

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Katie Hague
20th February 2025
6th October 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 Katie's early years setting?

This childminder early educator is Good.

Children enjoy purposeful play in Katie's home setting. Katie has recently completed an extension to her play space that has significantly increased the space for children to play. Children have ample space to play in large groups or independently without their play being interrupted. Toys are displayed based on the interest and learning needs of children, allowing them to choose what they want to play with. Katie and her assistant, Demi, form a secure base for children to explore. Children are confident to engage Katie and Demi in their play and for comfort or support if needed.

Children are making good progress in the setting. Katie uses all opportunities as a learning opportunity. As children play with rice, she shows them how when you bang on the tuft tray, the rice bounces into the air and encourages children to have a go for themselves. Children learn about problem solving as they explore how much rice can fit inside a bowl, developing their mathematical skills as they count. Children learn about keeping themselves safe and why this is important to be safe. When children run around close to other children, they are quickly stopped and reminded about being careful around their friends. Katie and her assistant continually promote good behaviour, reminding children to say please and thank you.

Katie has given Demi a thorough induction into the setting. As a result, they work effectively together as a team, sharing tasks to ensure they are completed efficiently. Katie has a natural openness which helps her to form strong, positive relationships with parents, who comment that she is warm, nurturing and flexible. Parents are happy with Katie's childcare service. They praise Katie for her hard work settling their children, who generally dislike home time because they rather continue playing.

What does the Katie do well?

- Children make good progress with Katie because she ensures she identifies their what they can do when they first start at her setting. She regularly monitors learning and development, and plans activities to help them achieve their next developmental milestones.
- Katie takes the time to understand children's personalities and she uses this to support learning. She understands children's likes and dislikes and is confident to use this information when planning activities.
- Children are continually encouraged to try things for themselves to develop their independence. Children are confident to have a go and will ask for help if needed.

- Children are supported to understand the importance of sharing and turn taking. This is consistently managed from both Katie and Demi, allowing children to learn the important rules of sharing.
- Children are beginning to learn to share their feelings and emotions. Although this is not yet secure children are beginning to respond to this well.
- Children's language and communication skills are regularly supported. Children are learning new simple words along with more complex words and phrases depending on their language abilities.
- Katie ensures children are included in activities by adding their interests. For example, she encouraged a child to bring in the Peppa Pig car to entice them to engage.
- Children are supported to develop their mathematical knowledge. Younger children learn simple counting, while older children begin to explore how many more is needed to make a given number.
- Demi is being supported to understand learning and development and is learning the requirements of being a childminder.

What Katie need to do to improve?

- Develop children's opportunities to explore the local community
- Continue to develop self-evaluations to continually identify personal development points.

Safeguarding

The arrangements for safeguarding are effective.

Katie continually reviews her local safeguarding procedures to ensure her knowledge remains current. She ensures any updates in her policies and procedures are swiftly implemented and that this information is shared with her assistant.

Katie has good knowledge of safeguarding children, including wider safeguarding issues. She is alert to the signs a child may be at risk of harm and understands the local referral procedures.

Katie ensures the children attending the setting understand her emergency procedures through practicing this regularly. This gives children the confidence to quickly evacuate in the event of an emergency.

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	CM00140
Inspection visit date	21 st January 2025
Local Authority	Sheffield
Age range of children	0 – 17

The educator was registered in 2020 and lives in Sheffield. She has an appropriate qualification at level 3 and works with an assistant. The educator is open from 7am to 6pm, 5 days a week all year round. She provides funded early education for 2, 3 and 4-year-old children.

Katie had a quality assurance visit within the past year, which is not conducted as an inspection, therefore a quality judgement was not given. The educator received verbal and written feedback, as usual.

Information about this Quality Appraisal Inspection

The visiting inspector: **Kay-Louise Ley**

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 and her assistant'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⁾.