

## Quality Appraisal Inspection Report

**Childminder Early Educator**  
**Inspection publication date**

Helen Haynes  
 1<sup>st</sup> August 2018

The quality and standards of childminder's care and 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.		Met

### Summary of key findings for parents:

**This childminder early educator is Good because of the following:**

- Teaching is consistently good. Helen knows the children extremely well and has a robust understanding of the areas of learning and development and how children learn through play. Consequently, children are motivated learners.
- Children and parents have formed positive relationships with Helen. Settling in procedures are flexible, informative and used well to find out as much as possible about children and where they are in their development. Families form trusting relationships with Helen and children settle with ease.
- The indoor environment is well organised and has a calm 'homely' feel. Resources are labelled and stored appropriately to enable children to self-select. This in turn develops their independence skills.
- Children's communication skills are very well supported. Helen asks a good amount of purposeful questions. She role models, repeats and introduces new words. She has excellent homemade resources, such as story sacks, to further support their communication development and early literacy skills. Children make good progress with their spoken communal development.
- Partnerships with other settings children attend are strong. Helen has worked hard to form an effective relationship with the local preschool some children attend. They have a communication book that contains development and well-being information about the child. Helen uses this to share her observations and assessments with the preschool and to gain the same information back. Children benefit from this shared approach to learning and make consistently good progress.

## The main areas for improvement are:

- Although, Helen has organised her indoor environment very well, she has not put as much consideration into the outdoor area.
- Helen is preparing children well developmentally for their move onto school. However, she now needs to consider how she can support children to be emotionally prepared for the move.

## To further improve the childminder early educator should:

- Improve the outdoor area to ensure that it reflects the inside area and fully supports children's learning and development
- Develop ways of emotionally preparing and supporting children for their transition to school to ensure they are confident, ready and happy to go when the time comes.

## About the Quality Appraisal Inspection visit

The inspecting SAM: **Carly Polak**

As part of the visit, the inspector completed a range of activities including:

- Observing the childminder's quality of teaching during activities and assessing the impact this has on children's learning including conducting a joint evaluation 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**

Helen is very experienced and passionate about her childminding business. She is well-organised and works very hard to ensure she is meeting all welfare requirements. Helen has robust policies and procedures that are superbly organised and shared with parents from the start. This underpins her practice and helps to safeguard herself and the families that use her service. Helen has a very good understanding of the signs and symptoms that might cause her concern about a child's welfare. She understands the importance of safeguarding children, not just at her setting but within the community too. She has good knowledge around the Prevent Duty guidance which helps her to be able to identify any child at risk and act swiftly to make a referral, should it be needed. Helen is very reflective. She evaluates all aspects of her setting from activities, food and the progress children make. This helps her to evaluate what is needed and improve the outcomes for children.

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

Helen successfully involves parents in their children's learning and regularly communicates with them. Parents are offered a flexible and individual approach to settling in children. Helen gathers in-depth knowledge about children's care routines, likes and dislikes. She also gathers development information about children through finding out what children know and can do before they start. This helps her to plan activities and experiences that will help children move forward in their development from day one. Children develop a good understanding about the wider community. They visit different groups, shops and local parks. For example, each week they visit a 'music man' who plays the guitar. Children excitedly tell the inspector all about him. They have great opportunities to mix with other children and further develop their social skills. Children behave well and are confident learners because Helen is a good role model who offers lots of reassurance, praise and encouragement when needed. Children are happy at this setting.

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

Helen successfully involves parents in their children's learning and regularly communicates with them. Parents are offered a flexible and individual approach to settling in children. Helen gathers in-depth knowledge about children's care routines, likes and dislikes. She also gathers development information about children through finding out what children know and can do before they start. This helps her to plan activities and experiences that will help children move forward in their development from day one. Children develop a good understanding about the wider community. They visit different groups, shops and local parks. For example, each week they visit a 'music man' who plays the guitar. Children excitedly tell the inspector all about him. They have great opportunities to mix with other children and further develop their social skills. Children behave well and are confident learners because Helen is a good role model who offers lots of reassurance, praise and encouragement when needed. Children are happy at this setting.

## Childminder early educator's setting details

<b>Regulatory body</b>	@Home Childcare Childminder Agency CA000017
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Childminder's unique reference number</b>	HCEY00025
<b>Inspection visit date</b>	28 <sup>th</sup> June 2018
<b>Previous inspection date</b>	Good
<b>Local Authority</b>	Sheffield
<b>Age range of children</b>	0 – 17

Helen was registered in 2016 and lives in Frecheville in Sheffield. She operates 5 days a week all year round except family holidays and bank holidays.

## 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>.