

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Sonya Green
 6th June 2019
 N/A

| The quality and standards of the childminder's care and early education | This inspection | Good |
|--|---------------------|------|
| | Previous inspection | N/A |
| 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 are strong. Children are confident and secure within the setting. Sonya takes the time to get to know the children and their individual preferences. This knowledge is used to tailor the interactions to ensure they are suitable for the children.
- Relationships with parents are positive. Partnerships are established which ensures consistency between home and the setting.
- The learning environment is appropriately developed to allow children to independently select their own play resources, which supports independence and enables children to extend their play ideas.
- Children are confident to discuss their feelings and emotions with Sonya. She takes her time to support this through regular discussions. This enables children to learn how to express and manage their feelings and emotions.
- Behaviour is managed consistently and in partnership with parents. Any issues are managed swiftly and appropriately.

The main areas for improvement are:

- Resources do not ignite children's curiosity.
- Opportunities to explore similarities and differences are limited.

To further improve the childminder early educator should:

- Provide children with more open-ended resources to ignite their interest and curiosity.
- Enhance children's opportunities to explore different cultures, religions and family dynamics.

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

Sonya has given careful consideration to the layout of the setting to present it as homely, whilst maximising space allowing children easy access to all play resources. Children are able to independently select the toys to expand their play ideas and preferences. Sonya takes the time to understand parents' routines at home. For example, she asks parents questions to identify children's eating habits, so she can follow some of the same food routines in her own setting. This helps children to settle quicker and feel more secure. Sonya has started to complete several self-evaluation documents reflecting on the knowledge and skills she has learnt and how she can improve them. The educator's monitoring of her own professional skills and knowledge shows she understands the direct impact it has on the progress of children's learning and development.

Sonya has good understanding of her local safeguarding procedures. She is able to explain referral procedures within her local area and what to do if she is concerned about a child. Sonya takes the time to explain her policies with parents to ensure they are aware of her responsibilities around safeguarding, and other important procedures. Parents speak highly of Sonya. They value the support they receive, recognise how happy their children are at the setting and appreciate the regular educational visits the children attend. Sonya works closely with parents to ensure they are involved in the day to day running of the setting, which is achieved through regular discussions and written feedback.

Teaching, learning and development is Good.

Sonya has developed a good balance between the activities she plans, and those the children choose. She clearly knows the children well as she understands their likes/dislikes and interests and uses this knowledge to support learning further. An example of this was evidenced during an interaction with a young child. Sonya knew the child liked music and dance and she used this knowledge to make up a new song, whilst playing peek a boo. The child clapped and danced to let Sonya know he would like her to sing this again. Sonya is skilful at following children's lead. She positions herself at their level and demonstrates she is interested in their choice of play resources by asking questions, showing wonder and demonstrating what the toys are and how they can be used. Sonya's co-explorer approach to children's learning, sparks their interest and desire to involve Sonya in their play. Sonya tailors her interactions to meet the needs of the children. For example, while drawing pictures of a car, she explains it is a car, and makes 'brum' noises to embed this. This simple language supports children's early speaking skills, providing simple words for children to follow, making this more manageable. Sonya has a good understanding of the needs of the children attending the setting. She uses tracking documents to monitor children's progress to assess that children are making good progress.

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

Sonya is a good caregiver. She takes the time to establish strong relationships with the children attending the setting. Children are confident to talk to her and express their thoughts, wishes and emotions. She has a particular skill of allowing children to express their feelings and regularly discusses how children are feeling, thus supporting them with their thinking by

helping them to understand and manage these appropriately. Sonya is aware of the signs children individually display when they need some time out from their peers and she has established safe places for children to have their time alone. Any issues are swiftly and appropriately managed in partnership with parents. This provides consistency between home and the setting. Children are continually given positive praise and encouragement which supports and develops their confidence and self-esteem. Children are regularly exposed to different cultures through tasting different foods from around the world, thus developing their knowledge of other diverse food and people. Children are happy, confident and secure in Sonya's care.

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 | ECM00076 |
| Inspection visit date | 02/05/2019 |
| Previous inspection date | N/A |
| Local Authority | Nottinghamshire |
| Age range of children | 0 – 17 |

Sonya is employed by the Ofsted registered childminder agency, @Home Childcare. She was registered in 2018 and lives in Bulwell, Nottingham City. She is currently working towards an appropriate qualification at level 3. The childminder is open from 8am to 6pm, 5 days a week all year round, except family holidays. She is able to provide 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⁾.*