

## Quality Appraisal Inspection Report

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

Oluwayemisi (Yemi) Ayo  
11<sup>th</sup> October 2018

The quality and standards of childminder'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:**

- Teaching is good. Yemi has some strong natural teaching skills that shine through as she interacts with children. For example, she gets down on the floor, role models play and listens carefully to the children. Children want to play with Yemi and make good progress in their learning.
- Yemi provides a real home from home environment. Children feel safe and secure at Yemi's and treat the environment like their own. They eat when they are hungry and sleep when they are tired. They go to Yemi for reassurance and support when needed. Their emotional needs and wellbeing is clearly a priority. Consequently, children are happy, settled and secure.
- Children are becoming independent and developing skills needed for their eventual move onto school. For example, they are supported to take care of their environment by tidying away and putting their own coats and shoes on.
- Yemi teaches children how to behave sensitively. She reminds them that 'hands are not for hurting' and has plenty of resources such as, books about emotions and being kind to our friends that reinforces her expectations of their behaviour.
- Amy has developed her setting to support free-flow between the indoor and outdoor environment. This further supports independent choices and preferences.
- Partnerships with parents are good. Yemi spends time during settling in sessions to get to know children and families. She asks in-depth questions to find out all about the child and be able to meet their needs from the start. Parents are very complimentary about Yemi.

## The main areas for improvement are:

- There are times that Yemi misses opportunities to extend children's spoken language skills by introducing new words into their play Develop techniques used to track progress.
- Yemi can be too focussed on children's outcomes at times which means that children cannot always follow their own ideas and interests.

## To further improve the childminder early educator should:

- Extend children's spoken language skills, specifically around focusing on helping children to build their vocabulary
- Allow children even more time to follow their own ideas and interests

## About the Quality Appraisal Inspection visit

The inspecting SAM: **Carly Polak**

As part of the visit, the inspector completed a range of activities including:

- Observing the childminder's quality of teaching during activities and assessing the impact this has on children's learning including conducting a joint evaluation 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**

Children's welfare and safety is prioritised because Yemi has a good understanding of her safeguarding responsibilities. She ensures her home and garden is safe and assesses these daily to help minimise any potential hazards. Yemi knows the policies and procedures to follow should she think a child is at risk of abuse or neglect. Furthermore, she has robust policies and procedures in place should she want to refer to them or share with a parent. This underpins her practice and helps to safeguard herself and the families that use her service.

Yemi is a reflective practitioner and evaluates her setting well to ensure she meets the needs of the families that use it. For example, Yemi made the conscious decision to cater mainly for the early years age group which enabled her to focus on improving her knowledge of how children learn and develop. Consequently, the tracking of children development is more central to her practice. Any gaps in children's development are identified and acted upon quickly. Yemi is committed to improving her skills and knowledge and achieves this through different professional development opportunities such as participating in training, meeting with other professionals and attending various toddler groups. She shows a clear capacity to improve and develop her childminding setting.

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

Yemi has worked hard to develop a secure knowledge of the early years foundation stage and the different areas of learning. She knows children well and understands that all children learn in different ways. This knowledge, alongside her interactions, ensures children make at least good progress in their development. Yemi plans activities that are based on a theme and then looks at what children needs to learn next. Children's mathematical skills are developing well. For example, she implemented a farm activity and weaved in lots of opportunities for counting to support children's next steps in learning. Children were able to count the animals and Yemi asked them to give her 'one more sheep.' This shows they are beginning to understand mathematical language such as, not enough, too many etc. The children clearly enjoy playing with each other and with the childminder. They explore the activities set up. For example, children enjoying playing in the water. They develop their hand to eye coordination as they try to 'hook a fish' with their rod and older children develop their counting and recognising colours skills. Overall, children are making good progress in their communication and language skills. Yemi reads children stories, sings to them and is constantly talking to them.

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

Yemi works closely with parents from the start to help her meet children's individual needs. For example, accommodating parents who need early morning starts. The children get to enjoy breakfast with the childminder and her family and brush their teeth before playing. This promotes children's oral hygiene but also provides a real home from home feel which parents are very positive about. Children develop a good understanding about the wider community. They visit different groups, shops and local parks. They have great opportunities to mix with other children and further develop their social skills. Yemi ensures all dietary needs are met and that children are not made to feel different or left out. She shares her menus with parents at the start so together they can ensure the child can eat everything or make the changes needed. Children's well-being is effectively promoted.

## 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>	HCEY00037
<b>Inspection visit date</b>	5 <sup>th</sup> September 2018
<b>Previous inspection date</b>	Not applicable
<b>Local Authority</b>	Nottinghamshire
<b>Age range of children</b>	0 – 17

Yemi was registered in 2017 and lives in Nuthall area of Nottinghamshire. She operates 5 days a week all year round except family holidays and bank holidays.

### 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>.*