



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	31 st October 2023	Previous Inspection Date:	11 th November 2022
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
Quality of Education	Good	Good	
Behaviour and Attitudes	Good	Good	
Personal Development	Good	Good	
Leadership and Management	Good	Good	

What is it like to attend this Early Years Setting?

The co-childminders are very warm and caring towards children in their care. For instance, on arrival at their home, all children are welcomed individually by their name. Children also welcome their friends, who are very happy to see them. They quickly settle into the routine and engage in their play. Children demonstrate that they feel happy and safe in the 'family' environment that has been created within their home.

Children behave well during their time at the co childminders home. For example, the co-childminders implement a consistent, positive approach to behaviour management. When minor incidents occur, children are gently reminded of the rules. They are given effective tools that enable them to understand the impact of their behaviour on others. This has a positive impact on children's personal, social and emotional development as they learn to manage their feelings and behaviour well.

The co-childminders build an effective curriculum that meets the needs of children in their care well. For instance, children's current interests and next steps in learning are firmly embedded in daily activities that are on offer. Children are curious and freely explore as the lead their own learning through play. The co-childminders effectively support and extend their learning through quality interactions that take place throughout the day.

What does the Early Years Setting do well, and what does it need to improve on?

Children make continued progress from their starting points, across the seven areas of the early years foundation stage. For example, the co-childminder regularly tracks children's progress to ensure that any gaps in learning are identified quickly. She uses this assessment well to inform her planning and includes individual children's next steps to create meaningful learning opportunities.

Parents receive daily, verbal feedback from the co-childminder about their children's day. However, the co-childminder does not regularly share information about children's progress and next steps in learning with parents. This does not effectively support parents to support children's learning at home or promote consistency in education and care.

Children demonstrate positive attitudes to learning as the co-childminder has high expectations for children's behaviour and conduct. For instance, when there is a change in routine, the co-childminder clearly explains to children what is happening next and reminds them of the rules. Children are highly engaged as they freely explore a sensory activity with pumpkins and cooked spaghetti. The co-childminder successfully supports children development of language as she introduces new words as children learn through play.

Children listen and respond well to adult requests which enables them to benefit from the opportunities that are available to them. However, there are occasions when routines go on for extended periods of time. Children begin to lose interest as they can no longer concentrate. This impacts on their behaviour as they begin to disengage.

The co-childminder has developed secure relationships with children in her care. For example, babies benefit from being cuddled and rocked to help sooth them when they become tired. She is very attentive and caring within her interactions. Babies respond positively to her with big smiles as she bottles feeds them. These relationships are sensitive and stimulating and impact positively on the development of children's characters.

The co-childminders work very well in collaboration with each other to provide high quality education and care for all their families. They are passionate about their roles and have children at the centre of everything that they do. There have been positive changes in relation to some of the recommendations that were made during their previous inspection. However, the co-childminders still need to implement and complete further training to ensure that they continue to meet the requirements set out by Suffolk Childcare Agency.

The co-childminders need to extend their knowledge and understanding about supporting children with special educational needs and/or disabilities (SEND). Although they do not currently look after any children with SEND, this could impact on their future ability to offer inclusive education and care to children with SEND.

Parents share consistently positive feedback about the co-childminders. They feel that their children are well cared for in the 'homely' environment that has been created. They

particularly comment about the home cooked freshly prepared meals that are enjoyed every day by the children.

Safeguarding

The co-childminders fully understand their duty to protect children in their care from harm. They can confidently discuss what they would do if they ever had a concern about a child in their care. They understand who and when they would make a referral to in a timely to reduce further risk to children. They can confidently discuss a range of safeguarding issues that may impact on children and families, such as radicalisation, county lines and different types of abuse. They fulfil their statutory duties and keep accurate and up to date records. Their premises are safe and secure.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should/must:

Strengthen parent partnerships to ensure that children's progress in relation to the Early years foundation stage is shared regularly to secure continuity in care and education.

Improve daily routines to ensure that children are successful in their learning.

Extend knowledge and understanding about supporting children with special educational needs and/or disabilities (SEND) to be able to offer fully inclusive education and care to all children.

Inspection Activities

The co-childminders showed the inspector the premises and discussed how they ensure it is safe and suitable.

The co-childminders spoke to the inspector about their intentions for children's learning.

The inspector observed the interactions between the co-childminders and children.

The co-childminders provided the inspector with a sample of key documentation on request.

The inspector considered written feedback form parents during the inspection and took account of their views.



Name of Childminder	Doloresz Stefanidesz
Registration Number	SCA17000061
Type of Provision (CM at home/50% non-domestic premises)	CO-Childminder
Registers (Early Years, Compulsory, Voluntary Childcare?)	EYR CCR
Local Authority	Kensington and Chelsea
Childminder Agency Inspector	Nicola Webb
Date of previous Inspection	9/11/22
Number of children on roll	9

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