

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Hannah Miranda
10th October 2022
N/A

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	NA
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.		Effective

What is it like to attend Hannah's early years setting?

This childminder early educator is Good.

The children are happy and secure in the setting. They enjoyed looking at their own experiences of 'Goose Fair' through photographs. A child said, "Look that's me on the ride." It was pleasing to see the children sharing their own experiences of the fun fair with their friends. The children were excited to play outside to have a go at the fair related activities; hook a duck, carousel, skittles. The children enjoyed using nets and rods to hook a duck, with a little help they could recognise the numbers underneath. A child said, "that's the number 7, I need a prize."

Outside play is a strength within the setting; the children have the opportunity to explore and play with a range of toys and equipment including: swings, slides, see-saw, bikes, balls, chalks and an easel. The outside space is inviting and sparks the children's interest and imagination. The children flourished when they were learning outside.

Children in the setting are exposed to a variety of activities both in the setting and wider community. They go for walks in the woods, visit playgroups and forest schools. There are some lovely photographs of the children climbing in the woods!

The educator promotes good behaviour: she teaches the children how to share toys and when any opportunities arise, she models how to share and shows the children how to make good choices. The children enjoy the praise and positivity the childminder gives them.

What does the early years setting do well?

- The educator knows the children well, she can talk about their starting points and the progress they have made in the setting. She can talk about the next development milestones steps too.
- The inside setting has lots of toys and equipment to develop the children's engagement and learning further. There is a role play kitchen and shop, free choice boxes, Lego, books, Playmobil which are all accessible for the children.
- The educator plans her activities around a theme. During the inspection, her theme was Goose Fair. There were lots of activities both inside and outside linking to the fair. There was Playmobil and Lego fair toys as well as photographs of the children at the fair. The combined effect was Hannah is bringing the children's learning to life!
- Books of interest are accessible for the children to develop a love for reading both fiction and non-fiction.

- The educator uses the EYlog learning journal app to share assessment details with parents. She shares the next steps for the children on the parents' notice board. The educator has assessments week in which she focuses on the children's next steps.
- Parents can give feedback through '2 stars and a wish' system. The educator values and acts upon the feedback from parents.
- The educator has developed a mindfulness area. A place the children can go if they need quiet time or need to reflect. There are a variety of activities the children can do in the area as a way of developing their emotional intelligence
- There is a feelings display in the kitchen area. Giving the children chance to think about how they are feeling and why. A great topic of conversation when the children are sat together for snack and lunch time.
- The children are in a good hygiene routine. They all wash their hands before they have snack and dinner time. A good way to promote self-care skills. The educator talks to the children about why it is important to wash their hands so children understand why it is important, especially with so many viruses and infections around.
- All policies and procedures are in place and regularly updated.
- Detailed risk assessments are in place to keep the children safe and minimise risk.
- The educator is self-reflective; she is always thinking of ways to improve her setting.

What does the setting need to do to improve?

- To use sustained shared thinking in daily interactions and focused led learning.
- To further develop children to become independent learners.

Safeguarding

The arrangements for safeguarding are effective.

The educator has a good understanding of the possible signs and symptoms a child may be at risk of harm. She recognises different types of abuse children may be at risk from, including radicalisation and extremism. The educator knows those to whom she must report concerns. The educator's home where the children play is safe and secure. She carries out risk assessments of the environments to ensure the children are safe. Additionally, she also risk assesses new places they visit in the local community to ensure risks are minimised as much as possible.

This assures the safety and welfare of the children

More information about this childminder early educator

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	CM000189
Local Authority	Nottingham City
Age range of children	0 – 17

The childminder was registered in 2016. She has an appropriate qualification at level 2. The childminder is open from 7.15 to 5.15 except Friday which is 4pm, 5 days a week all year round except 2 weeks at Christmas. She provides funded early education for 2, 3 and 4-year-old children.

Information about this Quality Appraisal Inspection

The inspector is 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

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage. If you are not happy with the inspection or the report, you can complain to Ofsted.

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 (October 2021) 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 (May 2019) Ofsted* ⁽⁴⁾.