

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection publication date

Sandra Pilartys
4th September 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:

- Relationships with children and their families are good.
- Daily handovers are managed well. Parents are kept informed of any significant information including children's current development needs and achievements.
- The environment provides ample space for children to explore and practice being independent
- Sandra understands children's emotional needs, their likes, dislikes and current interests. She is beginning to utilise this knowledge to expand and tailor learning opportunities.
- Children are happy in Sandra's care. Subsequently, they make good progress.
- Sandra has a solid understanding of safeguarding policies and procedures. She is aware of her roles and responsibilities to keep children safe and is confident to make any referrals to children's social care should the need arise.

The main areas for improvement are:

- Track children more closely to enable quick identification of any gaps in learning.
- Sandra does not consistently support children's independent thinking skills.

To further improve the childminder early educator should:

- Track children more closely to enable quick identification of any gaps in learning.
- Monitor and review interactions with children to allow them to extend and showcase their current thinking skills.

About the Quality Appraisal Inspection visit

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

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
- 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

Sandra's well-organised documentation reflects her professional approach as a childminder. She shares policies and procedures with parents to ensure they are understood. Sandra has established positive relationships by taking the time to understand the needs of children and their parents. In turn, children settle quickly with the childminder. Sandra's organisation of her learning environment allows children to self-select their own toys and books, thus supporting and developing their independence. Sandra is beginning to establish relationships with other professionals by communicating with other settings the children attend. This is achieved through daily hand-overs of important information between Sandra and the local nursery the children attend, thus supporting transitions and learning opportunities.

Sandra has good knowledge of her safeguarding policies and procedures. She is aware of the signs and symptoms of the different kinds of abuse and her role and responsibilities in safeguarding children. Sandra's knowledge of her local authority's procedures is secure; she feels confident making safeguarding referrals should the need arise.

Teaching, learning and development is Good.

Sandra has a secure understanding of the learning and development requirements. She completes regular observations of the children and uses the knowledge gained from such observations to form future developments. Sandra has developed positive relationships with the children in her care. Children are eager to interact, for example, children enthusiastically ask Sandra questions which extends their knowledge and understanding further. Sandra understands children's emotional needs and the ways in which the individual children learn best. The childminder utilises this knowledge to support her abilities to plan appropriate activities/opportunities. The activities Sandra provides clearly interests the children as they are eager to explore them. An example of this was witnessed during a pre-planned activity where Sandra created a sea animal hunt. The children were excited to search the garden to find the animals and eagerly asked Sandra further information on them including their names and where they live. Sandra ensures children have plenty of opportunities to participate within adult and child-led activities. Children are given the freedom to explore activities which further extends Sandra's future planning when she is considering developing and adapting activities. Children make good progress in Sandra's care, they are confident and clearly feel valued in her setting.

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

Sandra is an effective key person. She has established positive relationships with both the children and their families. Children are happy, settled and secure in her care. Sandra provides daily verbal feedback to parents, identifying any achievements, food intakes and sleep information. This ensures parents are aware of the key information about their child's day and further supports their desire to engage in information sharing with the childminder. Sandra also works well with parents to ensure daily routines are tailored to individual needs of children, thus supporting the transition and continuation of childcare between home and the childminder. Sandra takes the time during initial meeting to identify children's routines at home, including their normal sleep patterns, eating habits and general likes/dislikes.

Children are supported to understand acceptable behaviour. Sandra discusses any unwanted behaviour appropriately for the age of the children to support understanding, and further supports this through distraction techniques. Parents feedback identifies they value Sandra’s approach to behaviour management. Sandra is a good role model who supports children to understand the importance of living healthy lifestyles through their food choices, hygiene routines and opportunities to access regular exercise.

Childminder early educator’s setting details

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder’s unique reference number	HCEY00012
Inspection visit date	16 th July 2018
Previous inspection date	27 th September 2017
Local Authority	Nottinghamshire
Age range of children	0 – 17

Sandra was registered in 2016 and lives in Bingham, Nottinghamshire. She operates 5 days a week all year round except family holidays and bank holidays. She provides funded early education for 2, 3 and 4-year-old children.

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⁽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 assessed using aspects of the agency’s own evaluation schedule with reference to the Environment Rating Scales ⁽³⁾ and Ofsted’s Inspection Evaluation Schedule. ⁽⁴⁾.

- (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 ⁽⁴⁾.*

