

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Paula Walker
 21st April 2022
 21st May 2019

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

- Paula has a well-developed knowledge of the children's interests, needs, learning and development. She understands individual children's development areas which she needs to stretch and challenge individual children in.
- The educator has a thorough understanding and knowledge of safeguarding, which helps her to protect the children in her care. Paula's knowledge of Prevent Duty and Female Genital Mutilation are strong.
- The setting reflects the diversity of the local community well which children and parents can clearly see through displays, celebrations and activities.
- Paula has put activities into place to encourage the children to develop their independent skills by allowing them the freedom to begin thinking about their own self-care.
- Interactions with parents are open and honest. The educator has developed her methods of exchanging information with parents to allow this interaction.
- Children move confidently around the setting; they show that they are happy and relaxed in their interactions with Paula and also with each other.
- Toys are in good condition and have been carefully thought about. There is enough for the children to stay motivated, and they are age/stage appropriate

The main areas of improvement are:

1. Children are not always stretched and challenged through the activities that they do.
2. Children are not consistently supported to use their own knowledge to express what they know.

To further improve the childminder educator should:

1. Consider how children can be stretched and challenged within activities to extend learning opportunities.
2. Promote and encourage the use of sustained shared thinking when working with a group of children, to help them make links to other activities and things that they do at home.

About the Quality Appraisal Inspection visit

The inspecting SAM: **Suzanne Nicols**

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 Good

The play space is well organised and secure; children have access to a courtyard play area, where they can explore. Children can self-select toys as they are within their reach, and they understand that they are able to play with items of their own choice. There is enough for the children to stay motivated, and they are age/stage appropriate. Displays are colourful, attractive and encourage children's curiosity and interest. Children's individual needs of children are met, as routines are established and implemented, not only with their individual needs in mind, but also in conjunction with parents.

Paula has a clear understanding of her roles and responsibilities in relation to keeping children safe. She has a good understanding of the signs and symptoms that may cause concern a child is being abused. Safeguarding and child protection policies and procedures are implemented effectively. Paula has worked to establish partnerships with parents and other professionals. They are positive and support children's continuity of care and learning, for example working with parents to support children with specific needs, to have a consistent approach.

Teaching, learning and development is Good.

Paula has a good understanding of the learning and development requirements. Planning is taking from observations and assessments and is individualised around specific children. She considers the current stage of development and interest of the child and identifies challenging next steps to help children make consistently good progress. For example during an outdoor activity planting bean seeds, Paula encourages the children to think about how the soil feels and what they may need to put on the soil to make the beans grow. She offers alternatives for the children not wanting to touch the soil by picking it up herself and letting them examine this. She then assists those who feel they cannot lift a small watering can, ensuring all children can take part in all aspects of the activity.

Paula is a good role model and interacts well with the children. She shows good teaching skills that supports children in their learning and development. Paula gives lots of praise and encouragement and uses language that children can understand. Children show good communication skills and share their ideas freely. They are clearly comfortable with Paula and her interactions with them are fun and playful. There is a good balance between adult-led and child-led play, both are planned for, and Paula allows children to take activities in directions of their choice, whilst being mindful of completing tasks such as finishing planting the beans and then watering them.

The promotion of children's well-being is Good

Paula has a good understanding of how to support children's understanding of similarities and differences in a positive way. This is reflected in the displays around the setting and further supported by the activities and experiences which are planned carefully. These are age appropriate to help children learn about people and communities that are different to their own.

She supports children to understand how to stay safe and how to manage risks within the environment. Values, such as respect, sharing, taking turns and valuing others' opinions are consistently demonstrated by the children. They are relaxed as they play together and are fully supported by Paula during these sessions. Children show they are happy and settled in her care, demonstrating that they understand the boundaries for the majority of the time. Children show enjoyment being outside in the courtyard area, to which they have daily access and the ability to move freely and enjoy fresh air.

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	HCEY0009
Inspection visit date	21/04/2022
Previous inspection date	21/05/2019
Local Authority	Nottingham City
Age range of children	0 – 17

The educator was registered in 2016. The setting is in Hyson Green, Nottingham. She has an appropriate qualification at level 3. She currently provides funded places for 2, 3 and 4-year-old children. The educator currently co-minds with other educators; she also works with assistants. They work different shifts to ensure there is only ever 3 educators providing care and early education from 7am – 7pm Monday to Friday.

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⁾.