

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Joanne Gabriel
 15th June 2019
 22nd June 2018

The quality and standards of the childminder's care and early 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:

- Relationships with children are strong. Children are happy, secure and are gaining in confidence as a direct result of secure relationships with the educator.
- Parents are provided with regular feedback on their child's learning and development and ideas of how to develop their children's learning at home
- Interactions with children are purposeful and support children's thinking skills. Children eagerly share their thoughts and ideas with Jo, who then includes their views in her planning to extend their learning further.
- Jo takes the time to understand the individual needs of the children. This helps to develop tangible, positive relationship between the child, educator and parent.
- The setting is continually reviewed and developed to ensure it meets the needs of the children attending. Risks are regularly reviewed, thus ensuring children are safe.
- Children take the lead within their play, making choices and decisions, thus supporting their independence.
- Behaviour is managed appropriately. Children understand the rules of the setting which are explained to them appropriately for their age.
- Relationships with other professionals are strong. Other professionals are eager to work with the educator and happily share strategies to support children's learning in Jo's care.

The main areas for improvement are:

- Children are not rigorously observed.
- Opportunities to explore similarities and differences are limited.

To further improve the childminder early educator should:

- Closely monitor children's progress to identify potential learning developments quickly.
- Expand children's opportunities to explore similarities and differences.

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 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

Jo has given careful consideration to the organisation of the equipment accessible to children. The free flow layout of the main rooms encourages children to make their own decisions regarding play resources, thus promoting independence. An example of this is the development of a new craft area, where children can self-select craft resources to play with, as and when it suits them. The welfare of the children is paramount in Jo's care. She has worked tirelessly to ensure children's well-being is at the heart of her practice by working jointly with parents and any professionals who need to be involved in children's development. An example of this is the extensive work Jo completed alongside speech therapists to support children's speech and language development. Jo has a secure understanding of the signs of abuse and understands her role and responsibilities to monitor and refer any safeguarding concerns.

Teaching, learning and development is Good.

Jo has established strong relationships with the children attending the setting. Children are eager to talk to Jo and share their thoughts and ideas with her. Jo truly understands the children attending the setting. She knows their likes/dislikes and understands their individual personalities. Activities are tailored to the individual needs of the children, thus maximising the learning intentions. Jo is skilled at questioning children's knowledge and understanding to support their learning further. This was illustrated during a cake making Duplo activity. The children decided to make a cake out of Duplo and Jo asked enquiring questions about the process and size of blocks needed for the cake. This discussion further expanded to explore safety of candles, measurements and counting. Jo allows children to take the lead with their learning and uses their interactions to develop learning. For example, during free play with wooden shapes, Jo asked mathematical questions about colours, shapes whilst allowing the children to explore what happens if a different shape is added to their design. Children are regularly provided opportunities to develop their physical development both within the setting and within the local community. The outdoor space within the setting has been developed to expand the quantity of toys available to the children, resulting in more learning outdoors. Observations of children are used to formulate future planned activities and Jo is not afraid to change planned activity to suit the needs of the children, if necessary. Children are happy, secure and confident in Jo's care. They use Jo's setting as a secure base to freely explore.

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

Jo is a natural caregiver. She has established strong relationships with the children and their parents and works with them closely to support their needs. Jo takes the time to understand the routines and needs of the children and uses this information to devise her own routines to provide consistency. Behaviour is managed well and consistently. Jo discusses any inappropriate behaviour with the children to ensure they understand why the behaviour is inappropriate, and then supports the children to resolve the conflict. Children are constantly supported to develop their confidence and self-esteem through positive praise, encouragement and guidance. Jo supports children to become independent and understands the importance of this in preparation for school.

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	CM000051
Inspection visit date	10/05/2019
Previous inspection date	22/06/2018
Local Authority	Leicestershire
Age range of children	0 – 17

The childminder was registered in 2017 and lives in Leicestershire. She is currently working towards an appropriate qualification at level 2. The childminder is open from 7 am to 6pm, 5 days a week all year round, except for family holidays. 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⁾.