

Kimberlie Fletcher

HCEY00026

114 Smith Street, Mansfield, NG18 3BQ

Inspection date **13th June 2017**

Previous inspection Not applicable

The quality and standards of childminder's care and education	This inspection	Good	Average points score
	Previous inspection	Not applicable	
Organisation, welfare and personal development		Good	5.7
Curriculum, teaching and learning		Good	5.7
Professional standards and capacity to improve		Good	6
Early Years Foundation Stage requirements including safeguarding and child protection.		MET	

Summary of key findings

This childminder is good:

- Children make very good progress in their learning. Kim is experienced and has a very strong understanding of child development. She makes regular, accurate assessments of children's progress to find out exactly what children need to learn next.
- Children are very happy and confident in her care. Kim knows each child extremely well and close partnerships with parents ensure there is continuity with home for their care and education.
- Kim's calm and consistent approach makes children feel safe and secure. They have very secure attachments to her which helps them thrive. Children are encouraged to be independent and show they can respond to simple boundaries and expectations.
- Kim demonstrates strong teaching skills. She is responsive to children's interests and needs as they play and uses the most appropriate strategy to extend each child's learning.
- Kim has high expectations and is committed to providing high quality care and education. She continually evaluates her provision to identify what she could improve and to make sure there is a clear purpose to everything she does.
- Kim is very organised and thoroughly reviews all her procedures to make sure she has a secure understanding of how to keep children safe.

The main areas for improvement are:

- Kim needs to thoroughly plan and evaluate any new spaces she will use for childminding to make sure they enable children to lead and extend their own play effectively.
- Sometimes observations do not include in-depth details about children's fascinations to help Kim make the most of children's learning preferences when planning activities.

To improve further the childminder should:

- Thoroughly plan how to create a highly enabling environment for children to lead their own play and investigations.
Consider:
 - how resources are stored and presented
 - children's access to open-ended resources
 - how to make the most of displays, labels and photos to support all areas of learning
- Enhance their observations to include more detailed information about children's fascinations and learning preferences to support highly responsive planning for learning.

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 graded using aspects of the Environment Rating Scales⁽³⁾. A maximum score of 7 is available in each area of practice.

The inspecting SAM: **Alison Byers**

As part of the visit the SAM completed a range of activities including:

- Observing the quality of teaching during activities and assessing the impact this has on children's learning.
- Discussing the childminder's practice at appropriate times throughout the visit.
- Reviewing the children's assessment records, observations and planning on Onefile.
- 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.

(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)*

Inspection findings

Organisation, welfare and personal development is good.

Kim uses her experience and knowledge to create a welcoming environment in her home that supports children's learning. Children enjoy playing with a range of good quality toys and resources that Kim has chosen to support all the different areas of learning. Throughout the week children have different opportunities to attend singing groups, the library, local playgroups and visits to parks. Kim understands the importance of consistent routines in supporting children's confidence and independence but is always flexible and responsive to children's changing needs. Children thrive in her care because she creates a secure environment and children's good behaviour shows they feel safe. Kim calmly explains to children why they must not run inside and they enjoy taking responsibility for fetching their belongings and tidying away their plates. Strong partnerships with parents support children's care and Kim shares detailed information with them on a daily basis. Parents highly value the quality of care and education Kim provides.

Curriculum, teaching and learning is good.

Kim has an excellent understanding of child development and how to support children's learning. She carefully assesses children's development to find out what they need to learn next and plans specific activities to promote their good progress. For example, Kim uses a simple 'matching pairs' game to introduce younger children to rules and taking turns. She makes good use of spontaneous opportunities in play to reinforce important skills such as counting objects and understanding the purpose of writing. Children watch as she shows them how to write their name on drawings and count the number of stickers they have used.

Kim uses a range of good teaching strategies to support children's learning. She talks to children about what she is doing to model how to think through a problem and uses singing, books and repetition to support early language skills. Children make good progress in their learning as a result of Kim's good quality teaching. She could improve their progress even further by making more use of children's preferences when planning activities to make sure they frequently highly involved and engaged in their play.

Professional standards and capacity to improve is good.

Kim is ambitious and motivated. She makes excellent use of evaluation to identify areas of her practice to improve. For example, she has reviewed her risk assessments and fire evacuation procedures as a result of changing the areas of the house she uses. Kim continually reflects on her impact on children's learning and how it could develop. For example, she plans to introduce a choosing book to help children identify what they want to play with. When Kim gets the chance to develop a dedicated play room she can take this opportunity to carefully plan a very high-quality environment that supports children's independent learning. Safeguarding is effective. Kim has a good knowledge and clear procedures in place to support her to recognise and respond to any concerns about children's welfare.

Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY00026

Local authority Nottinghamshire

Registers EYR, CCR and VCR

The childminder was registered in 2016 and lives in Mansfield. She has an appropriate qualification at level 6 and provides funded early learning for 2, 3 and 4 year olds. The childminder is open from 7.30am to 6pm Monday to Friday, all year round part from Bank Holidays.