

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Michelle Smith
 11th July 2022
 NA

The quality and standards of the childminder's care and early education	This inspection	Requires Improvement
	Previous inspection	NA
Organisation, welfare and leadership		Requires Improvement
Teaching, learning and development		Requires Improvement
The promotion of children's well-being		Good
Early Years Foundation Stage requirements including safeguarding and child protection.		Not Met

Summary of key findings for parents:

This childminder early educator's strengths are:

- Relationships with children are strong. Children are happy to attend the setting and engage Michelle in their play.
- Working in partnership relationships with parents are good. Parents feel Michelle is flexible and meets their needs as a family.
- Michelle has a range of toys which children can use to extend their play ideas, for example, loose part toys.
- Michelle uses her knowledge of children's likes and dislikes to plan activities she knows they will enjoy.
- Michelle follows children's lead during activities. She allows children to steer learning in the direction they would like it to go.
- Michelle supports children's language development well. Interactions are positive and purposeful.
- Children have opportunities to engage in their local community by joining local groups.
- Children have regular access to outdoors. They visit local parks in the community and are learning to manage the large play equipment in playgrounds

To meet the requirements of the Early Years Foundation stage, the Childminder educator must:

- Secure knowledge of wider safeguarding concerns, including the signs and symptoms of this abuse.

To further improve the childminder early educator should:

- Develop knowledge of the stage of development children are at, and to use this to develop plans for further learning.

About the Quality Appraisal Inspection visit

The inspecting SAM: **Kay-Louise Ley and Jenni James**

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 Requires Improvement

Michelle has carefully planned her learning environment to provide good space for children to play. Children have enough space to play independently or as part of a group. Resources are displayed within children's reach, allowing children to independently select toys to explore. Space arrangements mean children can be seen at all times, ensuring they are supervised and therefore safe.

Michelle has established good relationships with parents. She takes the time to understand the needs of children and their families and uses this information to plan the routine of the setting. Michelle has developed her professional development by attending further training sessions. This will continue to support her to raise the standards of her care. Michelle is aware of the key signs and symptoms of abuse and understands the referral procedures in her local area. Wider safeguarding concern knowledge is not as strong and could result in safeguarding concerns being missed, therefore placing children at risk of abuse.

Teaching, learning and development is Requires Improvement

Michelle has established strong relationships with the children attending the setting. Children are confident and enjoy playing with Michelle. Interactions with children are positive and playful. Michelle engages well with children, following their lead and providing open questions to identify their knowledge. She uses this information to extend children's knowledge, however, this is not always targeted to the learning needs of children. For example, during planned activities, children are questioned to identify their knowledge of colours, when this is already a secure area of knowledge.

Michelle knows the children well on a personal level. She is aware of their likes and dislikes but does not closely monitor children to identify their current stage of development and to plan for future, targeted learning. She provides lots of praise and encouragement to children. They are continually praised for their efforts and are encouraged to 'have a go'. Michelle supports children's language development well. She speaks to children at their level, using appropriate quantities of spoken words and allows children time to think, before responding.

The promotion of children's well-being is Good

Michelle is a warm and welcoming key person. She is a good role model for children and children are clearly happy in her care. Children are developing their confidence and self-esteem with Michelle through her continuous praise, encouragement and support. Children are learning to be kind to others and to use their manners. Michelle plans activities to support children to understand about good oral health, with toys to further support this being readily available. Children are provided healthy meals and snacks and are encouraged to wash their hands at appropriate times. Children understand the routine of the setting and can follow this easily. Older children enjoy responsibility, for example, giving items to Michelle such as nappies at nappy changing times.

Children have regular access to the outdoors, including local parks and playgroups. This supports them to become active members of the community. Children are starting to learn about similarities and differences. They have access to resources such as books and role play resources to embed this knowledge. Michelle has created a scrapbook style photograph book, to share past experiences with children. This supports them to reflect on past experiences and to reflect on their recent learning.

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	CM000085
Inspection visit date	11/07/2022
Previous inspection date	NA
Local Authority	Nottinghamshire
Age range of children	0 – 17

The educator was registered in 2019 and lives in Nottinghamshire. She has an appropriate qualification at level 2. The educator is open from 8.30am to 5pm, 4 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⁾.