

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Caroline Westray
21st July 2026
25th March 2025

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 for children to attend Caroline's early years setting?

This childminder early educator is Outstanding.

Children are excited to arrive and quickly settle into this warm, nurturing home. They confidently choose from a wide range of accessible resources and happily involve Caroline and her assistant, Rhiannon, in their play. Children delight in exploring sensory activities, using scoops and tweezers to find sea animals while chatting about colours, numbers and the names of the creatures they discover. Older children proudly solve number problems, recognise letter sounds and make up stories from picture books, while younger children build confidence through songs, actions and sensory experiences. Daily outings and outdoor play help children develop curiosity about the world around them. Parents describe the setting as a 'home-from-home' where their children are excited to attend, reluctant to leave at the end of the day and regularly surprise them with the new skills and knowledge they bring home.

Children form exceptionally secure relationships with Caroline and Rhiannon, who know them extremely well. Children who were once anxious become confident, independent learners who happily communicate their needs and explore new experiences. They are encouraged to be kind, share with others and begin to understand how their actions affect their friends. Learning is carefully tailored to each child's individual interests, stage of development and family values, helping children remain deeply engaged and make excellent progress from their starting points. Parents speak highly of the caring, friendly and approachable nature of the provision and value the high-quality care and learning their children receive, knowing they are safe, happy and thriving.

What does Caroline do well?

- Caroline has an in-depth understanding of each child's starting points, interests and development, enabling her to plan meaningful experiences that build on what children already know and can do.
- Children make excellent progress from their starting points, particularly in their communication, confidence, emotional well-being and independence, because teaching is consistently responsive to their individual needs.
- Strong partnerships with parents ensure a consistent approach to children's care and learning, resulting in positive outcomes and helping children thrive.
- Children's interests are used skilfully to capture their curiosity and sustain high levels of engagement, while an ambitious curriculum promotes learning across all areas of development through purposeful play.
- Caroline and Rhiannon work seamlessly together, using effective questioning, sustained conversations and high-quality interactions to extend children's thinking, encourage problem-solving and develop confidence and independence.

- Children who speak English as an additional language are supported sensitively, enabling them to develop communication skills while feeling fully included, secure and valued.
- Well-organised resources, daily outdoor learning and regular community experiences encourage children to explore, investigate and develop a strong understanding of the world around them.
- Recruitment, induction and supervision arrangements are effective, ensuring the assistant is well supported, knowledgeable and makes a positive contribution to children's learning and development.
- Caroline is highly reflective and committed to continuous improvement. She has successfully implemented previous recommendations and continually enhances the provision through training, self-evaluation and a rich programme of experiences, including nature exploration, community visits, cooking, cultural celebrations and physical activities.
- The setting provides a warm, inclusive and nurturing environment where children feel safe, respected and motivated to learn, enabling them to flourish and reach their full potential.

To maintain outstanding practice Caroline should:

- Continue to build on what children already know by introducing new ideas and knowledge during play and activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home and garden are safe, secure, and well-maintained, with appropriate measures in place to support children's wellbeing both indoors and outdoors. Fire safety procedures are established, and children practise fire evacuation, so they are familiar with how to respond in an emergency. Hazards are minimised through ongoing risk assessments, ensuring that equipment, toys, and play spaces are suitable and safe for use.

Safeguarding procedures are clearly understood and consistently followed, with the educator demonstrating secure knowledge of how to identify and respond to concerns, record information accurately, and escalate issues appropriately through recognised channels such as the Multi-Agency Safeguarding Hub (MASH) when required. The educator also shows awareness of wider safeguarding responsibilities, including safe practice expectations, online safety considerations, and maintaining appropriate professional boundaries.

More information about this childminder early educator

Regulatory body & the Ofsted registration number	@Home Childcare Childminder Agency CA000017
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Childminder's unique reference number	HCEY00176
Inspection visit date	9 th June 2026
Local Authority	Nottingham City
Age range of children	0 – 17

The educator was registered in 2021 and lives in Nottingham City. She works with an assistant. The educator is open from 7am to 5.45pm, 4 days a week all year round. She provides funded early education for children aged 9 months and 2, 3 and 4-year-old children.

A non-inspection quality assurance visit took place within the past year, during which no formal judgement was made. However, the educator received both verbal and written feedback.

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⁾.

- *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⁾.