

## Quality Appraisal Inspection Report

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

Kate Fountain  
 28<sup>th</sup> January 2019  
 2<sup>nd</sup> February 2018

The quality and standards of the childminder educator'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:**

- Kate has established a good relationship with the families she works with and has a strong bond with the children she cares for. She takes the time to settle them 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.
- The educator has organised her environment to be safe, secure and stimulating. Kate has a good understanding of the importance of risk assessing the areas children play in. Resources and equipment are good quality, appropriate and support the different areas of learning and development.
- Kate knows the development areas children need help with to meet their milestones and works diligently to make sure they achieve success. For example, she has displayed posters with different objects on the wall to promote communication and language. Children are encouraged to learn new words by naming the pictures they see. She changes these regularly to extend their knowledge.
- Partnerships with parents are strong. Kate has built a good relationship with them and has worked hard to establish the best way to communicate and share information about the children. Parents are confident to approach Kate for advice and are taking part in their children's learning. As a result, children are making a good progress and the Childminder receives very positive feedback.

## The main areas for improvement are:

- Although Kate is a skilful teacher, she is very focused on teaching and the targets she has for the children to achieve. Kate should balance her teaching towards child-led outcomes.
- Kate's risk assessment is good as she records accidents accurately and keeps them in file. However, she does not review them regularly.

## To further improve the childminder early educator should:

- Sit back sometimes and let children take lead in the activities. This will help Kate learn more about them, what kind of learner they are and how their imagination works. This will give Kate a better picture of the way they think, thus informing her planning.
- Review accidents folder regularly to help her identify potential hazards. This will enable Kate to recognise if the same child is hurting themselves often and monitor whether there are gaps in their physical development.

## 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
- 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
- Discussing the childminder's self-evaluation and plans for improvement

## Inspection findings

### **Organisation, welfare and leadership is Good**

Kate 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. Kate is committed to drive her provision forward. She has taken onboard the recommendations from her last inspection and has made improvements. She attends training regularly and puts her new knowledge into practice. For example, the *Words* wall display she made for the children was something she learned on the *Talking Matters* speech and language training.

The educator has clear understanding of what to do if she thought a child was at risk of abuse or neglect. She understands the referral procedures and has contact details of the local children's safeguarding board to hand. Children's safety and welfare is a priority. Kate keeps herself up to date with changes in legislation and best practice through taking advantage of the support offered by her support worker, training and professional development opportunities.

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

Kate is very strong when it comes to her knowledge of the children. She takes the time to get to know everything about them, their preferences, dislikes and where their gaps are. She also gathers development information about children through finding out what children know and can do before they start. This helps her to draw their baseline assessment and start building up their learning journey. Kate plans activities and experiences that she knows they will enjoy based upon this information. For example, Kate set up a painting activity with Christmas balls, shapes and stickers. They all enjoyed the messy play and learned marks making, hand and eye coordination and new words. Kate guided the children through and helped them develop their understanding of the world as they had conversations about the Christmas season and the different festive colours. Kate's 'have-a-go' approach to learning encourages children to be independence and to persevere. The resources and toys Kate provide are readily accessible and labelled with pictures on the boxes. This helps children choose what they want to do throughout the day and teaches them to tidy away in good order.

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

Kate takes the time to form positive relationships with children and parents from the start. She offers a flexible approach to settling in children. Children are confident and explore their environment with interest and enthusiasm. Parents speak highly of the childminder and the care that she provides for their children. They particularly comment on the effectiveness of Kate's communication with them. Children's emotional well-being is given a high priority. Kate builds up their confidence by giving them opportunities to experience different environments and interact with others.

Kate takes full advantage of being able to get out and about in her local community. Children have first-hand opportunities to learn about the world around them as they visit playgroups, the local library, as well as testing out their physical skills in the park. Children are developing all the skills needed for their next stage in learning. It is clear to see from observations and assessments made by Kate that children are making good progress.

## 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>	HCEY00021
<b>Inspection visit date</b>	10 <sup>th</sup> December 2018
<b>Previous inspection date</b>	2 <sup>nd</sup> February 2018
<b>Local Authority</b>	Nottinghamshire
<b>Age range of children</b>	0 – 17

Kate was registered in 2017 and lives in Huthwaite, Nottinghamshire. She operates 5 days a week all year round except family holidays and bank holidays.

## 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>.