

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Emma Crabb
5th May 2025
N/A

The quality and standards of the childminder's care and early education	This inspection	Outstanding
	Previous inspection	NA
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 Emma's early years setting?

This childminder early educator is Outstanding.

Emma has created a home learning environment which is truly aimed at meeting the individual learning needs of children. She has phenomenal knowledge of the children in her setting, she understands each and every child's personality, likes, dislikes and interests. This knowledge is then used to develop activities to support learning with children's interests included. As children play in the sand, developing their hand-eye co-ordination as they pour the sand between containers, one child shouts 'look Emma, it is a pirate coin'. This simple item encourages the children to keep digging and looking for what else they can find.

Emma has a natural calming nature about her which children are drawn to. If children become upset, they quickly calm with Emma's voice and positive distraction onto another activity or job they can help her with. Children are active members of the setting and work together each morning to identify who the 'tidy buster' will be each day. This nominated child has the pleasure of wearing a cape and modelling good tidying up at tidy up time. This helps children to have ownership of their own learning environment and the importance of keeping things tidy for their own safety.

Emma supports communication and language skills with all children. She has introduced simple Makaton signs with children to help them understand what is happening. She reassures children as they are having their nappy changed and informs them what she is going to do next. She uses simple language to explain this, explaining how she is just going to quickly put a clean nappy on and then, it is all done. This calms children during this sometimes-distressing nappy changing event. Emma repeats some simple words back to children such as "bang bang" as they learn to explore musical instruments in the garden. This reassures children it is ok to make a noise and to bang on the item. Children quickly become engaged in this activity and the outdoor environment, showing Emma how they can see flowers and giving it to her to smell.

Parents identify Emma and her team as their child's biggest cheerleader and comment on the secure progress their children are making in the setting. Parents feel Emma and her team are accommodating to their needs and how Emma supports learning at home. This is achieved through a series of home learning packs which are aimed at different learning needs such as colour recognition and phonics. Parents are confident to hand their children over each day and express how comfortable Emma makes them feel. Parents recognise the fun their children have with Emma and the opportunities she provides to them daily.

What does Emma do well?

- Emma has high expectations of the children in her setting. She understands what children can do and what they can achieve. She tailors learning to challenge children throughout their learning.
- Children can independently select their own resources to lead and expand their own play age appropriately. Adult supervision items such as scissors are out of reach of children, ensuring children are safe and supervised when these items are used.
- Children are making strong progress in their learning. Emma monitors and tracks children's progress well to ensure she is continually aware of any areas for support or development.
- Emma reassures children regarding their feelings and emotions. She tells them it is ok to feel frustrated and provides techniques on how they can manage this emotion. For example, she helps one child blow on his fingers which she pretends are candles he is blowing out. This helps children to be calm yet confident to express the way they are feeling.
- Although Emma's assistant knows her key children well, Emma is aware of the importance of her overall responsibility to ensure all children are making progress. She monitors this well to ensure her assistant's knowledge is accurate.
- Children are continually supported to explore other cultures, religions and ethnicities. Children have opportunities to explore cultural customs such as applying henna. Emma is aware of the dangers of using henna and developed this to use face paint. This allowed children to explore this custom in a safe manner.
- Children are supported and encouraged to take risks. Many of the children in Emma's setting enjoy climbing and she understands the importance of developing this skill. She has created a safe place for the children to climb and ensures she is close by for support.
- Children are continually supported to make good choices and understand it is not the child that is 'bad', it is the choice. This helps children to make their own good decisions and reflect on why some decisions are not appropriate.
- Emma is highly reflective; she continually considers how she can develop her practice for children.
- Emma responds quickly to changes in her environment. For example, while outdoors, her neighbour starts to cut his grass with a petrol lawnmower. As Emma smells the burning petrol, she immediately takes the children back indoors.
- Emma has established a strong relationship with another setting a child attends. She has created a partnership book which is completed between both settings to ensure information is being passed on. This includes things such as what the child has achieved or enjoyed each day.
- Assistants have an extensive induction plan which Emma works through. This ensures assistants understand the roles and responsibilities of being an assistant and allows time for them to understand and embed Emma's ethos and values.

- Assistants receive regular supervisions to ensure their quality remains at the high-level Emma expects. Assistants comment how Emma provides constructive criticism to help them improve their practice. Assistants have access to further training delivered by the agency which Emma continually recommends.
- Assistants have secure knowledge of safeguarding children. They understand their roles and responsibilities regarding safeguarding and Emma regularly checks this knowledge to ensure it remains good quality knowledge.

To maintain outstanding practice Emma should:

1. Continue to develop self-evaluations to allow areas for development to be identified.
2. Continue to develop the routine of the setting to allow children to follow this with ease.

Safeguarding

The arrangements for safeguarding are effective.

Emma has embedded her safeguarding policies and procedures into her practice, ensuring all parents and assistants understand her roles and responsibilities to safeguard children and keep them safe from abuse. Emma fully understands the key signs which may indicate a child is at risk of abuse and understands the referral procedures for her local authority. Emma has clear understanding of wider safeguarding issues such as *Prevent* and *Female Genital Mutilation*. Emma continually updates and refreshes her knowledge on local safeguarding incidents to ensure she keeps her knowledge updated. Emma passes all her knowledge onto her assistant to ensure their knowledge remains current.

Health and safety is managed through a balanced approach of risk vs benefit to children. Children are encouraged and supported to take some simple risks which are appropriate to develop their knowledge and abilities. Emma ensures she continually risk assesses her home, including outdoors and, ensures children understand her emergency evacuation procedures. Emma's procedures assure the safety and welfare of children.

More information about Emma Crabb

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	CM00212
Inspection visit date	27 th March 2025
Local Authority	North Lincolnshire
Age range of children	0 – 17

Emma was registered in 2022 and lives in North Lincolnshire. She has an appropriate qualification at level 3 and works with an assistant. The educator is open from 7.30am to 6pm, 5 days a week all year round. She provides funded early education for 2, 3 and 4-year-old children.

Emma 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 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⁾.