

Name **Neusa Salome**

HCEY00008

Address: 79 Fisher Street, Nottingham NG7 6FJ

Inspection date **26/04/2018**

Publication date:

Previous inspection **03/5/2017**

The quality and standards of childminder's care and education	This inspection Previous inspection	Good Good	Average points score
Organisation, welfare and personal development		Good	6
Curriculum, teaching and learning		Good	5.6
Professional standards and capacity to improve		Outstanding	7
Early Years Foundation Stage requirements including safeguarding and child protection.		MET	

Summary of key findings

This childminder is good:

- Neusa has established positive relationships with the children in her care. Children are happy, secure and confident within the setting, as a result children thrive.
- Neusa takes the time to understand the children in her care, their likes, dislikes and current interests. Activities are targeted to meet the individual needs of each child.
- Neusa has an outstanding ability to reflect on her own practise. She ensures any weakness in the setting is identified and targeted plans developed immediately.
- Children's welfare is paramount within the setting and is managed, recorded and responded to highly.
- Neusa has established positive relationships with the parents who use her setting. Parents are happy with the service they receive and are confident to discuss any concerns/issues they may have with Neusa.
- Neusa is committed to her own continuous professional development. She is currently studying her Level 3 Early Years Educator qualification, thus improving her own knowledge and outcomes for the children in her care.

The main areas for improvement are:

- Children are not fully supported to explore their own ideas and ways to do things.
- Parental knowledge is not fully utilised to support accurate assessments.

To improve further the childminder should:

- Support children's independent choices around having their own ideas and choosing their own way to do things.
- Involve parents in the initial starting point assessments to gather a more accurate baseline assessment and utilise parental observations of their child's abilities to support closing attainment gaps.

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: **Kay-Louise Ley**

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 EY Log.
- 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.

Neusa has made good improvement from her previous inspection. Neusa has reflected on previous recommendations and has made good improvements of these. For example, previous recommendations included children's opportunities to see numbers and shapes and as a result Neusa has developed displays and the environment to ensure these are constantly visibly to the children. Neusa has successfully evaluated the impact of her learning environment, for example as the setting has designated rooms for different types of play it initially seemed this could have a negative effect on children's learning as they may be halted from developing their own play, however Neusa had already identified this concern and evaluated that open access play between rooms became chaotic and resulted in limited learning opportunities for the children. Neusa evaluated the most successful way to develop this was to support the children through involvement within their play, listening to the children's ideas and providing resources they required.

Once attending the setting Neusa works well with parents/carers. She ensures there is a good handover each morning/evening and also facilitates termly parent chats where learning and development is discussed as well as any concerns that may be present. Neusa takes the time to work closely with parents at an appropriate pace to support children's personal development such as removing their dummy. These developments are tailored to both the child and their parents to ensure all parties work together with the child's best interests at heart. To develop this good relationship with parents, Neusa should use the knowledge parents have about their children both at joining the setting and throughout their time at the setting. Utilising parental knowledge will ensure Neusa has a solid baseline assessment and parental observations of home learning could close some developmental gaps, ensuring current development assessments are accurate.

Neusa has a solid understanding of Safeguarding. She is confident to identify all categories of abuse and understands her responsibility to record and respond to such concerns. Any concerns identified are responded to swiftly, accurately and efficiently. Neusa is confident to discuss her concerns with parents and challenge any issues she feels need addressing. Should parents find themselves involved with any other professionals such as Social Services, Neusa ensures she provides support to the family and also the other professionals involved.

Curriculum, teaching and learning is Good.

Neusa has established positive relationships with the children in her care. She knows children's current learning and development needs and plans appropriate activities to expand knowledge. As a result of positive relationships, accurate assessments and individual plans children thrive and make good progress. Neusa knows the children in the setting well and understands their emotional needs as well as their development needs. Neusa takes the time to settle children based on their individual needs, for example as one child struggles to initially settle, Neusa spends time supporting her to settle and comforts her until she is ready to join in with the other children. Behaviour is managed well, children are given age appropriate explanations of how to behave with other children and any unwanted behaviour is quickly stopped. Neusa is a true co-explorer with the children, child-led play is the key theme to Neusa's teaching as she feels this is the best approach

to development. Neusa positions herself at the centre of children's play to ensure she can support their knowledge.

For example, during an activity children are exploring water with some sea animals. Neusa asks the children appropriate questions such as can you find the fish, which provides Neusa children's knowledge and understanding on the current theme of their play. A further example of this is when a child places a fish in a pot, Neusa asks if she can put two fishes in the pot, expanding her knowledge and understanding of numbers and counting. Neusa has an excellent ability to model language for children for example, as they are playing in the water she provides a running commentary to what they are doing, expanding their knowledge, understanding and language skills. Children are consistently provided positive praise and encouragement and are eager to involve Neusa in their play, which is driven from Neusa's ability to show interest and wonder during their play, both during planned activities and free play. Children are clearly confident within the setting and are eager to explore their own ideas, for example, one child is eager to climb into the tuft tray of shallow water to explore this with her whole body, however, children's opportunities to explore their own ideas and ways to do things are sometimes halted by staff at the setting.

Professional standards and capacity to improve is Outstanding.

Neusa has an extensive range of Continuous Professional Development she has already completed, and she is also currently studying her Level 3 Early Years Educator qualification. Neusa has a clear commitment through the range of CPD she has already completed to improve her knowledge, thus ensuring she can raise the outcomes for the children in her care. Neusa is an outstanding reflector on all areas of her practise. She is not afraid to admit when things are not working as well as they could and uses this knowledge to create action plans for improvement. An example of this is her SEQIP form which she has carefully completed to a high standard, ensuring any areas of weakness have been well considered and has action plans in place to support the specific aspects development. Neusa is passionate about working as part of a team, ensuring each staff member is valued and respected. Staff have regular team meetings to discuss any aspect of the setting and such meetings involve assistants where possible. Assistants are supported through regular supervisions where Neusa provides positive feedback and also supports assistant's self-reflection on their own practises. Assistants are valued and respected as team members, they are provided round the clock support and guidance on any aspect of the setting or their own role. Neusa has made outstanding use of her SAM's advice and guidance throughout the previous 12 months. Neusa keeps in regular contact with both her SAM and the agency to ensure she is kept up to date on local and national government changes and to also seek further clarity on any aspect of her role she requires. Neusa is confident to independently gather information she may require, such as any changes to her local authorities Safeguarding regulations. She is confident to self-reflect and independently evaluate herself and the setting and will seek further guidance/support if and when she requires it.

Childminder's details

This childminder is registered with @Home Childcare Childminder Agency CA00017

Registration number HCEY00008

Local authority Nottingham City

Registers EYR, CCR,VCR

The childminder was registered in 2016 at the childminder setting in Hyson Green, Nottingham.

The childminder is currently undertaking a Level 3 qualification in Early Years. She currently provides funded places for 2, 3 and 4-year-old children. The childminder currently works with 2 other co-minders and an assistant. They work different shifts to ensure there is only ever 3 childminders providing care and early education from 7am – 7pm Monday to Friday.