

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection visit date
Previous inspection date

Arline Mali
 30th March 2022
 7th June 2019

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

- Children have access to a wide range of resources. All resources are accessible to children which allows them to independently select them and use them to extend their play.
- Interactions with children are secure. All interactions support children's language skills and expands their knowledge. Interactions are a two-way flow of conversation which means children learn new vocabulary and conversational skills.
- Children are aware of the routine in the setting. Children follow the routines appropriately based on their stage of development and seek support if needed.
- Children are supported to develop their independence. This is supported and extended to ensure they are continually developing these skills.
- The learning environment has consistently developed to ensure it meets the needs of the children attending. This demonstrates the highly reflective practice of the setting.
- Children are happy in the setting. They are eager to arrive at the setting to explore the wonderful activities Arline has planned.
- Children are continually supported to develop their confidence and self-esteem. They are also regularly praised for their efforts and are valued for their contribution.
- Arline has secure knowledge and understanding of the welfare requirements and as a result, children are safe in her care.

To maintain outstanding practice the childminder educator should:

- Continue to develop opportunities within the community for children to explore other cultures, religions and family backgrounds

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

Inspection findings

Organisation, welfare and leadership is Outstanding

Arline has carefully considered the organisation of the setting to ensure it is engaging and sparks children's interest. An example of this is the jigsaws which have been secured to the wall to allow children access at height level. Activities are appropriately arranged to allow children choice to their play. Arline has established strong relationships with the families using her services. She is aware of the needs of the family and ensures she implements any needs alongside her routine. Furthermore, Arline works with parents to ensure they understand the learning needs of their children and that they are fully supported to engage children in learning opportunities at home. Arline is a highly reflective practitioner who is continually reflecting on her own practice. She uses these self-reflections to continually raise the standards of care for children. Arline has secure understanding of her roles and responsibilities to protect children from harm and has secure policies and procedures to implement this area of practice.

Teaching, learning and development is Outstanding.

Arline has an expert understanding of the learning needs of children. Play opportunities are flexible to allow both adult guided and child-initiated opportunities. This flexibility allows children to take the lead, while Arline supports to extend learning. For example, children choose to draw during an activity, and Arline uses this opportunity to extend their knowledge of body parts. Children were fully engaged in this activity, laughing and engaging Arline in the play while identifying their existing knowledge of body parts and learning new ones. Interactions with children are playful, yet educational. Arline is a natural co-explorer with children and can fully engage children in anything she does. Children enjoy involving Arline in their play by regularly asking her questions, offering her toys to play with and through their visual cues of admiration for Arline. Arline knows the children both developmentally and their personality. This allows her to plan opportunities to suit them and their needs which subsequently provides continuous learning opportunities. Children make outstanding progress in Arline's care. Learning gaps are quickly identified and supported to ensure these gaps are closed quickly.

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

Arline is an outstanding key person. She is responsive to the personal and developmental needs of children and uses this knowledge to ensure relationships are strong. Children are continually supported to understand the routine of the setting and are encouraged to help with this when appropriate. For example, after washing hands, children are encouraged to put their own paper towels into the bin. Healthy meals and snacks are provided for the children, helping them to understand about living healthy lifestyles. In addition, children are starting to learn about the care of other living things, for example the new pet snail in the setting. Children are learning about how to care for the snail, what it needs to eat and how they can help ensure its survival.

Children are supported to be kind and good members of the community. They are regularly taken on local outings to ensure they are active members of the community and during the inspection, actively welcomed the inspector by engaging them in their chosen activity. This demonstrates how children are being supported to grow into respectful citizens within their 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	CM000013
Inspection visit date	30 th March 2022
Previous inspection date	7 th June 2019
Local Authority	Derby City
Age range of children	0 – 17

The childminder was registered in 2016 and lives in Derby City. She has an appropriate qualification at level 3. The childminder is open from 7.30am to 6.30pm, 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 (April 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⁾.*