

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection publication date
Previous inspection date

Laura Cawthorne
 14th June 2019
 12th July 2018

The quality and standards of childminder's care and education	This inspection	Outstanding
	Previous inspection	Good
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:

- Laura has created an environment that is welcoming, safe and educational. All areas of her home are thoughtfully designed with children in mind. There is plenty of space for free play and planned activities. The resources are of good quality, appropriate and support all the areas of learning. Both, Laura and her assistant are proactive in risk assessing and preventing accidents.
- Laura and her assistant have established strong bonds with the children in their care. They have applied the key person approach to their practice and know their key children well. They are confident in their knowledge of the children's development and their plans to help them achieve to the best of their potential.
- Children's emotional well-being is given a high priority. Laura has a very warm and caring personality. Children are greeted with affection by both, Laura and her assistant. They seek both out for cuddles, to play with and to sit and chat to. These positive interactions boost children's self-esteem and confidence.
- Laura has built up a good network with other settings and the local school. She is part of the school council. Effective communication system is in place between herself, parents and other settings. They share information about children's development regularly. Children benefit in their overall development from this shared approach to learning.

The main areas for improvement are:

- Expanding diversity teaching - Laura has considered Equality and Diversity planning for her provision but it is limited to teaching about different cultures and celebrating festivals.

To further improve the childminder early educator should:

- Expand diversity by teaching children about more current dilemmas in today's communities. For example, different families' structures in modern society, refugees and gender stereotyping .

About the Quality Appraisal Inspection visit

The inspecting SAM: **Nadia Duffus**

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 and her assistant.
- 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

Laura has set very high standards in her practice. She has worked hard to ensure she is meeting all the requirements of the Early Years Foundation Stage. Laura is committed to driving her provision forward and evaluates herself continuously. This helps her to make improvements and form action plans that will directly benefit the children and families. Laura has assured her assistant is suitable, confident and capable of working with children through a supportive induction approach and by completing appropriate recruitment checks. This means that the assistant has had the appropriate vetting to ensure she is suitable to work alongside children and that children remain safe whilst with the childminder. Both the childminder and assistant have a clear understanding of what to do if they thought a child was at risk of abuse or neglect. They understand the referral procedures and have contact details of the local children's safeguarding board to hand. Children's safety and welfare is a priority. Laura keeps herself up to date with changes in legislation and best practice through taking advantage of the support offered by her support worker and training and professional development opportunities.

Teaching, learning and development is Outstanding

Laura's energy and enthusiasm are contagious. Children are eager to engage in the activities she thoughtfully sets for them. She knows everything about the children, their preferences, dislikes and how they like to learn. She works alongside her qualified assistant to plan activities and experiences that she knows they will enjoy based upon this information. For example, Laura prepared a sunflower planting activity which was in line with their spring topic. Younger children enjoyed the sensory experience of the different textures, whilst older children had conversations about plants: how they grow, how to look after them, the weather and more. Laura played alongside them and develops their understanding of the world around them as they have conversations about the different plants. Their learning was extended by Laura's skilful teaching. She asked them questions to challenge their thinking and ignite their curiosity. Children develop their independence as they chose from a wide selection of resources and toys what they want to do.

The promotion of children's well-being is Outstanding.

Laura takes the time to form positive relationships with children and parents from the start. She offers a flexible approach to settling in children. She also gathers development information about children through finding out what children know and can do before they start. Children are confident and explore their environment with interest and enthusiasm. Parents speak highly of the childminder and the care that she provides for their children. Older children develop their self-care skills as they independently go to the toilet and wash their hands. Laura takes full advantage of being able to get out and about in her local community. Children have first-hand opportunities to learn about the world around them as they go on nature walks and get fresh air every day in her garden. Children are developing all the skills needed for their next stage in learning, including school. It is clear to see from observations and assessments made by Laura that children are making outstanding progress.

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	HCEY00056
Inspection visit date	14 th May 2019
Previous inspection date	12 th July 2018
Local Authority	Nottinghamshire
Age range of children	0 – 17

Laura was registered in 2017 and lives in Walesby, Nottinghamshire. She operates 5 days a week all year round except family holidays and bank holidays. She is registered to accept early education funding for children age 2, 3 and 4 years of age.

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⁾.*