

**Name:** Laura Broughton

**HCEY00005**

Address: 9 Warwick Drive, Mansfield, Nottinghamshire, NG18 3AE

Inspection date: 22/03/2018

Publication date: 11/04/2018

Previous inspection: 30/03/2017

The quality and standards of childminder's care and education	This inspection Previous inspection	Outstanding Good	Average points score
Organisation, welfare and personal development		<b>Outstanding</b>	7
Curriculum, teaching and learning		<b>Outstanding</b>	7
Professional standards and capacity to improve		<b>Outstanding</b>	7
Early Years Foundation Stage requirements including safeguarding and child protection.		MET	

## Summary of key findings

### This childminder is outstanding:

- Laura has established strong attachments with the children in her care. Children are confident secure and eager to explore.
- Laura demonstrates outstanding teaching skills. Activities are focused and targeted to individual children's needs and current learning requirements. As a result, children thrive and make exceptional progress
- Partnership working with parents are strong. Laura ensures parents are involved within the setting and are provided with support, guidance and resources to further support their children's learning and development at home.
- Laura is committed to deliver high quality childcare. She is dedicated to developing her own knowledge which has a significant impact on the learning and development for the children.
- Laura is highly reflective in her own practice. She is conscientiously and constantly evaluating ways to further improve her setting and has targeted plans in place to ensure such developments are rapidly developed.
- Laura is passionate and enthusiastic which has an extremely positive impact on children's learning and development. As a result, children are eager to involve Laura in their exploration, making her a successful co-explorer.
- Children are consistently supported to be independent at every opportunity which supports their future development to become school ready.

## To maintain the outstanding practice the childminder should:

- Continue to develop the already excellent strategies used to support children with English as an additional language.

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

The inspecting SAM: **Kay-Louise Ley**

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 EYLOG
- 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 outstanding.**

Laura provides a warm and welcoming environment where the children truly feel valued, respected and at home. The environment has been extremely well considered and developed to promote children's independence. Because of the well-planned environment, children can select their own resources. They have space to play both independently and as part of a group, thus encouraging children to make their own choices and decisions. Children are provided with excellent opportunities to develop their health and self-care. For example, children are supported to independently manage their toilet needs and are provided with healthy snacks which they individually prepare. Children are given an extensive range of opportunities, both indoors and outdoors, where they can explore the environment, develop their abilities and expand their understanding of leading a healthy lifestyle.

Laura works in excellent partnership with parents using her setting, and parents feel their voices are not only heard but are respected. Laura works with parents to support children's progress by providing 'at-home' bags, which further support children's learning and provide guidance to parents. Behaviour is managed appropriately and highly successfully which is a direct positive impact of Laura's calming manner and ability to actively involve the children in solving their own conflict. Children are consistently emotionally supported. Laura is exceedingly sensitive to the children's non-verbal cues and responds to these immediately.

### **Curriculum, teaching and learning is outstanding.**

Laura has an exceptional understanding of how children learn, and she uses this knowledge to provide extensive opportunities for children to develop their individual abilities. Laura uses her knowledge of the EYFS to support children's learning. Laura understands each child's learning styles and preferences; she utilises this knowledge to ensure children are provided with activities allowing them to learn in their own unique way. Laura is extremely successful in engaging children during activities. For example, whilst reading a story, Laura had the children excited and enthralled by changing her voice and tone dependant on the character in the story. Laura further expands children's engagement by inviting them to repeat familiar phrases from their favourite story and by asking appropriate question to test their knowledge. Laura uses individual children's names to keep their focus and attention and tailors her questioning to ensure it is suitable for the individual children. Laura ensures all children are fully involved in the activity by using hand gestures and props to support understanding for children who have English as an additional language.

Children's next steps are appropriate, targeted and woven into the activities she provides for all children. An example of this was during a group exploration activity where Laura used her understanding of children's individual developmental gaps to encourage a 'have-a-go' attitude in children, thus helping them to achieve. For example, Laura introduced scissors, problem solving, rich vocabulary and opportunities to explore new materials as these were the gaps in the children's learning who were present that day. Laura successfully manages her time well to plan activities that allows children to have 1-2-1 support tailored to each child's individual needs, as well as planned group activities where they can learn from each other. Children value this and they thrive as a result.

Children play an active role in the setting by helping Laura to set up/clear away activities. They actively enjoy the responsibilities Laura assigns to them. Laura is an exceptional role model to the children. She has a continual calmness which attributes to the relaxed atmosphere within the setting. Children are happy and confident in Laura's care. They are secure and flourish because of the positive relationships Laura establishes. Laura is a natural teacher of young children. She is passionate and enthusiastic about her role and she obviously enjoys being a co-explorer of new learning experiences with the children. It is an absolute pleasure to observe Laura's interactions with the children in her care.

## **Professional standards and capacity to improve is outstanding.**

Laura is passionate about her own continuous professional development. She is currently studying Level 3 in Early Years and regularly attends training both via the agency and training she has sourced locally. Laura reflects on both the strengths and weaknesses of the setting, and makes plans to develop and improve areas of her practice, should she feel this is required. Laura constantly self-evaluates herself and explores ways she can develop her own knowledge to further support children's learning and development both within her own setting, and for children with their parents at home. Laura is committed to supporting children to achieve the highest possible outcomes and she visibly has high expectations for the children in her care. Laura attends local childminding groups which she uses as an excellent source of updates around local and national policy changes. Laura is self-driven to ensure she is up to date with policy change and is dedicated to investing her own time in researching any aspect of child development the setting would benefit from. Laura is also kept up to date with any changes through the agency. She attends regular training, updates and workshops and ensures she keeps in regular contact with her SAM.

## **Childminder's details**

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY00005

Local authority Nottinghamshire

Registers EYR, CCR, VCR

The childminder was registered in 2016 and lives in Mansfield, Nottinghamshire. She is working towards a full and relevant qualification at Level 3. The childminder is open from 7am to 5.30pm, 5 days a week all year round, except family holidays. She provides funded early education for 2, 3 and 4-year-old children.