



Rutland Early Years

Quality Assurance Visit Report



This form **MUST** have either the Safeguarding and Welfare Assessment for Childminders, or the Safeguarding and Welfare Assessment for consultants completed and included to finalise the grading.

Rutland Early Years Agency Limited is committed to safeguarding and promoting the welfare of children and expects all childminders registered with the agency, and any other persons who are affiliated with the agency to share this commitment.

We have a number of policies and procedures in place that contribute to our safeguarding commitment.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We actively support the Government Prevent Agenda to counter radicalism and extremism

Name of Childminder	Date of visit	RA Number	Address		Setting address
Christine Nelson – Chris's Childcare	29/09/2022	RA000020	1 Cheviot Close, Oakham, Rutland, LE15 6NS		1 Cheviot Close, Oakham, Rutland, LE15 6NS
Registration date	Date of last visit	Time of visit	Previous grade	Grade awarded at this visit	Consultant
29/08/2018	05/09/2019	Time in – 9.40am Time out – 2.10pm	Good	Outstanding	Michelle H/Sue M
Email address	christine_childcare@hotmail.com				
Phone number	07866756197 01572 756461				

Facebook page details	Chris's Childcare
Previous actions from previous report of support plan	Support staff to all become confident within all areas of their roles. Safeguarding contact numbers for LA and the agency to be in each room to allow for easier access if required.
Complaints/Concerns Logged	Two complaints logged – both referred to Rutland.
Additional information	
Opening Hours	

The Safeguarding and Welfare Requirements/Compliance checklist – This sits alongside and is in addition to the safeguarding checklist.		Comments
Safeguarding and Child Protection	Met Y/P/N /NA	
<p>Childminder understands and has details of the local safeguarding procedures and knows what to do 3.5 - If worried about a child - If they have an allegation against themselves or an adult.</p> <p>Childminder is able to answer a variety of safeguarding questions. (Please detail questions asked)</p>	y	<p>The safeguarding information is spread through every room and the managers/room leaders were all asked a series of safeguarding questions and scenarios as listed below.</p> <p>Chris was also able to give me the referral information for Rutland County Council and talked through a recent time when they needed to contact Rutland for advice. She has a folder in the office with all the details of how to make a referral.</p>
Child protection record keeping procedures are in place and stored in line with data protection law 3.4	y	All information is kept in the office in folders and filing cabinets.
Statutory Safeguarding Documents 3.7 You must have regard for the government documents 'Working Together to Safeguard Children' & 'What to do if you are Worried About a Child'	y	These are printed and on display in each room.

You must know about these documents and be able to access them if you need to. You will be required to demonstrate that you are aware of and have access to these documents as part of your QA.		
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Adult: child ratios:	Met	Comments
Childminder meets the correct adult to child ratios 3.42 (For CODP settings ratios must meet the requirements of the EYFS 3.28 to 3.38).	y	
Number of children on roll	y	
Variation form on file if relevant.	y	NA
Looked after children under a social worker/Child in need/Child protection plan.	y	None
SEN	y	3 children
EAL	y	None at present
EYPP – Childminder able to demonstrate how they use the EYPP funding to support children	y	None
Overnight care provided and risk assessments in place for this	y	No

Health:	Met Y/P/N /NA	Comments
Practitioners promote the good health of the children attending the setting, for example children have three hours of physical exercise a day 3.45	Y	Lots of time outdoors and fruit basket in the room. Oral health – laminated sheets with teeth on and real toothpaste.
Food and Drink:		
The childminder provides healthy balanced nutritious snacks, meals, and drinks 3.48	y	Bring their own but have fruit bowls if they haven't got anything.
Records of children's special dietary requirements, preferences, and food allergies available 3.49	y	Allergen information is in each room. Children with allergies have a different coloured mat and the

		information is in the room. All staff are paediatric first aid trained.
The childminder is aware and has information of the 14 common allergens	y	Every room has allergen.
Fresh drinking water is accessible at all times 3.48	y	Yes
The kitchen is clean, hygienic, and suitable for the preparation of food and drink 3.48	y	Yes
Childminders must be aware of the need to notify Rutland (within 14 days) of any food poisoning affecting two or more children looked after on the premises 3.50	y	
Meal and snack times promote children's independence and social interaction and support healthy choices	y	At the table and independently feed, themselves.
The childminder promotes the good health, including oral health, of children attending the setting 3.45	y	Preschool room.
Accident and Injury:		
A First Aid box (with appropriate contents) is accessible and replenished regularly 3.51	y	Yes.

Managing behaviour:	Met Y/P/N /NA	Comments
Do childminders use or threaten corporal punishment, or any punishment which could adversely affect a child's well-being 3.53/3.54	Y	No

Safety and suitability of premises environment and equipment:	Met Y/P/N /NA	Comments
Safety:		
Premises and equipment are clean and comply with requirements of health and safety legislation (including hygiene requirements) 3.55	y	COSHH – nothing has come up. Poster and everything kept up high. No liquids that are at risk. RIDDOR – No instances and has the booklet downstairs.
Childminders ensure the safety of children, staff, and others on the premises with regards to fire, or any other emergency 3.56	Y	

Smoke alarms, fire blankets and carbon monoxide detectors are in place. Effective fire evacuation procedures are in place. Can be communicated in written or verbal format. 3.56	y	Fire evacuation practices. All logged.
Emergency Evacuation Procedure 3.55 This can be chatted through or written but you must have a plan in place to evacuate your premises in the event of an emergency.	y	The fire evacuation procedure is written in the rooms.
Smoking:		
Childminders must not allow smoking or vaping in or on the premises when children are present or about to be present 3.57	Y	Staff are not to smoke on the premises.
Premises:		
Childminders are meeting space requirements 3.58	y	
Appropriate rest and sleep provision are available that meets the needs of individual children and children are frequently checked 3.60	y	Children sleep in the dining area in reclining pushchairs.
Suitable hygienic nappy changing facilities are available 3.61	Y	Nappy station in baby room and toddler room.
Childminders must only release children into the care of individuals who have been notified to the childminder by the parent, and must ensure children do not leave unsupervised 3.63	Y	They have a security camera system and ensure that passwords and photos are provided if needed.
There are agreed procedures to prevent unauthorised persons entering the premises, and an agreed procedure for checking the identity of visitors 3.63	y	The setting is locked and there is a security camera system in place.
Risk assessment:		
Risk assessments have been completed (inside and outside) that identify aspects of the environment that need to be checked on a regular basis 3.64	Y	Risk assessment on the wall.
Outings:		
Childminders must assess risks or hazards and identify steps to remove, minimise and manage those risks on outings 3.65	y	The setting has safety measures in place such as monitors, baby gates etc.

Special educational needs:	Met Y/P/N /NA	Comments
Childminders must have arrangements in place to support children with SEN or disabilities 3.68	Y	IEP are in place. Action points on the wall. They make sure they get in touch with all the outside agencies if needed. Chris and Stacy are currently completing their SendCo training.
Childminders receiving Early Education funding must have regard to SEN Code of practice 3.68	Y	Yes we spoke about this and it is in the newsletters.

