

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection visit date
Previous inspection date

Charlotte Harrison
 11th April 2024
 NA

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	N/A
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.		Good

What is it like to attend Charlotte's early years setting?

This childminder early educator is Good.

Charlotte has created a warm and inviting play space for children, which is meticulously planned to consider the interests of children and their learning needs. Toys are in good condition and are easily accessible to children enabling them to select toys they wish to explore, whilst encouraging them to develop independence and decision-making skills. Charlotte ensures indoor activities are balanced with fun learning opportunities outdoors too! As children play in her garden, they enjoy exploring wildlife, planting bulbs and flowers. Children eagerly dig the soil to look at bugs and different aspects of nature. Children have the freedom to explore what the garden has to offer, making their own decisions about what they would like to do. Charlotte plans unique learning opportunities for children; she continually praises and encourages children to 'have a go' at trying out new activities.

Charlotte's interactions with children are excellent. She sits with children or kneels at their level when talking with them, demonstrating to children that they have her time and attention. Children enjoy interactions with Charlotte; they giggle as she reads a story about the colour monster and particularly enjoy her different voices as she enthusiastically reads. Children are engaged in the story, asking questions as the story is read. This allows Charlotte to support children's understanding of the story and provides opportunities to further expand children's knowledge. Stories are developed as children create their own pictures of the monsters in the story, experimenting with different colours and observing how colours change when mixed.

The children learn how to share in Charlotte's setting. They have developed positive relationships with Charlotte and understand the need to be tolerant of each other. They have a wide range of resources to choose from and play together confidently. The routine is organised so that children are able to take part in adult-led activities with Charlotte, as well as having opportunities to lead their own play. The routines within the setting are flexible and are changed to meet the needs and preferences of the children. Children know the routine of the setting and are able to follow this easily. Children obviously enjoy being with Charlotte; they flourish in her care.

What does Charlotte do well?

- Children make good progress in Charlotte's care. Progress is closely monitored to identify any gaps in knowledge, which Charlotte quickly supports.
- Partnerships with parents are secure. Parents consistently liaise with Charlotte, sharing important information regularly.
- Charlotte ensures parents are kept informed of their children's learning, through sharing regular reports.
- Children quickly settle into Charlotte's setting. Charlotte is warm and welcoming to both children and their parents.
- Charlotte is an excellent role model to the children; she interacts with them well and children clearly demonstrate that they understand boundaries most of the time.

- Children are developing strong connections with Charlotte and other children attending the setting. They learn to play with others cooperatively and to consider the feelings and views of others.
- Children are offered lots of praise and encouragement, which encourages them to try new things and helps with their self-esteem.
- Children are confident to explore Charlotte's home setting independently. They have the opportunity to add resources into their play and are confident to gather these without any support.
- The quality of teaching provided is skilful and is based on children's next steps. The children are enthusiastic and motivated to learn.

What can Charlotte do to improve?

1. Continue to develop self-evaluations to set clear targets for continually raising the outcomes for children.
2. Develop the organisation of your paperwork to ensure everything that is required, is in place.
3. Continue to attend training with the agency to expand knowledge around early years.

Safeguarding

The arrangements for safeguarding are effective.

The educator is meeting all welfare requirements. Safeguarding is effective, and Charlotte has a good understanding of the signs and symptoms that may cause concern a child is being abused. Safeguarding and child protection policies and procedures are implemented effectively. The educator shares all her knowledge, policies and procedures with parents/carers. Fire drills are carried out on a regular basis. Children take part in these and understand how to keep themselves safe. Charlotte's knowledge and practice of safeguarding assures the safety and welfare of 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	HCEY00223
Local Authority	Birmingham
Age range of children	0 – 17

The educator was registered in February 2023. She has an appropriate qualification at level 6. The educator is open from 7.30am to 5.30pm Monday to Friday, term time only. She provides funded early education for 2, 3 and 4-year-old children.

Information about this Quality Appraisal Inspection

The visiting inspector: **Suzanne Nicols**

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 visiting inspector 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 (January 2024) 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⁾.