

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Kate Fountain
 6th July 2022
 3rd February 2020

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:

- Kate has continually reflected on the play space available and has developed this to ensure it is maximised for children.
- Kate regularly acts on previous advice given to develop her practice.
- Relationships with children are strong. Children are happy in the setting and are eager to involve Kate in their play.
- Parents speak highly of Kate. They commend Kate for her high-quality care and education. They clearly value Kate and her determination to provide the best possible care for their children.
- Kate plans appropriate activities to support learning and development, while also considering the individual needs and likes of all children.
- Children are supported to consider and manage age-appropriate risks. Kate understands the importance of children learning the skill of risk management.
- Children have regular access to outdoor play. Children participate in learning opportunities within the local community, such as local playgroups.
- Children are provided with healthy meals and snacks. Children are supported to understand the importance of living healthy lifestyles.
- Behaviour is managed well and consistently.
- Children are learning to share, take turns and to be kind to others.
- Kate has embarked on a strong programme of professional development. She regularly attends further training to continually develop her knowledge.
- Policies and procedures are in place, are shared with parents and demonstrate Kate's strong practice.

To maintain outstanding practice the childminder educator should:

- Continue to self-evaluate to continually raise the standards of care.

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
- 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

Kate organises toys and other play resources to spark children's interest and engagement. They have access to interesting items, for example, Kate has created exploration boxes which contain simple items such as rocks, spiders and other items. As these items are stored in metal tins, children are interested to shake the tin and enjoy listening to the sounds the items make. Kate has maximised the space for children to play, by introducing a choice board. This allows children to make decisions about what they would like to play with and avoids extensive toys impacting children's play space.

Kate takes the time to get to know the children and their families. This close relationships ensure information is shared, allowing Kate to devise her routine to meet the needs of children. She also advises parents about how they can support their child's learning. Kate has strong knowledge of the safeguarding procedures in her local area. She has clear policies and procedures in place and therefore, children are safe in her care.

Teaching, learning and development is Outstanding.

Kate has secure knowledge of the learning and development requirements. Children are closely monitored to ensure their progress increases at an appropriate rate. Kate has high ambitions for the children at her setting. She continually provides children with positive praise, encouragement and a 'you can do this' attitude. Interactions with children are positive. Children enjoy engaging Kate in their play. They enjoy being with her and respond well to her to her playful nature. Children regularly learn new words and have these words embedded with images to support their knowledge of the new word.

Kate successfully balances the activities which she leads and those which are led by children. For example, although Kate plans activities, she is flexible and follows children's lead if they prefer to participate in another activity. Children are confident to express what they would like to play with, and Kate engages in this while supporting their next stage of development. Kate skilfully questions children to identify their knowledge. For example, during a planned activity, she asks children to identify items from the story. This provides Kate the opportunity to close any learning gaps and develop existing knowledge to the next level. Kate knows the children in her care, she uses her knowledge of them to plan opportunities which she knows they will enjoy. Kate uses these opportunities to support children's next stage of learning, which is fun, engaging, and interactive.

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

Kate is a strong key person, who is a good role model for children. She has established strong relationships with children which allows children to quickly settle and enjoy being in her care. Children regularly explore activities which support their knowledge of equality and diversity. For example, children have recently participated in activities relating to Africa. Children made some traditional African jewellery and ate some traditional African food. Kate supports children to develop their independence skills. For example, she has good techniques which support children to attempt to put on their own trousers after nappy changing time. Children learn about keeping themselves safe in Kate's care. Children are supported to understand the possible consequences of their actions and how to keep themselves safe. Children learn about being healthy by having regular access to healthy eating and oral hygiene activities. These activities are readily available for children to explore independently or as part of a group.

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	CM000021
Inspection visit date	6 th July 2022
Previous inspection date	3 rd February 2020
Local Authority	Nottinghamshire
Age range of children	0 – 17

The educator was registered in 2017 and lives in Huthwaite, Nottinghamshire. She has an appropriate qualification at level 3. The educator is open from 7.30am to 5pm, 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⁾.