Information and records:	Met Y/P/N /NA	Comments
Procedures for sharing information with parents and other professionals working with the child are in place to ensure the needs of children are met 3.68	y	Tapestry.
A regular two-way flow of information with parents and/or carers is established, and between providers if a child is attending other settings 3.69		Drop off and pick up. Open link through emails, Chris and Tony are available all the time, parents group chat on the phone, Tapestry. Tried parents' evenings but parents weren't very good at sticking to appointments so they will develop newsletters.
Records must be easily accessible and available for inspection by the Agency 3.70	y	
Records are kept for a reasonable time after a child has left the setting 3.72	y	
Childminders must protect the privacy of children including in relation to handling information and records 3.73	y	
Information about the child:		
Children's records: full name, date of birth, name and address of each parent or carer known to the provider (and anyone else who has parental responsibility), which parent or carer the child normally lives with and emergency contact details, GP details are kept up to date 3.73	Y	Tapestry and in the pack.
Information for parents and carers:		
The childminder shares information with parents and/or carers, including how the EYFS is being delivered, the range of activities provided, how parents and carers can share learning at home, support for children with special educational needs and disabilities, food and drink, details of policies and procedures and assistants 3.74	y	Tapestry
Complaints/Reports:		
Copy of current quality assurance visit report is available to all parents (<i>how is this shared?</i>) 3.76 Copy of completed complaints log shared with parent if applicable (if the childminder has not had any complaints they will not be required to have a log, just know the of the requirement if they do have complaints)	y	Safeguarding lead folder.
Information about the setting:		
Certificate of registration is displayed 3.77	Y	Outside everything is displayed.
Parent Poster is displayed 3.75 (<i>this is not a statutory requirement, however communicating to parents how they can make a complaint is, so this must be done effectively in other ways of the parent's poster is not displayed</i>)	Y	Yes, on the outside window. Lovely sign outside on the day we went to announce visit to parents.
Working with Assistants	Met	Comments

	Y/P/N /NA	
The childminder informs the agency of all assistants starting at or leaving the setting 3.10	Y	
Robust safer recruitment procedures are followed for any assistants, e.g., interview, references, qualifications, and DBS & suitability checks 3.12	Y	Chris – how they do it. Advertise. Come for interview and they ask them lots of questions. But they have found in the past that once they are with children not that good. So, they now introduce trial sessions to observe prior to starting.
There is an induction programme for all assistants, volunteers, etc., including information about emergency evacuation, safeguarding, child protection, parental partnership, health and safety, and equality 3.21	y	
Procedures are in place for assistants to take responsibility to disclose any convictions, cautions, court orders, reprimands, and warnings, which may affect their suitability to work with children (before or during their employment) 3.17	y	
A valid Paediatric first aid certificate is held by the assistant/s (if left alone with children) 3.25	y	All 3 new staff are doing it
A record of assistant's personal details is held including DBS cert numbers and date issue 3.12	y	Sent via email, they have a document for all staff members.
A log of all training for assistants is held. 3.21 (For CODP settings you must check that the manager has a minimum of a level 3 relevant qualification and 50% of all other staff must have a minimum of a level 2 qualification)	y	Paper based
A process for supervision/observation/monitoring and training is in place and evidence seen 3.21, 3.22 Assistants must be deemed competent in the role they carry out and the responsibilities they have.	y	
A written Whistleblowing Policy is in place for all settings with staff.	Y	In place in rooms.
An attendance register for staff is in place	y	Yes seen.

The safeguarding and welfare requirements				Comments
Support plan Urgent actions for development	Support plan Some actions for development	Good Few actions for development	Outstanding Continued development	
Not being met – registered provider failing to comply with statutory requirements. Negative Impact on children's care, learning and development.	Welfare requirements met with inconsistencies (In line with the EYFS 2021)	Welfare requirements met (In line with the EYFS 2021)	Welfare requirements met and practice exceeds basic requirements	All procedures are followed. Very functional notice boards in each room that ensure all staff are following the same practice. Information includes risk assessment, allergies, all the parents' details, cleaning

There are significant weaknesses in practice that will potentially have a negative impact on children's welfare.				rota, hand washing, all about me forms, picture of the child favourite colour.
Limited policies and procedures relevant to this section	Childminder is working towards policies and procedures relevant to this section being regularly reviewed and shared with parents	Policies and procedures relevant to this section are regularly reviewed, understood by staff, shared with parents, and embedded in practice	All policies and procedures are regularly reviewed, understood by staff, shared, and understood by parents and embedded in practice	The policies booklet is in every room for staff to see. Staff members know where the policies are and during my visit were able to refer to them if needed. Staff knew where the safeguarding numbers were located and all staff except for one knew about the whistle blowing policy and the procedure they must follow if they want to report a fellow member of staff.

Quality of Education				
Support Plan Urgent actions for development	Support Plan Improvement Some actions for development	Good Few actions for development	Outstanding Continued development	Comments
All areas of provision are unsuitable for children	There are areas of provision that need improvement, setting out appropriately and maintained regularly	All areas of provision are regularly maintained, organised, well resourced, easily accessible and inviting	All areas of provision are set out in a stimulating way, rotated regularly and easily accessible for individual children	During the visit there were a lot of activities going on such as circles times, bubbles, dancing. There are also activities set up in the environment for children to explore such as pinecones leaves wood and scarfs and toilet rolls and the teeth, balls of ice with feathers inside them and tools to try and release. Outdoors there are tuff trays that were changed twice during our visit. Firstly, there was grassy materials dinosaurs, pipe cleaners and coloured blocks and containers for autumn. Later, they had wooden toys, a tea set and polystyrene tweezers and bottles.

