

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection visit date
Previous inspection date

Emma Redfern
 6th May 2022
 NA

The quality and standards of the childminder's care and early education	This inspection	Outstanding
	Previous inspection	NA
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:

- Partnerships with parents is strong. Emma regularly works closely with parents to ensure their views are valued and understood. She takes the time to support parents expectations in understanding children's achievable learning outcomes.
- Emma has detailed knowledge of children's needs and personalities. She truly understands their likes, dislikes and ultimately what will engages them.
- Opportunities are achievable for the children, ensuring children are stretched and challenged appropriately.
- Emma has high ambitions for the children attending the setting. She is positive and uses this positivity to support and encourage children to have a go. The routine of the setting is secure. It is flexible and meets the needs of the children and their families.
- Children are encouraged to assess and manage their own risks. Emma is aware of the safety issues associated with risks but manages this well to help children develop these skills.
- Children are learning to share, take turns and tolerate their needs not instantly being met. This supports children's self-regulation.
- Children are supported to become ready for school. Emma understands the importance of children developing their fine motor skills to prepare for early writing skills.
- Emma has strong knowledge of safeguarding. She is aware of the local referral procedures and is confident to explain these processes.

To maintain outstanding practice the childminder educator should:

- Continue to support children to understand and manage their own feelings.

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 educator of a planned adult led activity.
- Discussing the educator's practice at appropriate times throughout the visit with the educator.
- 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 early education and reviewing a selection of policies
- Collecting the views of parents from surveys, the educator's own questionnaires and any spoken to on the day
- Discussing the educator's self-evaluation and plans for improvement

Inspection findings

Organisation, welfare and leadership is Outstanding

Emma has organised her indoors and outdoors environment to spark children's interest. For example, the garden has water play resources to initiate children's curiosity, encouraging them to explore further. The indoor environment is planned to allow children to explore set activities, while having space to lead their own play. Children have space to play individually or in a larger group, therefore expanding children's abilities to form relationships. Displays within the setting show previous activities children have participated in which prompt children to reflect and talk about these past experiences.

Settling in sessions are tailored to allow Emma to develop her routine to meet children's needs. As routines are individualised to meet children's needs, children quickly settle in the setting. Emma has robust policies and procedures which are shared with parents, demonstrating Emma's outstanding practice. Self-evaluation is highly effective. Emma reflects on all aspects of the setting in conjunction with parents, ensuring standards remain high. Any areas for development are swiftly identified and changed to continually improve the quality of early education and care for children.

Teaching, learning and development is Outstanding.

Emma has specialist knowledge of the learning and development requirements. She thinks outside of the box to engage children and support their learning. For example, children have recently shown an interest in windmills. Emma planned a visit for children to observe a windmill in action. This was then followed up with an activity giving children the opportunity to create their own windmill. Interactions with children are purposeful. Emma takes the time to listen to what children have to say, values what they say and extends knowledge in a fun and engaging manner. Emma encourages children to 'have a go', while she supports their attempts. For example, Emma allowed children to explore the process of watering garden plants by using a hosepipe to fill the watering can. She encouraged children to attempt to lift the watering can, and asked problem-solving questions about the best way to lift the watering can and how to achieve the desired goal of steadily watering the plant. Once the water has reduced, Emma encouraged the children to attempt to lift this again, while continually praising their attempts. Emma clearly enjoys her role as a childminder early educator. She plans learning opportunities are tailored to the individual ways children learn, this subsequently ensures all children are engaged, are learning and enjoying their time in the setting. Children make excellent progress with this educator.

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

Emma is a good role model who is responsive to the needs of children. She understands the cues children will display when they need additional support, for example, if a conflict between two children is about to occur. Emma encourages children's independence skills, which is illustrated throughout the activities and care routines. For example, children are encouraged to prepare their own snack and to join in tidy up time. Children are learning to be active members of the community. Children have recently participated in a sponsored walk and a food bank collection, learning about different family circumstances and charitable gestures and work. Children spend a lot of time outdoors, exploring the local area and natural environments such as woodlands. Children are supported to understand about healthy lifestyles through their eating habits, regular exercise and good hygiene practices. Children are happy in the setting, they are confident to share what they have recently enjoyed and what they would like to explore again.

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	CM000179
Inspection visit date	6 th May 2022
Previous inspection date	NA
Local Authority	Nottinghamshire
Age range of children	0 – 17

The childminder was registered in 2021 and lives in Nottinghamshire. She has an appropriate qualification at level 3. The childminder is open from 7.30am to 5.30pm, 5 days a week all year round, except family 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 (September 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⁾.