

Quality Appraisal Inspection Report

Early years provision
 Inspection report date
 Previous inspection date

Little House Childcare
 22nd March 2022
 12th March 2020

The quality and standards of the early year provision	This inspection	Outstanding
	Previous inspection	Outstanding
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 early years provision is Outstanding because of the following:

- Children are happy in the setting. Children are confident to explore the setting independently and with their peers. Children are confident to reach out to staff for support if needed.
- Children have open access to indoors and outdoors. This provides children with free flow between the different environments, thus allowing them to choose where they would like to play.
- Resources are displayed to spark and ignite children's curiosity. These displays are bright, colourful and draw children to explore them.
- The ethos of the setting is child-led. Children are invited to join in activities but are encouraged to explore something else if they prefer.
- Staff work collectively as a team. Staff support each other, which embeds the partnerships between the staff.
- Staff understand the importance of keeping children safe. Staff work in partnership together to ensure children are always monitored.
- Staff actively listen to children. They use interactions as a positive way to develop speech and language and to develop/extend knowledge.
- Staff know the children well. They understand the learning journey the children have made and where they are planning to take learning next.
- Children are supported to live healthy lifestyles. This includes healthy eating, oral health and physical health.

To maintain outstanding practice this setting should:

- Continue to embed the intentions of group activities
- Continue to develop opportunities for parental learning and development engagement

About the Quality Appraisal Inspection visit

The inspection was carried out by: **Suzanne Nicols & 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 manager of a planned adult led activity.
- Discussing staff's practice at appropriate times throughout the visit with the manager and deputy manager
- 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 manager's own questionnaires and any spoken to on the day
- Discussing the manager's self-evaluation and plans for improvement

Inspection findings

Organisation, welfare and leadership is Outstanding.

Leaders and managers place high value on continual reflection within the organisation of the setting. A significant development is the free-flow access to the outdoor environment. Children have free-flow access between indoor and outdoor play. The overhead cover means children can choose where they would like to play, whatever the weather. Both indoor and outdoor areas provide a range of resources for children. Resources are displayed to spark children's interest for example, there is a veterinary set up with a range of soft animals for children to explore. Staff are positioned to ensure children are always supervised in all areas accessible.

The welfare of children is at the centre of the setting. Staff understand the importance of working in partnership with parents to meet the needs of children. Key important information is obtained at the enrolment stage and is continually reviewed to ensure information is accurate and up to date. Policies and procedures are continually reviewed and shared with staff and parents. This ensures all staff are aware of both local and national changes to legislation and ensures these are quickly implemented in the setting. All staff are aware of the policies within the setting and are confident to explain policies to others. This secure knowledge of the setting policies ensures children are safe. Leaders and managers ensure staff have regular supervisions which are used to provide further learning opportunities to staff and further support. Leaders ensure all staff are alert to safeguarding concerns through the regular training opportunities offered to staff. This promotes a culture of high vigilance within the provision.

Teaching, learning and development is Outstanding.

Staff have secure knowledge of learning and development and use this knowledge to observe and monitor the progress children make. They quickly identify any concerns in children's progress and promptly provide opportunities to develop these both within the setting and at home. Meetings are held regularly to discuss key children, ensuring plans can be put into place to support development. Interactions with children are strong. Staff support children to engage in discussions which test and expand knowledge. For example, during an activity, staff prompt children to identify the animals they could see, the noise the animals make and then use this opportunity to develop language skills by singing animal themed songs. The setting has a child-led ethos, which allows children to take the lead in the learning. Staff use child-led opportunities to engage children and extend their knowledge. Children make outstanding progress in the setting and are continually challenged to develop and expand their skills. Staff know all children extremely well. Relationships with children are strong, children are happy and feel safe within the setting.

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

All children are allocated a key worker who have the responsibility to work with children and their families. Each key person is aware of their key children's needs, including learning needs and personal needs. They work with parents to ensure they are meeting the needs of children and parents. Routines are established alongside parents to ensure children settle and that their personal needs are met. Behaviour is sensitively managed. Children are supported to understand their behaviour and the impact this has on others. These incidents are used to support and extend children's knowledge of their feelings/emotions and those of others. Staff are exemplary role models for each other and the children. Staff are fully supported to develop their own practice which impacts the care of children. An example of this is the value managers place on ensuring all staff are working towards a qualification as a minimum. This subsequently has a positive impact on the care of all children within the setting.

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	HCEY00001
Inspection visit date	22 nd March 2022
Previous inspection date	12 March 2020
Local Authority	Nottinghamshire
Age range of children	0 – 12

The setting was registered for Childcare on Domestic Premises in 2020 and operates in Brinsley, Nottinghamshire. Previously, it was registered as a childminder's setting, Emma Palfreyman. Staff are appropriately qualified at level 2 to level 6. The setting is open from 7am to 6pm, 5 days a week all year round. The setting provides funded early education 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 (April 2021) 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⁾.*