

**Paula Walker**

**HCEY00009**

79 Fisher Street, Nottingham, NG7 6FJ

Inspection date **3<sup>rd</sup> May 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>Requires Improvement</b>	<b>4.6</b>
Curriculum, teaching and learning		<b>Requires Improvement</b>	<b>4.3</b>
Professional standards and capacity to improve		<b>Requires Improvement</b>	<b>5.5</b>
Early Years Foundation Stage requirements including safeguarding and child protection.		<b>NOT MET</b> <i>learning, development and assessment</i>	

## Summary of key findings

### This childminder's practice requires improvement:

- Assessments of children's learning and development are not accurate enough. As a result, Paula does not have a detailed understanding of each child's interests, needs and level of achievement to help them make good progress.
- The learning experiences planned for children are not always tailored to their needs and interests. As a result, they are not effectively engaged and challenged.
- Children's learning is not always supported effectively during play because Paula does not make use of the most effective teaching strategies.

### The childminder's strengths are:

- Children are safeguarded and happy in Paula's care. There are suitable policies and procedures in place to protect children and promote their well-being.
- Children form secure relationships with Paula and other children. They are confident, show they can behave and follow simple instructions.
- Children enjoy learning as they play. Paula supports their basic communication, language and maths skills during a range of different activities.

## To meet the requirements of the Early Years Foundation Stage, the childminder must:

- Consider the needs, interests and stage of development when planning challenging and enjoyable learning experiences for children Due: 05/08/17
- Make accurate assessments of children to understand their needs, level of achievement, interest and learning styles, including using information from parents. Due: 05/08/17

## To improve further the childminder should:

- Engage children in conversation using appropriate strategies for their age and stage of development.

## 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 (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)*

## Inspection findings

### **Organisation, welfare and personal development requires improvement:**

Paula works with another childminder and an assistant. They use several rooms of the house to provide different spaces for children to play in. For example, there are spaces for sleep and quiet play, role play resources, a sand table, chalk boards and craft areas. Paula offers several activities during the day to support children to learn basic skills. Children enjoy singing time and are praised for joining in and taking turns. Paula introduces counting and ideas about quantity during play to help children develop simple mathematics. There are occasions when Paula is not highly responsive to children's level of interest and routine activities reduce opportunities for children to follow their own ideas. For example, when children loose interest in 'exercise time' Paula does not move on quickly and allow children to lead their own play. Overall, children are happy and Paula uses praise and encouragement to build children's self-esteem. She provides clear expectations about simple boundaries and children show they can follow instructions.

### **Curriculum, teaching and learning requires improvement:**

Children make satisfactory progress in their development. However, Paula does not have an accurate understanding of their current levels of achievement and their interests. She has made some observations of children's learning but does not complete assessments regularly enough to have a comprehensive understanding of what children need to learn next. As a result, learning experiences are not always matched to children's needs and interests. For example, the same activity is planned for several different children and not changed to capture their interest or link to their learning preferences. Children are happy to get involved and Paula gets down to their level to talk to them. She is patient, gives them time to answer and listens for their responses. However, her teaching strategies are not always linked to what she knows about individual children and responsive to children during an activity. For example, children who are reluctant to talk are asked direct questions and, although gently encouraged to respond, Paula does not adapt her approach.

### **Professional standards and capacity to improve requires improvement:**

Paula works closely with another childminder to organise and plan their setting. They share procedures and policies to make sure they are meeting the welfare requirements of the Early Years Foundation Stage. Safeguarding is effective. Paula has a clear understanding of how to recognise and respond to concerns about children's welfare. She has supported the assistant to make sure she understands her responsibility to protect children and maintain confidentiality. Paula attends training and has received support from the agency. She has begun to evaluate aspects of her practice but it has not been rigorous enough to make sure she is meeting all the learning and development requirements.

## Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY00009

Local authority Nottingham

Registers EYR, CCR and VCR

The childminder was registered in 2016 and lives in Nottingham. She works with another childminder and an assistant. The childminder is open from 7.30am to 6pm Monday to Friday, all year apart from Bank Holidays.