

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Julie Dommett
 7th October 2019
 17th September 2018

The quality and standards of the childminder's care and early education	This inspection	Outstanding
	Previous inspection	Good
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:

- Relationships with the children are strong. Children are happy, secure and are growing in confidence as a direct result of the secure relationships.
- Interactions with children are positive and playful. Julie shares her own thoughts and ideas with the children and is eager to be their co-explorer.
- Julie invites visitors such as bee keepers and fire safety officers into the setting to extend children's opportunities. These experiences support children to understand about the environment and world they live in.
- Children are closely monitored in the setting and are making outstanding progress. Progress is closely monitored and reviewed; ensuring any gaps in learning can be quickly closed. Observations are shared with parents daily, meaning parents are fully aware of their child's current learning needs. Activity ideas are shared with parents to support learning at home, further supporting children's learning and development.
- Organisation is effective. Files are appropriately stored, thus meaning all documents can be easily located and meet legal requirements.
- Partnerships with other professionals and parents are secure. Julie enables parents to be fully involved in their child's learning and progress by sharing evidence of children's learning such as photos and providing ideas for learning to continue at home
- Safeguarding knowledge is secure. Julie understands the referral procedures for her area and is ensuring she is regularly up to date with new information.

To maintain the outstanding practice the childminder early educator should:

- Continue to develop opportunities for children to engage in sustained shared thinking

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 Outstanding.

Julie has created a warm and inviting play space for children, which is meticulously planned to provide maximum space for children to play. Toys are stored to allow children to independently choose their own play items and extend their play ideas. Toys are displayed to spark children's interest. For example, after a recent visit from the local fire station Julie has displayed a toy fire station. This interests the children and allows them to re-create their experiences and extend their learning. Partnerships with parents and other professionals are highly effective. Julie works tirelessly with parents and other professionals to continuously help children to make excellent progress. An example of this is the effective relationship between the educator's setting and local pre-school. Together they work collaboratively to extend children's knowledge and understanding.

Teaching, learning and development is Outstanding.

Julie's passion for children's learning is evident in the time she invests in children's learning and development. She takes the time to get to know the children, their personalities, interests and preferences for the different ways they like to learn. The learning experiences Julie provides ignite children's interest and motivates their learning. An example of this is recent learning about bees, where children explored the role of a bee keeper and honeycomb. Children used different materials to re-create a honeycomb, researching the shapes, colours and taste. Children also had the opportunity to explore the role of a bee keeper and dressed up for the role. Julie has created a good balance between the activities she leads and those led by children. Julie sets up activities for the children to explore and allows the children to lead the play themselves. She skilfully involves herself in the play to ensure children are consistently learning and expanding their knowledge. Interactions are positive and playful. Children are eager to involve Julie in their play and are interested to hear what she has to say.

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

Julie is an outstanding caregiver. She ensures settling in sessions are tailored to meet the individual needs of the children, meaning children are happy in the setting and settle quickly. Julie knows the children extremely well and uses this knowledge to support children's emotional well-being during difficult times such as moving to school transitions. Julie takes time to prepare children for changes in their lives and works closely with parents and other settings to ensure the transition is managed appropriately for the individual children. Behaviour is managed effectively. She has established appropriate boundaries and shares her techniques with parents, resulting in consistency between home and the setting. Furthermore, children are confident and happy in Julie's care.

Julie has made significant developments to the outdoor environment, providing children free-flow access to the outdoor space in all weathers. Julie makes the most of being outdoors with the children. They have an allotment where they plant fruit/vegetables and cook these both at home and within the setting. As a result, children are regularly supported to live healthy lifestyles and be part of their community.

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	CM000122
Inspection visit date	20/09/2019
Previous inspection date	17/09/2018
Local Authority	Swindon
Age range of children	0 – 17

The childminder was registered in 2017 and lives in Swindon. The childminder is open from 8 am to 5.30pm, 5 days a week all year round, except family holidays and works with a co-minder. 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⁾.