

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Jenni James
 8th March 2019
 N/A

The quality and standards of the childminder's care and early education	This inspection	Outstanding
	Previous inspection	Not applicable
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 is a highly reflective practitioner. She continually evaluates her practice to ensure it meets children's individual needs. For example, Jenni has made several changes to the layout of the setting to provide more floor space for the children of all ages.
- Observations and assessments are recorded accurately. Jenni uses the information gathered from observations to plan further learning opportunities.
- Relationships with the children are exemplary. Jenni is a natural teacher and co-explorer with the children. Children are eager to involve her in their play and thoroughly enjoy listening to what she has to say.
- Interactions with children are strong. Children visibly feel respected and valued as members of the group. Jenni's exceptional teaching skills of making each child's opinion count is a boost for the children as they are eager to share their views with her and their peers.
- Jenni understands the importance of an appropriate balance between child and adult led opportunities. She knows when children should to play freely, and when to join in to help them expand their learning and play ideas.
- Jenni instinctively understands the importance of working in partnership with parents and other professional. She has effective methods in place to promote home links. Parents' feedback shows they value the time Jenny devotes to engaging parents.
- Jenni is meeting all welfare requirements securely.

To maintain outstanding practice the childminder educator should:

- Continue to expand the opportunities where children can access resources which reflects the diverse society they live in.

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 childminder of a planned adult led activity.
- Discussing the childminder's practice at appropriate times throughout the visit with both childminder
- 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 childminder's own questionnaires and any spoken to on the day
- Discussing the childminder's self-evaluation and plans for improvement

Inspection findings

Organisation, welfare and leadership is Outstanding

Jenni is a highly reflective practitioner who continually strives to achieve the best possible outcomes for children. She has organised her setting to create sufficient space for the children to explore freely, and with their peers. Resources are available at children's height, thus encouraging them to develop self-help skills by independently making their own play choices. Jenni has developed an effective method of organising her policies and procedures which enables her to consistently review and reflect on the effectiveness of her service. An example of this is the way Jenni has grouped the documentation from accidents and incidents, both within and outside of her setting. Her thoughtful filing system helps her to assess for common injury themes, so she can make appropriate changes to minimise accidents and keep children safe. Jenni's policies and procedures are regularly updated and her knowledge of them shows children are at the heart of her practice. She is also conscientious with her on-going professional development. She keeps abreast of early years developments to improve her own knowledge and skills.

Teaching, learning and development is Outstanding

Jenni has expert knowledge and understanding of all areas of learning and development. The activities she provides are age and stage appropriate, and challenges children to achieve their next stages of learning. Jenni is a wonderful co-explorer. Her enthusiasm for activities and new ideas keeps children motivated to learn. An example of this was witnessed during a pre-planned activity. Jenni placed some numbers inside jelly and explained to the children her numbers had been lost. This excitement sparked children's curiosity and engaged them in play. Interactions with children are a two-way flow of communication.

Jenni takes the time to listen to children's thoughts and ideas; she clearly values their views. An example of this was observed during a problem-solving dilemma the children were faced with. Jenni had frozen some small toys inside a block of ice. She asked the children how they could get them out. The children agreed that the way to remove these items was to throw the ice on the floor. Jenni facilitated this by taking the children outside in the garden to try to smash the ice on the ground. After this failed, Jenni probed the children to think about what they could do next. After several attempts, children's solution, with the aid of Jenni's open questioning, was to melt the ice in warm water. Children visibly enjoy learning with Jenni. They make exceptional progress with her.

The promotion of children's well-being is Outstanding

Jenni is a kind, compassionate caregiver whose affection for the children shines through during their interactions. She promotes healthy lifestyles exceptionally well. This is achieved through regular outings within the community, where she teaches the children the importance of fresh air and exercise. Jenni also supports healthy lifestyles by providing opportunities for the children to learn about healthy foods and good hygiene. Routines within the setting are flexible and tailored to individual's needs. She devises the routines alongside parents which ensures children settle quickly, with limited disruption to their home routines. Allowing children to manage their own risk is embedded in Jenni's practice. She continually encourages children to self-assess and manage their own risks. This promotes important qualities such as resilience, problem-solving and confidence. Children are happy and secure with this educator.

The 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	25th January 2019
Previous inspection date	N/A
Local Authority	Nottinghamshire
Age range of children	0 – 17

The educator was registered in 2018 and lives in Nottinghamshire. She is qualified early years teacher. Jenni is open from 7.30 to 6, 5 days a week term time only. 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⁾.