

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection publication date
Previous inspection date

Jenny Pollard
 4th September 2018
 Not applicable

The quality and standards of childminder's care and education	This inspection	Good
	Previous inspection	Not applicable
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:

- Jenny knows the children and their families very well. She takes the time to settle children in and find out as much as possible about their care routines and development. This helps her to plan an environment and activities that she knows children will like and will help them progress from day one. Children are very well settled.
- The childminder has planned an environment that is safe, secure and stimulating. Jenny has a good understanding of the importance of risk assessing the areas children play in. Resources and equipment are good quality, appropriate and support the different areas of learning and development. Children have space to play on the floor and on tables without being interrupted.
- Children's emotional well-being is given a high priority. Jenny has a very warm and caring personality. Children are greeted with affection and have formed strong attachments with both Jenny and the assistant. They seek both out for cuddles, to play with and to sit and chat too. These positive interactions boost children's self-esteem and confidence.
- Partnerships with parents and other settings children attend are strong. Jenny has built up a good network with other settings and the local school. This helps to ensure a two-way flow of communication is present between herself, parents and other settings. They share information about children's development regularly. Children benefit in their overall development from this shared approach to learning.

The main areas for improvement are:

- Although, Jenny and her assistant have formed key relationships with all children, they have not considered the benefits to ensuring each child has an assigned key person.
- At times, Jenny missed opportunities to help develop children's spoken language skills.
- Jenny has not considered how she can best support all children's behavioural and emotional needs.

To further improve the childminder early educator should:

- Embed the key person approach and tailor support to meet children's individual needs and help accelerate children's progress.
- Develop knowledge and teaching skills in helping children to develop their spoken language skills.
- Help all children to manage their thoughts and feelings through effective planning and behaviour management strategies.

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 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 and her assistant.
- 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

Jenny is hard working and very passionate about her role as a childminder. She has worked hard to ensure she is meeting all the requirements of the Early Years Foundation Stage within her first year. Jenny is committed to driving her provision forward and evaluates herself and her setting alongside her parents and assistant. This helps her to make improvements and form action plans that will directly benefit the children and families. Jenny has assured her assistant is suitable, confident and capable of working with children through a supportive induction approach and by completing appropriate recruitment checks. This means that the assistant has had the appropriate vetting to ensure she is suitable to work alongside children and that children remain safe whilst with the childminder. Furthermore, Jenny has worked closely with her assistant to ensure that she fully understands the safeguarding policies and procedures.

Both the childminder and assistant have a clear understanding of what to do if they thought a child was at risk of abuse or neglect. They understand the referral procedures and have contact details of the local children's safeguarding board to hand. Children's safety and welfare is a priority. Jenny keeps herself up to date with changes in legislation and best practice through taking advantage of the support offered by her support worker and training and professional development opportunities.

Teaching, learning and development is Good.

Jenny's strength lies in her knowledge of the children. She takes the time to get to know everything about the children, their preferences, dislikes and how they like to learn. She works alongside her qualified assistant to plan activities and experiences that she knows they will enjoy based upon this information. For example, Jenny set up a farm activity which children of all ages enjoy playing with this. Younger children enjoy the sensory experience of the different textures, whilst older children start to learn about farm animals. Jenny plays alongside them and develops their understanding of the world around them as they have conversations about the different animals. Children develop their independence as they chose from a wide selection of resources and toys what they want to do. Older children develop their self-care skills as they independently go to the toilet and wash their hands.

Jenny takes full advantage of being able to get out and about in her local community. Children have first-hand opportunities to learn about the world around them as they go on nature walks, visit the library and test out their physical skills in a soft play centre. Children are developing all the skills needed for their next stage in learning, including school. It is clear to see from observations and assessments made by Jenny that children are making good progress.

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

Jenny takes the time to form positive relationships with children and parents from the start. She offers a flexible approach to settling in children. She also gathers development information about children through finding out what children know and can do before they start. Children are confident and explore their environment with interest and enthusiasm. Parents speak highly of the childminder and the care that she provides for their children. They particularly comment on the effectiveness of Jenny's communication with them. Children are provided with lots of opportunities to access the large spacious garden each day and go on regularly walks around the community. They benefit from fresh air and exercise and are starting to understand the importance of a healthy lifestyle.

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	HCEY00046
Inspection visit date	17 th July 2018
Previous inspection date	Not applicable
Local Authority	Nottinghamshire
Age range of children	0 – 17

Jenny was registered in 2017 and lives in Mansfield, Nottinghamshire. 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⁽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⁾.*