

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Deborah (Debbi) Bertram
7th December 2022
NA

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

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

This childminder early educator is Outstanding.

Debbi has extensive knowledge of the learning and development requirements. She fully understands the ages and stages of children's development and understands this is unique to each child. Debbi takes the time to get to know the children attending the setting and quickly creates clear plans for future learning. Learning plans are shared with parents, along with ideas for learning at home. Parents acknowledge and praise Debbi for her high level of communication and for the information she provides. Parents understand their children's learning needs and appreciate the support Debbi provides in this area.

Children are happy, comfortable, and confident to attend Debbie's setting; they clearly feel safe and secure with Debbie. During conversations of feelings and emotions, children told Debbi they feel safe and loved because they are with her. Children are inquisitive to learn new things and to use technology, with Debbi's supervision, to find the answer. During free play, children engage in a winter-themed activity and confidently add new resources. A goat is added to the water, which sparks children's interest in 'can goats swim?'. Debbi asks the children how they can find out the answer to this question and children identify *Alexa* as a good place to find out. Debbi supports the children to ask *Alexa* for the answer. This subsequently supports children to learn new things and use technology as a tool to identify information.

Children are active members of the community. They regularly visit local parts of the community to extend their knowledge. Children learn about other cultures and religions and use local shops to obtain cultural food to further extend their knowledge. Children have ample opportunities to visit local parks, museums and play centres, which enhances their ability to enjoy and appreciate their local community.

What does the early years setting do well?

- Children freely explore the setting and are eager to involve Debbi in their play. Debbi is a natural co-explorer with children. She allows children to take the lead in play and uses these opportunities to enhance learning.
- Interactions with children are strong. Children eagerly engage with Debbie. Children eagerly tell Debbi what they know and are not afraid to tell her what they do not know. This allows Debbi to provide learning opportunities to close the gaps.
- Children learn about being healthy. Children can identify what is healthy and what is not healthy. Children are starting to understand the impact eating unhealthy foods has on their teeth.
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- Debbi uses children's interest to extend knowledge. Some children have an interest in fruits and vegetables, including what the difference is between the two things. Debbi uses this as a learning opportunity which children are beginning to understand.
- Children learn about feelings and emotions. They are beginning to express these feelings and emotions, explaining why and when they feel these emotions.
- Children are confident to share and take turns. Debbi engages with children to ensure they have opportunities to practice these skills.
- Children have access to a range of local outings. Children explore local supermarkets, play areas, parks and museums.
- The setting highly supports equality and diversity. Children celebrate special cultural events and learn about other countries, cultures and religions. They have access to a wide range of resources to embed this.
- Children make outstanding progress in Debbie's care. She is alert to the needs children have and confidently supports them in their learning to develop onto the next stage.
- Interactions with parents are strong. Parents are provided with regular updates on children's learning, information about the setting and have several opportunities to share information from home.
- Children's learning is supported at home. Learning packs are shared to ensure parents have the resources they need to support learning.
- Interactions and engagement with parents are recorded to show Debbie's outstanding practice and the support provided.
- Toys are easily accessible to children, which allows them the ability to independently select their own toys to use to extend their play ideas.
- Children learn about being healthy. They understand about good oral hygiene and good personal care.

To maintain outstanding practice the childminder educator should:

- Continue to self-evaluate own practice to continually raise the standards of care.

Safeguarding

The arrangements for safeguarding are effective.

Debbi understands her roles and responsibilities to keep children safe both inside and outside of her setting. She is alert to the signs and symptoms of child abuse and is confident to explain the procedures she would follow in this situation. Debbi also understands what constitutes an allegation and is confident to explain the procedures. Debbi understands the referral procedures for her local area and, as a result, children are safe and secure in her care.

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	CM00111
Inspection visit date	07/12/2022
Previous inspection date	NA
Local Authority	Bristol City
Age range of children	0 – 17

The educator was registered in 2019 and lives in Bristol. She has an appropriate qualification at level 3. The educator is open from 8am to 5.30pm, 4 days a week all year round. 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⁾.