

Name Emma Palfreyman

HCEY00001

Address: 142 Broad Lane, Brinsley, Nottingham, NG16 5BE

Publication date **08/02/2018**

Inspection date 18/01/2018

Previous inspection 14/11/2016

The quality and standards of childminder's care and education	This inspection	Good	Average points score
	Previous inspection	Good	
Organisation, welfare and personal development		Good	6.4
Curriculum, teaching and learning		Good	6
Professional standards and capacity to improve		Outstanding	7
Early Years Foundation Stage requirements including safeguarding and child protection.		MET	

Summary of key findings

This childminder is good:

- Emma has a good relationship with both the children and their families who attend the setting. She takes the time to ensure children settle well and parents are secure to leave their children in her care.
- Emma supports and manages her assistant well, ensuring he can develop his own practice with her support.
- Children are supported to be independent as appropriate within the setting, both in terms of their personal care and with the ability to select their own resources.
- Emma has an outstanding library of CPD and strives to continually learn and develop her own knowledge.
- Emma manages the space available to children to ensure they have the best possible opportunities to explore freely.
- Working in partnership with both parents and specialist services are successfully supported within the setting.
- Any gaps within children's learning are identified and targeted plans are developed to ensure such gaps are developed and closed at the earliest convenience.

The main areas for improvement are:

- To develop diversity resources available within the setting.
- To expand opportunities for children to talk through their thinking process.

To improve further the childminder should:

- Expand diversity resources to support the current opportunities children have of exploring different cultures, celebrations and stereotypical gender roles.
- Support children in thinking through what they are doing and extend this through modelling, asking simple open and closed questions.

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 graded using aspects of the Environment Rating Scales⁽³⁾. A maximum score of 7 is available in each area of practice.

The inspecting SAM: **Kay-Louise Ley**

As part of the visit the SAM completed a range of activities including:

- Observing the quality of teaching during activities and assessing the impact this has on children's learning.
- Discussing the childminder's practice at appropriate times throughout the visit.
- Reviewing the children's assessment records, observations and planning on EY Log.
- 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.
- Talking to the childminder's assistant

(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)*

Inspection findings

Organisation, welfare and personal development is good.

Emma provides a warm and welcoming environment where children feel valued as part of the setting. Children are supported to be independent as furniture is child-sized and resources are easily accessible. Emma takes the time to establish positive settling-in periods, not only for the children but also their parents. Emma works hard with the families within her setting to ensure they are kept up to date with key information around both their child's day and their learning and development. Space provided for children is warm, welcoming and suitable to the needs of the children. Children are supported to both work independently and as part of a team, with appropriate space being provided to enable this preferred learning style to be possible.

Emma provides multiple displays to ensure parents are kept up to date with key events around the setting and uses displays to support children's positive interactions and behaviours. Behaviour expectations are appropriate and are managed well, through Emma's ability to provide positive distractions to manage situations that could create conflict. Emma has worked with her families to establish good food habits, supporting weaning from breast milk to solids. Self-help skills such as using a knife and fork are supported and encouraged with all children who attend the setting. Emma uses questionnaires to obtain parental feedback about her childcare service. Emma values and respects these perspectives and uses this knowledge to develop her setting, ensuring she works in partnership with parents. Parents are confident to approach Emma to discuss areas of their child's development which may be a cause for concern. Emma supports parents to seek further professional support, for example, Emma has recently assisted a family with a referral to Speech and Language Therapy.

Curriculum, teaching and learning is good.

Emma knows the children in her setting well. She takes the time to establish positive relationships and to understand their current learning and development needs. Any development gaps are identified, and plans are made to close these attainment targets. Emma uses children's likes/dislikes and knowledge from parents to ensure children are challenged and interested in activities she provides. Emma is confident to research any aspects of child development she lacks knowledge in to ensure she can make targeted plans to support children's development. Interactions with children are positive and focussed, for example, children who struggle with speech and language are supported with the correct pronunciation of specific words. Emma works successfully with parents to develop aspects of child development which require specialist support. An example of this is that she is currently working with a family during the early stages of speech therapy by incorporating initial activities into her daily routine.

Children are provided with comfortable space to read books and these opportunities are further expanded to exploring stories through media such as accessing stories on computers. Emma uses some opportunities that arise to support children to discuss feelings. An example of this is during story time Emma questions children's knowledge and understanding of how they know someone is sad, prompting children to express the signs such as crying and further expands on this by asking children what makes them sad, although this is not consistently in place.

Children are provided ample opportunities to explore their gross motor skills on a range of surfaces to enable them to explore their abilities in a range of situations. For example, children can use wheeled resources on both grass, concrete and decking. Having this opportunity provides children with the chance to calculate their own risks. Emma ensures children have opportunities to explore cultural differences, as well as exploring gender roles through celebrating cultural festivals and different gender job roles. However, resources are not fully in place to fully secure this understanding.

Professional standards and capacity to improve is Outstanding.

Emma has an outstanding CPD portfolio. She continuously strives to learn new things and can put this learning into practice. Emma has made good use of the support from her SAM and is confident to seek additional support should she require it. Emma ensures she completes all relevant documents in relation to her assistants. For example, she ensures she has the relevant consent to leave children with her assistant for short periods of time. Emma manages her assistants well; she ensures regular supervisions are carried out and provides her assistants with suitable targets for improvement. Assistants feel supported by Emma and are confident to seek her out when required.

Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY00001

Local authority Nottinghamshire

Registers EYR, CCR, VCR

The childminder was registered in 2016 and lives in Brinsley, near Nottingham. She has a relevant degree in Early Childhood Studies and works with an assistant. The childminder is open from 7.30am to 6pm Monday to Friday, all year round.