



Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Hannah Miranda
25th September 2023
10th October 2022

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 Hannah's early years setting?

This childminder early educator is Good.

Children settle well and are secure and confident in Hannah's setting. The children have flourished and have formed strong attachments with the educator, they are confident to explore the environment and activities she provides. Children enjoy exploring new resources, such as a magnetic fishing game. They were very determined to attach the fish to the magnetic rod and enjoyed counting how many fish they caught. Children are confident to make their own decisions about which toys they want to play with. Hannah develops their learning through appropriate questioning to identify their knowledge and any gaps which children may have. Children have a positive attitude about their own learning. Whilst completing a map of the world jigsaw, they were very determined to complete the jigsaw. They understood the importance of looking for jigsaw edges and pieces with straight sides. Children's knowledge is further developed by the conversations they have about the sea being blue and the land being green.

Children are encouraged to be independent in the setting. At mealtimes the children eat together at the table and use their knife and fork. When they have finished their meal, they wash their plates. At snack time, children are supported to use knives to cut their own fruit for snack. Hannah supervises children and gives clear instructions on how to use the utensils safely. Hannah is also developing a recycling station for the children to use. This is a great way to raise awareness of the importance of recycling.

What does the early years setting do well?

- Hannah knows the children well; her initial starting points assessments, 2-year checks and summative reports are in place to track and monitor progress. Hannah identifies gaps in the children's learning and provides them with activities and experiences to build on what they know and can already do.
- The children are exposed to a wide range of activities in the local area for example, forest school, parks, woodland walks, playgroups, music groups and visits to the orchard. These activities develop the children's personal social and emotional development and widens their engagement with the wider community.
- Children develop their language and communications skills through quality interactions with Hannah. For example, when a child finds a tomato growing in the outside area, Hannah seizes the opportunity to talk about how it has grown. The children talk about the colour shape and how it might taste.
- Children behave well and learn how to deal with conflict. Hannah works closely with them to help them understand how to overcome these. For example, when

children are playing with the animals and they want the same animal, Hannah sits with the children and works with them to help them identify how to solve the problem. She talks very calmly and simply to the children showing them they are capable to solve the problem.

- Children follow good handwashing routines before mealtimes. They confidently go to the handwashing station before they eat. This helps the children to understand the importance of good hygiene around food.
- Hannah communicates the progress and development of children with parents using the learning journal software (EYLog), WhatsApp photographs, messages, and verbal daily feedback.
- All policies and procedures are reviewed and updated.
- Hannah is self-reflective; she is always thinking of ways to improve her setting.
- Books of interest are accessible for the children to develop a love for reading including both fiction and non-fiction.

What does the setting need to do to improve?

- Meet the individual needs of all children during the focus activity
- Organise the outdoor learning environment to make this more accessible for children.

Safeguarding

The arrangements for safeguarding are effective.

Hannah has a good understanding of the 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. Hannah knows who she must report a concern to. She has attended additional safeguarding training including prevent duty and safeguarding refresher training. Hannah's home and garden where the children play is safe and secure. She carries out risk assessments of the environments to ensure they remain safe. She uses checks when they leave the home to minimise risks when they visit places in the community. 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	CM00189
Inspection visit date	25/09/2023
Previous inspection date	10/10/2022
Local Authority	Nottingham City
Age range of children	0 – 17

The educator was registered in 2019 and lives in Nottingham City. The educator is open from 7.00am to 6.30pm 5 days a week. She provides funded early education for 2, 3 and 4-year-old children.

Information about this Quality Appraisal Inspection

The visiting inspector: **Jennifer 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 2023) 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⁾.