

## Quality Appraisal Inspection Report

**Childminder Early Educator**  
**Inspection report date**  
**Previous inspection date**

Paula Walker  
 25<sup>th</sup> June 2019  
 16<sup>th</sup> April 2018

The quality and standards of the childminder's care and early education	This inspection	Outstanding
	Previous inspection	Good
Organisation, welfare and leadership		Outstanding
Teaching, learning and development		Outstanding
The promotion of children's well-being		Outstanding
Early Years Foundation Stage requirements including safeguarding and child protection.		Outstanding

### Summary of key findings for parents:

**This childminder early educator is Outstanding because of the following:**

- Paula has excellent knowledge of the children's interests, needs, learning and development. She uses this knowledge to further extend learning and development providing fun, challenging and interesting activities.
- Children are actively encouraged to use their voices in a positive way to be heard, allowing them to feel valued and respected.
- Paula has well developed leadership skills which enables her to give her assistants the freedom to take the lead in activities, thus allowing Paula to observe, monitor and reflect on what further training they may need.
- Children are encouraged to develop their independent skills by encouraging them to freely explore situations. This supports their imagination and creativity.
- Paula has developed excellent interactions with parents and carers. These are open and honest, parents feel respected and valued and have a strong understanding of children's progress.
- Paula ensures parents are well informed and have a strong understanding of what their children do. They are encouraged to ask questions about their children's learning, if unsure, and, discussions take place on a daily basis so that parents are completely aware of what their children have been achieving.
- Paula has extensive knowledge of safeguarding children. She understands her and responsibilities and has excellent knowledge of reporting procedures and how to work alongside other agencies.

## To maintain outstanding practice the childminder educator should:

- To continue to develop your communication with children in relation to their emotional state.

## About the Quality Appraisal Inspection visit

The inspection was carried out by: **Suzanne Nicols**

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 and her assistants
- 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 Outstanding.**

Paula's work with her assistants is exemplary. She has developed effective leadership skills such as standing back and observing her staff, so that she can help them to reflect and consider how they can improve their practice to further support children. Paula encourages her assistants to promote children's thinking and problem-solving skills by allowing them to take the lead in play activities and use their imaginations, rather than jumping in too fast to solve a problem for them. Assistants feel well supported and are encouraged to undertake training to develop their own skills. Supervision meetings take place frequently to discuss personal development and any training that is needed. Assistants undertaking apprenticeship qualifications are allowed paid study time. Assistants feel valued and able to voice their opinions where necessary. Paula shows excellent organisational skills; each day is well planned, and staffing requirements are always met. Children's files are up to date and are very informative, showing very clearly progress and development that has been made. Paula has a strong understanding of her duty of care and how she would deal with any kind of situation in relation to safeguarding. Her record keeping is robust, clear and concise.

Paula has worked hard to maintain and further develop interactions with parents and carers. Parents/carers are invited into the setting on a termly basis in order to go through their children's files in more detail, so that they are fully updated on their learning and development progress. These relationships are valued, and parents understand the role that they have to play in their children's lives. Information is shared constantly which allows for very strong partnership working ties. Paula also has wider partnership links into the community by exchanging information with nurseries, schools and sometimes outside agencies.

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

Paula's planned activities are fun and playful, they are differentiated to allow children of differing abilities to take part together. Children are encouraged to interact with one another and discuss what is happening. For example, during an activity using ice and powdered paint, children had involved in discussions about what colour they might make if they mixed two different coloured powders. They were then encouraged to rub the powdered paint between their fingers to help to teach them about touch and texture. Children are taught about cause and effect as they investigate the ice melting. Paula then cleverly linking this to understanding of the world around them. The environment is language rich and the children are encouraged to discuss what they are doing, asking questions and experimenting. Paula role models excellent behaviour with them and her assistants, promoting a positive atmosphere. Children are valued and listened to. They are allowed to make significant contributions to discussions and taught that they need to use their voices well.

Paula and her assistants have a very thorough knowledge of the learning and development needs of the children in the setting. They work together as a team to

make sure that these needs are met. For example, carrying out observations of children and making colleagues aware of findings. From this strong observational starting point, next steps for children are planned in order to extend their learning.

Children make significant progress as learning and development is tailored to their needs; this allows them to remain focused on activities. Paula is mindful of the need to make changes to her environment, if it becomes necessary. For example, setting up a new corner in one of her rooms to allow children to talk about emotions, or using pictures and symbols to help them to express their own emotions, if they struggle to do this verbally.

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

Paula provides a warm and nurturing environment. The children in her care are visibly happy and content. They are allowed to make their own play choices. Paula and her assistants join them in their play in a thoughtful way, allowing children to take the lead, then skilfully leading them into new and exciting areas when necessary. Children have access to outdoors and are often taken to local parks, where they can learn about their environment. They are encouraged to pursue healthy lifestyles with a fun mix of activities, incorporating rest and sleep times alongside healthy snacks and mealtimes, where all children eat together alongside the staff.

Personal care routines are well supported as children are encouraged to take control of their own personal hygiene needs as soon as they can. They are supported in a respectful manner and given help when necessary. The children feel confident to express their own views and opinions and will ask for help if they need it. Positive praise and encouragement from Paula and her team along with adequate time allows them to make significant progress in these areas.

## 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>	HCEY0009
<b>Inspection visit date</b>	21/05/2019
<b>Previous inspection date</b>	16/04//2018
<b>Local Authority</b>	Nottingham City
<b>Age range of children</b>	0 – 17

The childminder was registered in 2016, the setting is in Hyson Green, Nottingham. The childminder is currently under taking her Level 3 Early Years Educator qualification. She currently provides funded places for 2, 3 and 4-year-old children. The childminder currently co-minds and works with assistants. They work different shifts to ensure there is only ever 3 childminders providing care and early education from 7am – 7pm Monday to Friday.

### 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>.