

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Natasha Barnes
 25th April 2022
 5th 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:

- Children have access to high quality resources to develop their learning and independent play both inside and outside.
- The learning environment promotes children's curiosity. Activities are displayed to spark children's interest and engagement.
- Children are supported and encouraged to take measured risks, which develops their confidence.
- Children are closely monitored to identify learning needs quickly and plans are rapidly implemented to support this area of learning.
- Partnerships with parents are strong. Parents are supported to manage children's behaviour at home and are further supported to develop learning within the home environment.
- Natasha has completed above and beyond the minimum expectation of professional development. She continually strives to raise the outcomes for children and values the input further training has for this.
- Children are exposed to a wide range of opportunities and experiences which helps make learning fun.
- Natasha pays rigorous attention to risk assessing both within and beyond the setting.
- Natasha has secure 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 embed sustained shared thinking

About the Quality Appraisal Inspection visit

The inspecting SAM: **Kay-Louise Ley and Jennifer 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 childcare 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

Natasha has organised her home setting to encourage children to access a wide range of activities, both inside and outside. Activities are displayed to allow children to independently select toys to use solely, or as part of a group. For example, in the garden is a small wooden house which contains loose parts children can use to create their own structures. The setting allows for indoor learning to be taken outdoors, for example there is an outdoor music wall, craft area and a reading corner. This allows children the independence to choose where they would like to play, therefore adapting the setting to meet the needs of children. Natasha has robust policies and procedures which she regularly reviews, ensuring any changes such as Covid restrictions are quickly reviewed. Natasha is highly reflective and is continually reviewing her practice to ensure it meets the needs of the children attending. She continually reviews and improves her practice which subsequently raises outcomes for children. Natasha has strong knowledge of safeguarding and is confident to identify her local policies and procedures to keep children safe. Children's safety is given the highest priority.

Teaching, learning and development is Outstanding.

Natasha has expert knowledge of the children attending the setting. Children are closely monitored to ensure their progress can be monitored and extended. Natasha is alert to the next steps for children, what she wants them to learn next and why this is important for them. Children's interests are identified and used to support learning further. For example, children have an interest in small creatures and Natasha used this to plan a mathematical activity, where children placed different numbers of pegs on the spiders to represent legs. This was a fun way to explore children's counting skills which was developed based on the individual child. Some children counted the legs, while others explored how many more legs were needed, therefore supporting children's early mathematical problem skills. Activities provided support children in more than just one area. The planned activity is an example of this as children had the opportunity to develop fine motor skills and to develop their understanding of the world of spiders and their webs. Children are supported to assess and manage their own risks, appropriately for their age. Children were encouraged to have a go at the climbing frame and are verbally supported to navigate their way back down.

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

Natasha has established strong links with parents. She continually provides ideas and support on several aspects including learning and behaviour. For example, she has supported parents to develop behaviour expectations through the introduction of home behaviour charts. Natasha has completed an extensive range of additional training to support the needs of children. She has recently attended a speech and language course to allow her to further support the children and their families. Children are confident to manage their feelings and behaviours and are beginning to understand the feelings of others. Natasha ensures children understand emotions and supports children to talk through any conflict which may arise. This means children are learning to self-regulate their feelings and behaviours. Natasha promotes healthy eating for example, there is an interactive display encouraging children to make positive food choices and to plan healthy meals. Children are learning to be active members of the community through regular outings. Outings include visits to a local residential home where children sing to the residents. British Values are embedded within the setting, the children are being taught how to be fair, and how to treat all people respectfully.

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	CM000098
Inspection visit date	25 th April 2022
Previous inspection date	5 th February 2020
Local Authority	Nottingham City
Age range of children	0 – 17

The childminder was registered in 2019 and lives in Basford. She has an appropriate qualification at level 3. The childminder is open from 7.30am to 6pm, 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) (Silva, 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⁾.