



Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Sharma Barton
25th February 2025
N/A

The quality and standards of the childminder's care and early education	This inspection	Outstanding
	Previous inspection	NA
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 Sharma Barton's early years setting?

This childminder early educator is Outstanding.

Sharma has an expert understanding of children's learning needs. Play opportunities are flexible, allowing for both adult-guided and child-initiated activities. This approach enables children to take the lead while Sharma extends their learning.

During an activity to make bird seed, Sharma used the opportunity to expand children's knowledge about different bird species that visit the garden. Children were fully engaged, laughing and interacting with Sharma. Her interactions with children are both playful and educational. Sharma is a natural co-explorer who immerses herself in children's activities. They frequently invite her into their play, asking questions and showing delight as she participates.

Sharma knows each child well, both developmentally and personally. This allows her to plan activities that suit their individual needs, providing continuous learning opportunities. Children make outstanding progress in her care. Any learning gaps are quickly identified and addressed to ensure they are closed swiftly.

The setting is carefully organised to be engaging and spark children's curiosity. Activities are thoughtfully arranged to offer children choice in their play. Sensory toys help children learn to self-regulate their emotions.

Sharma has established strong relationships with families, remaining aware of their needs and ensuring these are incorporated into her routine. She is a highly reflective practitioner, continually evaluating her practice to raise the standard of care. She actively pursues training opportunities to enhance her professional development.

Children confidently explore the setting, treating it as a home-from-home environment. Their learning is closely monitored to identify needs early. Activities are tailored to individual children, resulting in outstanding progress. Sharma makes the most of every opportunity to teach, encouraging patience by asking children to wait while she attends to their questions.

Children build positive relationships with one another. They are learning to share, take turns, and express their needs using appropriate language, reducing conflict. They demonstrate emotional intelligence by apologising to friends and returning taken toys. These skills allow them to play cooperatively and enjoy their time in the setting.

What does the early years setting do well?

- Settling-in sessions are tailored to individual children, demonstrating kindness and compassion to those who miss their parents.
- Toys and resources are in excellent condition and arranged to allow children to choose what interests them. These resources spark curiosity and extend play.

- Teaching is outstanding across all areas. Sharma has a deep understanding of how children learn and has developed expertise in the stages of play.
- Language is used skilfully to promote learning, stretch children's thinking, and challenge their perceptions.
- Safeguarding knowledge is excellent; Sharma understands child protection issues and knows how to keep children safe.
- Children are highly motivated to learn, interacting positively with one another in a welcoming environment. Sharma is a natural co-explorer who thrives on children's curiosity.
- Open-ended questioning supports problem-solving and the development of critical thinking skills.
- Parents are actively involved in their children's care. Sharma has worked hard to create an effective exchange of ideas with parents and to accommodate their needs.
- Consistent praise and encouragement help children develop confidence and a willingness to try new things.
- Sharma is highly proactive, showing commitment and enthusiasm in her continuous professional development.

To maintain outstanding practice the childminder educator should:

- Continue to expand conversations with children to deepen engagement in sustained shared thinking.
- Use modelling techniques to encourage children to explore who, what, why, and when questions.

Safeguarding

The arrangements for safeguarding are effective.

Sharma has a strong understanding of the signs and symptoms of abuse, and the risks children may face, including radicalisation and extremism. Her premises, both indoors and outdoors, are safe and secure.

Risk assessments are regularly conducted to ensure everyone remains safe. When taking children out, Sharma implements additional safety checks to minimise risks in the community.

Overall, the staff's safeguarding knowledge and practices ensure children's safety and welfare.

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	HCEY00247
Inspection visit date	28 th January 2025
Local Authority	Kingston-upon-Thames
Age range of children	0 – 17

The educator was registered in 2023. She holds an appropriate qualification at Level 3. The setting operates from 8:00 am to 6:00 pm, Monday to Friday, all year round, offering funded early education for 2-, 3-, and 4-year-old children.

Information about this Quality Appraisal Inspection

The visiting inspector: **Suzanne Nicols**

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⁾.