

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection visit date
Previous inspection date

Jenni James
 17th March 2020
 25th January 2019

| The quality and standards of the childminder's care and early education | This inspection | Outstanding |
|--|---------------------|-------------|
| | Previous inspection | Outstanding |
| Organisation, welfare and leadership | | Outstanding |
| Teaching, learning and development | | Outstanding |
| The promotion of children's well-being | | Outstanding |
| Early Years Foundation Stage requirements including safeguarding and child protection. | | Met |

Summary of key findings for parents:

This childminder early educator is Outstanding because of the following:

- Jenni has made significant development in regards her previous recommendations. Children are fully supported to understand similarities and differences which is made unique to them and their families.
- Children have access to a wide range of toy to support their learning. Children can independently select the toys to extend their play ideas, therefore expanding their independence and decision-making skills.
- Children have regular access to outdoor play. Children have access to a garden where they explore mini beats and complete physical exercise.
- Jenni has established strong relationships with the children attending the setting. Children are happy, confident and enjoy being in Jenni's care.
- Parents value the services Jenni provides. Parents speak highly of the support, learning environment, effective communication and opportunities she provides.
- Children are supported to take turns and share. They are encouraged to help their peers, thus supporting their teamwork skills.
- Children are supported to understand about appropriate behaviours. Children engage in discussions about behaviour they have observed and share their thoughts around how this made them feel. This supports children to understand behaviour expectations and how actions can hurt others.
- Language development is supported through Jenni's clear language, communication and use of signs.
- Jenni has secure knowledge of safeguarding signs and symptoms. She is aware of her roles and responsibilities to monitor and refer where appropriate, in line with local procedures in her area.

To maintain outstanding practice the childminder educator should:

- Continue to expand opportunities to develop own continues professional development, thus continually raising standards.

About the Quality Appraisal Inspection visit

The inspecting SAM: **Kay-Louise Ley**

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 educator of a planned adult led activity.
- Discussing the childminder's practice at appropriate times throughout the visit with educator.
- 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 educator's own questionnaires and any spoken to on the day
- Discussing the educator's self-evaluation and plans for improvement

Inspection findings

Organisation, welfare and leadership is Outstanding

Jenni has created a warm and inviting play space for children. A recently added conservatory is used as a playroom, expanding the space available for children to play. Toys are carefully displayed to spark and ignite children's interest. For example, autumn resources are displayed for children to explore independently. Toys are organised to enable children to self-select and to extend their play ideas. This develops children's independence and decision-making skills. Jenni is a highly reflective practitioner. She has completed several self-evaluation documents and has identified her own areas for development. These areas are identified and acted on swiftly to ensure the standards of her care are continuously high. Jenni has established strong relationships with parents using her services. Parents highly praise Jenni for her regular communication. They feel valued, listened to and respected by the educator.

Teaching, learning and development is Outstanding

Jenni has an expert understanding of the learning and development requirements. Children are closely monitored in terms of their current learning abilities, and any gaps in knowledge are quickly identified. She provides innovative ways to close children's gaps through her interesting activities which spark children's interests. Children use items such as carpet tubes to explore problem solving, expanding their knowledge of how to fit cars down the tubes and how to make the cars go faster. They explored different measuring techniques, such as using their feet to measure how far the cars have travelled. Jenni is a co-explorer with the children, engaging children in discussions to support them to solve problems for themselves. Children readily share their ideas with Jenni. She encourages them to 'give it a go' and if it does not work, she asks open questions to support children to problem solve to find a different solution. Jenni plans activities based on her in-depth observations of the children. This includes what the children can already do and their individual learning preferences. The end result is , children are interested, engaged and they learn. Jenni encourages them to lead their own play and expand their own ideas, all whilst skilfully involving herself in their play to test and expand their knowledge. Children make rapid progress with Jenni.

The promotion of children's well-being is Outstanding

Jenni is a warm, kind and conscientious caregiver. She has established strong relationships with the children who are clearly are happy in her care. Jenni has made significant improvements regarding her previous recommendation around diversity. Children are supported to understand similarities and differences amongst them, as they complete activities such as exploring a globe of where they and other family members live. Children are exposed to positive images and toys which embed this knowledge further. They understand about behavioural expectations through positive discussions, which support them to understand why some actions are inappropriate and the effect it can have on others. Human values such as kindness is promoted as Jenni encourages children to help each other to find a solution together, thus supporting teamworking skills. Children have regular access to the outdoors. Activities are readily available in the garden and children can choose where they would like to play. Jenni takes them on regular outings within their community and learn about how this supports them to live healthy lifestyles. Children develop confidence and are happy in Jenni's care.

Childminder early educator's setting details

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| Regulatory body | @Home Childcare Childminder Agency CA000017 |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Childminder's unique reference number | CM00068 |
| Inspection visit date | 17 th March 2020 |
| Previous inspection date | 25 th January 2019 |
| Local Authority | Nottinghamshire |
| Age range of children | 0 – 17 |

Jenni registered in 2018 and lives in Nottinghamshire. She is a qualified early years teacher. Her opening hours are 7.30pm to 6, 4 days a week. She provides funded early education for 2, 3 and 4-year-old children.

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⁾.