Quality Appraisal Inspection Report

Childminder Early Educator	Cherine Lee
Inspection report date	6th June 2019
Previous inspection date	N/A

The quality and standards of the childminder's care and early education	**This inspection** **Previous inspection**	**Outstanding** **N/A**
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:

- Relationships with children are strong. Cherine takes the time to get to know the children and, as a result, children quickly settle. Children are eager to involve Cherine in their play, sharing ideas and knowledge.
- Cherine has worked tirelessly to develop children's confidence and self-esteem. This has had a significant impact on children, who are now more confident and have overcome their shyness.
- Parents are supported to develop their children's learning at home. This is achieved through the sharing of activities and play resources, which overall, has a positive impact on children's development.
- Interactions with children are positive and purposeful. Cherine listens to what the children have to say, and she uses their views to expand learning further.
- Cherine takes the time to get to know the children's individual likes and dislikes to support their learning. Cherine understands that involving children's likes within activities keeps them interested and engaged.
- Boundaries within Cherine's setting is communicated effectively to children and families. She shares behavioural techniques with parents which provides support and consistency between home and Cherine's house.

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To maintain outstanding practice the childminder educator should:

- Continue to develop personal evaluations to continuously drive improvements forward.

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

Cherine is a conscientious childminder educator who ensures children, and their families, are at the centre of her setting. She makes a special effort to fully understand the individual needs of children and their families. This is evident in her effective settling-in sessions where she endeavours to find out as much information about families, such as knowing the language the family speak at home and then using some home language, in one example it was Hindi, to label play resources. This ensures children and their families feel valued, respected and welcomed into the setting. Careful consideration has been given to the storage of toys. Cherine displays these to spark children's interest and curiosity. For example, Cherine strategically placed animals with building blocks to promote children's interest, encouraging them to explore the different play opportunities with the two different types of toys. Cherine's safeguarding knowledge is good. She is confident when discussing signs and symptoms of abuse and is able to explain the steps she would take if she was concerned about a child. knowledge of her local referral procedures. Cherine is an effective promoter of safeguarding; she understands her responsibilities to keep children safe and secure in her home environment.

Teaching, learning and development is Outstanding

Cherine is a natural teacher of young children. Children know she is eager to be involved in their play and is interested in what they have to say. Interactions with children are positive and purposeful, thus enhancing their learning experiences. Cherine's open questions when talking to children encourages them to talk freely and supports them to rationalise their thinking. An example of this was observed during a discussion around farmyard pigs. Children identified the pigs as mummy pig and daddy pig etc. Cherine questioned the children to identify why they thought these pigs were mummy and daddy. This supported children to think for themselves and have their own ideas. Cherine then asked further probing questions to help the children to fill any gaps in their knowledge.

Children make outstanding progress with their learning in this setting because of the in-depth knowledge Cherine has of each individual child and what makes them unique. She has taken the time to get to know them including their individual needs and learning preferences. Cherine then uses her knowledge about the children to plan activities that support and challenge children, thus ensuring there is continual progress in their learning. Relationships with children are visibly strong, Cherine has worked hard to establish trusting relationships with the children. This is evidenced in the visible change in one child who enjoyed chatting to Cherine. Cherine's skilful teaching helped the child to gain confidence of children's confidence changing from being extremely shy, to now being confident to speak to not only Cherine, but to also communicate in front of strangers.

The promotion of children's well-being is Outstanding

Cherine is an exceptional care giver. She has worked tirelessly to established strong relationships with both the children and their families. Settling -in sessions are personalised to suit the needs of individual families. Strategies to promote positive behaviour are shared with

parents so they can discuss it with their children at home. This ensures partnerships between settings are strong, valued and respected. Diversity is strongly supported within the setting. This is achieved through various displays, resources and discussions. Cherine has considered wider diversity issues, such as different family dynamics within setting, ensuring children can fully understand similarities and differences, thus promoting a cultural understanding in a positive way. Children are happy in Cherine's care. They truly are part of the setting, their views are valued, respected and welcomed.

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	CM000077
Inspection visit date	3rd May 2019
Previous inspection date	N/A
Local Authority	Nottinghamshire
Age range of children	0 – 17

The educator is employed by the Ofsted registered childminder agency, @Home Childcare. She was registered in 2018 and lives in Aspley, Nottingham City. She is currently working towards an appropriate qualification at level 3. The childminder is open from 8am to 6pm, 5 days a week all year round, except family holidays. She is able to provide 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).