There are no spaces for privacy/ quiet time	There is limited space available for the children to have some time away from the busyness of the setting.	There is space available to the children to have some privacy, quiet time away from the busyness of the setting.	There is an area dedicated to allowing the children time away from the busyness of the setting where children can go and have some private time.	There is a quiet area with cushions, blankets and book and a bookcase with books in each of the rooms. Advice – environment could be even further enhanced by quiet areas that are more enclosed and cosier in a busy setting by using boxes, draped fabric, or similar enclosed items.
Not enough equipment/ furniture, or in poor repair	Enough equipment/ furniture in reasonable condition	Equipment/furniture is suitable for each child's age/stage/size and kept in a good, clean condition	Equipment/furniture is adapted for individual children, convenient and comfortable and in excellent condition	Lovely facilities and the whole setting are arranged beautifully and very professionally. Resources can be self-selected; food areas promote independence. There are toilet facilities that promote independence in children such as children's toilets and urinals.
Not enough space for children to play	Adequate space with some uncrowded areas	Ample indoor space allowing children to move around freely, self-select, and play comfortably	Space used for childminding enables children to contribute to the environment and organise their own learning	So many provocations in the setting and children can choose the resources and move them around. The outdoor area is an asset in this setting and is being used regularly. Children's artwork is displayed. Advice – the baby room environment had limited opportunities for babies to move between, on and inside furniture and this could be developed by adding large blocks, boxes or very low-level toddler tables to explore surfaces and objects as they develop from crawling to walking.
Few materials/ experiences available for each age or stage of development E.g., Books in poor condition, no role play, maths, music, experiences, multicultural toys show negative stereotypes.	Some appropriate materials for each age group covering most areas of learning are accessible for daily use. Materials are generally in good condition. Children are discouraged from mixing resources.	Many and varied materials/ activities for each child: wide selection of books, art/creative, music, role play, physical, malleable, construction, sensory. 2 types of art/craft daily, sand/water weekly. Mixing of resources and individual expression encouraged. Non-stereotypical.	A wide range of resources: Several different drawing materials and sand/water activities daily. Independent age-appropriate access. 3D art regular. Various types of music. Materials represent diversity. High quality, natural and recycled resources. Display – children's work is valued, photos celebrate diversity	There are so many opportunities as listed above. Materials promote large and small movements and diversity is represented through various imagery and celebrations such as during Diwali the children wear sarees to dress up in and use henna. For World Book Day all the staff dress up and the children get the opportunity to visit the church.
No activities are available for children.	Basic resources are set up, children have limited opportunities to be challenged or use their	Most children are engaged in activities. Experiences are promoted to actively involve and extend children, changed	Children are engaged in a wide range of stimulating and challenging activities to practise and extend their skills and ideas	When the Queen died, they changed the planning of the week and went for a walk to make wreaths.

	imagination. Activities are either all adult led or unplanned	regularly, and are focused on individual needs	incorporating adult input. Activities are provided in unique and creative ways.	
Limited opportunities for child-initiated play and learning	More opportunities needed for child-initiated play and learning	Child-initiated play and adult led learning are appropriate to the children's needs	The childminder is led by the child. Child-initiated and adult led learning are appropriate and plans changed accordingly	There are some routines to the day, and this includes using the outdoors, so that all rooms get the chance to be outdoors. There were a few occasions where a child wanted to go in and they said stay outside for now so to follow the child's voice there could be the option for some children to go indoors if they would like to.
Children are considered within the setup of the environment.	Children are given limited opportunity to contribute to the environment.	Children are involved in and are able to contribute to the environment, with their needs and ideas taken into consideration.	Children are actively involved and encouraged in the creation of their environment on a day-to-day basis, with their ideas and contributions acknowledged and acted upon where possible.	The provocations that were set up in the environment allow the children to make free choices, so they could choose what they wanted. They had a tuff spot with filled with scarves and toilet rolls and some children were threading and then the boys changed it into superheroes.
There are no opportunities for outdoor play offered. None or limited trips outside of the setting offered.	Opportunity for outdoor play is offered but is not supported with a stimulating environment. Some trips outside of the setting offered,	Opportunity for outdoor play is an integral part of the setting and the children are able to free flow wherever possible. Trips outside of the setting offered regularly and to places to support learning and development.	Opportunity for outdoor play is an integral part of the setting with children able to free flow into an exciting and enabling environment in which the children are involved. Many trips outside of the setting offered, planned to support the individual needs of the children and their next steps.	The outdoor area in this setting is outstanding and the use and change of activities gives the children many new challenges. The activities are swapped more than once a day and they also make use of the outdoor area for songs in a ring. The preschool is learning Makaton due to a non-verbal child, and this is now going to be used in the whole setting as they reflected on the benefits of its use. They also visit the park, go on a shape walk, the church.
No opportunities to work with open ended materials on a large scale	Occasional opportunities to work on a large scale and to combine materials	Children have opportunities to work on a large scale with open-ended materials	Children can work on a large scale with open-ended materials and encouraged to combine materials in new ways	Outdoor area is used. Mud and water, grass, and pipe cleaners, lots of combinations. They have plans for old tyres and they are going to fill them with sand mud and gravel but also going to have smaller buckets that they can take indoors to bring inside. They are also planning to have a covered area in the garden so that they can make even more use of the outdoors in all weathers.
Little or no talking to children. Loud noise interferes with listening.	Moderate amount of talking, neutral tone of voice, content of talk	Talks to children frequently and responsively, talk is personalised & meaningful.	Adult's responsive and ongoing interactions motivate and engage children and support sustained	The practitioners use open ended questions in preschool and give the children time to answer. Letter cards

Limited vocabulary used. Talking only used to control behaviour.	generally positive. Some response to children's communication	Modelling of language and conversation is good, developing their ability to express ideas, extending vocab. Print in environment is seen, opportunities used to discuss letters/numbers in relevant ways.	shared thinking. Asks questions which encourage children to think about what they are doing and solve problems. Uses signs and symbols to support speech, uses exact words and adjust complexity to match child.	Makaton Chris's ethos is to be always interacting with the children. Talk, encourage, ask questions. Support their little minds. Help them to expand their knowledge and thinking and confidence. There were some lovely singing sessions that I observed, and children enjoyed listening and collecting their lolly stick characters. Advice - Maths could have been explored further here by grouping children and then splitting them during singing for songs such as five little ducks and by using real money (under supervision) when exploring counting with money in songs such as five currant buns.
Children's speech and language development is not supported in the setting.	Children's speech and language development is supported but is not embedded in the day to day.	Children's speech and language is supported in a variety of ways that are engaging and exciting for the children and tailored to individual needs. Speech and language development is supported across all educational programmes.	Children's speech and language development is supported in a variety of ways that are engaging and exciting to the children and embedded in all aspects of learning and development. Opportunities to support and extend this learning are identified and reacted to quickly. Speech and language are supported across all educational programmes and is embedded in all practice.	Singing songs Makaton The preschool use Letters and Sounds which is the same phonics package the school's use. There was lots of use of stories during the visit, even in the baby room in which babies gathered to listen and point at pictures. Chris – Speech and language is paramount to their learning. Verbal sounds, music, stories, visual aids. Planning ensures this through constant mentoring and teaching our staff.

Support Plan Urgent actions for development	Support Plan Some actions for development	Good Few actions for development	Outstanding Continued development	Comments
Ineffective observation and planning systems in place	Childminder needs to put in place a more effective system for observation assessment and planning	A good system is in place which contains a regular variety of spontaneous and planned observations which	Comprehensive up-to-date observation, assessment and planning systems are in place, observations include information on how children play and learn:	Tapestry and next steps on the wall and planning is evident in the themes of the week (Road safety, Autumn, Christmas, Halloween) and through information written on the notice boards.

