

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Amy Salmon
 21st April 2022
 21st June 2019

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.		Met

Summary of key findings for parents:

This childminder early educator is Outstanding because of the following:

- Children are extremely happy in the setting. They are confident to explore the setting independently, and with Amy's support.
- Language is modelled well. Amy is good role model and introduces new language for the children. This expands the range of their vocabulary.
- The environment is arranged to spark and ignite children's interest and curiosity. There are a range of displays which further support children's learning, for example number, colours and letter displays.
- Children are continually questioned to identify, test and expand knowledge. Questions are good and appropriate to the needs of children.
- Interactions with children are positive. All interactions are used to embed and extend knowledge.
- Children are supported to take the lead in their learning. These opportunities are used to develop learning opportunities.
- Children are regularly provided outdoor learning opportunities. Children have access to both indoor and outdoor play, which they can choose throughout the day. This supports children's choices and decision-making skills.
- Relationships with parents are strong. Parents value the care and education children receive in Amy's care.

To maintain outstanding practice the childminder educator should:

- Continue to raise the level of sustained shared thinking in daily interactions

About the Quality Appraisal Inspection visit

The inspecting SAM: **Kay-Louise Ley and Jennifer James**

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 Outstanding

Children have access to a secure play space, having free-flow access to both indoors and outdoors. The organisation of the setting allows children to choose where they would like to play, while always being supervised. Resources are displayed within children's reach which allows children the freedom to choose their play items. Displays are set up to spark and ignite children's interest, for example there is a display of teeth which children are eager to explore to develop their understanding of the importance of dental hygiene. Routines for children are implemented in conjunction with parents to ensure the individual needs of the children and their families are met.

Amy has strong knowledge around safeguarding. She understands her roles and responsibilities to keep children safe by being alert to potential signs of abuse. She understands the local referral procedures and follows these procedures, should the need arise. Amy is continually reflecting on her practice to ensure the standards of care are continually raised. Reflections are logged and monitored to ensure they are acted upon and that developments can be evidenced.

Teaching, learning and development is Outstanding.

Amy has expert knowledge and understanding of the areas of learning and development. She takes the time to understand children's needs both personally and developmentally and uses this knowledge to plan opportunities to develop children's abilities. An example of this was observed during a planned activity where resources were frozen in ice. Amy planned to explore the effects of melting but included toy cars because she was aware it was of a specific interest of the children. They are supported to lead their own play, with her offering support, advice, and guidance. For example, during the activity, children were engaged in trying to break the ice with a spatula. Amy supported and encouraged this while suggesting new things for them to try. Interactions with children are positive and supportive. Children are eager to engage in communication with Amy, sharing their thoughts and ideas. Amy values and respects children's views and offers positive praise and encouragement for them to try out their ideas. Amy closely monitors the progress children are making. She uses this information to support learning to progress further. Children make outstanding progress in Amy's care, with learning planned in conjunction with parents, and which helps to ensure children are ready for the transition to school.

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

Amy has established secure, positive relationships with parents. She works closely with parents to identify their needs and the needs of the children. This partnership working ensures Amy is a strong and effective key person. Children are continually supported to understand their emotions and the emotions of others. This results in limited conflict between children, as children are alert to the feelings of others and can relate to the feelings of others. Children are supported to understand about healthy lifestyles. Activities are provided to help children understand the importance of making healthy decisions through their food intake and exercise. Values, such as respect, sharing, taking turns and valuing others' opinions are consistently demonstrated by the children. Children are confident in Amy's setting. They obviously enjoy exploring and sharing their views with Amy, for example, asking for their likes and preferences. It is evident children feel not only valued but respected.

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	CM000077
Inspection visit date	28/3/2022
Previous inspection date	21/6/2019
Local Authority	Nottingham City
Age range of children	0 – 17

The childminder was registered in 2016 and lives in Nottingham City. She has an appropriate qualification at level 2. The childminder is open from 7.15 to 5.15 except Friday which is 4pm, 5 days a week all year round except 2 weeks at Christmas. 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 2021) 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⁾.*