

**Nicola Bradshaw**                      **HCEY00003**

28 Shortwood Avenue, Hucknall, NG15 6DA

Inspection date                      **23<sup>rd</sup> February 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>4.75</b>
Curriculum, teaching and learning		<b>Good</b>	<b>4.3</b>
Professional standards and capacity to improve		<b>Good</b>	<b>5</b>
Early Years Foundation Stage requirements including safeguarding and child protection.		<b>MET</b>	

## Summary of key findings

### This childminder is good:

- Children receive praise and encouragement to help them respond to simple boundaries. They have some opportunities to be independent and help with routines.
- Children develop good relationships with the childminder, her assistant and other children. They happily ask for help and talk about what they are doing.
- The childminder knows individual children well. She makes assessments of what they can do and identifies what they need to learn next.
- Children are busy and engaged by interesting activities. The childminder uses some good teachings strategies to support children to learn about animals, numbers, shapes and colours as they play.
- The childminder has supported her assistant to become familiar with all her policies and procedures. They have a good understanding of how to recognise and deal with concerns about children's welfare.
- The childminder is ambitious. She evaluates her practice and identifies areas for improvement. She attends training to improve her understanding of how children learn.

### The main areas for improvement are:

- Children are not always able to independently access a varied and interesting range of resources because of how the toys are stored.
- The childminder does not always use the most effective questions to extend children's learning as they play and help them think through their own ideas.
- The childminder and her assistant does not yet thoroughly evaluate their interactions with children to find out how to improve their teaching.

## To improve further the childminder should:

- Provide resources in a way that supports children to access them independently, for example, using a choice board or book and labelled drawers
- Support children to think through what they are doing and extend it through modelling, narrating problem solving, asking simple open and closed questions and providing additional resources
- Introduce peer observations to evaluate the quality of teaching and identify areas for improvement.

## 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 the Department of Education's publication, 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.**

Children are happy and confident in the childminder's care. She works with parents to help children settle and they develop attachments to the childminder and her assistant. Children happily ask for help and seek reassuring cuddles when they need them. The childminder praises children to build their self-esteem and gives them little jobs at snack time to encourage their independence. Children enjoy the responsibility of putting their rubbish in the bin and putting their plate away. They are learning about good hygiene and healthy eating because the childminder talks to them while they wash their hands and about the fruit they like to eat. Young children show they are learning how to share and take turns. The childminder helps children to understand and respond to simple boundaries. For example, she explains why they must sit on the chair properly and not climb on the sofa. Children receive sensitive support as they learn to manage their own personal needs and the childminder provides detailed information to parents about children's care routines.

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

Children enjoy learning through their play and they show good levels of concentration during activities. The childminder and her assistant use a range of teaching strategies that help children develop key skills. For example, they plan activities with play dough to improve children's dexterity and build the strength in their hand muscles. Children's early communication and language is supported because the childminder reinforces their speech by repeating what children say. The childminder introduces lots of new ideas as children play by talking to them about the noises animals make, different shapes and colours and encouraging them to count. However, sometimes she does not watch really carefully and allow enough time for children to follow up their own ideas. Children make good progress in their learning. The childminder makes observations of what children do so she can assess their development and identify what they need to learn next. These are regularly shared with parents so they know what children are doing with the childminder and what they are learning.

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

The childminder has ensured that her assistant is suitable to work with children and that she understands her procedures. She has helped her assistant to start to think about her teaching but they have not yet carefully evaluated their interactions with children. The childminder has attended training and made good use of support from her childminder agency. She has started to use information from training about children's characteristics of effective learning to help understand individual children's attitudes towards learning. The childminder is beginning to evaluate her provision and identify areas for improvement. She is looking for different ways to collect new ideas for activities and resources. Safeguarding is effective. The childminder knows how to recognise concerns about children's welfare and how to deal with them.

## Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY

Local authority Nottinghamshire

Registers EYR, CCR and VCR

Number of children on roll 4

Total spaces offered 6

The childminder was registered in 2016 and lives in Hucknall, near Nottingham. She works with an assistant. The childminder is open from 7.30am to 6pm, Monday to Friday, all year round part from bank holidays. She provides funded early education for 2, 3 and 4 year old children?