



Quality Appraisal Inspection Report

Childminder Early Educator
Inspection visit date
Previous inspection date

Hannah Miranda
20th January 2025
25th September 2023

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.		Effective

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

This childminder early educator is Outstanding.

Children are thriving in Hannah's home-from-home setting where learning is brought to life. They regularly experience learning in the local community, where they enjoy walking to the 'fish pass' at a local country park. Children are excited to learn more about what lives in the river, whilst looking for eels and fish. Hannah uses these opportunities to develop children's literacy skills as one child reads the word eel. Children explore maths within the environment, finding natural materials and engaging in discussions around their size. A child said 'look I have a big leaf and a small leaf!' These experiences are developing the children's early mathematical skills and knowledge of the world around them.

Hannah allows the children to take a lead in their own learning and take risks safely. One child asks if they can test their sticks in the stream. Hannah allowed the children to take their sticks to the stream and see what happens to their stick when it travels through the water. These experiences are developing the children's exploration and curiosity skills.

Hannah promotes the children's independence skills through daily activities. During mealtimes the children help to prepare the food and set up for lunch. A child asked if they could grate the cheese. Hannah allowed the child to do this safely. This activity is developing the children's physical skills, especially dexterity. During mealtimes, the children sit together and talk about their day. This is a great social experience for the children.

Hannah has formed excellent, positive relationships with the children and families. The children are encouraged and are confident to talk about their feelings and emotions. Hannah does this intuitively through daily interactions. This is having a positive impact on the children's mental health and well-being.

What does Hannah do well?

- Hannah has developed her learning environment to suit the needs of the children. For example, she has introduced a new writing area for the children to explore with activities to develop the children's mark making and writing skills.
- The children love reading stories. Hannah has a daily story time session with the children. This gives the children the confidence to read in a group and independently.
- The children have daily outdoor learning experiences such as daily walks to the wood and the local park. They enjoy forest school-based activities such as climbing trees and den building.

- The children attend weekly playgroups in the local community. This enables them to develop their social skills both within the setting and wider community.
- The children have baseline assessments, observations and reports which are shared with parents which provides parents with an update on their child's progress.
- Hannah knows the children well she can talk about their likes and dislikes and what they need to do next to develop their learning further.
- All policies and procedures are in place, reviewed and updated.
- Hannah attends regular training to develop her practice further. She is self-reflective and is always thinking of ways to improve her setting.
- Hannah supports children to share and wait their turn, learning appropriate social interactions.
- Interactions with children are positive. Hannah skilfully questions children and helps them to learn new words from the environment.
- Children have access to free choice boxes which allows them to choose the toys they want to play with.

What does Hannah need to do to maintain Outstanding?

- Continue to maintain termly reports to share next steps with parents.

Safeguarding

The arrangements for safeguarding are effective.

Hannah can confidently talk about the signs and symptoms a child may be at risk of harm. She is aware of the referral process and who she needs to refer to and why. Hannah has a secure knowledge of wider safeguarding issues. Hannah has completed detailed risk assessments this is keeping the children safe in the setting and wider community. The children practice regular fire drills and emergency evacuation procedures.

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	CM00189
Inspection visit date	20/01/2025
Local Authority	Nottingham City
Age range of children	0 – 17

Hannah was registered in 2021. She was previously a teacher. Hanna's setting is open from 7.30am to 5.30pm 5 days a week all year round. She provides funded early education for 2, 3 and 4-year-old children.

Hannah 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: Jenni James

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⁾.