

Quality Appraisal Inspection Report

Childminder Early Educator**Inspection report date****Previous inspection date**

Natasha Barnes

31st October 202525th April 2022

The quality and standards of the childminder'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 to attend Natasha's early years setting?

This childminder early educator is Outstanding.

Natasha forms excellent, trusting relationships with the children, which has a very positive impact on their learning and development. During a recent focus activity, she encouraged the children to explore different ways of melting ice, providing materials such as salt, water, baking powder, and sugar to inspire investigation and experimentation. The children collaborated to try different approaches, developing problem-solving skills and resilience. Natasha introduced new vocabulary, including words like "dissolve" and "transparent," helping to extend their communication and language development. She used thoughtful, open-ended questions, asking, "*How can we melt the ice?*" and "*What can we use?*" to encourage discussion and critical thinking. The children responded with enthusiasm and ideas, showing engagement and confidence. One child suggested using hot water to melt the ice, demonstrating their ability to apply understanding and curiosity in a practical way. Natasha supported this learning by allowing the children to explore at their own pace while providing guidance and encouragement, making the activity both enjoyable and educational.

Natasha also plans exciting and engaging trips that enrich the children's learning and social experiences. She arranges visits to playgroups, soft play areas, and the local care home, where the children take part in singing and arts and crafts activities. These outings help the children develop social skills, build confidence, and experience new environments. Visits to the care home also promote empathy and respect for older generations. One child shared, "*He likes going to play with his friends at the care home,*" highlighting how much the children enjoy and value these experiences.

Natasha's thoughtful, supportive approach ensures that children are engaged, confident, and continually developing their skills, knowledge, and social understanding.

What does the early years setting do well?

- The children have daily outdoor learning time, which provides valuable opportunities for physical development, creativity, and exploration. The garden area is well set up with a wide range of toys and equipment, including a trampoline and climbing frame, which help develop coordination, balance, and confidence. There is also a sand tray, a construction area, and mark-making opportunities, encouraging imaginative play, problem-solving, and fine motor skills. This varied outdoor environment supports all areas of learning while allowing the children to explore and play in a safe, stimulating setting.

- Natasha supports parents to be actively involved in the learning and development of their children. She shares next steps, baseline assessments, termly reports, and two-year checks to keep parents informed of progress. In addition, she sends home games and activities for the children to complete, encouraging continued learning and development at home. This collaborative approach helps strengthen the partnership between home and setting, ensuring consistency and supporting the child's growth and confidence
- Natasha plans exciting learning opportunities for the children that engage their curiosity and encourage family involvement. An example of this is celebrating "Grandparents Day," which provides a meaningful way to involve the whole family in the setting. This activity not only supports children's social and emotional development but also helps them appreciate family relationships and different generations, fostering a sense of community and belonging.
- All policies and procedures are regularly updated and reviewed in line with the latest EYFS requirements, ensuring that the setting remains compliant and maintains high standards of care and education.

To maintain outstanding practice the childminder educator should:

- Continue to evaluate the impact of child-led learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Natasha demonstrates effective safeguarding by ensuring that children are cared for in a safe, secure, and supportive environment where their wellbeing is a top priority. She is vigilant in recognising signs of harm or neglect and follows clear safeguarding procedures, acting promptly when concerns arise. Natasha keeps her knowledge up to date through regular training, including additional safeguarding training such as Prevent and FGM, and carries out thorough risk assessments to ensure the environment is safe while still allowing children to explore and learn. She works closely in partnership with parents and other professionals, supports children to understand how to keep themselves safe, and encourages them to express their feelings.

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	HCEY00098
Inspection visit date	3 rd October 2025
Local Authority	Nottingham City
Age range of children	0 – 17

The educator was registered in 2017. She has a level 3 Early Years qualification. The educator is open from 7.30am to 5.30pm, 4 days a week. She provides funded early education for 9 months, 2, 3 and 4-year-old children.

Natasha 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⁾.

- *A guide for childminder agencies (2021) Department for Education*
- *Statutory Framework for the Early Years Foundation Stage (2025) Department for Education*
- *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)*
- *Early Years Inspection Handbook (2025) Ofsted* ⁽⁴⁾.