

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Sally Evans
 18th February 2025
 NA

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		Outstanding
Early Years Foundation Stage requirements including safeguarding and child protection.		Effective

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

This childminder early educator is Good.

Sally has established strong connections with the children attending her home from home setting. She takes the time to get to know them personally, helping to develop children's confidence and ensuring they settle quickly. Sally is aware of children's non-verbal cues as they point to show her what they want to play with. Sally is responsive to this and provides children the language needed such as 'you want to draw' as she helps them reach the drawing space. Sally is highly responsive to children's interests; she listens to what individual children has to say and provides the toys and equipment to develop their play. She listens intently to their ideas, asking questions to support children to expand their language skills.

Children are supported to use technology within the setting. They understand that if they ask 'Alexa', she will play their favourite song. Children are confident to take turns with their requests, understanding everyone will get a turn. Sally uses these opportunities to remind them to stay safe as they dance around the open space. Children have established good relationships within the setting and understand the importance of being careful around the babies. They like to check on the babies as they walk past them.

Children are active members of the setting, sharing their ideas about what they want to learn. They recently explored the topic, People Who Help Us, and thoroughly enjoyed the visit from the local fire station. Having a fire engine at the setting widened children's knowledge of the emergency services, while further learning about keeping ourselves safe.

Children make good progress in the home setting when assessed against their starting points. As Sally has such strong relationships with the children, she is aware of the kinds of activities children will enjoy, while also supporting their learning. Sally has appropriate next steps in place and this information is shared with parents, supporting the partnerships between home and the setting.

What does the early years setting do well?

- Children are active members of their learning, making their own decisions to lead their own play and ideas. Toys are accessible which allows the children to develop their play ideas.
- They are supported to share and take turns. Even young children learn about sharing as Sally skilfully explains to them to have one go each with a popular toy. h. Silly's supportive instruction helps children understand they cannot always have the things they want, when they want them.
- Children are encouraged to develop their independence. They enjoy learning new skills such as rolling their own wraps for lunch.
- Sally promotes the development of children's language by ensuring the acquisition of language is tailored to their individual needs. Young children are supported to develop their singular word bank, while older children are assisted to learn new, more complex words and sentences.
- Children are taught to understand similarities and differences between us as they learn about different skin tones, cultures and religions. This helps develop children's knowledge and embeds Human/British Values.
- Parents are actively involved in their children's learning. They are provided regular updates on their children's learning as reports. These are discussed on hand-over and ideas are shared to allow parents to support learning at home.
- Sally supports senior staff with some management tasks. She takes an active role in ensuring staff remain suitable to work. She also supports the daily practice of assistants, providing advice, guidance and recommending training.
- Sally ensures the sign-up process is in-depth, ensuring she has clear knowledge of the children's needs. For example, she identifies information about children's favourite toys, comforters, eating habits and sleep routines. This supports children to settle quickly into the setting.
- The information parents receive is extensive. Sally not only provides information about the setting, but also share information about the local community such as local swimming lesson information.

What does the setting need to do to improve?

- Continue to support the development of children's individual words.
- Support young children to explore the environment independently.

Safeguarding

The arrangements for safeguarding are effective.

Sally has secure safeguarding knowledge. She understands her roles and responsibilities to monitor children, being alert to any signs which could indicate abuse. She is secure about the referral procedures for her local area and ensures she regularly reviews this information to certify the information she has is accurate. Sally is thorough with ensuring assistants have adequate knowledge of safeguarding, which is regularly reviewed at supervisions.

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	CM00246
Inspection visit date	28 th January 2025
Local Authority	Kingston upon Thames
Age range of children	0 – 17

The educator was registered in 2023 and is based in Chessington. She has an appropriate qualification at level 3 and works with an assistant. The educator is open from 8am to 6pm, 5 days a week all year round. She provides funded early education for 2, 3 and 4-year-old children.

Sally had a quality assurance visit within the past year, which is not conducted as an inspection, therefore a quality judgement was not given. The educator received verbal and written feedback, as usual.

Information about this Quality Appraisal Inspection

The visiting inspector: **Kay-Louise Ley**

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 assistant'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 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 –*

(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⁾.