

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Vickie Reid
24th June 2025
N/A

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	N/A
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 for children to attend Vickie's early years setting?

This childminder early educator is Good.

Children are happy and settled in Vickie's home setting; they are making good progress. Vickie knows the children well and uses this understanding to plan activities that support their development. Children are encouraged to make choices in their play and are supported to work towards their next steps. A range of indoor and outdoor resources is available, promoting independence, exploration, and curiosity.

Children move freely between the indoor space, deck, and garden, where learning through play is encouraged. They take part in activities that support communication, physical development, and understanding the world. During a recent farm-themed activity involved exploring soil, bubbles, seeds, and toy tractors, Vickie designed it to enable children to have some independence by allowing them to opt for their preferred tasks such as planting seeds, washing vehicles, or experimenting with water. Vickie supported them with praise and questions, encouraging conversation, problem-solving, and creativity. Sensory elements like mud and bubbles enhanced the experience.

During outdoor play, children use the climbing frame and slide to develop physical skills and test their abilities. They notice changes in the environment, such as new coloured floor tiles, which spark imaginative games and spontaneous exploration.

Vickie communicates regularly with parents, using WhatsApp to share updates, photos, and progress. This ongoing exchange helps maintain consistency between home and the setting.

The environment is well organised and thoughtfully planned to meet children's needs. Vickie works closely with her assistant to maintain a consistent, child-centred approach. The assistant receives appropriate training to cement her knowledge. Observations and assessments inform planning, ensuring each child is supported and making good progress.

What does Vickie do well?

- Children are supported to develop communication and thinking skills. The childminder asks open-ended questions and encourages children to explore, make decisions, and respond.
- Vickie demonstrates a good understanding of each child's stage of development and provides sensitive, appropriate support throughout the day. Transitions between activities and areas are well managed, promoting confidence, independence, and emotional security.
- Positive reinforcement is used effectively. Children were praised for waiting patiently, with the childminder telling them they could each have a star for their star chart.

- A wide range of high-quality books, toys, and games are thoughtfully placed within easy reach of children. This purposeful organisation encourages independence, supports decision-making, and promotes sustained engagement. Children confidently make choices about their play and learning, which contributes to the development of their self-esteem and autonomy.
- Vickie takes prompt action to maintain a safe environment by removing any equipment no longer in use and ensuring the learning space remains hazard-free, allowing children to explore safely and confidently.
- The outdoor environment is managed with care. Before allowing children to access the sandpit, Vickie asked the children to wait while the wooden slats were removed, demonstrating awareness of risk and modelling safe behaviour.
- Reflective practice is embedded, with Vickie regularly evaluating learning experiences and making thoughtful adjustments. Future plans include organising a visit to a local working farm to extend children's understanding of farm life through direct interaction with animals and the environment.

What does Vickie need to do to improve?

- Continue to widen conversations with children to proactively encourage them to make connections between what they do and why.
- Show how activity plans are supporting individual children, have that clear intent, implementation and impact of activities and be able to see how that is clearly in place

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong commitment to safeguarding. She has a secure understanding of her responsibilities and takes effective action to protect children's welfare. Safeguarding is embedded in daily practice, with clear procedures and consistent vigilance. Vickie makes effective use of tools such as Alexa to set reminders for routine checks, including sleep monitoring, ensuring that safety practices are upheld consistently. Parents are assured safety is a top priority in this setting.

More information about Vickie

Regulatory body	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	HCEY00235
Inspection visit date	15 th May 2025
Local Authority	Nottingham City
Age range of children	0 – 17

Vickie was registered in 2023 and lives in Nottingham. Her opening hours are 8.30am – 5.30pm, Tuesday to Friday 8.30-5.30pm. She provides funded early education for 2, 3 and 4-year-old children.

Information about this Quality Appraisal Inspection

The visiting inspector: **Suzanne Nicols**

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 her 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⁾.