

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Little Beans
9th August 2024
N/A

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	NA
Organisation, welfare and leadership		Good
Teaching, learning and development		Good
The promotion of children's well-being		Good
Early Years Foundation Stage requirements including safeguarding and child protection.		Effective

What is it like to attend Little Beanies early years setting?

This childminder early educator is Good.

Children enjoy coming to Rabina's setting. They clearly have fun and enjoy the different activities available to them. The activities are led by the children with the educator stepping in to support only where necessary. Chloe, the lead educator, supports children's independent thinking through the activities which encourages them to make connections with the wider world and what they do at home, such as playing football with the children and teaching them about scoring goals, as an opportunity to use simple maths to do this. Children clearly understand and demonstrate through these games that they need to take turns and be aware of the needs of others. Children are supported to stay safe and understand how to manage risks within the environment.

The younger children in the setting have their own safe environment to play in. This has been planned and set up so that the children can be always seen. They are given ample outdoor experiences as the usage of the small outdoor area is organised so that they can play happily with their peer group. All children have access to resources that support communication skills such as books, stories, songs and rhymes, all of which form part of the daily routine. All staff show that they are providing the children with strong role models; their interactions with children are consistent and they show good empathy. Children have clearly formed strong relationships with the educators and enjoy spending time with them.

Chloe and staff have established good relationships with parents and obtain information for all children before they start at the setting. Parents and staff work together to ensure routines such as behaviour strategies are followed through from the home, into the setting, when necessary. Parents agree that children are happy at Little Beanies, and they are pleased with their progress.

What does the early years setting do well?

- Toys and other resources are in good condition and have been organised to encourage children to choose their preferred toy, which they happily do as they freely move around the setting.
- The educators offer lots of praise and encouragement to children, which facilitates them to try new things and boosts their self-esteem, Children happily interacted with all staff who are consistent in their positive approach of giving praise and encouragement.
- Children are confident to independently explore the setting. They are careful about climbing stairs and understand how to manage their own safety which is good to see as it reflects their confidence with moving around the setting, such as where to help themselves to a drink, or going to the toilet.

- There is a good balance between adult-led and child-led play. Staff's interactions enhance children's learning in both areas. Children enjoy the flow of the activities, indoors and outdoors, and move happily chatting to each other and staff, whilst enjoying their play.
- Children make good progress with their learning and development. A large part of this is because educators know the children well. They are confident when explaining their learning and how they support children with individual needs.
- Sharing information between parents and staff is the norm, for example, during handovers at the beginning or end of the day. Parents appreciate this.

What does the setting need to do to improve?

- Continue to complete your self-evaluation to enable you to set clear targets for yourself, and continually improving outcomes for children.
- Establish a clearer and more structured way to track observations of children, so that all staff members are aware of children's progress and next steps.
- Have clear planning in place for all children, that clearly supports learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Chloe can talk about the referral process. She understands who she needs to make a referral to. She can talk about the signs and symptoms a child may be at risk of harm.

Chloe and the full team have recently attended additional training to ensure their safeguarding knowledge is secure. Safer recruitment procedures are in place to ensure that staff suitability is regularly checked, and any new staff go through the same stringent checks. Regular fire drills are recorded and reviewed to ensure the children can evacuate safely and quickly. Security in the setting is robust and Chloe is very aware of the correct adult to child ratios, continually making sure that ratios are correct. Overall, staff's safeguarding practices assures the safety and welfare of 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	HCEY00225
Local Authority	Leeds
Age range of children	0 – 17

The educator was registered in 2023. She has an appropriate qualification at level 3. The educator is open from 7.30am to 6.00pm 5 days a week all year round. She provides funded early education for 2, 3 and 4-year-old children.

Information about this Quality Appraisal Inspection

The visiting inspector: **Suzanne Nicols**

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 and other staff'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 for the setting

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 visiting inspector 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 (January 2024) Department for Education – j*

(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⁾.