

## Quality Appraisal Inspection Report

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

Emma Palfreyman  
 12<sup>th</sup> March 2020  
 18<sup>th</sup> December 2018

The quality and standards of the childminder's care and early education	This inspection	Outstanding
	Previous inspection	Good
Organisation, welfare and leadership		<b>Outstanding</b>
Teaching, learning and development		<b>Outstanding</b>
The promotion of children's well-being		<b>Outstanding</b>
Early Years Foundation Stage requirements including safeguarding and child protection.		<b>Met</b>

### Summary of key findings for parents:

#### This childminder early educator is Outstanding because of the following:

- Toys and other play resources are varied to ignite curiosity, thus supporting children's learning and development.
- The setting is arranged thoughtfully and uses various areas. The layout enables children's free-flow play, whilst supporting learning at all times.
- The outdoor area is spacious and is organised to ensure children can be seen at all times.
- Relationships with parents are strong and communication methods are organised to support this. They feel valued and are encouraged to share their ideas and views.
- Children are closely monitored and their progress is tracked. This information is used to extend learning and development.
- Children are given consistent praise which encourages them to persevere with activities and to 'have a go.'
- Assistants are strongly supported and valued. Their own personal development is supported which helps them to feel valued as team members.
- A robust approach is evident in relation to all areas surrounding safeguarding and wider child protection. Children are safe in this home setting.

## To maintain outstanding practice the childminder educator should:

- Continue to extend the use of open-ended resources.

## 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 both childminder, the co-minder 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

## Inspection findings

### **Organisation, welfare and leadership is Outstanding.**

Emma has created a warm and inviting play space for children in her home setting called Little House Childcare. In addition to the home-based setting, children have access to a spacious cabin in the garden which is solely used for caring for children. Emma and her team use the cabin to create inviting displays and store toys within children's reach, thus encouraging children can take the lead with their play. Emma has developed authentic positive relationships with parents. She has nurtured this by consistently sharing information with parents in a variety of ways such as What's App groups, online surveys, frequent messaging through the online learning journal and a dedicated closed Facebook page.

Another key strength is the effective relationship Emma had built with her staff. The entire team is highly focused on promoting outcomes for children. Emma genuinely values continuous professional development. There is a strong commitment and drive to enhance the entire team's self-development including her own. She has invested in regular training for her staff, as well as qualification training for her staff. Emma is a highly reflective individual who strives to enhance and improve her provision. She does this through quality improvement which she conscientiously monitors by keeping a very extensive self-evaluation of herself, her assistants and the setting as a whole.

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

The planning of children's learning at Little House Childcare is meticulous and is based around individual interests and learning needs. Activities are differentiated to meet the needs of all the children in the setting. There is a strong understanding of balancing child and adult led activities, which gives children the freedom to explore situations. Adults intervene when necessary, to enhance learning and understanding. This was observed by the inspector during an activity about shapes, Emma asked children to identify not only shapes, but to talk about larger and smaller, and counting sides of shapes. Children are clearly motivated to learn, and Emma and her team make use of open questioning to promote the children to think and problem solve. Observations of children are sharply focused on their particular needs, allowing Emma to plan activities that close gaps in children's learning quickly. Children's progress is monitored effectively and consistently to support the needs of the children and to plan challenging opportunities to develop their learning further. Children make outstanding progress in Little House Childcare and quickly become ready for the next challenge in their learning.

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

The experiences on offer to children are wide ranging and celebrates the diverse world we live in. Children are taught about differences in thoughtful ways through activities, such as dressing up where they can find varied cultural costumes, through picture books and taking part in celebrations relating to different customs. Children learn to be tolerant of one another; they are actively encouraged to share and to make rules that they all agree upon. The extensive outdoor area is utilised by children as a place for exploration and safe risk taking. They are closely supported to think about keeping themselves safe, whilst being given the challenge to take risks to deal with different situations through fun activities. Emma and her team have robust routines in place that support children to understand about healthy eating and the importance of exercise, alongside learning about self-care skills such as handwashing, which is taught from an early age. Children are consistently developing their confidence and self-esteem. They are happy and confident at Little House Childcare.

## Childminder early educator's setting details

<b>Regulatory body</b>	@Home Childcare Childminder Agency
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Childminder's unique reference number</b>	HCEY00001
<b>Inspection visit date</b>	12 <sup>th</sup> March 2020
<b>Previous inspection date</b>	18 <sup>th</sup> of December 2018
<b>Local Authority</b>	Nottingham
<b>Age range of children</b>	0 – 17

Emma was registered in 2015 and is based in Brinsley, Nottinghamshire. She has an early childhood qualification at Level 6. The childminder educator currently works Monday to Friday 7.30am – 6.00pm. She works with a co-minder and employs 2 assistants who works in shifts.

## 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>.*