

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Fiona Price
 16th June 2024
 NA

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	NA
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 Fiona's early years setting?

This childminder early educator is Good.

Fiona is a warm and welcoming childminder, who has established secure relationships with the children and parents/carers using her services. Fiona gathers a range of information at enrolment, ensuring she has information needed to help settle children in her care. Settling in sessions are tailored to meet children's individual needs and as a result, children settle quickly in her care. Children are extremely happy and confident in Fiona's care. Fiona and her assistant, Richard, have positive relationships with children. Children use both Fiona and Richard as a secure base for their exploration, reaching out to them for support if needed. Children make good progress in Fiona's care; she carefully monitors their progress and plans appropriate activities to widen children's knowledge and experiences. Children regularly visit a local community allotment where they enjoy watching the seeds they have planted grow over time. Fiona ensures children have lots of opportunities to engage with other children at local music and movement groups.

Parents describe Fiona's setting as an active learning environment where learning is fun. This is a clear ethos of the setting. Fiona thinks outside of the box to support learning. An example of this is Fiona's ingenious planning is when she used Cheerios wheat cereal hoops to support children's fine motor skills. Children concentrate picking these up and trying to thread them onto a pipe cleaner. Fiona and Richard encouraged children to experiment with new ways to transfer Cheerios to a container such as using tweezers to pick them, pouring / scooping and using a spoon. Lots of praise is given to children throughout the activity.

Fiona takes the time to listen to the children, who are eager to share with her information about the school sports day. Children arrive with stickers and medals from the sports day. Children explain what the stickers and medals were for and what activities they participated in. Fiona is genuinely interested in what children have to say, asking appropriate questions to extend the conversation. This makes children feel valued, respected, and listened to. Opportunities like this encourage children to continue sharing what they know and, to ask about things they don't know, using Fiona as a secure base for new information.

What does Fiona do well as a childminder early educator?

- Fiona has created a warm and inviting play space for the children. Toys are displayed to allow children to independently select the resources they want to play with, supporting independence and child-led play.
- Fiona is very mindful of hygiene. She regularly wipes the surfaces with antibacterial wipes and supports children to wash hands at appropriate times. Any tissues used to wipe children's noses are quickly put into a bin and Fiona

follows up by washing her hands. This helps to keep children safe from the spread of germs.

- Children are continually supported to develop their independence. Fiona and Richard show children how things fix together and then step back to allow children the opportunity to try this for themselves. Children are continually praised for their efforts and encouraged to keep trying.
- Children are learning to understand some simple language to help them understand their actions and feelings. When children appear shy, Richard tells them that he can see they are shy and provides reassurance.
- Fiona follows children's lead. She is observant for when children would benefit from additional resources and adds these to activities to expand learning opportunities.
- Fiona has established strong connections with her local school. Children's learning information is shared through an online portal. This allows learning and development information to be shared across both settings, providing all practitioners the opportunity to support learning in partnership.
- Children are encouraged to learn about the world they live in. They enjoy sharing items they collect from their travels including postcards and foreign currency amongst other things, which children can then use to discuss other countries and religions.
- Fiona has carefully planned her curriculum to match the ethos of her setting, in particular, children's long-term outcomes. It is clear children are consistently supported to be safe, kind and to establish positive relationships with others.
- Fiona and her assistant, Richard, work effectively as a team. They collectively manage the daily running of the setting. Richard feels supported and has his professional development needs supported quickly through access to regular training.

What does the setting need to do to improve?

- Focus communication to target the expansion of children's vocabulary.
- Continue to embed the curriculum to continually raise outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

Fiona and Richard have good safeguarding knowledge. They understand their roles and responsibilities to safeguard children. They are both alert to signs/symptoms of abuse and understand the local safeguarding referral procedures. Fiona regularly reviews the safeguarding procedures for her local authority and passes any new information onto Richard. This means information is quickly obtained, shared, and used in practice quickly. Fiona continually reviews the risks in both her indoor and outdoor environment. This enables children to remain 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
Childminder's unique reference number	CM00230
Local Authority	Leicestershire
Age range of children	0 – 17

The educator was registered in 2023 and lives in Leicestershire. She has an appropriate qualification at level 2 and works with an assistant. The educator is open from 7am to 6pm, 5 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 and the 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 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⁾.