		are assessed and used to plan for individual needs. Childminders use these to inform their practice on a day-to-day basis. Parents and carers are involved in the on-going observation process	child-initiated and adult-led activities, when children play alone or in groups	Chris -Planning, observations, and assessment all in place. Daily group play. Activities are child led and adult led. Key worker role vital.
Ineffective systems are in place to recognise a child's development effectively, and any gaps in learning are not identified. .	Childminder needs to put in place a more effective systems for recognising a child's development, allowing for progress to identified and gaps in learning supported.	Children's development is supported from starting points identified as part of the initial communication with parents. Children's development and progress can be clearly evidenced (verbally or documented) in all areas of learning. A good system is in place for recognising children's development and progress. Gaps in learning are identified and supported. All adults who interact with a child are enabled to contribute to the assessment of that child's progress.	Children's development is supported from starting points identified through communications with parents and other settings and assessment within the setting. Children's development and progress is clearly evidenced (verbally or documented) in all areas of learning and includes detailed input from other adults involved with the learning and development of the child. Parents and childminders reflect together on child's progress. Parents and carers are involved in the on-going assessment process. Gaps in learning are identified and supported quickly and effectively, with the involvement of all responsible for the child's development.	The children have a next step they can work on each week, and this is shared with parents through tapestry and dialogue with parents. I saw an example of a two-year check completed in the toddler room and it was done on Tapestry. It was detailed and the practitioner clearly knew the child. It also had some parent input which was lovely to see. Chris – assessed when arrive and parents support/other settings. We evaluate their progress and use each room team player to promote evaluate and extend each child's learning.
Children not making appropriate progress are not identified	Children not making appropriate progress are identified but support is limited	Children not making appropriate progress have an individual plan, discussed with parents and other professional's advice sought as necessary	Children have an individual plan, including advice from other professionals and parents, specific activities are carried out and effective monitoring of progress and identification of next steps ensures the child makes progress at a rate and pace individual to them.	IEP are in place and are being fed into the wall through targeted steps that make all staff aware of the child's needs and how to support them. This is outstanding practice as it goes above and beyond what is expected by ensuring that Daniel's needs are understood by all staff. It was also apparent through discussions that staff know their children well and are very responsive to children that may not be making progress, alongside a thorough two-year check.

				<i>"Copy the way Daniel speaks. Anticipation – peek a boo, ready steady go. Intense interaction/ visual clues. Show him an item to show him what's happening next. Must be the same item each time."</i>
Childminder does not carry out the progress check at age 2 or transition forms.	Childminder shares the required information with parents around the progress check at 2 and transitions but doesn't offer support and encouragement to extend children's learning at home.	A progress check at age 2 is completed, reviews the child's development, and identifies the child's strengths and any emerging concerns. Childminder shares information with parents and gains their views to support children's learning at home.	Parents have excellent opportunities to contribute to their child's learning and reflect with practitioners on their progress and next steps. The child's voice is also included. Parents can contribute to the 2-year check and the check is comprehensive and informative. Transition forms, with parents and child's voice is sent to the next setting.	Saw a two-year check on tapestry and parents had fed back. Good relationship with Catmose Primary School and tell them how many children. Catmose Primary School loves children that move on from Chris's Childcare as they are independent well-rounded children.
Children's learning is not influenced at all by the child's voice as the child's voice is not considered.	Opportunities for the child's voice to influence learning are missed and although the child is listened to, there is no impact from this.	Children's learning is influenced taking into consideration the child's voice and the parents' voice.	Children's learning is strongly influenced taking into consideration the child's voice, the parents voice and capture children's individual interests and significant moments in the learning	A little girl went to Warwick castle and brought in lots of photos and saw Zog and included everybody and from there they read a story. It would be nice to see more of this in the younger children.
No areas of learning planned for indoors and outdoors	Most areas of learning planned for indoors and outdoors	All areas of learning are planned for and covered indoors and outdoors based on children's interests	Childminders plan for learning and development, both indoors and outdoors, considering children's individual needs, interests, and stages of development. There is clear evidence that planned activities are based on individual needs and information learned from parents about the child at home. Childminder's plan and support the progress of children with SEND and EAL. In the moment planning to meet the interests of the child are part of the day to day.	Indoor and outdoor planning in the room. There are themes that are planning and lots of rotated activities that are used as provocations. Staff know how these activities can extend the child's next steps when asked. IEP in place and this is being fed down to the practice in the rooms as stated above.

Unaware of the 3 I's and are unable to talk through how they work in practice	Heard of the 3 I's but does not understand these. Can follow children's ages and stages but does not look at these closely or any impact	Thinks about what children's next steps are and why and how to use the curriculum to meet these. Implements ideas to meet the intentions and evaluates the learning achieved following implementation	Uses 3 I's in all areas of the curriculum including activities, teaching, planning, observation, assessment, and the environment. Clearly knows why they offer their chosen curriculum, how to do this effectively and is able to reflect on the impact it has made, whether it is negative or positive and makes appropriate adaptations in the moment and after.	Everything is planned step by step on the wall. The three I's are understood by staff, and this was evidence through conversations with manager/room leaders and documentation from Chris.
Inconsistent procedures to support and prepare children at times of transition	The settings procedures and practices to support children at times of transition are not well established and not robust	Good procedures and activities are in place to support children at points of transition. Contact has been established with other settings attended (at the same time) by the child and information is shared	Excellent links are established with a range of partners (local schools, settings, childminders, and children centres) to support the child's care and continuity of learning through transitions. Children are prepared and supported at times of transition, e.g., moving to a new house, starting school. Information is shared with others regarding transitions where applicable	The teachers from local schools come and visit the setting. There are good links with schools, the local authority and health visitors. Children are also supported in their transitions through rooms, and they only move rooms based on their development and not on age group.

Behaviour and Attitudes				
Support Plan Urgent actions for development	Support Plan Some actions for development	Good Few actions for improvement	Outstanding Continued development	Comments
The childminder does not manage children's behaviour in an appropriate manner.	The childminder manages children's behaviour but not always in an appropriate way for the level of understanding and development of the children.	The childminder has high expectations for children's behaviour and children are beginning to manage their own feelings and behaviour. The childminder is helping the	The childminder has high expectations for children's behaviour and conduct. Children have consistently high levels of respect for each other and show levels of confidence in social situations. Children	During my visit children behaved beautifully. They followed the daily routine, engaged confidently with each other and staff and they were clearly happy with high wellbeing and involvement levels. In the preschool room, they had a little boy who may have SEN and they had a crocodile head in the room, which he thinks is his and he gets very upset

		children to develop a sense of right and wrong. The childminder acts as a role model for desirable behaviour.	are encouraged, with support, to sort out disagreements together (depending on age/stage). Children are taught emotional literacy.	and one of the staff got down to his level and tried to distract him and it was lovely to see. Chris - boundaries are in place. Positive behaviour, kind hands, kind words, all friends together.
The childminder does not model appropriate behaviour and the children are not supported to do the right thing.	The childminder models appropriate behaviour some of the time.	The childminder consistently models good behaviours and supports children effectively to mirror these behaviours.	The childminder consistently models good behaviours and communicates effectively to the children why these behaviours are important and the impact of this. This in turn supports the children to have consistent positive attitudes towards their play and learning.	Staff were observed taking the time to interact with the children and explain things. They have good bonds with their children and the children are very happy.
Childminder is not responsive to children and interactions are unpleasant.	Childminder is usually responsive and involved with children. Some physical affection shown.	Childminder uses positive interaction and shows children respect. Responds sympathetically to children who are upset, offers appropriate comfort and reassurance.	Childminder is sensitive to all children's needs, asks about their feelings, encourages mutual support between children and adults. Childminder responds to children who are upset with appropriate comfort and reassurance and is aware of the child's needs in this situation allowing them to react quickly and effectively.	Two complaints and passed in the Rutland early. When asked if the contracts were terminated on these occasions Tony said one contract was terminated and the other reinstated. This is another example when Chris and Tony have put the child first and reinstated contracts where children are happy even if it is the more difficult option for them.
Children persistently demonstrate poor control and a lack of respect for others, leading to children not feeling safe and secure.	Childrens behaviour and attitudes are not good.	Childrens behaviour and conduct are good. They demonstrate their positive attitudes to learning through high levels of concentration, engagement, and enjoyment. They listen intently and respond positively to adults and each other.	Childrens behaviour and conduct are good. Children are highly motivated and eager to join in, share and cooperate with each other. Children confidently demonstrate the understanding of why behaviour rules are in place and recognise the impact their behaviour has on others.	Very evident as children play even in larger groups they behave well.

