

## Quality Appraisal Inspection Report

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

Nikki Wilsher  
 31<sup>st</sup> October 2019  
 18<sup>th</sup> September 2019

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	Good
Organisation, welfare and leadership		Outstanding
Teaching, learning and development		Good
The promotion of children's well-being		Outstanding
Early Years Foundation Stage requirements including safeguarding and child protection.		Good

### Summary of key findings for parents:

**This childminder early educator is Good because of the following:**

- Nikki has a good working knowledge of the children in her care. She provides well thought-out activities to effectively support learning and development, whilst monitoring their progress at regular intervals.
- Links with her parents/carers/families and other childcare providers in the local area are strong. Nikki serves the best interests of children by regularly sharing information with parents about their children's learning.
- Nikki shows excellent leadership skills with her assistant. Their effective team work supports children and parents alike.
- Children are encouraged to assist with snack times, thus promoting both independence and collaborative working skills
- Nikki provides a wide range of well thought out activities and resources for the children, allowing them to self-select in order to support their individual needs and interests.
- Children have the opportunity to spend good quality time in the outdoor area that has been thoughtfully organised to provide a wide range of resources and activities to suit all ages and stages of development.

## The main areas for improvement are:

- Children's interests are not fully utilised to expand learning opportunities
- Observations are not fully utilised to identify children's abilities and learning needs

## To further improve the childminder early educator should:

- Differentiate activities to include children's interests to expand learning opportunities
- Make sure EYFS learning journal (EYLog) is used to its full potential to promote comprehensive understanding of the children's abilities and learning needs.

## About the Quality Appraisal Inspection visit

The inspection was carried out by: **Suzanne Nicols**

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 childminder of a planned adult led activity.
- Discussing the childminder's practice at appropriate times throughout the visit with both childminder and assistants
- 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 childminding and reviewing a selection of policies
- Collecting the views of parents from surveys, the childminder's own questionnaires and any spoken to on the day
- Discussing the childminder's self-evaluation and plans for improvement

## Inspection findings

### **Organisation, welfare and leadership is Outstanding.**

Nikkie has a pro-active approach to establishing and maintaining relationships to promote best interests of children. She has worked hard to develop strong links with others. This is evident by the positive relationships she has with children, parents and other providers she comes into contact with, such as local nurseries and schools. Parents clearly appreciate the information Nikki shares on daily basis. Consequently, they feel they have a thorough understanding of how their children are progressing. These regular interactions help Nikkie to increase her knowledge about the children in her care.

Nikkie's passion for her childcare service enthuses her assistants to work as a team. She provides effective leadership by ensuring they understand their role and responsibilities. Nikkie has a fully comprehensive understanding of her duty of care to children and identifies the areas of safeguarding that would prompt her to take further action, should she have a concern or disclosure.

### **Teaching, learning and development is Good.**

Nikki is a capable teacher. She has a good understanding of the learning needs of the individual children in her care. Through her successful links with parents, Nikkie has insightful knowledge of children's preferences and interests. Knowing children's capabilities and next steps helps her to plan activities that can easily be expanded to stretch children's imagination and learning. Nikki is a conscientious role model. She speaks in an encouraging tone, giving children the chance to answer her questions, and then she extends their learning by asking thoughtful questions which prompts discussion and creates a language rich environment. The inspector saw an example of this when the children used home-made playdough to make faces. Nikkie encouraged the children to use their senses by smelling the dough to identify the different scents such as strawberries. She extended their learning further by asking questions about the texture and whether the playdough was hot or cold. The children clearly enjoyed sharing their ideas and opinions with Nikkie. They discussed the playdough facial expressions they created and how it relates to feelings.

### **The promotion of children's well-being is Outstanding.**

Nikkie has thoughtfully developed an inviting home setting. Her indoor space is bright, cheerful and welcoming. Children are made to feel at home in a nurturing atmosphere. She provides a separate area for older children after school. School aged children use the space to suit their own individual needs, whether it is relaxing reading or playing games together. All areas are easily accessible and carefully monitored. Children are actively encouraged to take part and assist Nikki when she is preparing and serving snacks. This helps to develop their knowledge about healthy eating and social meal times which, in turn, instils self-worth in children as they realise their contribution to tasks can have a positive impact. Through her conscientious role modelling, Nikkie promotes human values such as sharing, good manners and kindness to one another. She discusses what she is doing with children and encourages them to contribute to the decision-making process. She provides healthy, nutritious snacks and meals and encourages regular exercise. Her stimulating outdoor area allows her to give children access to physical play throughout the day. Children also access play areas in the local community.

## Childminder early educator's setting details

<b>Regulatory body</b>	@Home Childcare Childminder Agency CA000017
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Childminder's unique reference number</b>	CM00033
<b>Inspection visit date</b>	18th September 2019
<b>Previous inspection date</b>	17th October 2018
<b>Local Authority</b>	Sheffield
<b>Age range of children</b>	0 – 17

The childminder was registered in 2016 at the childminder setting in Oughtibridge, Sheffield. The childminder has a Level 3 qualification in Early Years. The childminder currently works with two assistants and is open Monday – Thursday.

## More Information about the Quality Appraisal Inspection visit

The Quality Appraisal Inspection visit was conducted by a Support, Advice and Mentor (SAM) from @Home Childcare Childminder Agency in line with A guide for Childminder Agencies<sup>(1)</sup>. The SAM reviewed all aspects of the childminder's setting to ensure they were meeting the requirements of the Early Years Foundation Stage Statutory Framework<sup>(2)</sup>. The quality of the childminder's practice was assessed using aspects of the agency's own evaluation schedule with reference to the Environment Rating Scales <sup>(3)</sup> and Ofsted's Inspection Evaluation Schedule. <sup>(4)</sup>.

(1) *A guide for childminder agencies (July 2016) Department for Education*

(2) *Statutory framework for the early years foundation stage (April 2017) Department for Education*

(3) *Infant/Toddler Environment Rating Scale (Harms, Cryer and Clifford); Early Childhood Environment Rating Scale (Harms, Cryer and Clifford); ECERS –E (Curricular Extension) (Sylva, Siraj-Blatchford and Taggart); Assessing quality in early childhood education and care, Sustained Shared Thinking and Emotional Well-being Scale (Siraj, Kingston and Melhuish)*

(4) *Early Years Inspection Handbook (April 2018) Ofsted* <sup>(4)</sup>.