

## Quality Appraisal Inspection Report

Childminder Early Educator  
Inspection report date  
Previous inspection date

Jason Lench  
09<sup>th</sup> October 2023  
05<sup>th</sup> 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 Jason's early years setting?

**This childminder early educator is Good.**

Jason has created a warm and inviting play-space for children which consists of independent free-flow between indoor and outdoor play. Children make the decision where they would like to play. They take control of their own play ideas and decisions, and as a result, they are making good progress in Jason's care. Children's progress is closely monitored, identifying progress children have made, and supporting them with future learning opportunities. Jason has created strong relationships with children attending the setting. He understands the importance of his relationships with children and their relationships with others. Children are supported to engage in play with other children, strengthening their bonds and co-exploration of the setting and toys available. Children enjoy playing with the toys that are available. They happily play with the toy pigs, telling Jason it is a pig and making pig noises. Jason extends this by supporting younger children to learn the sounds pigs make and by questioning older children on their knowledge of where pigs live.

Jason provides parents with information about the activities taking place in the setting and invites parents to get involved. Children have recently completed activities using natural resources from the environment. Parents were asked to collect twigs, sticks, pinecones, and anything else they could find while out on walks with their children. This encouraged parents to be involved in their children's learning, while also supporting their children to understand where these natural resources had come from.

During planned activities, children are encouraged to share their ideas. Jason follows these ideas by encouraging children to paint with toothbrushes, helping them to understand you can paint with other utensils, not just paintbrushes. Jason continually observes how children explore the equipment available and uses this to extend language development. As children use the twigs to paint with, Jason introduces simple words for them to copy, supporting children to understand the actions they are doing alongside the spoken word for this action. Jason is a good role model who ensures children are continually supported and encouraged to have a go and try new things. They are visibly happy in his setting.

## What does the early years setting do well?

- Interactions with children are positive. Jason constantly provides children reassurance to try new things, which keeps children engaged in their play.
- Language is tailored to the individual needs of the children. Jason uses simple language with young children to support their language development, while extending this to ask simple questions for more capable children. He supports children to develop their singular words by using familiar phrases such as 'all gone'.

- Jason skilfully questions children to identify their existing knowledge. If children can identify a correct number, Jason extends this by asking if they can show him this number on their fingers. This helps him understand how knowledgeable children are in terms of mathematical development, therefore allowing him to extend this knowledge.
- Jason takes the time to get to know the children and their families. This helps him to offer tailored support for individual children and their families.
- Jason gets to know the children's personal preferences, including their likes and dislikes. This enables him to plan appropriate activities to follow children's preferences.
- Jason consistently supports children to develop their mathematical skills. He counts simply with children who are developmentally at this stage and test more capable children to identify their ability to count further.
- Children are supported to identify simple colours. Jason does this by naming the colours as he is using them, encouraging children to learn key colour names.
- Children are supported to understand the importance of oral hygiene. They are learning what a toothbrush is and how it is used to keep teeth clean.

## What does the setting need to do to improve?

- Consider how activities are planned to ensure children understand the intended outcome.
- Continue to review self-evaluation documents to identify future areas for development.

## Safeguarding

### **The arrangements for safeguarding are effective.**

Jason is aware of the key signs a child may be being abused. He understands the referral procedures for his area, including where to report safeguarding concerns and disclosures at his local council. He has worked hard to develop and extend his knowledge, ensuring he is more alert to wider safeguarding issues and the different referral procedures and, because of this, children are safe in his care. Jason has completed an extensive range of risk assessments for the setting, and these are reviewed regularly to monitor any changes over time. Risk assessments being reviewed helps to ensure children are continually safe in the setting and on outings.

## More information about this childminder early educator

|                                                  |                                                                                         |
|--------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Regulatory body</b>                           | @Home Childcare Childminder Agency<br>CA000017                                          |
| <b>Registers</b>                                 | Early Years Register, Compulsory<br>Childcare Register, Voluntary Childcare<br>Register |
| <b>Childminder's unique reference<br/>number</b> | CM00100                                                                                 |
| <b>Inspection visit date</b>                     | 09/10/2023                                                                              |
| <b>Previous inspection date</b>                  | 05/10/2022                                                                              |
| <b>Local Authority</b>                           | Derbyshire                                                                              |
| <b>Age range of children</b>                     | 0 – 17                                                                                  |

The educator was registered in 2020 and lives in Derbyshire. He works alongside a co-educator. The educator is open from 7.30am to 5.30pm, 4 days a week all year round. He provides funded early education for 2, 3 and 4-year-old children.

## Information about this Quality Appraisal Inspection

The visiting inspectors **Kay-Louise Ley & 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 childminder'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<sup>(1)</sup>. 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<sup>(2)</sup>. 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 <sup>(3)</sup> and Ofsted's Inspection Evaluation Schedule. <sup>(4)</sup>.

(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* <sup>(4)</sup>.