

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Kerry Bingley
 9th October 2023
 5th 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 Kerry's early years setting?

This childminder early educator is Good.

Kerry has created a child-centred setting, which focuses on the individual needs of children and their families. Kerry takes the time to get to know the children and their families, meaning she is able to focus her care on the individual needs of children. Children are closely monitored to ensure their learning is supported and extended; this encourages children to reach their highest potential. Kerry works closely with other professionals to provide children with specialist support, if relevant.

Kerry has supported children to develop their language skills through the introduction of Makaton sign language. This allows all children the opportunity to engage with others, including Kerry. Children are confident to express how they are feeling, alerting Kerry that they require further support. Children are learning to share with others, including taking turns when they want the same toy as their friend. Kerry encourages children to resolve conflicts themselves with her support.

Children are confident to explore the planned activities Kerry provides. They are confident to share their ideas, assertively informing Kerry they want to paint their hands. Kerry encourages children to do this and uses this as a learning opportunity to discuss how the paint feels on their hands. Children are consistently supported to develop their mathematical skills. Kerry tests children's knowledge of number names and questions children to find out if they know the next number in the sequence. Children are confident in the setting; they eagerly explore and chose their own way to do things. With Kerry's support to extend these ideas, children make good progress in her care.

What does the early years setting do well?

- Children are happy to attend the setting. They are confident to explore freely and are confident to seek Kerry out for additional support if needed.
- Children are supported well with their emotional needs. Kerry comforts children when they show emotional distress and reassures them that it is ok to feel sad. This helps children to start to understand about their own feelings and the feelings of others.
- Kerry is aware of the learning needs children have both inside and outside of the setting. She understands how learning at home is important and is working in partnership with parents to support issues from home, in her setting.
- Kerry asks children appropriate questions to identify their knowledge and she uses this to provide further learning opportunities. For example, she asks children to identify the colour of play bricks and then uses this conversation to ask the children what they need to use next.
- Interactions with children are positive. Kerry takes the time to listen to children and to respond to them appropriately for their age. She praises children's attempts to communicate with her which supports and encourages further communication.

- Learning opportunities are tailored to ensure all children have equal access to activities appropriately to their level of development.
- Kerry has organised her paperwork well. This means that documents can quickly be located. All paperwork is completed by parents, and Kerry ensures parents have copies of important documents and policies.

What does the setting need to do to improve?

- Introduce planned activities to ensure children understand the intended outcome/purpose of the activity;
- Stretch and challenge children's abilities through activities, to continually widen their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

Kerry has secure knowledge of safeguarding. She continuously keeps herself up to date with local and national changes, ensuring her knowledge is accurate and current. She understands the key signs of abuse, including wider safeguarding concerns such as radicalisation. Kerry understands her roles and responsibilities to keep children safe from harm and abuse and understands the referral procedure for her local area. Kerry has completed extensive risk assessments, including assessing the additional risks of a child attending her setting with a broken arm. She is mindful to allow children to take safe risks to further support their development.

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	CM00099
Inspection visit date	09/10/2023
Previous inspection date	05/10/2022
Local Authority	Derbyshire
Age range of children	0 – 17

The educator was registered in 2019 and lives in Derbyshire. She works alongside her co-educator. The educator is open from 7.30am 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 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 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⁾.