination, imagination and creativity. During the activity, Emma regularly praised the children which encouraged them to taste fruit that may be unfamiliar or they have previously said they do not like. The children enjoyed chatting about the different fruit. Emma prompted them to extend their speaking and language skills by questioning them the taste and to count the cut-up pieces of fruit they can fit on the skewer. Children are happy, secure and confident in Emma's care. They understand what they can do which shows they feel very comfortable with all staff. They chat excitedly with children and adults alike and share toys and other play resources with each other.

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

Emma has worked hard to make sure that partnership with other early years settings and with local schools is strong and robust. By doing so she has enhanced her ability to support children through transitions to local pre-schools and school. Children are actively encouraged to be mindful of their own self-care needs such as washing hands before handling fruit and other food. Children wash and dry their own hands under supervision to encourage independence. Emma role models exemplary behaviour to show the children how she expects them to behave. During the fruit skewer activity, she noticed a child dropped a skewer onto the floor. Emma put it to one side and provided another to model good hygiene practices. Children are supported to make decisions for themselves and are able to take controlled risks, such as climbing outdoors, under supervision. Emma discusses the risks of certain physical play to children, encouraging them to make their own judgements about what they can do to manage the risks themselves, whilst mastering new skills.

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	HCEY00086
Inspection visit date	16 October 2019
Previous inspection date	First Inspection
Local Authority	Nottingham
Age range of children	0 – 17

The childminder was registered in 2018 at the childminder setting in Brinsley, Nottingham. The childminder works Monday – Friday, all year round, excluding bank holiday. She works alongside a co-minder and an assistant.

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⁾.