

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Veronica Sule
18th June 2026
N/A

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

What is it like for children to attend Veronica's early years setting?

This childminder early educator is Good.

Children enjoy spending time in Veronica's friendly and welcoming home environment. They can choose from a range of toys and activities stored in a dedicated playroom and are encouraged to make decisions about what they would like to play with. Children also have opportunities to visit local parks and playgroups, helping them experience different environments and spend time with other children. They appear happy and comfortable in the setting and are encouraged to have a go for themselves during play and everyday routines.

Veronica has a warm and playful approach and joins in with children's activities. She talks with children during play and uses simple questions to encourage them to think and share what they know. During a dinosaur game, a child enjoyed counting dinosaurs, naming colours and taking turns. Veronica used praise and encouragement throughout the activity, helping the child feel proud of her achievements. The child laughed when Veronica deliberately got some answers wrong and confidently corrected her, showing that she felt relaxed and secure.

Children are developing confidence and independence during their time with Veronica. She encourages to make choices about their play, share their ideas and talk about their feelings. Everyday routines help children build independence, such as managing their personal care, washing their hands and helping to tidy up after themselves. Veronica knows the children she cares for well and can identify the progress they are making in several areas of development. She is beginning to use this knowledge to plan what children need to learn next and support their ongoing development. While some assessment systems are still developing, children are making progress and are supported to build skills that help prepare them for their next stage of learning.

What does Veronica do well?

- Veronica creates a positive atmosphere where children are encouraged through praise, encouragement and recognition of their achievements.
- Teaching is developing well using questioning, repetition and appropriate challenge during activities.
- Veronica adapts activities as children become more confident, helping to maintain their interest and provide additional challenge.
- A playful approach helps keep children engaged and willing to participate in activities.
- Good use is made of practical resources, such as tweezers and sorting games, to support developing fine motor skills alongside learning.
- Children are given opportunities to practise turn-taking and develop an understanding of simple rules during games and activities.

- Veronica responds well to children's interests and uses these moments to support learning in a natural way.
- Veronica discusses children's achievements and identify areas where further support may be beneficial.
- Positive links with parents help to share information about children's care, routines and preferences.
- There is a willingness to reflect on practice and make improvements where areas for development have been identified.

What Veronica needs to do to improve?

- Continue to develop professional knowledge and skills through ongoing training and learning.
- Further develop systems to help identify areas where practice can be improved and strengthened.
- Improve how children's progress is recorded and monitored so their development can be clearly tracked over time.

Safeguarding

The arrangements for safeguarding are effective.

Veronica demonstrates a developing but broadly secure understanding of safeguarding practice. She can identify a range of potential signs and symptoms of abuse, including physical indicators, unexplained marks, emotional presentation such as distress or withdrawal, concerns about hygiene or neglect, and disclosures from children, including possible concerns around inappropriate contact.

She is clear about the need to respond appropriately to concerns by recording them and escalating to the relevant agencies, including the local safeguarding team and LADO where necessary. She also shows awareness that concerns should be taken seriously and appropriately documented. She understands the importance of whistleblowing and knows how to report concerns about others working with children.

More information about this childminder early educator

Regulatory body & the Ofsted registration number	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	HCEY00261
Inspection visit date	19 th May 2026
Local Authority	Doncaster
Age range of children	0 – 17

The educator was registered in 2024 and lives in Doncaster. Veronica's setting is open from 8am to 6pm, 5 days a week all year round. She provides funded early education for 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, the educator received both 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 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⁾.

- *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* ⁽⁴⁾.