

Quality Appraisal Inspection Report

Childminder Early Educator
 Inspection report date
 Previous inspection date

Jane Teasdale
 21st April 2023
 19th June 2019

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 for children in Jane's early years setting?

This childminder early educator is Good.

Children are happy and confident to attend Jane's setting. They understand the routine by showing they know this, by independently putting away their own shoes and coats on arrival. Children ask, 'What shall we do Jane', which shows their desire to involve Jane in their play. They obviously enjoy interacting with Jane. Their chatty interactions with her a series of positive back-and-forth discussions-.

Jane takes the time to get to know the children attending the setting. She is particularly alert to things that interest them and involves these interests in learning opportunities. Children are actively engaged in counting activities when it involves their current interest in dinosaurs. Jane is skilful in using this interest as a starting point to build on, continually allowing children to be active members of their learning by asking 'what else would you like to count?' Jane follows children's lead by supporting their decision to count the building blocks. She provides approval and reassurance for children to independently pull the building blocks out, marvelling with children the when the blocks fall onto the floor, taking this as another learning opportunity.

Children's progress is closely monitored in the form of parents' reports. These reports identify progress made and further areas for development for each individual child. These reports are shared with parents to ensure they understand their child's next stage of development. As a result of Jane's close monitoring, children make good progress in her care. Jane obtains parental feedback of her setting. Parents are happy with the quality of care; they say she provides a 5-star service.

What does the early years setting do well?

- Jane has developed a good routine within the setting. She has taken time to ensure children understand the routine and because of this, children follow this independently. This is another opportunity children have to develop independence.
- Children are constantly being asked 'shall we...' this helps children to make decisions about what they do, therefore encouraging them to be active members of the setting.
- Children are closely monitored to identify next steps for learning. This is used as a basis for future learning opportunities. Parents are informed of their children's next steps and are supported to develop these at home.
- Jane has worked hard to develop and expand children's opportunities to learn about equality and diversity. Children are learning about different family dynamics and what makes them the same/different to others

- Children are supported to use their manners, something Jane values and supports in her daily practice by reminding children to use words such as 'pardon' rather than 'what' when they do not hear something she has said.
- Jane skilfully questions children to gather their views and ideas. This helps her to plan activities for their learning and development next steps.
- Children are supported to develop their independence in the wider sense. They are being supported to change clothes in preparation for starting school and are encouraged to put their own shoes away on arriving at the setting.
- Children are supported to make active decisions in the setting. Both in terms of what they play with and whether they would like their fruit cut or not.
- Jane makes good use of the local community, by visiting local parks and woodland areas. This enables children to get regular fresh air and physical exercise.
- Children are provided with healthy meals and snacks. They are supported to be independent with this, helping to clear up after they have eaten.
- Jane actively develops her own knowledge by attending regular training. She has a good range of additional training which extends her own knowledge to use in the setting.
- Jane is actively raising the standards of her setting, by completing self-evaluations and reflecting on developments she can make.

What does the setting need to do to improve?

1. To continue to support and embed children's understanding of feelings and emotions.
2. To develop opportunities for children to use their imagination and share their thought/ideas

Safeguarding

The arrangements for safeguarding are effective.

Jane has secure knowledge of her roles and responsibilities to safeguard children. She is alert to her local safeguarding procedures and regularly reviews her local procedures to ensure her knowledge is relevant and current. She understands the key signs/symptoms of abuse and has appropriate tools in place to ensure she can monitor any concerns which may arise. She continually risk assesses her environment to quickly identify anything which may cause a risk to children and as a result, children are safe 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	CM000052
Inspection visit date	21/4/2023
Previous inspection date	19/6/2019
Local Authority	Nottinghamshire
Age range of children	0 – 17

The educator was registered in 2017 and lives in Retford. The educator is open from 8am to 6pm, 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⁾.