

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Jenny Pollard
 18th May 2022
 17th June 2019

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

- Staff are supported to understand their roles and responsibilities. They have regular supervisions and meetings to ensure they are supported to continually raise their standards.
- Interactions with children are good. Interactions with children are tailored to their individual needs to support their learning
- Children are constantly supported to share and take turns, and staff ensure children understand the importance of sharing.
- Children are provided healthy meals and snacks.
- Children are encouraged to develop their independence skills.
- Children are closely monitored to ensure their learning needs are identified and developed
- Children are happy in the setting. They are confident to explore the setting independently and with staff/other children
- Children are learning about being kind to each other. For example, children are beginning to understand they need to be careful around babies and are beginning to support with their care e.g., offering them their comforter.
- Children have access to toys they can use to extend their play ideas
- Relationships with parents are strong. Parents value the setting and what they offer. Parents feel their children are learning and have fun while in the setting.

The main areas for improvement are:

- Systems are not yet fully secure to monitor and review accidents inside and outside of the setting, over a long-term basis
- The routine within the setting is not fully developed to meet the learning needs of children

To further improve the childminder early educator should:

- Implement a secure system to allow long term monitoring of accidents both inside the setting and in children's own home.
- Review the routine of the setting to allow for more rapid learning opportunities

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 both educator and assistants
- 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

Jenny has provided a large play space for children to access for group and individual activities. Children have space to lead their own play and participate in play which is directed by adults. Toys are in good condition which can mostly be selected independently. . Children are provided opportunities to join in free play, allowing them the opportunity to decide what they would like to play, which supports their decision-making skills. The layout of the setting allows staff the ability to see children at all times, which ensures adequate supervision.

Parental inductions into the setting are good. These inductions allow Jenny to gather important information about the children, to ensure the care meets children's needs. For example, the induction covers children's home routine, allergies, preferences and likes/dislikes. Policies and procedures are in place and are shared with parents and assistants. Assistants are thoroughly inducted and supported in their role as assistants. Jenny holds regular staff meetings, supervisions and peer observations with her assistants, which allows her the opportunity to provide additional support or training if needed. Assistants feel valued, respected and part of the team. They express their confidence to seek Jenny out for additional support if needed.

Teaching, learning and development is Good

Jenny has good knowledge of the learning and development requirements. Children are well supported in the prime areas of learning and are making good progress. Jenny and her assistants have taken the time to get to know the children, their likes and dislikes and the different ways children learn. This information is used to plan appropriate opportunities for further learning. For example, children enjoy exploring bubbles and Jenny uses this knowledge to expand their language, counting, sharing and turn taking skills. All children are supported within the setting, Jenny has mastered the skill of planning one activity which meets the needs of all children. An example was observed during a playdough activity, where Jenny and her assistants confidently explained the different intended learning and development outcome for each child. Interactions with children are positive and consist of a two-way flow of discussion. This supports children to learn new words, new concepts and learn the skill of conversations. Children's progress is closely monitored to show the progress they have made/are making. This information is used to plan opportunities for further learning. For example, Jenny plans a music session which she intends to support children's communication, language and sharing skills, while also following their interests.

The promotion of children's well-being is Good

Jenny is a good key person. She has established strong relationships with the children and parents using her services. Children are confident to seek Jenny out for support and comfort if needed. Behaviour is managed well and consistently within the setting. Children are age appropriately supported to understand why their behaviour is inappropriate and how this impacts on others. Children are supported to develop their independence skills for example, children are encouraged to peel their own oranges at snack time. Children are provided healthy meals and snacks and are supported to understand about healthy lifestyles as part of the routine. For example, children regularly wash their hands at appropriate times. Children have access to a large outdoor play space, where they can participate in physical play with their peers. Children participate in activities to support their understanding of other cultures and religions. This helps children to learn about differences beyond their own and to become accepting of others. Children are encouraged to respect others, say please and thank you and ultimately, to be good members of the community.

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	CM000046
Inspection visit date	18/5/2022
Previous inspection date	17/6/2019
Local Authority	Nottinghamshire
Age range of children	0 – 17

The educator was registered in 2017 and lives in Mansfield, Nottinghamshire. She works with assistants. The educator is open from 7.15am to 6.30pm, 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⁾.