

## Quality Appraisal Inspection Report

**Childminder Early Educator**  
**Inspection report date**  
**Previous inspection date**

Shannon Roth  
17<sup>th</sup> July 2026  
13<sup>th</sup> February 2025

| 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 for children to attend Shannon's early years setting?

**This childminder early educator is Good.**

Children are happy, settled and enjoy spending time in Shannon's welcoming setting. They confidently choose from a wide range of toys that are easy for them to reach, including wooden toys, sensory resources, books and role-play equipment. The outdoor area gives children plenty of opportunities to run, climb, balance and explore. Children build warm, trusting relationships with the childminder and her assistants. When a child accidentally bumps into the childminder and immediately says sorry, she calmly reassures them that it was an accident. Children learn to be kind and respectful because adults consistently model caring behaviour.

Children are making good progress because adults know them well and support them in ways that meet their individual needs. They encourage children to talk, introduce new words during play and ask questions that help children think and share their ideas. During a playdough activity, children worked together to make ladybirds, taking turns to stir the mixture, counting the spots and legs, naming colours and learning words such as "combine". Adults show children how to complete tasks when needed but also give them time to have a go for themselves, helping them grow in confidence and independence.

Children are learning important skills for everyday life. They are encouraged to share, take turns and follow simple instructions during activities and play. Children are becoming more independent in their self-care and physical skills, including toilet training, using cutlery and climbing equipment safely. Adults work closely with families and quickly identify when children may need extra support, making sure they receive the help they need so they can continue to make good progress.

## What does Shannon do well?

- Shannon has a thorough understanding of each child's individual needs, interests and stage of development. She monitors their progress closely, identifies any emerging concerns at an early stage and works with families to secure appropriate support where needed.
- Children make good progress because staff know them well, understand their starting points and plan experiences that build on their strengths and next steps for learning.
- Children develop confidence, resilience and independence as they make choices, solve problems and are encouraged to have a go for themselves with sensitive support from adults.

- The team promotes children's communication and language through meaningful conversations, skilful questioning, modelling language and introducing new vocabulary throughout the day.
- Planned activities are enjoyable and purposeful, helping children develop early mathematical understanding, communication, physical skills, creativity and positive relationships while keeping them fully engaged in their learning.
- Adults consistently promote kindness, respect and positive behaviour, helping children learn to share, cooperate, take turns and follow simple expectations.
- The learning environment is welcoming, well organised and enables children to independently access a wide range of high-quality, open-ended and sensory resources that encourage exploration, creativity and sustained play.
- Children benefit from a well-equipped outdoor environment where they develop their physical skills, confidence, coordination and enjoyment of active play.
- Shannon is committed to continuous improvement, using professional development, reflective practice and previous quality assurance feedback to strengthen outcomes for children.
- Shannon provides effective leadership through regular supervision, coaching and open communication, creating a positive team culture where staff feel valued, supported and confident to contribute ideas for further improvement.
- Strong partnerships with parents and other professionals ensure children receive consistent support, information is shared effectively, and children's achievements and ongoing development are celebrated.
- Shannon's calm, caring and approachable leadership creates a happy, stable and inclusive environment where children, families and staff feel welcomed, respected and supported.

### What Shannon needs to do to improve?

- Continue to embed open ended questions to continually test children's existing knowledge.
- Develop learning opportunities to focus on children's individual ways to learn.

### Safeguarding

#### **The arrangements for safeguarding are effective.**

Children are cared for in a safe and secure environment where their welfare is given high priority. Shannon and her team have a strong understanding of how to recognise and respond to any concerns about a child's wellbeing and follow clear procedures to keep children safe. They work appropriately with families and other professionals when needed and keep their safeguarding knowledge up to date through regular training, helping to ensure children are protected and well supported.

## More information about this childminder early educator

|                                                             |                                                                                         |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Regulatory body &amp; the Ofsted registration number</b> | @Home Childcare Childminder Agency<br>CA000017                                          |
| <b>Registers</b>                                            | Early Years Register, Compulsory<br>Childcare Register, Voluntary Childcare<br>Register |
| <b>Childminder's unique reference number</b>                | HCEY00222                                                                               |
| <b>Inspection visit date</b>                                | 08 <sup>th</sup> June 2026                                                              |
| <b>Local Authority</b>                                      | Nottinghamshire                                                                         |
| <b>Age range of children</b>                                | 0 – 17                                                                                  |

The educator was registered in 2023 and lives in Mansfield. She has an appropriate qualification at level 3 and works with two assistants. Shannon is open from 8am to 5pm, 5 days a week all year round, except Fridays in the school holidays. She provides funded early education for children aged 9 months and 2, 3 and 4-year-old children.

A non-inspection quality assurance visit took place within the past year, during which no formal judgement was made. However, Shannon received both verbal and written feedback.

## Information about this Quality Appraisal Inspection

The visiting inspector: **Kay-Louise Ley & Rae Wilkinson**

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<sup>(1)</sup>. 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<sup>(2)</sup>. 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 <sup>(3)</sup> and Ofsted's Inspection Evaluation Schedule. <sup>(4)</sup>.

- *A guide for childminder agencies (2021) Department for Education*
- *Statutory Framework for the Early Years Foundation Stage (2025) Department for Education*
- *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)*
- *Early Years Inspection Handbook (2025) Ofsted* <sup>(4)</sup>.