

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Nicola Bradshaw
 14th February 2019
 16th February 2018

The quality and standards of the childminder's care and early 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:

- Nicola takes the time to truly understand the children who attend her setting. She understands their likes/dislikes and individual preferences. Nicola's in-depth understanding of the children enables her to plan activities to support their learning.
- Nicola knows the children well and she supports them to develop caring and thoughtful relationships with each other. As a result, children feel valued and secure because of this.
- The educator's interactions with children are positive and purposeful. Children are eager to interact with Nicola and their peers.
- Children are confident in Nicola's care and are eager to share their experiences with her such as details about their evening or weekend activities. The children obviously enjoy chatting to Nicola as conversation naturally flows between them.
- There is a good balance between child-led and adult-led activities. Nicola understands the importance of this and uses her knowledge to extend children's learning experiences.
- Nicola applies consistent behaviour standards in her setting. She supports children to understand her behaviour expectations through regular discussions.

The main areas for improvement are:

- Nicola does not currently track children's progress closely enough to rapidly close gaps.
- Resources and toys do not ignite children's curiosity.

To further improve the childminder early educator should:

- Track observations and assessments closely to enable any gaps to be closed more quickly.
- Provided open ended toys and resources to ignite children's curiosity and interest.

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 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

Nicola has arranged her setting with careful consideration, ensuring children have maximum space to explore. Children can explore independently, and in groups, without their play being interrupted. Nicola supports children's independence by encouraging them to 'have a go' and giving lots of positive praise. This is evidenced through their ability to select play resources and tending to their toileting needs. Nicola's focus on building children's self-sufficiency enables children to quickly become ready for the transition to school.

Nicola values positive relationships with parents and, as such, her interactions with parents are meaningful. Nicola tailors settling in sessions to meet the individual needs of the children and their families. For example, Nicola ensures children's sleep routines at home are followed through in her setting. Parents appreciate Nicola's involvement. They feel confident speaking to her and are happy to follow the advice she has given. Nicola has a sound understanding of the importance of safeguarding children. She understands the procedural routes to take when making a referral and is meeting all welfare requirements.

Teaching, learning and development is Good.

Nicola is exemplary teacher in building and supporting positive relationships with children. She has invested the time to ensure children have positive relationships with each other. Children show great care for their peers and seek each other out for support. An example of this was during a pre-planned science activity involving painting ice, a child who was distracted by a toy was asked by another child if she would like to come and paint. The older child supported his peer by helping her to put on an apron and gently guiding her back to the painting activity. Nicola has made significant developments in terms of supporting children's thinking skills and scaffolding their learning by asking open ended questions to extend children's learning. An example of this is during the science task. Nicola asked the children questions to identify their knowledge of what would happen to the ice and expanded on this by asking questions such as 'what you think we can do?' 'how can we do this?'. This type of open questioning was witnessed throughout the inspection, both during activities and children's independent play. Interactions between Nicola and the children are positive and purposeful. Nicola uses these interactions to support and extend children's knowledge, understanding and problem-solving skills.

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

Nicola is an effective caregiver who has formed strong relationships with children and their families. Settling in sessions are tailored for each child to ensure their personalised needs are catered for. Nicola model's human values such as sharing and kindness, thus encouraging positive behaviour from the children. She works closely with parents to ensure behaviour expectations are consistent. Children are supported to develop healthy lifestyles, for example, appropriate hygiene routines and regular exercise. Exercise takes place both within the setting and in the wider community, which helps children develop their understanding of the world around them. The children enjoy being with Nicola; they clearly feel at home with her and respond to her warm praise and encouragement with beaming smiles. Children develop their confident and self-esteem with this childminder educator.

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	CM00003
Inspection visit date	17 th February 2019
Previous inspection	16 th March 2018
Local Authority	Nottinghamshire
Age range of children	0 – 17

The childminder was registered in 2016 and lives in Hucknall, Nottingham. She is currently working towards her Level 2 Early Years qualification. The childminder is open from 7.15 to 6.15, 5 days a week all year round. She provides funded early education for 2, 3 and 4-year-old children.

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⁾.