



## Quality Appraisal Inspection Report

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

Jennifer Pollard  
 14<sup>th</sup> May 2025  
 11<sup>th</sup> September 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 Jenny's early years setting?

**This childminder early educator is Good.**

Jenny is a warm and nurturing childminder who has built strong, trusting relationships with the children in her care. The children feel confident and secure with her, often seeking comfort when needed. She supports them in understanding and managing their emotions by consistently offering reassurance and naming the feelings she observes. When Jenny tells a child she can see they are feeling sad, the child often agrees, which helps them begin to recognize and label their own emotions.

Alongside developing self-awareness, Jenny also encourages empathy and helps children learn how to keep themselves and others safe. When a child attempts to hurt a peer, she responds quickly and calmly, removing the child and explaining that their actions can hurt others and make them feel sad. Through these caring interactions, Jenny helps children understand the impact of their behaviour and the importance of treating others with kindness.

Children are active participants in their own learning and are visibly enthusiastic when Jenny acknowledges and values their ideas. While exploring playdough together, one child suggests adding new materials like glitter and then shaving foam. Jenny embraces this opportunity, encouraging curiosity and creativity. The children delight in experimenting with how the materials interact, and they eagerly engage in conversation as Jenny poses thoughtful questions about their observations and associations. They watch with fascination as the glitter sparkles in the light, with some children remarking that it looks like sand. This moment naturally extends their learning, prompting a lively discussion about past holiday experiences, including the places they visited and the activities they enjoyed.

Children are making strong progress in Jenny's care, supported by her effective tracking and monitoring of their development. This enables her to plan thoughtful, targeted activities that build on each child's learning. Children are actively involved in the daily routines of the setting, confidently helping with tasks such as tidying up and preparing for lunch.

Throughout the environment, images of past activities are prominently displayed, offering children opportunities to reflect on their experiences. They enjoy revisiting these moments, sharing what they liked or disliked. This reflection not only fosters communication but also informs Jenny's planning, allowing her to tailor future activities to the children's interests and needs, keeping them engaged and motivated.

## What does Jenny's setting do well?

- Jenny works with an assistant and has developed a strong, collaborative partnership. Tasks are shared effectively between them, with both taking ownership to ensure they are completed.
- Children are happy in the setting. They are confident to explore freely and turn to Jenny and her assistant for comfort when needed.
- Children are learning how to keep themselves safe. For instance, Jenny explains that if toys are not tidied away, someone could fall and get hurt.
- Jenny has clearly worked hard to enhance the play space. Designated areas have been created, reducing open indoor space, which helps children settle more easily into focused activities.
- Children are eager to play with Jenny and share their ideas. They are highly engaged and attentive, often hanging on her every word.
- Jenny is confident in thinking on her feet, using open-ended questions to explore how activities can be extended. This keeps children engaged and broadens their learning opportunities. She listens carefully to children's ideas, supporting their sense of ownership in their learning.
- Jenny is actively supporting children in learning to share. Recognising that this can be difficult for young children, she has put appropriate plans in place to guide and support them.
- Children are making good progress in Jenny's care. She closely monitors their development to ensure that next steps are planned effectively and are appropriate for their age and stage. This information is shared with parents to support learning at home.
- Jenny manages her assistant well, and together they form a strong and effective team.
- Jenny is reflective in her practice and has well-thought-out plans in place for further development.

### What does Jenny need to do to improve?

- Develop children's opportunities to explore the local community.
- Continue to develop self-evaluations to continually identify personal development points.

### Safeguarding

#### **The arrangements for safeguarding are effective.**

Jenny regularly reviews her local safeguarding procedures to ensure her knowledge remains up to date. She promptly implements any updates to her policies and procedures and ensures this information is clearly communicated to her assistant. Jenny also supports her assistant in developing and maintaining a strong understanding of safeguarding, ensuring she is confident in recognising concerns and following the appropriate procedures.

Jenny has a strong understanding of safeguarding, including wider safeguarding issues. She remains vigilant and is alert to signs that a child may be at risk of harm, and she is confident in following local referral procedures when necessary.

### More information about this childminder early educator

<b>Regulatory body</b>	@Home Childcare Childminder Agency CA000017
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Childminder's unique reference number</b>	CM00046
<b>Inspection visit date</b>	2 <sup>nd</sup> April 2025
<b>Local Authority</b>	Nottinghamshire
<b>Age range of children</b>	0 – 17

The educator was registered in 2017 and lives in Mansfield. She works with an assistant. The educator is open from 7.15am to 6pm, 5 days a week all year round. She provides funded early education for 2, 3 and 4-year-old children.

Jenny 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<sup>(1)</sup>. 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<sup>(2)</sup>. 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 <sup>(3)</sup> and Ofsted's Inspection Evaluation Schedule. <sup>(4)</sup>.

(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*<sup>(4)</sup>.