

Name Paula Walker

HCEY00009

Address: 79 Fisher Street, Nottingham NG7 6FJ

Inspection date **21/03/2018**

Publication date: **16/04/2018**

Previous inspection **03/05/2017**

The quality and standards of childminder's care and education	This inspection Previous inspection	Good Requires improvement	Average points score
Organisation, welfare and personal development		Good	5.5
Curriculum, teaching and learning		Good	5
Professional standards and capacity to improve		Good	5.5
Early Years Foundation Stage requirements including safeguarding and child protection.	MET		

Summary of key findings

This childminder is good:

- Paula has established positive relationships with the children in her care. Children are happy, secure and confident within the setting.
- Paula has good relationships with the parents who use her services. She shares detailed information around children's learning and development and parents are encouraged to join in the setting.
- Paula understands the current learning and development of the children in her care. She takes the time to know the children, their likes/dislikes and how they like to learn. Paula uses this information to plan appropriate opportunities to develop children's learning further.
- Children's welfare is paramount within the setting and is managed, recorded and responded to highly.
- Paula manages the space she has available to a high standard. The environment is well considered and planned to maximise children's learning opportunities, thus allowing them to freely explore.
- Paula is committed to her own continuous professional development. She is currently studying her Level 3 Early Years Educator qualification to improve her own knowledge and outcomes for the children in her care.

The main areas for improvement are:

- To make some simple adaptations to the environment which would result in significant positive outcomes for children with English with an Additional Language (EAL)
- To ensure children have enough time to think and respond during interactions.

To improve further the childminder should:

- Develop the learning environment to further support children with EAL.
- Provide enough time after questioning to allow children with time to consider the question and to develop their response. This will allow accurate assessment of children's knowledge and ideas.

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 graded using aspects of the Environment Rating Scales ⁽³⁾. A maximum score of 7 is available in each area of practice.

The inspecting SAM: **Kay-Louise Ley**

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 EY Log.
- 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 is good.

Paula currently works as a co-minder and has assistants. Paula has worked hard with her co-minders to ensure each member of staff is aware of their roles and responsibilities. This has resulted in a well-established team which runs smoothly and successfully. The environment for the children has been well developed to provide the maximum amount of space available. Each area of the setting has been developed into themed rooms. For example, children have access to the 'exploration room', 'craft room' and there is also a room tailored for the older school-aged children. Within the last 12 months, Paula has developed the learning environment to ensure resources are easily accessible to the children which enables children to make their own decisions and develop independence during their play.

Interactions with parents are valuable and consistently managed between all staff members which is further example of the smooth day to day running of the setting. During drop off, Paula spends ample time with parents discussing key information such as how the children have slept, their food intake that morning and any other key information that needs discussing. This good handover ensures Paula has vital information to care for the children and consistently strengthens the working in partnership with families. The well-ordered running of the setting is demonstrated in the daily routines for the children, for example, Paula manages meal times is swiftly and efficiently, despite the large groups of children present. Children eat all meals as a family as they eat with their peers and staff. Paula uses the time to encourage children to share their experiences, thoughts and the activities which have taken place, so far, during the day.

Paula supports the children to manage their care routines appropriate for their age. For example, older children are reminded to wash their hands which they do independently, and younger children are supported by Paula. Resources are provided to support children's independence, such as toilet steps. Behaviour is managed well with any conflicts quickly resolved through Paula's positive support. For example, when a child takes a toy from another child, Paula explains to the child to give the toy back and explains why this is inappropriate. Safeguarding concerns are dealt with appropriately and confidently. Paula is aware of her responsibilities and records any concerns accurately. She is confident to discuss any concerns with parents and works in close partnership to provide support and advice when required.

Curriculum, teaching and learning is good.

Paula has significantly developed her understanding of the development of the children in her care. She confidently explains the ages and stages of each child, as well as their individual learning styles. Paula is observant of the ever-changing interests of children and uses this knowledge to support learning. An example of this is evidenced through Paula's observations of a child during their free play. Paula noticed the child was moving toys from one place to another and evaluated that the child had a transporting schema. Paula used this knowledge to provide resources to support the schema and develop their learning.

Paula takes the time to immediately establish positive relationships with the children in her care, thus connections are strong which results in happy and secure children. An illustration of this is a child who had only recently joined the setting. As a direct result of Paula's positive settling in sessions, the child is confident and keen to explore, both with Paula and independently. Further example of Paula's sound understanding of her key children is the commitment she has given to settle twins. As a twin herself Paula understands the close relationship they have and uses this knowledge to devise strategies to enable both children to have a place in the setting. Paula assigns the twins with different activities but in the same room. This enables them to engage with other adults and children, whilst feeling secure knowing their twin close by.

Paula has a sound understanding of the development of the children in her care. She plans suitable activities to develop the gaps in their learning and children make good progress. Children are happy and secure. They enjoy exploring new activities both independently and with Paula. As there are many children for whom English is an additional language, Paula has tailored her communications to ensure children are provided with simple, exact words. Music and movement is woven into the daily activities for the children. For example, while playing with the dolls Paula introduces some nursery rhymes and songs which further supports their understanding of English.

Children are provided with a vast range of creative materials such as paints, glue and playdough which they are free to explore individually. Dramatic play is provided for the children and well evaluated. For example, Paula decided the children had too many dressing-up outfits so she devised a plan to rotate these, ensuring children are provided with new role play resources regularly. Staff engage in role play with the children in the setting and allow the children to take the lead. This was illustrated when Paula joined in with children's imaginary play, dressing dolls for bedtime. The children led the activity by giving Paula a doll to dress for bed together. Paula supports the children by modelling putting the baby dolls to sleep with positive praise to encourage the children to copy and asking simple questions such as "can baby sleep here?". Although Paula's questioning engaged the children, she does not always allow enough time for the children to respond to her questions.

Professional standards and capacity to improve is good.

Paula works closely with her co-minders and assistant to ensure roles and responsibilities are shared equally, resulting in the smooth running of the setting. Assistants are clearly happy within the setting; they feel valued, respected and part of the team. Assistants undergo regular supervisions where they can discuss their targets and obtain support and guidance with Paula. Safeguarding is managed successfully, with all staff members understanding their own roles and responsibilities.

Paula has worked hard these last 12 months to improve her practice and improve outcomes for children. She is dedicated to her own personal development, as well as development of the setting. Paula has worked closely with her SAM and the agency, implementing previous actions and recommendations. She is committed to her own continuous professional development, she regularly attends training and is currently completing a level three in childcare.

Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY00009

Local authority Nottingham City

Registers EYR, CCR, VCR

The childminder was registered in 2016 at the childminder setting in Hyson Green, Nottingham.

The childminder is currently undertaking a Level 3 qualification in Early Years. She currently provides funded places for 2, 3 and 4-year-old children. The childminder currently works with 2 other co-minders and an assistant. They work different shifts to ensure there is only ever 3 childminders providing care and early education from 7am – 7pm Monday to Friday.