

Quality Appraisal Inspection Report

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

Sarah Perkins
 29th April 2019
 N/A

The quality and standards of the childminder's care and early education	This inspection	Required improvement
	Previous inspection	N/A
Organisation, welfare and leadership		Requires improvement
Teaching, learning and development		Good
The promotion of children's well-being		Requires improvement
Early Years Foundation Stage requirements including safeguarding and child protection.		Not Met

Summary of key findings for parents:

The childminder early educator's practice requires improvement because she does not:

- Ensure all accidents and injuries are adequately monitored and recorded.
- Gather enough information from parents to ensure she has adequate information around adults who have parental responsibility.
- Consider how she can use her environment more to support children's understanding of similarities/differences or how she can support them to develop independence
- Have enough knowledge of wider safeguarding issues.
- Consistently work in partnership with parents to share children's progress, achievements and to provide consistency across the setting and home.

This childminder early educator's strengths are:

- Sarah has established good relationships with the children attending the setting. Children are confident and happy.
- Children are supported to live healthy lifestyles. Children are provided adequate opportunities to participate in regular exercise. They have healthy foods and are supported to take care of their hygiene practices independently.

- Sarah has embarked on an extensive programme of professional development. This spans across multiple areas of childcare and education, thus expanding her knowledge on several areas.
- The environment provides children with several images and displays which extends children's learning.
- Interactions with children are positive and purposeful. Sarah listens to children's ideas and use this information to test and expand their knowledge.

To meet the requirements of the Early Years Foundation stage, the Childminder educator must:

- Develop understanding of wider safeguarding issues, specifically Prevent Duty.
- Record all accidents/injuries which occur in the setting including first aid given.
- Ensure information around adults with parental responsibility is obtained for all children.

To further improve the childminder early educator should:

- Introduce difference resources, toys, pictures and books that will support children's understanding of differences and diversity in a positive way
- Develop effective partnerships with parents by sharing current information about their child's learning and ensuring the different routines and learning within your setting and the families' homes is consistent.
- Develop the learning environment to enable children to independently select their own resources to expand and develop their learning.

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 Requires improvement

Sarah has an extensive range of policies and procedures which are well organised. However, the educator does not ensure all policies and procedures are implemented, specifically the recording of accidents which occur in the setting. Furthermore, Sarah has not adequately recorded information of the adults who have parental responsibility for the children attending the setting. Available resources are in good condition and age/stage appropriate, although the lack of range of resources restricts children's abilities to choose their own resources and extend their play. Sarah has a good understanding of key safeguarding signs and symptoms, although she needs to improve her knowledge of wider safeguarding issues which may place children at risk.

Sarah has embarked on a strong programme of professional development, which expands over multiple aspects of her role as a childminder educator. She has established positive relationships with the children. They are happy to engage in conversation, ask questions and explore the setting freely.

Teaching, learning and development is Good

Sarah is a good co-explorer with children. She takes the time to listen to what children have to say and provides further ideas and suggestions to extend their learning. Although Sarah plans activities with a desired outcome, she supports children to take the learning in the direction they would prefer, thus supporting children to extend and develop their own ideas. Sarah takes the time to explain activities to the children to ensure they understand and are engaged. This provides children with the opportunity to ask questions and gain clarification.

Sarah provides children opportunities to revisit the activities they have completed through a display board of the current topic. The current theme is 'The Hungry Caterpillar' and children are eager to point to the display and engage in conversation around the story. Sarah has established a good balance between adult and child led activities. An example of this was observed after a planned activity. Sarah encouraged the children to explore the toys to freely to embed their learning further. Interactions between Sarah and the children are strong. Children are engaged during their discussions with Sarah and are eager to hear the information she provides them with.

The promotion of children's well-being is Requires Improvement

Sarah is a good role model for the children in the setting. She offers sensitive guidance and support. Children are encouraged to take turns and share, both with Sarah and their peers. Children are provided with lots of positive praise and encouragement which keeps them interested and engaged. Sarah understands the importance of developing children's knowledge of similarities and differences which make us all unique. However, play resources and opportunities within the setting to support this are lacking. Children are not regularly exposed to opportunities to expand their experiences around similarities and differences. Although Sarah has good relationships with parents, partnerships are not as effective as they could be. This is because Sarah does not take the time to share important information with parents around children's learning needs. This means parents are not provided guidance on how to support their children's learning at home. Sarah does have some effective strategies; for example, her behaviour management techniques, but she does not consistently share information about her practices with parents.

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	CM00079
Inspection visit date	15 th March 2019
Previous inspection date	N/A
Local Authority	Nottingham City
Age range of children	0 – 17

The childminder was registered in 2018 and lives in the Nottingham City. She is currently working towards an appropriate qualification at level 2. The childminder is open from 7.30am to 5.30pm, 5 days a week all year round, except bank holidays and family vacations. 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⁾.*