

Quality Appraisal Inspection Report

Childminder Early Educator

Jenni James

Inspection report date

Previous inspection date

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.		Met

Summary of key findings for parents:

This childminder early educator is Outstanding because of the following:

- Jenni has made significant development in regards her previous recommendations. Children are fully supported to understand similarities and differences which is made unique to them and their families.
- Children have access to a wide range of toy to support their learning. Children can independently select the toys to extend their play ideas, therefore expanding their independence and decision-making skills.
- Children have regular access to outdoor play. Children have access to a garden where they explore mini beats and complete physical exercise.
- Jenni has established strong relationships with the children attending the setting. Children are happy, confident and enjoy being in Jenni's care.
- Parents value the services Jenni provides. Parents speak highly of Jenni's support, learning environment, effective communication and opportunities Jenni provides to the children.
- Children are supported to take turns and share. They are encouraged to help their peers achieve an outcome, thus supporting their teamwork skills.
- Children are supported to understand about appropriate behaviours. Children engage in discussions around behaviour they have observed and share their thoughts around how this made them feel. This supports children to understand behaviour expectations and how actions can hurt others.
- Language development is supported through Jenni's clear language, communication and use of signs.

- Jenni has secure knowledge of safeguarding signs and symptoms. She is aware of her roles and responsibilities to monitor and refer where appropriate, in line with local procedures in her area.

To maintain outstanding practice the childminder educator should:

- Continue to expand opportunities to develop own continues professional development, thus continually raising standards.

About the Quality Appraisal Inspection visit

The inspecting SAM: **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 childminder's practice at appropriate times throughout the visit with educator.
- 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 childminding 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

Inspection findings

Organisation, welfare and leadership is Outstanding

Jenni has created a warm and inviting play space for children. She has recently added a conservatory to her setting which she is using as a playroom, expanding the space available for children to play. Toys are carefully displayed to spark and ignite children's interest. For example, autumn resources are displayed for children to explore independently. Toys are organised to enable children to self-select them and use them to extend their play ideas. This develops children's independence and decision-making skills. Jenni is a highly reflective practitioner. She has completed several self-evaluation documents and has identified her own areas for development. These areas are not only identified, but are acted on swiftly to ensure the standards of her care are continuously high. Jenni has established strong relationships with parents using her services. Parents highly praise Jenni for her communication skills, parents feel valued, listened to and respected within Jenni's setting.

Teaching, learning and development is Outstanding

Jenni has an expert understanding of the learning and development requirements. Children are closely monitored in terms of their current learning abilities and any gaps in knowledge are quickly identified. She provides innovative ways to close children's gaps through her interesting activities which spark children's interests. Children use items such as carpet tubes to explore problem solving, expanding their knowledge of how to fit cars down the tubes, how to make the cars go faster and then use different techniques such as, using their feet to measure how far the cars have travelled. Jenni is a co-explorer with the children, engaging children in discussions to support them to solve problems for themselves. Children readily share their ideas with Jenni. She encourages them to 'give it a go' and if it does not work, she asks open questions to support children to problem solve to find a different solution. Jenni plans activities based on her in-depth observations of the children. This includes what the children can already do and their individual learning preferences, therefore children are interested, engaged and learn. Children are encouraged to lead their own play, expanding their own ideas while Jenni skilfully involves herself in their play to test and expand their knowledge. As a result of Jenni's outstanding teaching skills and close monitoring of progress, children make rapid progress. .

The promotion of children's well-being is Outstanding

Jenni is a warm, kind and conscientious caregiver. She has established strong relationships with the children who are clearly happy in her care. Jenni has made significant improvements regarding her previous recommendation around diversity. Children are supported to understand similarities and differences amongst them, as they complete activities such as exploring a globe of where they and other family members live. Children are exposed to positive images and toys which embed this knowledge further. Children understand about behavioural expectations through positive discussions. Discussions support children to understand why some actions are inappropriate and the effect this has on others. Children have regular access to the outdoors. Activities are readily available in the garden and children can choose where they would like to play. Children are taken on regular outings within their community and learn about how this supports them to live healthy lifestyles. They develop confidence in Jenni's care. Children are encouraged to help their peers and demonstrate how to achieve tasks. Children are confident, developing confidence and are happy in Jenni's care.

Childminder early educator's setting details

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	CM00068
Inspection visit date	17 th March 2020
Previous inspection date	25 th January 2019
Local Authority	Nottinghamshire
Age range of children	0 – 17

Jenni registered in 2018 and lives in Nottinghamshire. She is a qualified early years teacher. Her opening hours are 7.30pm to 6, 4 days a week. She provides funded early education for 2, 3 and 4-year-old children.

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 (July 2016) Department for Education*

(2) *Statutory framework for the early years foundation stage (April 2017) 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 (April 2018) Ofsted* ⁽⁴⁾.