

## Quality Appraisal Inspection Report

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

Keely Drake  
 25<sup>th</sup> February 2020  
 N/A

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

- Children have access to a wide range of resources which are interestingly displayed.
- Children are supported to extend their language skills. Keely appropriately questions and supports children to explain their thought process.
- Children are supported to make their own decisions which develops children's decision-making skills.
- Routines are established along-side parents to support the needs of the children and their families.
- Children have opportunities to lead their own play which they use to extend their own play ideas.
- Relationships with children are positive. Keely has good knowledge of the individual children's interests which she uses to engage in appropriate discussions.
- Children are happy and confident in Keely's care.
- Safeguarding knowledge is good. Keely is aware of the signs of abuse and understands her roles and responsibilities to keep children safe.

### The main areas for improvement are:

- Learning intentions are not sharply focused on the learning needs of the children.
- Opportunities for children to assess and manage their own risks are not fully secure.

### To further improve the childminder early educator should:

- Sharply focus learning intentions to meet the individual learning needs of the children.
- Develop further opportunities for children to learn how to assess and manage appropriate risks

### 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.**

Keely has created a warm and inviting child-centred play space. Children are confident to explore the setting with Keely and also independently. Toys are displayed to spark curiosity and ignite interest. For example, Keely has displayed a small basket which contains equipment needed to make pancakes as a follow-on theme from pancake day. Children have ample space to play and room arrangements mean children can always be seen. Keely has established strong relationships with parents. She provides additional parental support by offering a home drop off/collection service to help ease new children into her home setting. Appropriate policies and procedures are in place, and Keely ensures key policies are explained to parents. Keely has started to develop her own self-evaluations which will further support her to raise standards of care and early learning. Safeguarding is effective. The educator has good knowledge of the signs of abuse. She understands the importance of keeping her safeguarding knowledge up to date including the referral procedures for her local authority. Children are kept safe from harm in Keely's care.

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

Keely has a good understanding of learning and development. She takes the time to get to know the children and understands their individual personalities, likes, dislikes and interests. She uses children's interests when planning learning opportunities. Keely knew some children had an interest in trains so she organised an outing to a train museum where they explored their love of trains to extend their learning. Keely regularly completes observations and assessments to closely monitor children's progress. Assessments are shared with parents enabling them to further support their children's learning at home. Interactions with children are positive. Keely appropriately questions children to identify their knowledge and uses interactions to further expand children's knowledge. It is clear that children enjoy being active learners with Keely. They are used to taking the lead when playing, with the support of Keely who asks open questions of the children to help them expand and explain their thought process. Children are happy in Keely's care and are making appropriate progress.

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

Keely is a conscientious caregiver. Relationships with children are positive as children are happy to involve Keely in their play and their play ideas. Keely constantly praises and encourages children, which further boosts their confidence and self-esteem. Children are supported to live healthy lifestyles. They are provided with healthy snacks and have access to regular outdoor exercise. They understand the importance of good personal hygiene as Keely has a routine of allowing children to independently wash their hands at appropriate times, and they can self-serve their toileting needs, where appropriate. Children are supported to understand about similarities and differences through a range of resources which includes images of their individual family dynamics. Children are taken on regular outings where they explore their environment and become active members of society.

## 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>	CM000129
<b>Inspection visit date</b>	25 <sup>th</sup> February 2020
<b>Previous inspection date</b>	N/A
<b>Local Authority</b>	Swindon
<b>Age range of children</b>	0 – 17

The childminder educator was registered in 2019 and lives in Swindon. She has an appropriate qualification at level 3. The childminder is open from 7.30am to 6.30pm, 5 days a week all year round, except Christmas. 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<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>.