

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Sally Gare
25th April 2025
10th July 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 Sally's early years setting?

This childminder early educator is Good.

Sally places a strong emphasis on her relationships, not only with children, but with their families too. She understands how hard it can be for parents to leave their child with someone they don't know, and she uses this knowledge to support parents, being empathetic to their individual needs and ensuring she provides updates throughout the day. Children are confident in Sally's setting and explore like the setting is their home. Children are confident to ask Sally for any toys they want to play with and to use to create their own play ideas. Children are learning about their feelings and the feelings of others. They can express their feelings and are learning how their actions may upset someone else. Sally explains to children that their friend is upset and supports children to explain why they are upset, which means any conflict is quickly resolved.

Children are supported to learn about different special events. Children have recently been exploring St Patrick's Day, engaging in Irish dancing, Irish music and some features of the Irish festival event such as rainbows, pots of gold and leprechauns. They also visited the local woodlands where they collected leaves / twigs and used these to create their own shamrock. Children enjoyed using new words such as "shamrock" which they continually repeated back to Sally. Children were confident to explain to Sally what they were going to do and how they were going to position the items they had previously collected. In addition to children creating their shamrock masterpieces, they enjoyed exploring the different sized leaves, exploring which is big/small, bigger/smaller. This activity supported children to develop their knowledge of different sizes, colours, new vocabulary and expressing their imagination.

Children are making strong progress in Sally's care. Children are developing their independence skills as part of the routine and are confident to make their own decisions. Children particularly enjoy the mark-making station where they can create their own pictures, explaining to Sally what they have drawn. This provides Sally another opportunity to identify their current interests and use this new information in her planned activities.

What does Sally do well?

- Children are happy and settled in Sally's care. They arrive happily and are eager to explore activities awaiting them each day.
- Children are monitored in terms of their progress. Parents receive termly updates of their progress to allow parents to recognise the progress which is being made.
- Children's language skills are continually supported. Depending on which is the theme in the setting, children learn new words such as "leprechaun" which are big words for children to say. Listening to children repeating these new words continually was a pleasure to observe and demonstrates the strong focus on language and communication skills.

- Children have access to a range of resources which they can independently select, developing their independence skills.
- Children have access to regular outdoor play. This is both within the setting and within the local community.
- Parents receive a thorough induction procedure, providing ample time for children and their parents to settle into the setting. Furthermore, this allows Sally to get to know the children and their parents.
- Sally sends regular newsletters to parents to share information about planned activities, outings or themes for the term. She regularly sends questionnaires to parents, identifying if parents are happy with her services and if they would like any additional changes to be made.
- Parents comment how happy they and their children are using Sally's setting. They comment how flexible she is to meet their needs and how highly they recommend her.

What Sally needs to do to improve?

- Develop self-evaluations to continually raise standards of care and education.
- Review children's next steps to ensure they are clear and targeted.

Safeguarding

The arrangements for safeguarding are effective.

Sally has secure knowledge of safeguarding signs and symptoms. She regularly reviews her local safeguarding procedures to ensure her knowledge remains accurate. Sally embeds British (Human) Values into her setting to support children to be considerate and accepting of others who may not have the same views and values as them. Sally continually reviews her risk assessments to ensure children are safe and quickly makes any changes she feels are required. This is both within the setting and local outings children participate in. Parents are assured safety is a top priority in this setting.

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	CM000203
Inspection visit date	18 th March 2025
Local Authority	Nottinghamshire
Age range of children	0 – 17

The educator was registered in 2022 and lives in Retford, Nottinghamshire. The educator is open from 8am to 5pm, five days a week, all year round. She provides funded early education for 2-, 3- and 4-year-old children.

Sally 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 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⁾.