

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Kirsty Hall
29th July 2024
15th March 2023

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

What is it like to attend Kirsty's early years setting?

This childminder early educator is Good.

Kirsty has recently moved her provision into a purpose-built outdoor cabin. She has created a warm and inviting play space for children, which is meticulously planned to consider children's interests and learning needs. This large and well utilised space allows children to be always seen. Toys are in good condition and are easily accessible to children, enabling them to select those which they wish to explore, whilst encouraging them to develop independence and decision-making skills. As the cabin is in Kirsty's garden, the outdoor area is easily accessible and has also been organised to allow children access to fun activities such as a sand pit, water trays, ride on toys and a trampoline.

Kirsty has formed strong relationships with the children. She is aware of their individual needs and provides opportunities and experiences that support their learning and understanding. Kirsty helps children learn about different emotions during story-time by encouraging their involvement and interactions with picture books. She sits with children or kneels at their level when talking with them, demonstrating to children that they have her time and attention. Children enjoy interactions with Kirsty; they giggle as she reads a story about the colour monster and particularly enjoy her enthusiastic reading and her use of different coloured soft toys to demonstrate the emotions. Children are engaged in the story, asking questions as the story is read. This allows Kirsty to support children's understanding of the story and provides opportunities to further expand children's knowledge. Kirsty uses great role modelling through her activities, helping children to understand how to interact with each other and how to manage their own emotions.

Children show that they are inquisitive as they ask Kirsty lots of questions. They learn how to share with one another, and Kirsty promotes this with phrases like 'caring is sharing'. Kirsty has created a calm and welcoming environment where she uses positive reinforcement to gently correct and distract children. She carefully makes suggestions about what they could do next. Children respond well to this and quickly put her ideas into action. The children show kindness and consideration when talking to each other and to Kirsty.

What does the early years setting do well?

- Children have regular access to outdoor play. Kirsty has planned her learning environment to allow free flow from indoors, to outdoors.
- Children can move freely and comfortably; they always remain in clear view of Kirsty. They understand and follow the routine of the setting, taking part in adult-led activities when invited to do so. They interact well with these activities and show that they are learning new things and gaining an understanding of the world they live in.

- Kirsty understands the importance of allowing children to play freely and use their imaginations. She uses these free play opportunities to expand on children's knowledge and introduces new concepts to them, giving them opportunities to explore different textures and uses for everyday items, such as using different cereals in a scooping and counting activities to encourage fine motor skills and counting.
- Children make good progress in Kirsty's care. She is aware of children's individual learning needs and plans appropriate activities/opportunities to close their learning gaps.
- Children are confident in the setting. They are eager to explore independently and seek Kirsty out for support if needed.
- Partnerships with parents and other professionals have been established. They are positive and support children's continuity of care and learning. Kirsty works closely with parents to support children who have specific learning needs.
- Policies and procedures are implemented well and are effective at underpinning the educator's good practice. They are shared with parents and discussed when children join the setting.

What does the setting need to do to improve?

- Expand on the delivery of mathematical teaching within activities, using every learning opportunity to include mathematical concepts.
- Strengthen the provision around equality, diversity and inclusion, to show and explain to children that everyone is different and unique

Safeguarding

The arrangements for safeguarding are effective.

Kirsty is meeting all safeguarding and welfare requirements. She has a good understanding of the signs and symptoms that may cause concern a child is being abused. Safeguarding and child protection policies and procedures are implemented effectively. The educator shares all her knowledge, policies and procedures with parents/carers. Fire drills are carried out on a regular basis. Children take part in these and understand how to keep themselves safe. The educator's knowledge and practice of safeguarding assures the safety and welfare of children.

More information about this childminder early educator

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	HCEY00188
Last quality assurance visit	12 th September 2023
Local Authority	Sheffield
Age range of children	0 – 8

The educator was registered 2021 and works from her home in Lowedges, Sheffield.
The educator is open from 7.30am – 6pm, Monday to Friday.

Information about this Quality Appraisal Inspection

The visiting inspector: **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
- Reviewing the children's assessment records, observations and planning on the agency's EYFS learning journal software
- Viewing the areas of the house used for early education and reviewing a selection of policies.
- Collecting the views of parents from surveys, the educator's own questionnaires and any spoken to on the day
- Discussing the educator's self-evaluation and plans for improvement

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage. If you are not happy with the inspection or the report, you can complain to Ofsted.

More Information about the Quality Appraisal Inspection visit

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

(1) *A guide for childminder agencies* (October 2021) Department for Education

(2) *Statutory Framework for the Early Years Foundation Stage* (January 2024) 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* (May 2019) Ofsted ⁽⁴⁾.