

## Quality Appraisal Inspection Report

Childminder Early Educator  
Inspection publication date

Jane Teasdale  
4<sup>th</sup> September 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:**

- Jane has planned an environment that is safe, secure and stimulating. She has a dedicated play room with direct access to the outdoors. Children can choose what they want to play with and have space to play either inside or outside. This supports children's different learning styles, particularly those who like to learn outside.
- Jane has a good understanding of the procedures to follow should she be concerned about a child's safety or welfare. She has attended training around safeguarding/child protection and understands the importance of refreshing her knowledge regularly. Children's safety is paramount.
- Teaching skills are good. Jane knows the children very well. She observes and assesses children's development regularly to help her identify any gaps in children's learning. Children are making good progress in relation to their starting points.
- Partnerships with parents and the local nursery school are good. Jane communicates regularly with them as she drops off and collects children from here. They share important information about children's development. Children benefit in their overall development from this shared approach to learning.
- Jane has started to evaluate her strengths and is aware of some of the areas that need improvement. She is hard working and committed to driving her provision forward. Children and families directly benefit from this reflective approach.

## The main areas for improvement are:

- Jane has not considered the importance and benefits to children's outcomes of forming relationships with other early years and healthcare professionals
- Although Jane has developed good knowledge of the areas of learning and development, she is not as confident in understanding the different characteristics of children's learning.

## To further improve the childminder early educator should:

- Develop partnerships with other professionals that are involved with children's care, learning and development to enable you to compliment what they do and improve children's outcomes through a joined-up approach.
- Extend your knowledge and understanding of the characteristics of children's learning alongside the areas to enable you to plan activities and experiences that are highly responsive to the needs of all children.

## 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
- 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**

Jane ensures the environment children play in is a safe place. She conducts risk assessments and daily safety checks to minimise any potential risks to children. She has policies and procedures in place to underpin her practice, safeguard herself and the children. These are shared with parents upon starting. Parents' comments in the agency's survey show their appreciation for the childminder. Comments highlight how flexible, friendly and professional the Jane is.

Jane has started to embark on a programme of professional development. She works alongside her support mentor to strengthen her knowledge and practice. For example, she gained support on her observations and assessment processes. These are now at a much higher standard and clearly shows the stage of development for each child. This means that next steps are now more specific to every child. Children's outcomes have improved because of this professional development.

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

Jane supports children's mathematical knowledge as she introduces lots of counting and numeracy language during every day activities. She is aware that early mathematical skills are a developmental area for several of her children and has ensured her environment is rich with opportunities to develop these skills. For example, numbers are around the environment, blocks and Lego to make towers, animals and dinosaurs to enable children to sort and count. Jane interacts well and is a good role model. Her interactions with the children are purposeful; she is a co-explorer with the children and encourages them to further extend their learning.

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

Children are happy and relaxed in Jane's care. They enjoy playing alongside her. They become increasingly independent as they make choices about their play. Children's health and well-being is promoted well. Children are provided with a range of healthy snacks and are offered frequent drinks to stay hydrated. Jane talks to them about the importance of staying safe in the sunshine. For example, she talks to them about drinking lots of water and keeping their hats on. Children start to develop an understanding of how to keep themselves safe whilst outdoors. Jane offers lots of praise and encouragement and celebrates children's achievements. She teaches them to persevere and try out the new activities that she has set up for them. Children develop new friendships and social skills as they meet new people at different groups within the community.

## 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>	HCEY00052
<b>Inspection visit date</b>	24 <sup>th</sup> July 2018
<b>Previous inspection date</b>	Not applicable
<b>Local Authority</b>	Nottinghamshire
<b>Age range of children</b>	0 – 17

Jane was registered in 2016 and lives in Retford, 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<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>.*