



Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Nicola Hughes
6th December 2024
N/A

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	N/A
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.		Good

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

This childminder early educator is Good.

Children are happy and secure in Nicola's home setting. She has formed good relationships with the children and their parents. The children enjoy a range of activities to support their learning, such as singing songs. They enjoy joining in the actions of the *Wheels on the Bus*, developing their physical abilities as they sing. The children's daily singing time session which, in addition to being fun, supports their language and communication skills.

Nicola plans adult-led activities which support the individual learning needs of children. They relish these fun activities, particularly the sensory experience of sand. They take pleasure in using buckets and spades to fill and empty the sand, exploring what happens when they pour the sand out. Nicola understands some children are less confident to explore sand; she supports all children to gain confidence to explore this material. The children's interest in Nicola's planned activity is evident as they engage for a long period of time, enjoying making marks and patterns in the sand.

Children are encouraged to engage and interact with others while following the routine of the setting. They sit together for snack and mealtimes and are learning to follow good hygiene practices as they wash their hands before they eat. Nicola teaches the children about healthy and unhealthy food whilst eating healthy snacks such as strawberries and rice cakes. Nicola asks the children if a strawberry is a fruit or vegetable. These discussions teach children the importance of being healthy, while also testing their knowledge of the names of different fruit and vegetables.

The children follow good routines within the setting. They all enjoy a story together before nap time, enjoying the opportunity to sit together as a group whilst carefully listening to the story. They were enthralled by the story as they point to illustrations of interest. Nicola reads the story and asks the children questions to check their understanding and to keep them engaged in the story, developing children's literacy skills.

Parents are happy with the care Nicola provides. They feel valued and supported by Nicola who continually shares her knowledge and experience with new parents. Parents can see the progress their children have made and express how Nicola has developed their children's confidence because of their time with her. Parents describe Nicola as caring and appreciate her clear communication skills.

What does the early years setting do well?

- There is a wide range of toys and equipment for the children to choose to play with during free-to-choose play. Children enjoy playing with electronic toys, vehicles, and dinosaurs. They have access to a role play kitchen with accessories to develop the children's imaginative skills.
- Nicola plans exciting activities to develop the children's sensory and creative skills for example, exploring paint, playdough and using clay to make flowers.
- The children explore the local and wider community, for example, local playgroups, soft play areas, *Cadburys World* and trips to the canal to see the boats.
- The children receive good quality outdoor play such as trips to the park, walks in the local area. The garden area has a variety of toys and equipment for the children to explore. For example, a small trampoline, sand and water tray and roleplay house.
- There is a welcome board on display as you arrive at the setting. This includes the topic the children are learning about and the children's handprints and names. The children are proud of their artwork, which is a wonderful way to develop the children's self-esteem.
- Nicola teaches the children how to be safe in the setting and wider community ,for example, the children enjoyed learning about road safety. They created road safety posters as reminders as an alert to the dangers of roads.
- The children have a baseline assessment, termly reports and 2-year checks which are shared with parents. This allows parents to be active members of their children's learning.
- All policies and procedures are in place and updated.
- Nicola attends regular training this is developing her continuous professional development.
- Nicola communicates with parents via EY log, Whatsapp and paper-based assessments.
- Parent feedback is good. Parents are happy with the service Nicola provides.

What does the setting need to do to improve?

- Continue to develop the children's language skills.
- Plan clear next steps for the children's learning.

Safeguarding

The arrangements for safeguarding are effective.

Nicola has a thorough 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. The spaces where children play in Nicola's home and garden are safe and secure, and she regularly risk assesses to ensure they remain safe. This includes checking places they visit in the wider community.

Nicola's knowledge and practice of safeguarding assures the safety and welfare of children.

More information about this childminder early educator

Regulator body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	HCEY00229
Local Authority	Birmingham
Age range of children	0 – 17

The educator was registered in 2023. The educator is open Monday – Friday 7.15am to 6.15pm. Nicola 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⁾.