

## Quality Appraisal Inspection Report

Childminder Early Educator  
Inspection publication date

Laura Cawthorne  
7<sup>th</sup> September 2018

The quality and standards of childminder's care and education	This inspection	Good
	Previous inspection	Not applicable
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:**

- Laura and her assistant have formed positive relationships with children and their parents. Settling in procedures are flexible, informative and well utilised to find out as much as possible about children and where they are in their development. Families feel valued and part of their child's learning journey because of this. Daily handovers are managed well. Parents are kept informed of any significant information including children's current development needs and achievements.
- Laura provides a real home from home environment. Children can sleep in cots when they are tired, chose to play indoors/outdoors and eat when they are hungry. Their emotional needs and wellbeing is clearly a priority. As a result, children are happy, settled and secure.
- Both Laura and the assistant have clear expectations and are good role models for behaviour. Children learn to be polite and to share. They understand the childminder's expectations of their behaviour.
- Partnerships with the local pre-school children attend are strong. Laura is on the committee and knows the staff and ethos of the setting well. They share regular communication about the children with parents' permissions. Children benefit from this shared approach to learning and make consistently good progress in their learning.

## The main areas for improvement are:

- Although Laura knows the children and their stage of development well, she is not using this knowledge during child led play to support children to make progress with their next steps as quickly as they could.
- Laura's regular supervisions with her assistant is not sufficiently focused on raising the quality of her teaching skills to an even higher level to help children make further progress.

## To further improve the childminder early educator should:

- Use your knowledge of children and good teaching skills through positive interactions to help children meet their next steps in learning.
- Continue to embed the support for your assistant through supervisions and introduce peer observations to help raise the quality of teaching to an even higher level.

## About the Quality Appraisal Inspection visit

The inspecting SAM: **Carly Polak**

As part of the visit, the inspector completed a range of activities including:

- Observing the childminder's and assistant's quality of teaching during activities and assessing the impact this has on children's learning including conducting a joint evaluation of a planned adult led activity
- Discussing the childminder's and the assistant'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**

Laura is hard working and very passionate about her childminding business. She is well-organised and works closely with her assistant to ensure they are meeting all welfare requirements. For example, she ensures her assistant is aware of her policies and procedures, specifically her safeguarding processes. Furthermore, she ensures her assistant completes safeguarding, child protection training and first aid training. This means that children's safety remains paramount. Laura has robust policies and procedures that are superbly organised and easy to reach, should the need arise to refer or share with a parent. This underpins her practice and helps to safeguard herself and the families that use her service. Laura has a very good knowledge of her local children's safeguarding board policies and procedures. She knows the signs to look out for that may cause her to think a child is being abused and how to refer this to the appropriate agencies. Laura and her assistant meet weekly to discuss their practice and evaluate aspects of her setting. This helps her to evaluate what is needed and improve the outcomes for children.

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

Laura demonstrates some good teaching skills. She has a secure knowledge of the Early Years Foundation Stage and the different areas of learning. This knowledge, alongside her interactions, ensures children make at least good progress in their development. Laura plans activities and experiences that she knows will challenge children and help them move forward. In addition to this, she plans activities that supports children's understanding of international days. For example, Science Week, learning about the solar system or National Ice Cream Day. Observations and assessments are detailed and 'paint a true picture' of the child's capabilities. They are used to well to identify any gaps in learning. Children enjoy playing with each other and with the childminder. They explore the activities provided by Laura. An illustration of this is a hook-a-fish activity where children enjoying playing in the water. They develop their hand to eye coordination as they try to hook the fish with their rod and older children develop their counting and recognising colours skills.

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

Laura successfully involves parents in their children's learning, and regularly communicates with them. Parents value the reassuring photographs and texts sent through on their child's first few days were. They explain that this settled them and helped them to form trusting relationships with the childminder during the early days and weeks when their children first joined the childminder. Laura spends time getting to know children and their families from the start and gathers in-depth knowledge about children's care routines and likes/dislikes. This helps Laura to meet children's needs and help them to settle quickly. Children develop a good understanding about the wider community. They visit different groups, shops and local parks. They have great opportunities to mix with other children and further develop their social skills. Laura ensures all dietary needs are met and that children are not made to feel different or left out. For example, Laura carefully planned a trip to the ice cream parlour to celebrate National Ice Cream Day. She contacted parents to discuss allergy and dietary information to ensure that everyone could sample the ice cream.

## 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>	HCEY00056
<b>Inspection visit date</b>	12 <sup>th</sup> July 2018
<b>Previous inspection date</b>	Not applicable
<b>Local Authority</b>	Nottinghamshire
<b>Age range of children</b>	0 – 17

Laura was registered in 2017 and lives in Walesby, 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>.*