

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Adrian Fowler
6th March 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		Outstanding
Teaching, learning and development		Good
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 Adrian's early years setting?

This childminder early educator is Good.

Children are very happy in Adrian's home setting, which is set up to maximise space for children. They particularly enjoy having the open space to 'get physical' when they ask Alexa to play music. With Adrian's support, children learn their preferences are not always the same as other children. Some children are surprised to hear that 'Batman' is not everyone's favourite song, but they handle this well and quickly resume dancing to 'Baby shark'.

Children have established strong connections with their peers and enjoy co-exploring the setting together. They relish all playing together, moving from activity to activity as one large group. This demonstrates the strong connections they have all established as a group. It is pleasing to see the older children are mindful of younger children; they often check the babies are ok and hugging them as they go past. Adrian continually supports children to understand their own and their peers' feelings. He continually asks how they are feeling and asks how they think their friend might feel when conflict occurs. Children respond well to this; they explain to Adrian how their friend might feel and can identify resolutions to solve the conflict. It is clear they have secure, positive relationships with their peers and Adrian alike. They enjoy involving Adrian in their play and particularly enjoy him looking for them as they take turns to hide behind his back.

Adrian has high expectations of children's capabilities and has a positive can-do attitude. They receive constant praise for their efforts and make good progress in Adrian's care because of his teaching. He carefully considers how to engage children in learning, and plans activities he knows they will want to join in with. They were actively engaged during a creative activity when they made monsters with playdough, whilst developing their knowledge of colours, shapes and the names for facial features. They laughed as they shared their end product with Adrian; they particularly enjoyed trying to come up with a name for their creation. Children make good progress in Adrian's care. They are happy, confident and thoroughly enjoy playing with him. It is obvious he relishes his role as an early educator; he enjoys exploring with them and is playful and engaging and an active co-explorer.

Adrian is a highly reflective educator who carefully considers the needs of the children, their families and the setting. He regularly completes additional research to develop his knowledge, which is then shared with other educators/assistants and then cascaded to parents. Parents are provided information about what is happening in the local community, food bank information and additional services which are available. Assistants are well supported to develop their own practice as they are directed to food allergen training, additional safeguarding training and are directed to online reading such as articles and recent local safeguarding incidents. Adrian ensures all staff remain suitable to work with children through the completion of annual suitability checks.

What does the early years setting do well?

- Children are learning appropriate skills for their age. For example, they learn about how to use knives to cut up snacks safely and why it is important to be safe.
- Children are encouraged to share, take turns and express their own views. This avoids conflict between the children and supports them to be active co-explorers with each other.
- Children's ideas are supported and encouraged. Adrian listens to their ideas and allow them to investigate this. For example, during the planned activity, a boy decided he wanted to make a pizza. Adrian's enthusiasm for the task helped instil self-belief; he cheers the boy on encouraging him explore his own idea and creativity.
- Children are learning to be independent. Adrian's positivity bolsters them to 'have a go' for themselves, knowing Adrian's support is at hand, if needed.
- Adrian provides numerous outdoor learning opportunities both within the setting and in the wider community. This helps children feel a sense of community, learn outdoor safety, explore physical exercise and widening their learning as they visit local spaces such as the aquarium.
- Adrian continually promotes the development of children's language skills. Children expand their vocabulary and are supported by Adrian to learn the correct pronunciation for words they do not pronounce correctly the first time.
- Good health is an on-going topic at Little Flowers. Children are given lots of opportunities to learn about being healthy, both by what they eat and physical health such as oral hygiene. They enjoy activities where they can learn how to brush their teeth to remove germs.
- Children are active members of the setting who are involved in the daily routines such as helping to prepare snacks and meals which reinforces important messages about hygiene and good nutrition.
- Adrian is extremely conscientious in ensuring he is complying with children's allergies and intolerances. This is recorded in children's record forms, in the kitchen and logged on pre-prepared meals. This ensures children remain safe.
- Staff are supported to ensure they are confident in their role. This is through regular check-ins including on personal issues such as emotional well-being and are provided extensive, above and beyond training within the setting.
- Parents speak highly of Adrian, explaining their children as 'thriving' in his care. Parents feel well supported around their children's learning and development and appreciate the regular feedback they receive.

What does the setting need to do to improve?

- Develop opportunities for children to provide in depth information around their thoughts and ideas.
- Support children's knowledge and understanding of simple mathematical ideas.

Safeguarding

The arrangements for safeguarding are effective.

Adrian is one of the designated safeguarding leads for the setting, which is a role he takes very seriously. He thoroughly understands his key roles and responsibilities to safeguard children to keep them safe from harm and abuse. Adrian regularly reviews his local safeguarding procedures to ensure his knowledge remains current. He goes a step further in keeping abreast of safeguarding by taking the time to explore local safeguarding issues such as by reviewing recent rapid reviews.

The outdoor environment is safe and secure for children to explore. This space is regularly risk assessed to identify any risks or potential risks of harm, which are quickly developed to allow children regular outdoor exercise. Local outings are thoroughly risk assessed to ensure children can be safe, active members of the community.

Overall, parents can be assured safety is a top priority in Adrian's setting.

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	CM00245
Inspection visit date	28 th January 2025
Local Authority	Kingston-upon-Thames
Age range of children	0 – 17

The educator was registered in 2023 and is based in Chessington. He has an appropriate qualification at level 3 and works with an assistant. The educator is open from 8am to 6pm, 5 days a week all year round. He provides funded early education for 2, 3 and 4-year-old children.

Adrian 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 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⁾.

(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⁾.