

Quality Appraisal Inspection Report

Childminder Early Educator: Jenny Pollard

Inspection report date: 11th September 2023

Previous inspection date: 18th May 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's early years setting?

This childminder early educator is Good.

Children are happy and secure in Jenny's home setting. Children enjoy exploring music and dance and sharing their favourite song with the staff. During familiar songs, children started to join in, singing the words and making the actions to the songs. The regular singing session is an opportunity for children to develop their language skills and confidence by joining in.

Children are eager to join in planned activities. They have opportunities to practice their fine motor skills whilst manipulating playdough with rolling pins and shape cutters. Children are continually supported to share toys and resources with their peers. Staff are good role models, providing children with appropriate techniques to ask for tools and to avoid conflict. Staff ask the children questions while they are playing to encourage them to describe the feel of the playdough such as 'squishy and squashy'.

The setting is inviting and is set up for the children to learn through focussed time and independent play. Children are excited to play with the farm animals, as well as different vehicles and books. Children's knowledge about farm animals is reinforced when they notice a picture of the farm animal in a non-fiction book.

All the staff in the setting work closely with the children to build their confidence and social skills. At snack time, all the children sit and eat together. Children are encouraged to develop their independence skills by using a plastic knife safely, to cut bananas. The children were also encouraged to use a cup rather than a beaker. This is an effective way to build the children's independence skills and practices for healthy eating.

What does the early years setting do well?

- Jenny and her assistants know the children well; they can talk about the children's starting points and their likes and dislikes.
- Jenny and her assistants can talk about their key children and their next steps.
- Regular feedback is provided to parents through baseline assessments, ongoing assessments, daily diaries and summative progress reports.
- Parents are sent regular updates through text messages and photographs.
- The children enjoy trips to the local parks and soft play areas.
- The children enjoy being physically active. They use ride-on toys and prams in the outside space. There are photographs of the children enjoying water play in the outside area available for parents to view.
- The learning environment is stimulating and inviting. The children have their artwork on display. The children are very proud of their work and they are encouraged to talk about it.

- Children participate in a wide range of activities such as baking, art and crafts, painting, messy play and mark making.
- Children are encouraged to talk about their feeling and emotions. There are displays in the environment to support the children to talk about how they are feeling and why.
- Jenny ensures all her staff are up to date with training. All the staff in the setting work incredibly hard. Jenny is proud of her assistants and feel they go above and beyond their role. All the assistants attend training and team meetings.
- Jenny and her assistants are self-reflective; they are always thinking of ways to improve the setting. An example of this is when the routine of the setting was reviewed to provide more structured learning time.
- All policies and procedures are in place, reviewed and updated.

What does the setting need to do to improve?

- To continue to question children's thinking during daily interactions and focused-led learning.
- To consider how next steps can be developed to widen learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Jenny and her assistants have a good understanding of the possible signs and symptoms a child may be at risk of harm including recognising the different types of abuse children may be at risk from. Jenny and her staff know who they must report concerns to. They have all attended additional safeguarding training to develop their knowledge further. Jenny's home setting is safe and secure. Risk assessments are carried out in the home setting and in community places they visit regularly. 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	CM00046
Local Authority	Nottinghamshire
Age range of children	0 – 17

The educator was registered in 2017 and lives in Mansfield. The educator works with assistants. She is open from 7.10am 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 inspecting SAM: **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 educators and any assistant'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 staff 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⁾.