Personal Development				
Support Plan Urgent actions for development	Support Plan Some actions for development	Good Few actions for improvement	Outstanding Continued development	Comments
Children are not given opportunity to play alone or away from adult.	Children can create spaces for privacy.	Space set aside accessible most of the day where children can be alone when they wish.	There is more than one inviting space for quiet reflection away from active areas where children can play alone.	There are areas which have pillows and books in each room. Advice – there could be areas such as cardboard boxes or draped fabric dens where children could enclose themselves and get cosy.
Children have very infrequent outdoor experiences and do not access outings or trips.	Daily outdoor experiences available but are of limited value, variety, and quality.	Daily outdoor experiences include a range of activities, and outings to the local community, and include outings further afield.	Daily outdoor activities are planned to cover all stages of development and to explore the natural world and environment. Outings extend knowledge and build on experiences.	Great activities as listed in the report.
No opportunities to explore feelings through activities.	Limited opportunities to explore and communicate through creative activities.	The children have a good range of creative and imaginative play opportunities.	Children can respond to, explore, and communicate ideas, feelings, and preferences through creative and imaginative play.	Toilet rolls. Chalking on the walls and the ice activity with the feathers. Working out how to do it. Staff stood back and watched them – COEL.
The childminder setting does not reflect equality and diversity and does not meet individual children's needs. The childminder uses stereotypes regularly.	The setting does not promote equality of opportunity and fails to promote diversity or reflects diversity in a tokenistic way. Children with EAL have limited support to use their home language in play.	Equality of opportunity and recognition of diversity are promoted through teaching and learning. All children have equal access to opportunities within the learning environment e.g., activities are adapted to meet children's individual learning needs.	Every child is included and supported regardless of age, culture, gender, and ethnicity. Children can use their home language and develop English. Children learn to appreciate differences in the people they know and in the wider community.	Displays and celebrations where children wear sarees and have henna.

			Childminders challenge stereotypes.	
No attempt to find out what the child's life is like at home.	Little attempt to discover the child's experiences at home.	The childminder finds out the child's experiences at home and builds on these. Extends areas that might be more limited at home.	The childminder finds out the child's experiences at home and builds on these The childminder works with the child to widen their experiences taking into consideration the child's voice.	Visit to Warwick castle. Taran with the dinosaurs and it gets him involved Gruffalo. This could be explored more widely with all age groups.
Poor understanding of child development. Inconsistencies of support for all children to ensure they are making good progress and acquiring the skills for future learning.	Some evidence that the childminder understands child development and activities are adequate, children make some progress.	Childminder has a strong knowledge of child development. The childminder knows the age-related expectations in child development for the children in the setting. They clearly demonstrate knowledge of how children learn. Children are making good progress.	Childminder has an excellent knowledge of child development. All children are acquiring excellent skills, attitudes, and dispositions that they require in order to be ready for school. Using a variety of ways of teaching using knowledge of interests and learning styles. Equality of opportunity and recognition of diversity are promoted through teaching and learning	All staff have good knowledge of learning and development and why the activities have been set up. The weekly next steps work very well, and this enables staff to stay in touch with the EYFS and L and D requirements.
No routine or structure in place.	Inappropriate routine in place, either too rigid or relaxed.	Schedules and routines usually follow children's needs.	Schedules and routines flow with children's needs, giving them time to understand how things work, through being active and having first-hand experiences.	Lots of experiences and activities and lovely routines that involve group time and individual play.
Childminder has no understanding of the importance of wider experiences and how they impact a child's future success. (Cultural Capital)	Childminder understands the importance of wider experiences and how they impact a child's future success but does not support this area of development (Cultural Capital)	Childminder understands the importance of wider experiences and how they impact on a child's future success and supports this through their provision and curriculum.	Childminder fully understands the importance of wider experiences and how they impact on a child's future success. They support this by offering activities and experiences for the children that they don't experience elsewhere. These experiences meet individual	Lots and lots of material exploration and this is something that may not be doing at home. They get a good level of social development and a family unit with having Chris and Tony.

			needs identifies through strong working relationships with parents.	
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Leadership and Management				
Support Plan Urgent actions for development	Support Plan Some actions for development	Good Few actions for improvement	Outstanding Continued development	Comments
No written contracts with parents	Written contracts with parents not updated or reviewed.	Contracts in place and regularly reviewed with parents.	Fully comprehensive contracts in place that collate and cover all required information. Are reviewed regularly and as required and Contracts in place	Comprehensive permissions and contracts in place.
Insufficient information sharing with parents and others	Childminder shares information with parents but needs to improve and extend ways of doing so to make it more effective.	A range of evidence to show effective partnership with parents, including sharing starting points, updates on the child's learning and development, opportunities for communication with parents in a variety of ways.	Good information sharing and two-way communication with parents, with opportunities for them to contribute to assessments of their child's learning and development. Methods of information sharing are offered in a way that allows all families to access information, have opportunity to discuss their child, and to support the families at home.	Tapestry is being used and is very functional. Parents can contribute. Circle time talk about emotions, emotion cards and stones. They find out every morning how that child is feeling. Crucial messages that can impact on the day, there is a strong focus on wellbeing, and this radiates with happy children who are confident to be there.
Parents discouraged from observing setting prior to child starting	Some possibilities for parents to help settle in their children	Parents are welcome in the setting to settle their child or settling arrangements agreed	Settling in arrangements for the child are discussed and an agreement is made with parents. This arrangement is flexible and adapted to meet the needs of the child with strong communication with parents supporting this.	Lovely example of working with parents in the baby room. Where a child struggled to settle, and they were able to work with parents to shorten the settle sessions.

