Quality Childcare Built on Trust

Quality Appraisal Inspection Report

Childminder Early Educator	Emma Redfern
Inspection date	25th November 2024
Previous inspection date	27th October 2023

The quality and standards of the childminder's care and early education	**This inspection** **Previous inspection**	**Outstanding** **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.		Effective

What is it like to attend Emma's early years setting?

This childminder early educator is Outstanding.

Children are happy, secure and are thriving in Emma's home setting. As a talented educator, Emma plans fun activities and opportunities such as daily music and story time sessions, which all have positive impact on the children's literacy, communication and language skills, and are enjoyed by the children. They share songs they wish to sing and will even suggest their favourite nursery rhymes, whilst joining in with actions. Children are confident to select the musical instruments and materials they want to use as part of their song time and express how the brightly-coloured dance/sensory 'scarfs make them happy. These props are carefully thought-out to support the children when learning new songs.

Emma encourages the children to be independent. Children are taught how to cut their own fruit at snack time and use these tools successfully, developing their physical skills. During snack time, the children enjoy eating fruit, such as strawberries, whilst they talk about being healthy. This shows they clearly relate their food choices to being healthy. Children confidently resolve any conflict within the setting by using the egg timer. Children know what this is and how it is used to ensure everyone has a turn with any toys children are struggling to share.

Emma is very passionate about outdoor learning and children having a hands-on approach to learning. The children have daily outdoor learning sessions, including trips to the woods; they enjoy making dens and climbing trees, all whilst learning how to keep themselves safe. The children enjoy trips to the farm and are now 'farm detectives.' They learn and take part in the jobs that need doing at the farm, helping children to learn responsibilities and care for animals. These experiences are having a positive impact on the children's personal social and emotional skills.

What does the early years setting do well?

- The learning environment ignites the children's curiosity. For example, Emma has a wide range of toys for the children to explore independently. Children enjoy using the role play tools to pretend to the fix the door.
- The children's artwork takes pride of space in the play room evoking memories for the children, and their parents. For example, there is a remembrance display including poppies the children have created. This gives the children a sense of pride and confidence in their achievements.
- The children enjoy regular trips in their local and wider community. For example, the visited the local Cenotaph to learn about Remembrance Day.
- The children take part in activities linked to developing children's mental health. For example, yoga and breathing techniques.

- The setting has raised £252 for the local charity Barnardos. This is an important way of teaching the children to help others who are less fortunate.
- Emma plans a wide range of sensory based activities for the children to enjoy. For example, exploring shaving foam, playdough and water play.
- The children have access to a wide range of books which they can choose independently, including non-fiction and fictional stories.
- Children follow good hand washing routines before mealtimes. Emma supports the children to understand how to wash their hands correctly before mealtimes and why this is important.
- Emma implements a varied curriculum that covers all areas of learning. She uses assessments of children to ensure they are making good progress. She identifies any gaps in the children's learning and provides them with activities to build on what they know and can already do.
- Emma attends regular training to develop her practice further.
- All children have updated assessments and summative reports that are shared with parents, via the early learning journal, EYlog. This allows parents to be active members of their children's learning plans.
- Parents are sent regular updates on the development of the children through Whatsapp photographs, verbal feedback, and EYlog.
- All policies and procedures are in place and updated regularly.

What does the setting need to do to improve?

- Continue to support children to be school ready.

Safeguarding

The arrangements for safeguarding are effective.

Emma has a strong understanding of the possible signs and symptoms a child may be a risk of harm. She recognises different types of abuse children may be at risk from, including radicalisation and extremism. Emma's home and garden where the children play is safe and secure. She carries out risk assessments of the environments to ensure everyone remains safe. Emma carries out checks when they leave the home to minimise the risks when they visit places in the community. This assures the safety and welfare of the children.

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	HCEY000179
Local Authority	Nottinghamshire County Council
Age range of children	0 – 17

Emma was registered in 2021. She has an appropriate qualification at level 3. Emma's opening hours are 7.00am to 5.30pm, 4 days a week. She provides funded early education for 2, 3 and 4-year-old children.

Information about this Quality Appraisal Inspection

The visiting inspector: Jenni James

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 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 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 (October 2021) Department for Education*
(2) *Statutory framework for the early years foundation stage (September 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).