

## Quality Appraisal Inspection Report

**Childminder Early Educator**  
**Inspection report publication date**  
**Previous inspection date**

Jenny Pollard  
 17<sup>th</sup> July 2019  
 17<sup>th</sup> July 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:

- 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. Play resources and equipment are good quality, appropriate and support the different areas of learning and development.
- 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.
- Partnerships with parents and other settings children attend are strong. Jenny has worked hard to build 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.
- Jenny's leadership skills are evident in the running of her provision. She manages her assistants well and has a good system in place for the day-to-day routines. This is ultimately a benefit to the children and their families.

## The main areas for improvement are:

- Although, Jenny monitors the practice of assistants and does peer observations, there is no evidence of this as she is not recording them. This would take her a level up towards Outstanding.
- Diversity is considered in the provision as children experience different cultural festivals, food and have the opportunities to dress up, but this should be expanded towards gender diverse families.

## To further improve the childminder early educator should:

- Record the peer observations and staff meetings to show the management system in place and prove ongoing evaluation on the assistant's practice.
- Expand diversity by teaching children about different modern families' structures.

## About the Quality Appraisal Inspection visit

The inspecting SAM: **Nadia Duffus**

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 two assistants.
- 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. Jenny is committed to driving her provision forward and evaluates herself and her setting. This helps her to make improvements and form action plans that will directly benefit the children and families. Jenny has assured her assistants are suitable, confident and capable of working with children through a supportive induction approach and by completing appropriate recruitment checks. This means that they have had the appropriate vetting to ensure they are suitable to work alongside children and that children remain safe. Furthermore, Jenny has worked closely with her assistants to ensure that they fully understand the safeguarding policies and procedures. Jenny does regular observations of her assistants' teaching and gives them a constructive feedback to help their practice.

The childminder and her assistants 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.

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

Jenny takes the time to get to know everything about the children, their preferences, dislikes and how they like to learn. She works alongside her assistants to plan activities and experiences that she knows they will enjoy based upon this information. For example, Jenny had a group of children of different ages and stages of development. She set up an activity on the tuff tray for them that consisted of shaving foam, different animals and paint brushes. Younger children enjoyed the sensory experience of the different textures, whilst, the older children were encouraged to write their name on the foam. She included counting and extended their language skills by sparking different conversations about the animals. Jenny and her assistant play alongside the children and help them expand their understanding of the world by talking about the animals' habitats. The educator and her assistants are encouraging children to make choices for themselves and express their own thoughts. They encourage children to develop their self-care skills as they teach them to put their coats and shoes on, whilst older children independently go to the toilet and wash their hands. 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. Jenny and her assistants have implemented the key person system and have created strong bonds with their children. This is evident because children are confident and explore their environment with interest and enthusiasm. The practitioners work together with parents to establish positive approach to behaviour management. Children feel secure in the boundaries set and they grow confident with understanding of respecting others. Parents speak highly of the educator and the care that she provides for their children. 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**

<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>	HCEY00046
<b>Inspection visit date</b>	17 <sup>th</sup> June 2019
<b>Previous inspection date</b>	17 <sup>th</sup> July 2018
<b>Local Authority</b>	Nottinghamshire
<b>Age range of children</b>	0 – 17

Jenny was registered in 2017 and lives in Mansfield, Nottinghamshire. She works alongside 2 assistants and operates 5 days a week all year round except family holidays and bank holidays. She is able to provide funded early education places.

### 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>.*