

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Deborah (Debbi) Bertram
11th July 2024
7th December 2022

The quality and standards of the childminder's care and early education	This inspection	Outstanding
	Previous inspection	Outstanding
Organisation, welfare and leadership		Outstanding
Teaching, learning and development		Outstanding
The promotion of children's well-being		Outstanding
Early Years Foundation Stage requirements including safeguarding and child protection.		Effective

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

This childminder early educator is Outstanding.

Debbi is a warm and inviting educator who quickly establishes strong relationships with the children attending her setting. She ensures settling in sessions are tailored to meet the individual needs of children, and their families. This supports children to quickly settle and understand routines very well. Children know the routine of the setting. They know what they need to do when Debbi sings the tidy up song, and they enjoy singing the day of the week song. Children enjoy using group times as an opportunity to share with Debbi what they have been doing at home and the things they remember from past activities.

Children also enjoy learning to be independent with certain routines such as cutting up fruit and placing it on the snack table. Debbi had the ingenious idea to help children to learn how to put their shoes on the right feet using stickers of half butterflies inside their shoes. This aids children who, are learning their right foot from the left foot, to switch their shoes around to match the butterfly picture. Debbi is a natural co-explorer with children who learns alongside them to find out new knowledge. Children enjoy snack time as they try new fruits from around the world. Children are confident to try these new fruits, sharing their views on how these taste with Debbi. Children are learning that everyone is different, some children like the fruit while others don't.

Children are confident to explore the setting; they treat Debbi's as a home from home environment. Children's learning is closely monitored to quickly identify any learning needs. Learning is tailored to meet the individual needs of children and has a positive impact as children make outstanding progress. Debbi uses every opportunity as a learning opportunity, showing children how a new CD shines a rainbow and how this can be seen on the wall. This is then used to support children's understanding of animal names and noises. Children enjoy listening to the sounds animals make and matching them to pictures. Some sounds are difficult to identify but, with Debbi's simple questioning, children successfully identify them all. Children's knowledge is significantly developing, they are confident to share their knowledge on different bird names and the sounds they make. Children role play the actions a woodpecker showing their knowledge of how the bird hops, moving around the setting using their large motor skills while pretending to be a bird.

Children establish relationships with other children. They are learning the simple rules of playing alongside others, sharing and turn taking. Children learn the language they need to avoid conflict, allowing them to tell their friends what they like and what they don't like. Children understand their own feelings and the feelings of others. They demonstrate this as they apologise to their friends and hand back any taken toys. This allows children to work co-operatively, play and have fun.

What does the early years setting do well?

- Children in the setting are happy, confident and eager to learn. They are making outstanding progress with the support Debbi provides. They clearly enjoy the wonderful activities and opportunities provided.
- Debbi is a natural co-explorer with children. She asks simple questions to identify children's knowledge and any gaps. She shows a genuine interest in supporting children to find the answers out.
- Children use Debbi as a secure base for exploration. They enjoy involving her in their play and asking her questions. They are comfortable to share how they are feeling and are confident to explain why.
- Children are continually learning to become independent. Children are supported to try things for themselves. Debbi considers the needs of children and how she can support children to achieve independence.
- Children are learning about making healthy decisions. Children are asked what healthy option they would like to choose. This helps children to understand about healthy and unhealthy foods.
- Children are closely monitored to identify the progress they have made and their next steps. This information is shared with parents to ensure they understand their children's learning needs and how this can be supported at home.
- Debbi has worked hard with parents to understand how they prefer communication. Parents like her development files but also like photos regularly. She has considered this and made developments to suit everyone's needs.
- Children have access to a range of toys within the setting. Debbi regularly reviews the resources and develops these to meet the needs of children attending. All resources are accessible for children to independently select.
- Children have access to a mark making station, which allows children regular access to mark making equipment. This supports children's fine motor skills.
- Children are active members of the community. They participate in regular outings to places such as play groups and the local care home. Children have established some strong relationships in this care home and are eager to share, who is their best friend.
- Debbi continually works hard to establish positive relationships with other professionals such as the local nursery. This supports continuity of care.

To maintain outstanding practice Debbi should:

- Continue to develop the setting outdoor learning environment.

Safeguarding

The arrangements for safeguarding are effective.

Debbi has secure safeguarding knowledge. She is alert to the signs and symptoms a child may be at risk of abuse, including wider safeguarding concerns such as Prevent. Debbi understands her local safeguarding procedures, specifically where referrals should be made. Debbi is confident to observe and monitor children for any potential new signs of abuse and understands the importance of working in partnership with parents.

Debbi regularly reviews the risks both within her setting and on local outings. She understands the importance of continual risk assessment to observe for any recent changes in the environment. Debbi ensures any visitors sign into her setting and is extremely mindful of technologies within the setting. Any visitor is asked to leave their mobile devices in the entrance of the setting and any laptops with access to a camera are covered over. This continually ensures children are safe in her care.

More information about this childminder early educator

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Last quality assurance visit	Quality improvement visit on 16 th November 2023
Childminder's unique reference number	CM00111
Local Authority	Bristol City
Age range of children	0 – 17

The Educator was registered in 2019 and lives in Bristol City. She has an appropriate qualification at level 3. The Educator is open from 8am to 5pm, 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 inspector: **Kay-Louise Ley**

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⁾.