

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Emma Crabb
4th August 2026
27th 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 Emma's early years setting?

This childminder early educator is Outstanding.

Emma's setting provides an exceptionally warm, welcoming and stimulating environment where children flourish. Families benefit from access to a community resource shed, where parents can donate or take clothing, toys and essential items as needed. This thoughtful initiative promotes inclusion, supports the wider community and fosters a strong sense of belonging. High-quality resources are stored at child height, enabling children to make independent choices and confidently lead their own play. Children move freely between a wide range of engaging activities, revisiting their interests and demonstrating high levels of involvement. Learning continues outdoors, where indoor experiences are extended through sensory, physical and imaginative play.

Children are highly motivated, curious and confident learners. Emma and her assistants know children exceptionally well and use their detailed knowledge to provide personalised learning that builds on individual interests and next steps. Skilful interactions consistently extend children's thinking and language. Children are encouraged to predict, solve problems and explain their ideas as they explore. During sensory activities, they described textures using new vocabulary such as 'spongy', 'fluffy' and 'bouncy', while discussing what might happen when materials were mixed. Emma and her team model rich language, repeat and extend children's speech, giving children time to think and respond, resulting in increasingly confident communicators.

Children demonstrate excellent levels of independence throughout the day. They confidently select resources, pour drinks, carry equipment and solve practical problems independently, such as choosing the correct tool to transport sprinkles during sensory play. Emma and her assistants provide sensitive encouragement, allowing children to persevere and experience success for themselves.

What does Emma do well?

- Teaching consistently inspires children to think deeply and solve problems independently. Emma uses skilful questioning to encourage children to predict, investigate and explain their ideas. The children were asked, "*What do you think will happen if...?*" while exploring melting ice, helping them develop curiosity, confidence and critical thinking.
- Learning is carefully personalised for every child. Emma has an excellent understanding of each child's development and plans precise next steps that build on their individual interests, strengths and emerging skills, enabling all children to make excellent progress.

- Emma and her assistants maximise learning throughout children's play. They recognise spontaneous opportunities to introduce rich vocabulary, early mathematical concepts, scientific thinking and new challenges, ensuring children's learning is purposeful, enjoyable and meaningful.
- Children with additional needs receive exceptional support. Emma works closely with families, SEND services, speech and language therapists and other professionals to ensure children receive consistent, personalised support that helps them achieve the best possible outcomes.
- Emma leads a highly skilled and knowledgeable team. Regular mentoring, coaching and professional discussions ensure all assistants understand children's individual learning priorities and consistently deliver high-quality care and education.
- Professional development is embedded within the setting's culture. Emma actively seeks new training, research and best practice, ensuring knowledge is continually refreshed and translated into meaningful improvements for children.
- Emma continually evaluates the impact of her practice. She carefully reflects on children's learning, identifies opportunities to strengthen teaching and uses self-evaluation to further enrich children's experiences and outcomes.
- Emma's passion and ambition are evident in every aspect of the setting. From the moment families arrive, her high expectations, inspirational leadership and unwavering commitment to excellence create an environment where children consistently benefit from exceptional care, teaching and learning opportunities.

To maintain outstanding practice Emma should:

- Continue to build on the already high-quality outdoor area by providing even more opportunities for children to be curious, explore and learn through play.

Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. Emma demonstrates secure and up-to-date safeguarding knowledge and is confident in recognising the signs and symptoms of abuse, including wider safeguarding issues such as child exploitation, radicalisation and female genital mutilation (FGM). She understands local safeguarding procedures and referral pathways, explaining clearly how concerns are recorded factually and reported promptly to the appropriate agencies.

Emma and her team have completed current safeguarding, Prevent and paediatric first aid training, and assistants also demonstrate a secure understanding of their safeguarding responsibilities, including whistleblowing and allegations procedures. Children's welfare is further promoted through effective health and safety practices.

Appropriate risk assessments are in place, children are well supervised during routines such as mealtimes, privacy is maintained during toileting and nappy changing, and accidents and incidents are carefully monitored to identify any emerging patterns and reduce future risks.

The environment is safe, secure and well maintained, with measures in place to minimise hazards and support children's wellbeing throughout the day. Parents are assured that safety is a top priority in this setting. The educator's knowledge and practice of safeguarding assure the safety and welfare of children.

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	HCEY00212
Inspection visit date	25 th June 2026
Local Authority	North Lincolnshire
Age range of children	0 – 17

Emma educator was registered in 2022 and lives Keadby, North Lincolnshire. She has an appropriate qualification at level 3 and works with 2 assistants. The educator is open from 7:30am to 6:00pm, 5 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, Emma received both verbal and written feedback.

Information about this Quality Appraisal Inspection

The visiting inspector: **Rae Wilkinson**

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⁾. Rae 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⁾.*