

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Jennie James
 30th March 2022
 25th January 2019

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

- Toys and resources are varied and ignite curiosity, supporting children's learning and development.
- The setting is arranged thoughtfully using various areas: the layout ensures that children can have free-flow play, and children being always supported with their learning .
- The outdoor area is interesting and well resourced, it is organised and arranged to ensure children can be continually seen.
- A robust approach is evident in relation to all areas surrounding safeguarding and child protection.
- Parents clearly feel valued and that their ideas are welcomed. Relationships with parents are strong and communication methods are organised to support this.
- Children are closely monitored; the educator tracks their progress to support and extend learning and development.
- Children are given consistent praise and encouragement which promotes them to persevere with activities and 'have-a-go' with new activities.
- Children are supported to explore other cultures, religions, and ethnicities. This supports children to value and respect others.
- Jennie has introduced Makaton into the setting to allow all children the ability to communicate with others.
- Children are supported to assess and manage their own risks. This develops children's confidence to try new things and to develop their skills and abilities.

The main areas for improvement are:

- To continue to develop skills in relation to how children are supported to improve their individual language skills.

About the Quality Appraisal Inspection visit

The inspection was carried out by: **Suzanne Nicols**

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 childminder'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.

Jennie has developed excellent positive relationships with parents. This is achieved with a consistent approach to sharing information with parents which is detailed and thorough. Parents have clear ideas of what their children do and how they progress. Room arrangements have been meticulously planned to ensure children can always be seen, Jennie has children in her sight throughout the day, enhancing their learning experiences continually. The available toys are highly interactive; children can choose the items that they would like to play with. For example, children can choose toys they would like to use for planned activities and Jennie incorporates these to enhance the learning experience.

Children clearly demonstrate their affection for Jennie, they listen to her intently and respond to her questions well. They show they are happy through their expressions and also through the enthusiasm they have for what she is saying, and the interest they show in the activities she has planned. Jennie is a highly reflective individual who strives to enhance and improve her provision. She does this through continually looking at how she can improve the quality of her provision and a extensive self-evaluation of herself, and her provision as a whole.

Teaching, learning and development is Outstanding.

Jenni's planning is meticulous and is based around children's individual interests and learning needs. Plans are differentiated to meet the needs of all children in the setting. There is a strong understanding of the need to balance child and adult led activities, which allows children freedom to explore situations, using adult intervention when necessary to enhance learning and understanding. Jennie takes the time to make every activity a learning opportunity, from putting on shoes and coats to working together collectively during activities. She encourages exploration, promotes resilience through a 'have a go' attitude along with exploring the environment. Jennie encourages children to think about how things link to what they know, encouraging them to have their own ideas and also gives constant praise and encouragement, drawing attention to the excellent things that each child does. For example, children share their experiences of visiting the dentist and inform Jennie of the purpose of the visit and its importance. Observations of children are sharply focused on their individual needs, allowing Jennie to plan activities that close gaps in children's learning quickly. Children's progress is monitored effectively and consistently to provide the best possible outcomes for them.

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

The experiences on offer to children are wide ranging. Children are taught about differences in thoughtful ways through activities, such as dressing up in different costumes, through reading books and taking part in celebrations relating to different customs. Children are learning to be tolerant of one another, they are actively encouraged to share and to make rules that they all agree upon. The well-thought-out outdoor area allows children to explore and take risks within this environment. They are closely supported to think about keeping themselves safe, whilst being given the risk and challenge through fun activities to learn how to deal with different situations. Through this approach children are developing resilience to situations. For example, when playing outside, if children fall, Jennie will ask them if they are OK, she checks with them that they can get up, gives praise and encouragement. By doing this children learn to get up and carry on, knowing she is close by if they need her. Jennie offers a flexible approach as she works well with parents; sessions are tailored to suit the needs of parents and children. The childminder has clear routines in place that support children to understand about healthy eating and the importance of exercise, alongside learning about self-care skills such as handwashing, which is taught from an early age. Children thrive in Jenni's care.

Childminder early educator's setting details

Regulatory body	@Home Childcare Childminder Agency
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	CM00068
Inspection visit date	30 March 2022
Previous inspection date	25 January 2019
Local Authority	Nottingham
Age range of children	0 – 17

The educator was registered in 2018 and lives in Nottingham. The educator has a relevant qualification at Level 6. The childminder currently works Tuesday to Friday 7.30am – 6.00pm, all year round. She offers 2, 3 and 4 year old funding.

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⁾.