

## Quality Appraisal Inspection Report

**Childminder Early Educator**  
**Inspection publication date**

Leanne Brookes  
 7<sup>th</sup> January 2019

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

- Leanne has established strong relationships with the children in her care. Children are confident to explore the setting independently and are secure to seek Leanne out should they require her support.
- Leanne has a good programme of continuous professional development. She diligently keeps her knowledge up to date to ensure she can continually help children to make progress with their learning and development.
- The environment is carefully organised to make it feel welcoming and inviting for children. This means children are curious in the surroundings and are eager to explore the resources available.
- Children are closely monitored to ensure they are making appropriate progress. Leanne uses this information to develop children's skills, knowledge and understanding.
- Leanne has a robust understanding of her roles and responsibilities to safeguard children and keep them safe. All policies and procedures are followed to ensure children's safety is paramount within the setting.

## The main areas for improvement are:

- Although interactions with children are positive, Leanne should purposefully interact with children to further extend their learning.
- Leanne has not currently considered how to involve parents in the development of her setting.
- Leanne does not currently record the fire drills she has practises with children.

## To further improve the childminder early educator should:

- Develop interactions with children to ensure they are purposeful and extend children's learning.
- Develop partnership working with parents to gather their views on her childcare and early education provision. Record practise fire drills for monitoring purposes, to ensure all children have participated and any errors identified can be rectified rapidly.

## 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 the childminder educator.
- 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**

Leanne has worked hard recently to make some significant developments to her setting. This is evidenced in the addition of the new playroom, which is inviting space for children. Leanne has planned the environment to ensure resources are accessible. She has carefully thought about this to ensure children can develop their independence through selecting their own resources, whilst also ensuring their safety. Leanne ensures she keeps up to date with regular training. She understands the importance of upskilling her knowledge because it has a direct impact on the quality of her teaching with children. Safety is paramount within Leanne's care. She has a robust understanding of safeguarding and her responsibilities to keep children safe. Leanne understands the procedures to follow, should she be concerned for a child's safety or wellbeing.

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

Leanne is an experienced practitioner with several years' experience of working with children. She has an extensive range of knowledge of the early years curriculum and understands how children learn. This knowledge is used to plan appropriate activities to enhance children's learning. An example of this is a child's interest in music. Leanne plays a song that the young child instantly reacts to. She encourages the child to sway, clap and move to develop his physical strength, balance and movements of his whole body.

Leanne has developed a good balance between adult and child led play. Children have the time to explore the setting independently, accessing resources that are of interest to them. Leanne uses these opportunities to extend children's knowledge by providing them with a running commentary to their play. This extends children's language skills, knowledge and supports them to have their own ideas. Leanne has established good relationships with the children in her care. She takes the time to get to know them and their individual ways of learning, which enables her to plan appropriate activities for the children. Leanne tracks the progress of the children well. She monitors progress both individually and as a group, which allows her to target both individual children's gaps in learning, as well as any common gaps across all age groups. This ensures Leanne can quickly put in place any measure to help children achieve their development milestones, through the activities and opportunities she provides.

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

Leanne is an effective key person. She takes the time to understand the needs of the children and their families through individualised settling in sessions. Children are supported to live a healthy lifestyle through the regular outdoor play and healthy meals they receive. Meal times are used as an opportunity to get together and eat as a group. This develops children's social skills such as manners and their language skills. Leanne has taken time to develop diversity within the setting. She has developed the resources available to children which enables them to independently explore different cultures. She takes the time to speak to parents about their religious views. For example, she is aware of the families who do not celebrate Christmas and has worked with these families to ensure the children are included in the festive celebrations, whilst also respecting their religious views. Leanne recognises the diversity within her setting and has some good ideas to incorporate this into her practice to ensure all children feel valued and respected.

## 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>	HCEY00032
<b>Inspection visit date</b>	6 <sup>th</sup> December 2018
<b>Previous inspection publication date</b>	26 <sup>th</sup> February 2018
<b>Local Authority</b>	Nottingham City
<b>Age range of children</b>	0 – 17

Leanne was registered in 2017 and lives in The Meadows, Nottingham City. She operates 5 days a week all year round except family holidays and bank holidays. Leanne currently provides places for 2,3 & 4-year-old funding.

## 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>.