

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection visit date
Previous inspection date

Caroline Westray
 16th May 2022
 NA

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

- Caroline has established positive relationships with the children and their families attending the setting. Children are happy and settled.
- Children have access to a warm and inviting play space, which they can explore independently or as a larger group.
- Caroline has developed her method of communication with parents to ensure it is open and meets the needs of the families.
- Children are supported to develop their language skills by being exposed to a language rich environment. Children are continually supported to engage in discussions with Caroline and their peers.
- Caroline promotes children's independence through offering opportunities for free play throughout the day.
- Policies and procedures are in place and are shared with parents. Any updated policies are quickly shared to ensure parents understand the procedures within the setting.
- Caroline has embarked on a strong programme of continuous professional development. This supports her to continually raise the standards of her care.
- Children have access to a large outdoor play space with a range of toys. Children have regular access to the outdoors to support their physical development and the importance of living a healthy lifestyle.
- Children are continually praised for their efforts within the setting. This provides children with the confidence to continue to try new things.
- Children are provided opportunities to challenge themselves within the outdoor environment. For example, using two wheeled scooters.

The main areas for improvement are:

- Children's likes and interests are not fully utilised when planning activities
- Individual next steps are not always targeted

To further improve the childminder early educator should:

- Consider children's likes and interests when planning activities to promote further engagement.
- Target learning opportunities to meet the individual needs of the children.

About the Quality Appraisal Inspection visit

The inspecting SAM: **Jenni James and 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
- 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 Good

Caroline has organised the play space with the needs of children in mind. Toys are interestingly displayed to engage children and spark their interest. For example, children have access to a reading area which is warm, cosy and inviting. Children have access to a wide range of printed materials. For example, children have access to non-fiction books, fiction books and magazines all linked to the current interests of the children. Caroline has organised the space to allow children independently select their own toys. This provides children the opportunity to lead and engage in play which has been planned by Caroline.

Caroline has established strong relationships with parents. Parents have regular communication with Caroline both verbally and through an interaction book which is shared daily. Parents praise Caroline for the opportunities she provides their children. They feel reassured to leave their children in Caroline's care and are confident their children are safe in her setting. Caroline understands her roles and responsibilities to keep children safe from abuse. She has all the required policies and procedures in place, which are all shared with parents. She regularly keeps up to date with local safeguarding procedures and therefore, children are safe in her care.

Teaching, learning and development is Good

Caroline takes the time to ensure she gathers extensive information from parents during their enrolment. This provides her with vital information to help children quickly settle and ensures she understands their personal needs and how to support them. Interactions with children are positive. Children are spoken to at an appropriate level for their age, allowing children to be part of the discussion which is taking place. Caroline uses these discussions to extend and expand children's vocabulary, introducing new words regularly.

Caroline plans activities which are interesting and support learning and development. For example, children enjoy exploring a coloured ice activity. They were able to use language to describe how the ice felt and could expand this by exploring what happens when ice becomes warm. Children were interested in the activity as ice is not something children regularly have access to. Children were curious to observe the scientific process of melting ice and liked exploring the ice with their senses. Caroline is aware of the likes and interests children have and is starting to introduce these into her activities. For example, she is aware dinosaurs are a current interest in the setting and understands how these could be used to spark interest in activities.

The promotion of children's well-being is Good

Caroline is a good key person. Children clearly enjoy spending time with her; their eagerness to be at the setting is evident. They are eager to attend her setting and they enjoy spending time with the educator. The routine within the setting is created alongside parents to ensure children are settled and have their individual needs met. Children are provided healthy meals, snacks and regular outdoor opportunities. Parents commend Caroline for the range of outdoor experiences children have, for example, play groups, soft play areas and woodland adventures. These experiences embed children's learning about social interactions, risk taking and being active members of the wider community. Children are continually supported to have-a-go and try new things. Caroline is always close by to support if needed, but understands the importance of children trying for themselves, therefore, developing their independence skills. Behaviour is managed well and consistently. Children are supported to share and take turns with others, learning the skills of social interaction and how their actions have an impact on others.

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	CM000176
Inspection visit date	16 th May 2022
Previous inspection date	NA
Local Authority	Nottingham
Age range of children	0 – 17

The educator was registered in 2021 and lives in Nottingham. The educator is open from 7.30am to 6pm, 5 days a week all year round. 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⁾.