Parents are not involved in the setting	Parents involved minimally in the setting	Parents input is valued, and they are invited to be involved in the setting and interactions are positive.	A variety of opportunities for parents to be involved in the setting, sharing their culture, using a variety of methods, sharing their views, ideas. Interactions are positive and parents are an integral part of their child's development.	Sarees and Diwali and Jewish New Year. Polish and Hungarian. Parents preferred not to use the words. Using words, songs and items from a child's home language can help them to feel familiar with the setting and promote English language development through confidence and security – this can be explained to parents who may not want to share their home language.
Parents don't know how to make a complaint.	Parents have been provided with information about how to make a complaint but only verbally.	Parents have been provided with information on how to make a complaint in the form by policy.	Parents are fully aware of how to make a complaint and how to share positive feedback, because of a fully comprehensive policy being in place and shared.	Shared at the door the parent poster. Printed and stored in the filing cabinet.
Observation and planning not shared with parents	Basic information and observations shared with parents	Parents receive regular feedback, observations and are regularly informed of child's development and next steps	Parents are involved in inputting into observation and planning and childminder gives ideas for next steps at home, Feedback to parents is regular and relevant.	With Tapestry anything that you feel at the weekend. Warwick castle visit and bringing the outside environment inside.
Interaction with parents is unpleasant	Interaction with parents is minimal	Good relationship and interactions with parents. Childminder seeks feedback and acts on input where appropriate	Parents and childminder work together, relationships are excellent. Parents feel confident in suggesting changes, with their input included	Chris and Tony have made fabulous partnerships with parents and many of their parent's mention being treated like family. Chris told me about an instance where they have gone and visited a family of theirs who were going through difficulties. It was inspirational to see the passion that both Tony and Chris have for their setting and that was also very evident in the setting and through the children who were happy and behaved beautifully. I received a huge amount of feedback from parents and some of their comments are quoted below: <i>"The whole team have helped my daughter develop her character and broaden her vocabulary and helped her to be around others without being overwhelmed. I really am so glad we found them"</i>

				<p><i>and would recommend them in a heartbeat to other parents looking for a home from home. “</i></p> <p><i>“As a parent I cannot stress enough how much a relief it is for him to seem so happy going to nursery, and he genuinely seems to love his time with Chris and the team.”</i></p> <p><i>“Christine and the team work with my son, myself and other health care providers to ensure he is getting the help and support he needs, they welcome my advice and others and provide excellent care for him, he is now in the toddler room and has the best time there. I simply wouldn't send him anywhere else and would highly recommend them to anyone looking for wrap around childcare.”</i></p> <p><i>“They got to know us quickly, as a family, and are always happy to go above and beyond. Since the beginning we have been given the reassurance from her and the communication from the team that she is progressing well in a caring environment.”</i></p> <p><i>“If you are looking for a childminder who treats your child like they're family then Chris's Childcare is the place. Chris was recommended to me by so many other people and after visiting for the first time I just knew my daughter would love it there.”</i></p> <p><i>“When my son started it was just Christine, I've watched the business grow into what it is today. The staff are fantastic, they all care for the children and make me as a parent feel relaxed and happy knowing they are safe and having lots of fun!”</i></p> <p><i>“Both my children have built fantastic relationships with the adults and children here and as a parent I completely trust Chris and her team</i></p>
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				<p><i>and feel comfortable to discuss any aspect of my child's well-being. I know they will work with me to resolve for example a behavioural issue or to achieve a developmental milestone. Another key point that has been fantastic about Chris's is their flexibility."</i></p> <p><i>"As a working parent of 3 children, Chris and Tony have always accommodated any changes I've needed to make to my hours whether that be a last minute change for that day, or a change to help me manage the school holidays."</i></p> <p><i>"I couldn't be happier with Chris's Childcare. It is was one of the best decisions I have made. From the beginning I feel confident that my both daughters have been giving the best possible start to their life and that the education they have received at Chris's Childcare will assist them in their future. Truly first class organisation. A warm and lovely nursery where my girls love spending time. The staff are cheerful, caring and always helpful. I am very pleased with Chris's Childcare. I am so happy with how far my daughters have come, I could not ask for more."</i></p> <p><i>"I have been so impressed with Chris's Childcare, they are incredibly caring and supportive and my little boy is thriving in their setting. I am so pleased we found them and wouldn't hesitate to recommend them to another family."</i></p> <p><i>"I have been using Chris's childcare for the last five years and can honestly say in those five years they have been outstanding."</i></p> <p><i>"The setting has a lovely, warm and inviting culture, which was something that was really important to us when choosing a nursery. It is a safe, caring environment for all ages and staff truly</i></p>
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				<i>know each child well- something I believe is hard to find in a setting. Every day there is a new activity or experience planned and my daughter really thrives from the variety of opportunities given in all areas of development. As an early years trained parent, I have every faith that the staff ensure my daughter is developing well and help support and challenge her where necessary."</i>
No communication with other settings children attend	Limited communication with other settings, little attempt to make relationships	Childminder works hard to ensure regular sharing of information with other settings. Mutual sharing of information takes place, with a view to supporting the child.	Childminder works hard to build positive relationships with other settings and a mutual sharing of information to support the child takes place and settings work together to support the child. The method of sharing information is agreed with the other setting to ensure that it works well for both. Transition documents are completed and shared with input from all settings involved.	Has a relationship with Catmose and the teachers come over to meet the children in the setting.
No knowledge or implementation of working with other professionals to support the child when other professionals are or should be involved.	Limited knowledge and no implementation of advice from other professionals	Information sharing and implementation of advice from other professionals takes place within the setting.	Information shared with other professionals takes place. Advice is taken on board and implemented within the setting, included within the planning for the individual child in child's planning - Individual Targeted Plan completed. Involvement in report writing, meetings where appropriate	IEP – Various examples of working with outside agencies. Chris's Childcare is involved with all of the following as part of working with others: Speech and language, social workers, health visitors, inclusion team, visions centre, and head of the children's team.
Childminder has no vision for providing high quality,	Childminder has limited vision for providing high	Childminder is ambitious and has a clear vision for	Childminder is passionate, ambitious, and focused on	Evident in everything that is done. Also, higher management are very focused and passionate.

inclusive care, and education to all.	quality, inclusive care, and education to all. Leadership and management are not yet good	providing high quality care and education to all.	providing the highest quality care and education for all, constantly reflecting, and looking for improvement.	
Childminder offers no support to assistants and has no consideration for wellbeing and workload	Childminder offers some support and has acknowledged wellbeing and workload but has not effectively managed any issues	Childminder supports assistants effectively, being realistic and constructive in how they manage their assistants, including workload	Childminders ensure that highly effective and meaningful engagement takes place with assistants, identifying any issues and working to deal with them effectively and appropriately. Assistants consistently report high levels of support.	Could do appraisals more often.
Childminder does not reflect on their practice and has no systems for improvement in place	Childminder reflects on some of their practice but does not act effectively to make the improvements	Childminder has effective systems of self-reflection in place and acts quickly and effectively to improve their provision and their own development. Takes part in CPD opportunities.	Childminder is passionate and ambitious, always looking for ways to improve their provision and themselves. They have highly effective systems in place for reflection. They take part in CPD opportunities that are focused and relevant	Makaton SEN training Reflection takes place in the setting and an example of this is creating starting points that the parents can fill in. Stacey brought it up a couple of months ago and now they are putting this into place.

