

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Nikkie Wilsher
 22nd September 2022
 18th September 2019

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

Summary of key findings for parents:

This childminder early educator is Outstanding because of the following:

- Children are given consistent praise and encouragement which promotes them to persevere with activities and actively take part.
- Teaching is outstanding across all areas.
- Children's feelings are always considered, and the childminder helps children to understand their thoughts and feelings.
- Children are provided with many opportunities to learn how to keep themselves safe and how to challenge themselves safely.
- A robust approach is evident in relation to all areas surrounding safeguarding and child protection.
- Toys and resources are varied and ignite curiosity, supporting children's learning and development.
- Children are closely monitored, and their progress tracked, in order to support and extend learning and development.

The main areas for improvement are:

- To continue to develop and build on relationships with parents

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 educator of a planned adult led activity.
- Discussing the educator's practice at appropriate times throughout the visit with both educator and her assistant.
- Reviewing the children's assessment records, observations and planning on the agency's EYFS learning journal software
- Viewing the areas of the house used for early education and reviewing a selection of policies
- Collecting the views of parents from surveys, the educator's own questionnaires and any spoken to on the day
- Discussing the educator's self-evaluation and plans for improvement

Inspection findings

Organisation, welfare and leadership is Outstanding.

Nikkie is a highly reflective individual who strives to enhance and improve her provision. She does this through quality improvement which she monitors robustly through keeping a very extensive self-evaluation of herself and her setting as a whole. Available resources are highly interactive and children can choose the items that they would like to play with. For example, during a planned painting session with potato shapes, a particular child was encouraged to use a shape with the paint from his favourite shape posting toy, to help with his interactions with others in the group. Children show they are happy through their expressions and also through the enthusiasm they have for what Nikkie is saying, and the interest they show in the activities she has planned for them. Children clearly feel safe and secure as they move freely around their environment which has been carefully planned with their happiness and learning in mind.

Teaching, learning and development is Outstanding.

There is a strong understanding of the need to balance child and adult led activities. This allows children the freedom to explore different situations confidently, with adult interaction, if necessary. Planning, which is meticulous, is differentiated and based around children's individual interests / learning needs. Nikkie and her assistant take the time to make every activity a learning opportunity. During an activity about shapes the children are encouraged to think about their lunch boxes. They are asked what shapes their sandwiches are, one child has a circle-shaped biscuit and she identifies this shape. She is then asked what shape would be left if she bit into it. After thinking, she identifies a semi-circle. Using these clever questioning techniques children are encouraged to think and problem solve. Nikkie also gives constant praise and encouragement, drawing attention to the achievements of every child. Observations of children are sharply focused on their particular and unique needs; this allows Nikkie to plan activities that close gaps in children's learning quickly. Children's progress is monitored effectively and consistently to provide the best possible outcomes for them. Children make outstanding progress with Nikkie!

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

The experiences on offer to children are wide ranging. Children are learning to be tolerant of each other as they are actively supported to share and to make rules that they all agree upon. They are closely encouraged to think about keeping themselves safe, whilst being given the risk and challenge through fun activities to learn how to deal with different situations. Routines support children to develop excellent hygiene practices from an early age. Older children are encouraged to be independent around their own toileting needs and handwashing is clearly well established. The educator ensures meals and snacks are nutritious and helps children to understand the importance of a healthy diet and exercise. At snack times children are encouraged to independently select the snacks they would like. For example, using a spoon to help themselves to different types of fruit and other nutritious items, which also encourages co-operation and improves co-ordination.

Nikkie encourages children to have a go and to keep trying. She provides lots of encouragement and positive praise to boost children's self-esteem and confidence. Children demonstrate this confidence as they discuss their artwork. They congratulate each other and admire the work that others have done, for example, one child telling another 'I like what you have done, those colours are pretty'. Through these interactions British Values are embedded and children are growing up showing respect for one another and the adults around them.

Childminder early educator's setting details

Regulatory body	@Home Childcare Childminder Agency
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	CM00033
Inspection visit date	22 September 2022
Previous inspection date	18 September 2019
Local Authority	Sheffield
Age range of children	0 – 17

The childminder was registered in 2016 at the childminder setting in Oughtibridge, Sheffield. The childminder has a relevant qualification at Level 3 and works with an assistant. The childminder currently works Monday to Thursday 7.30am – 6.00pm. Funded education is provided for 2, 3 and 4 year-old children.

More Information about the Quality Appraisal Inspection visit

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

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

(2) *Statutory framework for the early years foundation stage (September 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* ⁽⁴⁾.