

Neusa Salome

HCEY00008

79 Fisher Street, Nottingham, NG7 6FJ

Inspection date **3rd May 2017**

Previous inspection Not applicable

The quality and standards of childminder's care and education	This inspection Previous inspection	Good Not applicable	Average points score
Organisation, welfare and personal development		Good	5.1
Curriculum, teaching and learning		Good	5
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:

- Neusa builds very strong relationships with all the children. She boosts their confidence and self-esteem using individual praise and encouragement that makes each child feel special.
- Children enjoy learning as they play and make good progress in their development. Neusa knows what children can do and what they need to learn next.
- Neusa's teaching is good. She is sensitive to children's changing interest and adapts activities to make the most of different learning experiences.
- Neusa has secure partnerships with parents. She shares detailed information with them about children's needs and what they are learning.
- Professional development is a priority for Neusa. She has evaluated her provision, welcomed support from the agency and regularly attends training.

The main areas for improvement are:

- Children do not always have enough time and space to lead their own play. Routine activities and how the environment is planned can sometimes limit children's independent access to resources linked to their interests.
- Displays in the environment do not offer children enough opportunities to see letters, numbers and positive images that represent the diversity of the setting.

To improve further the childminder should:

- Plan an enabling environment that offers children a variety of imaginative resources that capture individual children's interests, present challenges and are linked to children's interests and schemas.
- Develop displays for children that include meaningful opportunities to recognise numbers, letters and see positive images that reflect the diversity of their setting.

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.
- Talking to the childminder's assistants.
- 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

Children are happy and confident in Neusa's care. She is perceptive to their individual needs and changing moods so she is able to tailor her support for each child. During singing activities she provides specific encouragement and praise to help children get the most of joining in. Children are learning to respond to simple boundaries, show good manners and understand how to keep themselves safe. Neusa models how to talk kindly to each other and asks them to think about why they must be careful on the stairs. She quickly intervenes to help children resolve disagreements and helps them learn how to share. Strong partnerships with parents support children's well-being and development. Neusa discusses children's needs and offers support and ideas to parents. Children enjoy home cooked meals and a varied menu that is specifically planned to cater for individual needs. Older children enjoy helping Neusa in the kitchen, mashing potatoes and laying the table ready for lunch.

Curriculum, teaching and learning is good

Neusa knows her children really well. She observes them carefully so she can make accurate assessments of their development and to help her understand their personalities and how they learn best. She knows that some children enjoy showing others what they can do and others need more adult support to be confident. Neusa's good teaching means she is able to support learning through play and tailor her interactions to make sure children get the most of each learning experience. When playing with the sand she uses a spontaneous game of burying their hands to develop younger children's language and older children's counting. She describes what they are doing and repeats the game to reinforce their learning. The setting offers lots of different spaces for children to play in and Neusa plans some specific activities to support what children need to learn next. However, the daily routine, the types of resources and how the toys are presented to children sometimes limit children's opportunities for extended independent play.

Professional standards and capacity to improve is good

Neusa is proactive in developing her practice and seeking support from the agency. She has successfully used advice to support and reassure her when dealing with concerns about children's well-being. Safeguarding is effective. Neusa has a strong working understanding of how to recognise and deal with any concerns about children's safety. Targets set at previous quality improvement visits have been worked on and Neusa now provides even better support and challenge for children who speak English as an additional language. She regularly attends training and additional reading to help her develop her practice. For example, she has strengthened her understanding of the characteristics children need to develop to become effective learners. Neusa has evaluated her provision and can see that she needs to increase the number of resources that children can use in many different ways. Reflecting on this further will support her to review how she organises the environment and routine to support children's independent play.

Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY

Local authority Nottingham City

Registers EYR, CCR and VCR

The childminder was registered in 2016 and lives in Nottingham. She works with another childminder and an assistant. The childminder is open from 7.30am to 6pm Monday to Friday, all year apart from Bank Holidays.