Assistants (comes under Leadership and Management)				
Support plan Urgent actions for development	Support plan Some actions	Good Few actions for development	Outstanding Continued development	Comments
Agency has no information about assistants. Assistants are left unsupervised	Limited information about assistants	Application form has been completed and suitability letter received	Assistants' checks have been completed before they start at the setting	
Childminder has no written information about the assistant, there are no safer recruitment procedures in place.	Childminder has limited information about the assistant. Safer recruitment procedures are limited. No log of assistants' hours is kept.	Complete records of recruitment and induction completed. Information on assistants is up to date, A register is kept with the full name,	Records include a comprehensive induction plan, reviewed during probation period. A regular audit of assistants' continuous professional	Induction plans now and the colleges are very good. They found it harder with covid to allow staff in who were not employed but now they plan to see potential workers interact (supervised) with children prior to starting.

		the days and hours assistants are working. Arrangements for absences of assistants and emergencies are in place.	development (CPD) is planned to respond to the identified strengths and weaknesses of the individual at regular supervision and appraisals. Attendance at training is cascaded and its impact on practice is monitored.	Policies are shared with parents and on the website. Starter pack. Contracts are issued after a few months and renewed every two years.
Assistants are unaware of policies and procedures of the setting and their roles and responsibilities.	Assistants have limited knowledge of policies and procedures and limited knowledge of their roles and responsibilities.	Assistants are aware of policies and procedures and of their roles and responsibilities in the setting.	Assistants are aware of and are involved in all aspects of the setting, such as helping write policies and are fully aware of their roles and responsibilities.	The assistants don't take part in writing the policies in the setting, but they are distributed around the rooms, and I can see a clear impact that the last visit has had on them ensuring that all staff have the information they need available to them regarding safeguarding and L&D. Just one member of staff was not able to identify the whistle blowing policy. Advise -make sure all staff members know about the whistleblowing policy as this is the one instance where they would need to potentially need to report things themselves bypassing management.
Assistants have no opportunity to disclose anything which may affect their suitability to work with children	Assistants have limited opportunity to disclose anything which may affect their suitability to work with children	Assistants have opportunities to disclose anything which may affect their suitability to work with children	Assistants have regular supervision with many opportunities to disclose anything which may affect their suitability to work with children	Staff supervisions which are held every 6-8 weeks.
Assistant left alone with children without a valid first aid certificate	Assistants first aid certificate has not been renewed	Assistants who are left alone have a valid first aid certificate	All assistants have valid first aid certificates	Yes.
Assistants have no knowledge of English	Assistants have limited English and do not have sufficient understanding	Assistants have sufficient understanding and use of English to meet the current government legislation requirements.	Assistants have good understanding and use of verbal and written English; they are fully involved in the setting.	I observed all staff getting involved during my visit.
Assistants are unaware of their responsibilities with regards to safeguarding and are therefore unable to keep children safe.	Assistant has limited knowledge of their responsibilities with regards to safeguarding	Assistants have a good knowledge of safeguarding issues and are confident in	Assistants are involved in all aspects of the setting, such as helping write policies. They have a full and	Staff members were asked a series of safeguarding questions as detailed below. As advised above ensure that all staff know the whistle blowing policy and the

	and safeguarding procedures.	discussions about child protection.	comprehensive understanding of safeguarding and their responsibilities.	procedure to follow if they want to report another member of staff.
Assistant has no understanding of their responsibilities to the children in their setting.	Assistant has key children but has limited knowledge of their responsibilities.	Assistants have key children and are aware of their responsibilities with regards to those children, and supports them effectively, understanding their learning and development needs.	Assistants have key children, are fully aware of their responsibilities with those children, supports them effectively in their learning and development, and knows the other children in the setting and can support them effectively.	<p>The staff have a fabulous knowledge of learning and development of the children and the system they have in place is working very well. They currently have one next step per week that they share with the parents.</p> <p>Managers and Room leaders have a very good knowledge of the children in their care and were able to fully articulate their role as follows.</p> <p>Stacey, who is the manager was asked various questions about her role and answered them all. Stacey has been at the setting for several years but is new to the role of manager. She was asked about the referral process, and she knows to take any issues to Chris and to document any safeguarding information word for word without leading questions. Stacy can identify the signs of the toxic trio as substance abuse, domestic violence, and mental health problems. Stacy knows that her role includes supporting parents at times, as I gave her a scenario of a parent who showed signs of mental health problems and she knew that this too would be referred to Chris in the same way.</p> <p>Stacy was able to tell me about how the setting supports cultural capital with an example of a pet week they held when they visited the pet shop. She was also able to talk about the structure of the three I's with planning and next steps, this was evident in the environment too with notice boards and posters.</p> <p>The room leader for the toddler room, Abby was also equally knowledgeable on her role. She was able to tell me about the signs of neglect and was confident with the procedure if she needed to make an allegation about another member of staff using her whistle blowing policy. Abby also described the</p>

setting's approach to the three I's and talked me through the development of her key children, Theo, and Finley. Abby clearly knows the EYFS well and described how they work with parents including the theme of the week and next steps which are shared with parents on Tapestry. Abby talked about how they promote positive behaviour with flash cards and how they use music to inspire the children. This was one of the loveliest things I saw during my visit, the children were just so happy and full of rhythm. They clearly had good social skills and felt comfortable moving to music with their friends. I saw songs during circle times and dancing in a circle outdoors and the children were thoroughly enjoying themselves.

I also spoke to Jane, the room leader for the baby room, who was also very knowledgeable on her role. She knew the referral process for safeguarding, she knew what the LADO number is used for and she was able to show me the whistle blowing policy within the policy folder in the room. Jane has a great passion for working with babies and I could see the efforts she goes to ensure that babies are supported in their initial journey away from parents. Jane talked me through how they use sensory play with the babies outdoors a lot and how they use sign language with the babies to communicate. Jane talked me through how she responds to the needs of the children in the room including communication, eye contact and gesture, as well as working closely with parents to ensure that their transition is smooth. The next steps and important information are also in the environment in this room.

I observed the assistants in both the toddler room and the baby room who were very well bonded with children and starting to show signs of their knowledge of the EYFS as they interacted with children in relation to their next steps.

I observed an apprentice in the toddler room who shone out to me, she had a lovely confidence, motivation and energy about her, and the children

				were coming to her for attention on more than one occasion. All apprentices and other staff members in the setting also had a lovely nature with the children and were knowledgeable in the routines and interactions with them. This clearly shows to me that apprentices are confident and happy in their environment and can build their skills around supportive and knowledgeable leaders.
There is no inductions process in place for assistants	There is an induction process in place for assistants, but this is not yet effective	There is an effective induction process in place for assistants meaning that they understand their role and obligations	There is a fully comprehensive and robust induction process in place for assistants that means they are fully prepared and informed for their role.	As above they want to offer trial sessions.
There is no register of attendance in place for assistants.	A register of attendance for assistants in place but not accurately completed	A register of attendance for assistants is in place and completed accurately.	A register of attendance is in place, accurately completed along with information of the assistant's name, day, hours of work and any other relevant information relating to attendance.	Chris and Tony use a HR Company who they can go to if needed to protect themselves. Time sheets and attendance registers.
Training for assistants is ineffective. Childminders do not tackle poor performance of assistants. Childminders have no systems in place for supervision and support of assistants. Consequently, quality of care of assistants is poor.	There is some training for assistants. Childminders have some systems in place for supervision and support of assistants, but these are not effective enough to make a difference to practice. Childminders have some systems in place for supervision and support of assistants, but these require improvement.	Childminder focuses on improving assistant's knowledge ensuring that the practice, knowledge and understanding of the assistant improves over time. Childminders have effective systems in place for the supervision and support of assistants.	Childminders ensure that they and their assistants receive highly focused and effective professional development. Childminder and assistant's knowledge and skills develop over time ensuring that improvements are made in the environment and teaching and learning. Childminder and assistants are fully involved all aspects of the setting and work together to achieve the best they can.	Great team. They are aware of building staff confidence. Could work on the policies together.

