

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Caroline Westray
 2nd October 2023
 16th 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 Caroline's early years setting?

This childminder early educator is Good.

Children are happy and confident to play and explore in Caroline's setting. They have formed strong attachments with the educator; they are able to communicate their needs and wants as well as talk about their feelings. The children show excitement to get started with a fun activity. They are so enthusiastic that they eagerly ask Caroline "when can we start?" The focus learning task involved natural materials such as conkers and empty containers with scoops and tweezers. The children were able to develop their fine motor and counting skills. One child said, "There are 5 conkers in the jar; it is full." Caroline promotes resilience and perseverance. When a child was struggling to use the tweezers, Caroline supported the child by modelling and explaining how to use them. The child was delighted when he could finally use them independently.

Children actively engage in activities in the garden. They develop early writing skills by using large chalks for mark-making. They enjoy getting messy in the mud kitchen. They add water to mud and mix it together to see what happens. One child said, "It's getting sticky."

Caroline encourages the children to make their own decisions and choices. For example, during snack time the children can choose their preferred fruit and they talk about why they like it. This helps to further support children's communication and language skills.

What does the early years setting do well?

- Caroline knows the children well. She can talk about the children's likes and dislikes. She uses assessments of the children to ensure they are making good progress. She provides learning activities and experiences to build on what they know and can do already.
- The children are exposed to a wide range of activities in the local area, such as trips to the woods, playgroups, and parks.
- Caroline plans outdoor learning in the wider community. For example, collecting and squashing berries which children use with sticks for mark-making.
- Caroline has developed the learning space with children specifically in mind. There are opportunities for the children to read in a comfortable, inviting area. There are free-choice boxes to ignite the children's curiosity. The educator has lots of natural wooden toys which have had a positive impact on the children's independent play.
- The outdoor environment has developed to encourage risk taking and independent play. The children were able to climb the steps to access the trampoline. Small world areas have been created to include minibeasts, soil and artificial grass.

- The educator communicates with parents through the use of her online learning journal EYLog, WhatsApp, messages and face-to-face feedback at pick-up and drop-off times.
- The children all sit together for mealtimes. Caroline encourages the children to sit in chairs and feed themselves independently.
- All policies and procedures are in place and reviewed regularly.
- Caroline attends training to develop her continuous professional development.

What does the setting need to do to improve?

- To complete termly update reports to show children's progress.
- To develop the next steps of the children to include all prime areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

Caroline 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. Caroline knows who she must report a safeguarding concern to. She has attended additional safeguarding training, including Prevent Duty, and has recently refreshed her safeguarding knowledge through extra training. Caroline's home and garden is a safe and secure space for children to play. She carries out risk assessments of the environments to ensure they remain safe. The educator 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	CM00176
Inspection visit date	02/10/2023
Previous inspection date	16/05/2022
Local Authority	Nottingham City
Age range of children	0 – 17

Caroline was registered in February 2021 and lives in Nottingham. Her setting, Early Learning Tree, is open from 8.00am to 5.30pm, 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 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 and procedures
- 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⁾.