

Quality Appraisal Inspection Report

Childminder Early Educator
 Inspection visit date
 Previous inspection date

Kerry Bingley
 12th 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:

- Kerry's knowledge of the children's learning and development needs are good, she works hard to extend children's learning continually. This is achieved through the safe and welcoming environment Kerry and her assistant provide to support children's development and well-being
- Kerry's assistant is valued and supported with regular supervisions and thorough training which provides him to develop confidence to successfully support the children.
- Kerry has thorough knowledge and understanding of safeguarding, this allows her to be vigilant in her approach to protecting children from harm.
- Kerry has established strong links with parents, sharing information with them in a variety of ways. She values their input and provides a valuable service.
- Children's independence is encouraged by involving them in their own self-care, helping them to develop personal skills.
- Kerry takes her continuous professional development seriously. She regularly attends training to develop her own practice and further raise the standards of early education and care.

The main areas for improvement are:

- Children's interests are not fully utilised to extend learning and development opportunities.
- Activities are not always differentiated to allow all children to participate.

The further improve the childminder educator should:

- Use children's interests to plan activities that will help children to be able to extend their learning and development;
- Differentiate activities to allow all children to access them, which will in turn, allow Kerry to extend children's learning as she stretches and challenges them.

About the Quality Appraisal Inspection visit

The inspection was carried out by **Suzanne Nicols**

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.

Kerry has created a warm, inviting play space for children. Children can independently select toys of their choice, which are rotated weekly so that children's needs are met and interests of children are supported. The outdoor area has a variety of equipment to motivate children's play, such as a mud kitchen, summer house and sand pit. The covered car port also allows children to access and play outdoors in all weathers, for example, an activity where children hunt for letters and numbers in sand. Children are supported to think about and manage small risks for themselves. The simplest tasks, such as climbing on a chair to reach something that they want is an effective way of introducing risk taking and managing with children. Kerry has a good understanding of her duty of care to the children and has developed effective safeguarding policies and procedures that are shared with her assistant and with all parents/carers. Kerry understands her roles and responsibilities to keep children safe, including the referral procedures for her local authority, as a result, children are kept safe. Kerry supports her assistant well, making sure that training is in place and continuous development is promoted.

Teaching, learning and development is Good.

Kerry understands the learning and development needs of the children. She plans activities which are interesting and spark curiosity, such as children enjoying looking at the cause and effect of pouring and ladling with sand. Activities are planned around the needs of the children, therefore any gaps in children's knowledge are quickly closed. Kerry understands the importance of allowing children to lead their own play. She understands children will learn more if this is an activity they have chosen. Kerry skilfully joins in children's play to test and question their existing knowledge which she can then develop further. Kerry closely monitors the progress of children and uses this information to plan further opportunities to extend learning. Furthermore, assessments are in place to identify any potential gaps in learning which are then targeted. As a result of the close monitoring and appropriate activities/learning opportunities planned enable children make good progress. Children are confident in Kerry's care and are happy to engage in discussions, sharing knowledge and new ideas.

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

Kerry has formed positive relationships with parents, making sure that she considers their views when organising children's routines. She is consistent in her approach to promoting good health and well-being by ensuring children play outdoors to have daily access to exercise and fresh air. Children are consistently supported to be aware of the needs and feelings of others; they are encouraged to share and be tolerant of one another. Kerry supports children's independence in areas around self-care, for example, she has set up a special area for children to be able to take a tissue, wipe their own nose, throw away the tissue and then use anti-bacterial handwash to prevent the spread of germs. Children are given frequent praise and encouragement as they play, share, talk and interact with one another, with Kerry and her assistant. These positive relationships help children to develop confidence and self-esteem; thus, they feel valued in Kerry's care.

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	HCEY00099
Inspection visit date	12 th February 2020
Previous inspection date	NA
Local Authority	Derbyshire
Age range of children	0 – 17

Kerry was registered in 2019 at the childminder setting in Codnor, Derbyshire. The childminder currently works Monday to Friday. She works with one assistant.

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⁾.*