

**Emma Palfreyman**      **HCEY00001**

Inspection date    **14<sup>th</sup> November 2016**

142 Broad Lane, Brinsley, Nottingham, NG16 5BE

Previous inspection    Not applicable

The quality and standards of childminder's care and education	This inspection Previous inspection	Good Not applicable
Effectiveness of the leadership and management		<b>Good</b>
Quality of teaching, learning and assessment		<b>Good</b>
Personal development, behaviour and welfare		<b>Good</b>
Outcomes for children		<b>Good</b>

## Summary of key findings

### This childminder is good:

<ul style="list-style-type: none"> <li>Children make good progress in their learning from their individual starting points. Their development is regularly assessed and the childminder knows what each child needs to learn next.</li> </ul>
<ul style="list-style-type: none"> <li>The quality of teaching is good. The childminder and her assistants use a range of effective strategies to promote children's communication, language and early maths skills during play.</li> </ul>
<ul style="list-style-type: none"> <li>The childminder provides a broad range of experiences both inside and outside. She plans specific activities to offer children opportunities to learn about different cultures and the world around them.</li> </ul>
<ul style="list-style-type: none"> <li>Children are happy and confident. The childminder provides a welcoming environment, encourages children's independence and teaches children a range of important values.</li> </ul>
<ul style="list-style-type: none"> <li>The childminder is ambitious and takes effective action to make improvements to her practice. She has used support from the agency to help evaluate her practice and successful professional development for her assistants is improving the quality of teaching.</li> </ul>
<ul style="list-style-type: none"> <li>Children's learning is carefully reviewed to ensure they are all making progress across the areas of learning. Detailed monitoring of groups of children has been used to identify areas of practice that need further development.</li> </ul>

### This childminder is not yet outstanding because:

<ul style="list-style-type: none"> <li>Children do not always have enough opportunities to develop their own ideas and independently explore their fascinations. Some activities do not give children the chance to extend their play by accessing additional resources to maximise their learning.</li> </ul>
<ul style="list-style-type: none"> <li>Observations of children's play are not always of a really high quality and sharply focused on children's dispositions and interests. Staff do not make the most of what they know about how children prefer to learn when planning activities.</li> </ul>

## To improve further the childminder should:

- meticulously plan the environment and the resources that are continuously available to children so they have the opportunity to select and combine items to extend their play and thinking
- support staff to develop the quality of observations so they include details of how children prefer to learn and then use these to plan highly engaging learning opportunities.

## 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 graded using the Ofsted Evaluation Schedule from their Early Years Inspection Handbook<sup>(3)</sup>.

The inspecting SAM: **Alison Byers**

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.
- Talking to the childminder's assistants.
- Discussing the childminder's practice at appropriate times throughout the visit.
- Reviewing the children's assessment records, observations and planning on OneFile.
- 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.

*(1) A guide for childminder agencies (July 2016) Department for Education*

*(2) Statutory framework for the early years foundation stage (September 2014) Department for Education*

*(3) Early Years Inspection Handbook (August 2015) Ofsted*

## Inspection findings

### **The effectiveness of leadership and management is good**

The childminder is determined and has high expectations of children and her assistants. She has taken prompt and effective action to address the recommendations identified during previous visits by the agency. The childminder has now established detailed supervisions with her assistants that help them reflect on their practice and have improved their interactions with children. The assessments of children's learning are collated and the childminder monitors the progress of different groups of children. For example, she has compared the progress made by boys and girls and identified any children who are not reaching their full potential. The childminder has used this to inform the focus of planned activities and observations of children's learning. Safeguarding is effective. The childminder and her assistants have a very clear understanding of how to recognise and deal with concerns about children's welfare. Partnerships with other settings that children attend help the childminder provide continuity in their learning.

### **Quality of teaching, learning and assessment is good**

Children enjoy learning through play. The childminder and her assistants support children's communication and language skills by clearly repeating children's key words and phrases when they talk. Early maths skills, such as counting, understanding size and quantity are skilfully incorporated into interesting activities. Most observations of children are shared on Onefile so parents are kept informed about what children are learning. More detailed observations of children's interests and dispositions would allow the childminder and her assistants to plan highly engaging activities. Children benefit from planned activities that promote learning in the different areas of the curriculum. The childminder uses her assessments of children's development to identify what they need to learn next and links these to specific activities. For example, children enjoy hunting for plastic bugs amongst conkers and leaves using tweezers to improve their dexterity. Some aspects of the environment are not as well planned and occasionally opportunities to extend children's learning are missed. For example, paper and pencils are not readily available for the childminder and children to use during role play.

### **Personal development, behaviour and welfare are good**

The childminder works in partnership with parents to help children settle. She finds out about their interests and children attend a few sessions with their parents. Children quickly form secure attachments to the childminder and her assistants. They respond to simple boundaries and enjoy the responsibility of carrying out small tasks for themselves. For example, they clear away their plates and change their shoes independently. Children are developing a range of important values and are supported to take turns and share with others. Specific activities help children learn about different cultures and start to understand about how we are similar and different. Most children are prepared to have a go at new activities, however, opportunities for them to explore their own ideas and develop their thinking skills are not always maximised. For example, they do not always have access to open-ended materials that allow children to use them in different ways and explore what fascinates them.

### **Outcomes for children are good**

Children make good progress from their starting points and older children are well prepared for school. They learn to count during play, recognise their colours during routines and demonstrate good hygiene practices. Children enjoy listening to stories and look at books independently. They develop their imaginations during role play and learn to listen to others during their games. The childminder teaches children about healthy eating and provides daily outdoor opportunities.

## Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY00001

Local authority Nottinghamshire

Registers Early Years Register, Compulsory Childcare Register and Voluntary Childcare Register

Number of children on roll 13 (9 in early years)

Total spaces offered 9 early years spaces

The childminder was registered in 2016 and lives in Brinsley, near Nottingham. She has a relevant degree in Early Childhood Studies and works with two assistants, one who has an appropriate qualification. The childminder is open from 7.30am to 6pm Monday to Friday, all year round except for Bank Holidays.