

Quality Appraisal Inspection Report

Childcare on Domestic Premises setting:
Inspection report date
Previous inspection date

Little House Childcare
2nd May 2025
22nd March 2022

The quality and standards of the early years setting's care and early education	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.		Effective

What is it like for children to attend Little House Childcare?

This childminder early educator is Outstanding.

Children flourish in this exceptionally warm and well-structured setting. They are happy, confident, and deeply engaged in their learning. Strong, trusting relationships with staff help children feel safe and secure from the very start. The setting is thoughtfully divided into three cabins, Babies, Toddlers, and Preschool, ensuring every child receives highly tailored support suited to their stage of development.

Across all age groups, children demonstrate impressive independence and a strong sense of belonging. Babies are supported to stand and take early steps through carefully planned activities. Toddlers are skilfully taught how to navigate stairs safely, and all children are consistently encouraged to manage their own needs, including feeding themselves and dressing independently.

Children's communication and social skills are exceptionally well developed. Preschool children engage confidently with visitors, asking thoughtful questions and expressing their ideas clearly. Staff are highly effective in promoting language through meaningful conversations and well-planned learning experiences.

Mealtimes are calm, respectful and highly valued. Children sit together and enjoy sociable interactions with both peers and staff. They learn to use cutlery with care and take pride in doing things for themselves. These routines are embedded with consistency and purpose, helping children grow in confidence and self-reliance.

Children are guided to take appropriate risks and explore their environment with confidence. Staff teach them how to move safely, whether climbing, using stairs, or tackling new challenges outdoors. These experiences build resilience and physical coordination.

Learning is rich, exciting and purposeful. Children explore stories, sensory play, and creative activities that capture their interest and deepen their understanding. Staff extend learning skilfully, helping children build vocabulary, follow instructions and collaborate with others.

Key person relationships are exceptionally strong. Staff know children incredibly well and provide highly personalised support. As a result, all children make excellent progress and are exceptionally well prepared for the next stage of their education.

What does Little House do well?

- The setting plans exciting learning opportunities for the children catering for all 7 areas of learning for example, baking, sensory play, gardening, arts, and crafts.
- All the staff can confidently talk about the children's progress and their next steps. The children's next steps are displayed in the setting.
- Outside providers Tiny Talk and Boogie Beats come into the setting and deliver targeted group sessions for the children. This is developing the children's personal social and emotional skills.
- The children go on regular trips in the local community, for example, trips to the park, the allotments, and the local farm.

- The children have regular outdoor learning experiences. Each lodge has its own designated outdoor area. There is a large, grassed area with climbing frames and slides. There is a mud kitchen and an area for riding bikes. These activities are developing the children's physical skills.
- The children are taught and encouraged to take risks safely. For example, learning how to use steps. Travelling down the ramp on bikes. This is developing the children's confidence and self-esteem.
- The setting has planned to have eggs and chicks. These real-life hands-on experiences are developing the children's understanding of the world.
- All staff communicate with parents regularly. Baseline assessments, termly reports, 2-year checks and observations are shared with parents. A great way of keeping the parents updated with the progress of the children.
- All staff attend regular training, which positively impacts their continuous professional development.
- Policies and procedures are in place reviewed and updated.

To maintain outstanding practice Little House should?

- Continue to develop and support staff members

Safeguarding

The arrangements for safeguarding are effective.

All staff can confidently talk about the signs and symptoms a child may be at risk of harm. They can talk about the referral process and reporting process in the setting. All staff know who the designated safeguarding lead is within the setting. All the staff can talk about the wider safeguarding issues including radicalisation. Detailed risk assessments are in place in the setting and wider community. Regular fire drills are carried out and recorded.

The safety of children is a top priority at Little House.

More information about Little House

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Unique reference number	CM000001
Inspection visit date	24 th March 2025
Local Authority	Nottinghamshire
Age range of children	0 – 17

Emma Adkin, the owner and manager at Little House Childcare, was registered in 2016. She and her staff have appropriate qualifications ranging from Level 6 to Level 2. The opening hours are 7.30am to 5.30pm, 5 days a week all year round. Funded early education is provided for 2, 3 and 4-year-old children.

Little House 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 staff of a planned adult led activity.
- Discussing staff'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, Little House's own questionnaires and anyone spoken to on the day
- Discussing 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⁾.