

**Laura Broughton**

**HCEY00005**

9 Warwick Drive, Mansfield, Nottinghamshire NG18 3AE

Inspection date **30<sup>th</sup> March 2017**

Previous inspection Not applicable

The quality and standards of childminder's care and education	This inspection  Previous inspection	Good  Not applicable	Average points score
Organisation, welfare and personal development		<b>Good</b>	<b>5.8</b>
Curriculum, teaching and learning		<b>Good</b>	<b>5.6</b>
Professional standards and capacity to improve		<b>Good</b>	<b>6</b>
Early Years Foundation Stage requirements including safeguarding and child protection.		<b>MET</b>	

## Summary of key findings

### This childminder is good:

- Children are happy and confident in the Laura's home. They form secure attachments to her which builds their self-esteem. They are supported to become independent and learn to respond to simple boundaries.
- Children are making good progress from their individual starting points. Laura knows children very well and plans interesting activities that are matched to children's interests. She uses these skilfully to introduce numbers, colours and shapes.
- Laura provides very strong support for children's early language development. She listens carefully, repeats children's key words and adds new vocabulary as they play.
- Laura creates a welcoming environment where children have space to play. Children can independently access their favourite toys and combine them in different ways to extend their games.
- Laura communicates very effectively with parents. She shares detailed information with them about what children have been doing during the day and the new things they have learned.
- Laura has been successful in making improvements to her practice and raised outcomes for children. She has used training and self-evaluation effectively to strengthen her teaching and improve the activities she provides.

## The main areas for improvement are:

- Laura sometimes does not allow quite enough time for children to think when she has asked them a question
- Activities are not always planned specifically to support children to develop their problem-solving skills

## To improve further the childminder should:

- Allow long pauses for children so they have time to think and respond. Think about the amount of time different children need to think and how they will show their answers using their language and actions
- Plan activities that are designed to support and extend children's thinking and problem solving skills. Support children's thinking through their play by modelling, asking simple open and closed questions and providing additional resources

## 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: **Alison Byers**

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
- Talking to the childminder's assistants
- Discussing the childminder's practice at appropriate times throughout the visit
- Reviewing the children's assessment records, observations and planning on OneFile
- 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 (September 2014) 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 good**

Laura creates a warm and welcoming environment for children in her home. She has a dedicated play room that is bright and organised. Children know where all their favourite toys are and happily ask for help when they need it. Laura provides sensitive support and encouragement to build children's self-esteem. She praises their good behaviour, promotes good manners and children show they can respond to simple boundaries. Children's independence is encouraged during routines. For example, older children manage their own shoes and younger children are learning to feed themselves. Laura skilfully supports children's emotional and social development. She helps children learn to share, praises their positive interactions and models how to be kind to each other. Parents are kept very well informed about what their children have been doing throughout the day. Laura regularly sends them information during the day about care routines and photographs of what the children have been doing. She works with parents to support children to develop healthy eating habits.

### **Curriculum, teaching and learning is good**

Children are making good progress in their development, including those that speak English as an additional language. Laura works with parents to support children to develop their communication and language skills through their play. She makes assessments of their development to make sure they are making progress and there are no gaps in their learning. Activities are carefully planned to match children's needs, interests and promote what they need to learn next. For example, Laura uses what she knows about children's interest in messy play and cars to introduce numbers, colours and shapes. Children are engaged and absorbed as they play in a tray of oats and Laura encourages them to count the cars and find the number shapes. They experiment with filling different containers and Laura talks to them about the concept of full and empty. However, the opportunities to support problem solving skills within this type of activity have not been thoroughly planned to make the most of children's fascinations.

### **Professional standards and capacity to improve is good**

Laura is committed and passionate about her role as a childminder. She has started evaluating her practice to identify her strengths and plan how to improve her space outside. Laura has used training and support from the childminder agency to develop her practice. For example, she has introduced activities using interesting materials, such as oats, to capture children's curiosity and ensure that children are learning through play. Training has developed Laura's understanding of how children learn and she is keen to start working towards a relevant qualification to further improve her knowledge. Safeguarding is effective. Laura has a good understanding of how to recognise and deal with concerns about children's welfare.

## Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY00005

Local authority Nottinghamshire

Registers EYR, CCR and VCR

Number of children on roll 5

Total spaces offered 6

The childminder was registered in 2016 and lives in Mansfield. She provides funded early education for 2, 3 and 4 year old children. The childminder is open from 7.30am to 6pm Monday to Friday, all year round except for Bank Holidays.