

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Shannon Roth
26th March 2025
18th March 2024

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	Good
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 Shannon's early years setting?

This childminder early educator is Good.

Children enjoy purposeful play in Shannon's home setting. They have access to a designated play space where toys are displayed to spark their curiosity and interest. The children relish can use wooden blocks to construct their own structures, stimulating imaginative play. All toys are within reach, allowing children to choose what they want to play with and how.

The large outdoor space provides opportunities for both independent and group play. Children take their imagination outdoors, using large foam bricks to build structures. They also enjoy a wide selection of books, which they can access independently. Reading is an important part of the daily routine, with children eagerly participating in group story time. They enjoy using props to identify animals in stories, practicing animal names and sounds. Older children confidently retell stories, predicting what happens next.

Children are making good progress in Shannon's care. They confidently seek support when needed and engage Shannon and her assistants in their play. Shannon has clear next steps in place to support children's learning and ensures parents are informed.

Parents appreciate Shannon's supportive approach, commenting on how she offers guidance to help with learning at home. Children settle quickly, arriving each day with smiles on their faces. Parents value the way Shannon gets to know their families, including each child's personality and needs. This strong relationship helps children feel secure and confident in her care.

Shannon promotes healthy habits. She provides nutritious snacks, offering a variety of fruits for children to taste. Children learn the importance of handwashing and follow a consistent routine. Children also learn how to build positive friendships. They practice sharing and turn-taking, understanding that everyone will get a turn. They are developing patience as they wait for their turn to play.

Shannon is a good role model for her assistants. Daily routines are shared, ensuring that tasks are completed efficiently. Assistants understand their roles and responsibilities and follow them well. Shannon has strong plans in place to support her assistants' development, which now need to be fully implemented.

What does the early years setting do well?

- **A Happy and Engaging Environment**

Children feel safe and happy in Shannon's setting. They confidently explore the space, both independently and with their friends.

- **Clear Learning Plans**
Shannon has structured plans to support each child's learning. She tailors activities to meet individual needs and understands the importance of personalized learning.
- **Child-Led Learning**
Shannon takes children's interests into account when planning activities.
- **Encouraging Independent Play**
Children have access to a wide range of resources and confidently choose materials to support their play.
- **Loose Parts Play**
Shannon provides loose parts that children can use creatively to extend their play ideas.
- **Outdoor Learning Opportunities**
The large outdoor space has been developed to allow children to play in all weather conditions.
- **Strong Organization**
Shannon has worked hard to streamline paperwork, ensuring that important documents are easy to locate.
- **Monitoring and Communication**
Shannon tracks children's progress and shares this information with parents.
- **Assistant Training**
Shannon is working hard to induct her assistants, ensuring they are familiar with policies and procedures, including safeguarding.
- **Strong Parent Partnerships**
Shannon builds positive relationships with parents, taking time to understand their needs. She is supportive of personal challenges and offers advice when appropriate.

What does Shannon need to do to improve?

- Continue to develop self-evaluations to raise outcomes for children.
- Increase opportunities for children to explore similarities and differences between people.
- Continue to support the development of assistants' practice.

Safeguarding

The arrangements for safeguarding are effective.

Shannon has secure knowledge of safeguarding procedures. She understands her roles and responsibilities in monitoring children for signs of abuse. She is aware of local safeguarding procedures and knows the appropriate steps to take if a referral is required, including in cases of allegations.

Shannon's assistants also have a good understanding of safeguarding. They are confident in recognizing signs of abuse and understand the referral procedures they need to follow.

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	CM000222
Inspection visit date	13th February 2025
Local Authority	Nottinghamshire
Age range of children	0 – 17

Shannon registered in 2023 and lives in Mansfield. She holds a Level 2 childcare qualification and works with an assistant. She operates from 8:00 AM to 5:00 PM, five days a week, all year round. She provides funded early education for 2-, 3-, and 4-year-old children.

Shannon had a quality assurance visit within the past year. As this was not a full inspection, no formal quality judgment was given, but she received verbal and written feedback.

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 assistants' 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⁾.