Assistants have no knowledge of safeguarding responsibilities and procedures	Assistants have limited knowledge of safeguarding responsibilities and procedures and the childminder does not support improvement with this.	Assistants have safeguarding knowledge and understanding and know what to do should they have a concern about a child or an adult working with children. Childminders complete safeguarding training courses to keep their knowledge up to date.	Assistants safeguarding knowledge and understanding is full and comprehensive. Safeguarding training is completed by all assistants and this is carried out prior to or as soon as they start and is regularly assessed ongoing. Assistants contribute to safeguarding in the setting and refresh their knowledge regularly. Assistants know what to do if they are concerned about a child or an adult working with children and are confident to follow this procedure themselves if required.	As above.

Does the Childminder have any comments about how this assessment has been carried out today?

Filled in the whole report form. Paper based.

Great relationships with the LA.

Feedback from parents

“The whole team have helped my daughter develop her character and broaden her vocabulary and helped her to be around others without being overwhelmed. I really am so glad we found them and would recommend them in a heartbeat to other parents looking for a home from home. “

“As a parent I cannot stress enough how much a relief it is for him to seem so happy going to nursery, and he genuinely seems to love his time with Chris and the team.”

"Christine and the team work with my son, myself and other health care providers to ensure he is getting the help and support he needs, they welcome my advice and others and provide excellent care for him, he is now in the toddler room and has the best time there. I simply wouldn't send him anywhere else and would highly recommend them to anyone looking for wrap around childcare."

"They got to know us quickly, as a family, and are always happy to go above and beyond. Since the beginning we have been given the reassurance from her and the communication from the team that she is progressing well in a caring environment."

"If you are looking for a childminder who treats your child like they're family then Chris's Childcare is the place. Chris was recommended to me by so many other people and after visiting for the first time I just knew my daughter would love it there."

"When my son started it was just Christine, I've watched the business grow into what it is today. The staff are fantastic, they all care for the children and make me as a parent feel relaxed and happy knowing they are safe and having lots of fun!"

"Both my children have built fantastic relationships with the adults and children here and as a parent I completely trust Chris and her team and feel comfortable to discuss any aspect of my child's well-being. I know they will work with me to resolve for example a behavioural issue or to achieve a developmental milestone. Another key point that has been fantastic about Chris's is their flexibility."

"As a working parent of 3 children, Chris and Tony have always accommodated any changes I've needed to make to my hours whether that be a last minute change for that day, or a change to help me manage the school holidays."

"I couldn't be happier with Chris's Childcare. It is was one of the best decisions I have made. From the beginning I feel confident that my both daughters have been giving the best possible start to their life and that the education they have received at Chris's Childcare will assist them in their future. Truly first class organisation. A warm and lovely nursery where my girls love spending time. The staff are cheerful, caring and always helpful. I am very pleased with Chris's Childcare. I am so happy with how far my daughters have come, I could not ask for more."

"I have been so impressed with Chris's Childcare, they are incredibly caring and supportive and my little boy is thriving in their setting. I am so pleased we found them and wouldn't hesitate to recommend them to another family."

"I have been using Chris's childcare for the last five years and can honestly say in those five years they have been outstanding."

"The setting has a lovely, warm and inviting culture, which was something that was really important to us when choosing a nursery. It is a safe, caring environment for all ages and staff truly know each child well- something I believe is hard to find in a setting. Every day there is a new activity or experience planned and my daughter really thrives from the variety of opportunities given in all areas of development. As an early years trained parent, I have every faith that the staff ensure my daughter is developing well and help support and challenge her where necessary."

Child's Voice/Feedback

Children are incredibly happy and show confidence in the setting. Large groups of children behave beautifully and listen to staff members.

Advice for improvement and development/Actions

- To complete starting points with parents and this has already been mentioned as an action as part of the staff reflection.
- To look at the environment in the baby room and develop ideas for supporting babies' movements from crawling to walking.
- To ensure all staff know what the whistle blowing policy is and how to use it.
- To reflect on the idea of enclosed cosy areas in the setting such as draped fabric or boxes/dens.
- To develop ways of supporting mathematical development during song times.

Focussed visit observations:

Chris and Tony have created a beautiful setting and are fortunate to have a great team around them too. The setting has a combination of a homely feel alongside some of the features of a larger setting, such as purpose build rooms and child toilet facilities. The activities they have on offer alongside a strong focus on songs, stories and movement are of outstanding quality and the children display beautiful behaviour and radiate happiness.

In the toddler room, the children sat and listened to songs with props including five little ducks, men in a flying saucer, and five currant buns. A group of around 11 children listened beautifully and joined in clapping and moving to the songs.

During the visit there were a lot of activities going on such as circles times, bubbles, and dancing. There are also activities set up in the environment for children to explore such as pinecones leaves wood and scarfs and toilet rolls and the teeth, balls of ice with feathers inside them and tools to try and release. Outdoors there are tuff trays that were changed twice during our visit. Firstly, there was grassy materials dinosaurs, pipe cleaners and coloured blocks and containers for autumn. Later, they had wooden toys, a tea set and polystyrene tweezers and bottles.

The staff are knowledgeable both about their role and the children they are key workers for. They can talk about the children's next steps and interests, and I can see that bonds have been built up with staff. The staff are attentive to the children's needs and are motivated to develop their practice by reflection.

Final Summary:

Dear Chris and Tony

It was a great pleasure to spend the day with you, your team, and the children. You are both clearly passionate about what you do and have passed this passion on to your staff along with the knowledge of all staff that has clearly developed from the last visit. The partnerships you have created with parents and the reputation you have in the local area is the result

of all the hard work you have put in and the positive feedback from parents was huge, in fact so huge that I felt a little bit like Santa Claus receiving letters to the north pole as the great feedback kept coming in. The children are happy, confident and transition well to the local school. Your outdoor area is an asset to the setting and is being used regularly with a rich supply of engaging activities.

The dedication you show to the families in your care and the extra efforts you go to in every aspect of your practice, all contribute to a very well-deserved outstanding grade!

Keep doing what you are doing! We are proud to have you as part of the Rutland family!

Best wishes

Michelle H / Sue Maxwell