

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Hayley Wright
 6th February 2020
 31st May 2019

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	Met
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.		Met

Summary of key findings for parents:

This childminder early educator is Good because of the following:

- Relationships with children are positive. Children have developed a secure attachment to Hayley and are happy in her care.
- Hayley has developed good working knowledge of the children in her care: she provides well thought out activities based on children's interests.
- Hayley has made development to support children to understand about similarities and differences between us. Children are provided with positive diverse images and have access to toys which support diversity.
- Hayley is beginning to develop her own continuous professional development. This will further support her to develop her own practice to raise the standards of care further.
- Children are supported to understand and communicate different emotions. This supports children to express their own emotions and develop empathy for others.
- Children have the opportunity to spend good quality time outdoors, such as frequent visits to local farms, parks and undertake nature walks.
- Hayley is sensitive to children's needs. Supporting them to make decisions about their own self-care and hygiene.
- Hayley is developing her observation and assessment systems. This will further support her to understand the needs of the children in her care.

The main areas for improvement are:

- Knowledge of the EYFS is not fully secure
- Children do not consistently have access to open ended resources.

To further improve the childminder early educator should:

- Develop knowledge in relation to the prime and specific areas of the EYFS to allow the support of individual children's learning needs.
- Include open ended resources within the playroom, to allow children to explore items that are unusual and challenging.

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
- 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.

Hayley has provided a warm and welcoming environment for children. Toys and resources are carefully thought about and are displayed to enable children to independently select their chosen play item. This supports children to develop their independence and make decisions about their play. There are a variety of toys for children to choose from which help children to stay motivated. Children's well-being is promoted as routines are identified through discussion with parents, thus allowing Hayley to provide for their best interests and ensure children settle quickly. Hayley fully understands her duty of care to the children. She has thorough knowledge of safeguarding issues. She identifies the areas of safeguarding that would prompt her to take further action and is fully aware of the role that she has to play in this, including the local referral procedures for her area. As a result, children are kept safe in Hayley's care.

Teaching, learning and development is Good.

Hayley is a good co-explorer with children. She takes the time to get to know the children personally; she understands their interests and likes/dislikes. This knowledge is used to plan appropriate experiences to support children's learning and development. Hayley demonstrates a good understanding of the importance of gaining a balance between adult and child led play. Her sensitive interactions with children give them the chance to ask questions as they play happily. For example, she allows children the time to process questions and watches for their reactions as well as actively listening to their comments. This was apparent during a dolls' bath-time activity where Hayley gave simple and appropriate instructions, whilst children are developing self-care knowledge. Hayley is developing her current systems for observing and assessing children. She is gaining confidence in her new systems and is able to identify the current learning needs of the children. Areas for development are becoming clear to her and she is starting to use this information to plan appropriate learning opportunities. Children are developing in terms of their learning needs and their confidence in Hayley's care.

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

Children show that they are happy in Hayley's bright, cheerful and welcoming indoor space. They are made to feel at home in a nurturing atmosphere. Children clearly show their attachment to Hayley. For example as one child becomes tired, she immediately wants to be comforted. Hayley does not hesitate to provide the individual care that the child requires, showing in depth understanding of the child's needs. Hayley is sensitive to the views of parents and provides individualised routines in order to meet their children's needs. Children are supported to begin having an awareness of risk and challenge in their environment. Hayley actively works to help them to recognise potential hazards and teaches them how to stay safe. She continually gives praise and encouragement and, as a result, children are active members of the setting. It is clear they feel supported in developing their confidence and self-esteem.

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	HCEY00065
Inspection visit date	6 th February 2020
Previous inspection date	31st May 2019
Local Authority	Derbyshire
Age range of children	0 – 17

Hayley was registered in 2018 at the childminder setting in Long Eaton, Derbyshire and is working towards a Level 2 Qualification in childcare. The educator currently works Monday to Friday.

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⁾.