

Monika Demeterova

HCEY00002

13 Petersgate, Long Eaton, NG10 4DE

Inspection date **22nd May 2017**

Previous inspection Not applicable

The quality and standards of childminder's care and education	This inspection	Good	Average points score
	Previous inspection	Not applicable	
Organisation, welfare and personal development		Good	5.2
Curriculum, teaching and learning		Good	4.9
Professional standards and capacity to improve		Good	6
Early Years Foundation Stage requirements including safeguarding and child protection.		MET	

Summary of key findings

This childminder is good:

- Monika creates a welcoming space for children to play. It is organised and toys are stored in labelled drawers so children can choose from all their favourite toys and resources.
- Monika is sensitive and builds secure relationships with each child. They are happy and confident in her care. Monika praises children to boost their self-esteem, helps them share and encourages them to become independent.
- Monika uses a range of good teaching strategies to support children's learning during activities. She talks to them about they are doing, asks them questions and shows them how to use new resources.
- Children make good progress in their development. Monika knows what children need to learn before they start school and plans activities to teach children about numbers, colours and letters.
- Monika is organised and has used support from the agency to improve her practice. She has a clear set of procedures in place to help her keep children safe.

The main areas for improvement are:

- Children have less opportunities to explore and investigate open-ended resources and develop their own ideas.
- Some assessments of children are not highly focused and Monika does not always make the most of what she knows about individual children to plan specific resources for each child.

To improve further the childminder should:

- Provide children with more open-ended resources and opportunities to explore, experiment and think through their own ideas
- Make more use observations of individual children's interests and fascinations to plan specific learning experiences or opportunities that will satisfy the interests and needs of each child.

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 graded using aspects of the Environment Rating Scales⁽³⁾. A maximum score of 7 is available in each area of practice.

The inspecting SAM: **Alison Byers**

As part of the visit the SAM completed a range of activities including:

- Observing the quality of teaching during activities and assessing the impact this has on children's learning.
- Discussing the childminder's practice at appropriate times throughout the visit.
- Reviewing the children's assessment records, observations and planning on OneFile.
- 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.

(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)*

Inspection findings

Organisation, welfare and personal development is good.

Monika has created a dedicated play room in her conservatory. It is bright and welcoming and children enjoy being able to find what they need. Older children know where to find the paper they need for their drawing and younger children are able to make choices because all the labels have pictures on. Children can choose from a variety of books and delight in sharing them with other children. Chalks and an easel are available for children to experiment making different marks and older children confidently telling Monika about their pictures. Children have many opportunities to develop their independence. They help lay the table at lunch time and rise to the challenge of cutting up fruit ready for their desert. Children behave well and Monika quickly helps them resolve any disagreements about toys. She has strong partnerships with parents to support children's learning and overall well-being. Other settings children attend share information with Monika and parents to help support children's personal, social and emotional development.

Curriculum, teaching and learning is good.

Children make good progress in their development. Monika is well qualified and has a clear idea about what children need to learn. She uses different themes each week and plans several activities to introduce new ideas. For example, a topic about fruit includes preparing and eating a fruit salad, researching and discussing where fruit comes from, jigsaws and craft activities. Sometimes this approach means Monika does not make the most of individual children's interests and fascinations when planning learning experiences. Monika's teaching is good. She is responsive to children as they play and uses different strategies to extend their learning. She shows children how to squeeze the glitter glue and gives them time to try it themselves. Monika helps older children make connections between what they know already to help them answer their own questions. For example, she asks them about where fruit grows when they are trying to decide if pizza is a fruit. Monika provides a variety of toys and resources she knows children like to play with. However, she has not fully explored how open-ended resources support children's thinking. As a result, children have fewer opportunities to explore and experiment with resources that can be used in many different ways.

Professional standards and capacity to improve is good.

Monika has attended training and used the support of the agency to develop her practice. She reviewed and improved the records she keeps about children to make sure parents were informed about all her procedures. Safeguarding is effective. Monika has reviewed all her policies to make sure they contain detailed procedures for dealing with concerns about children's safety. Self-evaluation has helped Monika reflect on her practice and she has begun to identify areas she needs to improve. She is continually evaluating her environment to make sure it is meeting the needs of the children. For example, the new playroom has been carefully

organised and she is prioritising completing the outside area to give children better access to the garden.

Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY00002

Local authority Derbyshire

Registers EYR, CCR and VCR

The childminder was registered in 2016 and lives in Long Eaton in Derbyshire. She has an appropriate qualification at level 3. The childminder is open from 7.30am to 6pm Monday to Friday, all year round. She provides early learning funded places for 2, 3 and 4 year old children.