

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Kerry Bingley
5th October 2022
12th February 2020

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	Good
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 Kerry's early years setting?

This childminder early educator is Good.

Kerry has established strong relationships with the children attending the setting. Children are happy, confident, and comfortable in her care. One of the reasons why Kerry is such an effective communicator with children is because it is clear she genuinely enjoys joining in with their play as a supportive co-explorer. During an activity about painting and handprints, Kerry encouraged the children to talk about the effects of making handprints with paint. Children were eager to share their ideas and thoughts with Kerry. These positive interactions result in new learning opportunities. Children talk about the different ways of using a paintbrush. Kerry uses the children's eagerness to introduce new items to paint with, and children learn you can paint with a fork.

Children are consistently supported to learn simple mathematical concepts, by being regularly introduced to numbers and different sizes. Children are developing confidence to talk about big and little and are beginning to demonstrate their knowledge of this by pointing out different sized objects.

Overall, children are eager to learn in Kerry's setting. They enjoy participating in activities Kerry provides and are not afraid to change the activity to follow their own interests. Kerry supports children's involvement by supporting their desire to add new toys/items into activities.

What does the early years setting do well?

- Kerry has good knowledge and understanding of the learning and development requirements. She is alert to the individual way's children learn and uses this knowledge to plan appropriate learning opportunities.
- Kerry plans activities and opportunities based on the learning needs of children and their interests. She understands the importance of using children's interests when planning activities.
- Kerry follows children's lead during activities. She is alert to children becoming disengaged and adds additional items to re-engage children.
- Children have appropriate opportunities to lead their own play. Kerry skilfully engages in children's play to extend the learning opportunity.
- Children's progress is monitored through the early years learning journal, EYLog. Parents have access to this and can view all observations and assessments created. The system allows Kerry the ability to ensure any learning needs are quickly identified and supported.
- Children are regularly supported to be independent. They are regularly supported to develop simple self-help skills such as putting on and taking off their own shoes. Kerry encourages children to try, but she is always close by for support if needed.
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- Children have open access to indoor and outdoor learning. Children can choose where they would like to play, having the ability to take indoor learning outside. Children have access to a doctor's surgery, sand, building blocks, books and soft furniture in the outdoor space. Additionally, there are also bikes, trikes and balls.
- Kerry has a good induction procedure. She ensures she gathers all relevant information when parents sign-up to her service, ensuring important information around allergies is gathered.
- Children understand the routine of the setting and follows this well. This helps children to settle quickly.
- Children regularly learn to live healthy lifestyles. They have good outdoor learning opportunities, learn about good hygiene practices, and eat healthy food.
- Children have access to a range of toys, displays and activities which support them to understand what makes us different.
- Kerry has established good relationships with other professionals. She understands the importance of partnership working, including the benefits this brings to children and their families.

What does the setting need to do to improve?

- Extend self-reflection opportunities to continually raise the standards of care and education
- Provide children with open-ended resources to spark curiosity and interest

Safeguarding

The arrangements for safeguarding are effective.

Kerry understands her roles and responsibilities to protect children and keep them safe from abuse. She is alert to signs of abuse, including wider safeguarding issues which children may be exposed to. Kerry understands the referral procedures for her area. She regularly reviews the local safeguarding procedures to ensure she is up to date with her knowledge.

The learning environment is regularly reviewed to ensure any risks are quickly identified and minimised. Kerry ensures all children understand the procedures to take, in the event of an emergency, through regularly practicing this procedure.

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	CM000099
Local Authority	Derbyshire
Age range of children	0 – 17

The childminder educator was registered in 2019 and lives in Derbyshire. She works with a co-early educator. The childminder educator is open all year round from 7.30am to 6pm, 5 days per week. She provides funded early education for 2, 3 and 4-year-old children.

Information about this Quality Appraisal Inspection

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 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⁾.