

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Laura Berry
3rd October 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 Laura's early years setting?

This childminder early educator is Good.

Children are making good progress in Laura's care. Learning is closely monitored to allow Laura and her assistant, Louise, to plan play activities which supports children's development. Laura engages with parents to identify children's interests and she uses this information to support learning. She currently supports a child's interest in the hungry caterpillar story and links this to learning. Children explore using playdough to create their own hungry caterpillar; they learn how to roll playdough to create a caterpillar shape and to use their imagination to create eyes, legs, and other body parts on their caterpillar. Children are eager to talk to Laura and Louise about what they are doing and what items they plan to use.

Children are confident in the setting and freely explore the toys that are available to them. Toys are displayed to ignite children's interest and draw them in to explore. The picture book, *Handa's Surprise*, is set up with toys from the book such as a basket and pretend fruit to allow children to re-enact the story. All other toys are available within children's reach allowing them to select their preferred pretend fruit. Children are supported to share and take turns as they explore group time together. They sing the hello song and then take turns to select a song to sing from the song sack. Children are patient while they wait their turn to choose a song. They visibly delight in singing and joining in with the actions of each song.

Children regularly visit the local area including visiting local cafés. Parents appreciate the time Laura devotes to planning regular outings for the children. They comment on how much their children enjoy these outings because they chat to parents about it afterwards. Laura and Louise have positive relationships with parents. Parents feel well supported and are confident that their children are happy and safe in the setting. Parents value the in-depth information they receive about their child's day and the progress they are making.

Laura continually supports her assistant's professional development. They have a genuine open relationship which helps Louise feel supported. Laura completes regular supervisions with her assistant to assess her knowledge and, to provide further support. The supervisions are a two-way event, allowing Louise to share her views on her own progress and development needs. Laura shares the training she has completed with Louise and ensures Louise attends regular training to continually develop her knowledge.

What does the early years setting do well?

- Children have access to a warm and inviting play space, indoors and outdoors. There is a wide range of toys and activities to support their learning. Children can independently choose the toys they want to play with.

- Children are encouraged to further develop their independence during daily routines such as handwashing, feeding themselves and helping with tidying away toys.
- Children are happy attending the setting. They arrive smiling; eager to get stuck into purposeful play. Parents agree children are happy at the setting and feel they enjoy attending.
- Settling in sessions are tailored to meet the individual needs of the children and their parents. Laura understands the importance of settling in young children slowly, until they eventually show signals of feeling comfortable and confident in the setting.
- Relationships between Laura, Louise and the children are positive. Children are eager to involve them in their play and use them as a secure base for exploration.
- Laura manages behaviour well. She reminds children about the expectations of the setting and children respond well to this.
- Parents are supported in children's stages of development for example, toilet training. Laura ensures this progress is supported within the setting, including appropriate hand washing after using the toilet.
- Laura and Louise continually comfort children, checking in that they are ok and offering reassurance when needed.
- Parents are provided with a comprehensive outline of children's day, including toileting, eating and sleep times.
- Laura is alert to signs children may need additional support and plans appropriate activities/opportunities for their needs to be developed. She understands the typical age and stage of child development and uses this knowledge to support children through the developmental stages.

What does the setting need to do to improve?

- Closely target speech and language development by using singular words and shorter sentences.
- Develop opportunities for parental engagement.
- Continue to review self-evaluation documents to identify personal development points.

Safeguarding

The arrangements for safeguarding are effective.

Laura has good knowledge of safeguarding signs and symptoms. She understands key signs which could indicate a child is at risk of harm. Laura understands the referral procedures for her local area and ensures her assistant, Louise, has good knowledge. Louise has completed safeguarding training and has good plans in place for this to be updated. Laura understands the signs of wider safeguarding issues such as Prevent Duty and understands the referral procedures for this abuse.

Children have access to a good outdoor play space that is safe. Laura regularly completes risk assessments to ensure children's safety remains a top priority. Any accidents which occur in the setting are reviewed to identify if any changes need to be made and if there are changes, these are quickly developed. Parents are assured safety is a top priority in this setting.

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	CM00232
Local Authority	Worcestershire
Age range of children	0 – 17

The educator was registered in 2023 and lives in Bromsgrove. She has an appropriate qualification at level 6 and works with an assistant. The educator is open from 7.30am to 5.30pm, 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 (November 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⁾.