

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Adrian Fowler
29th April 2026
28th January 2025

The quality and standards of the childminder's care and early education	This inspection	Outstanding
	Previous inspection	Good
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 Adrian's early years setting?

This childminder early educator is Outstanding.

Children in this setting experience an exceptionally calm, nurturing, and highly stimulating environment where they feel completely safe, secure, and deeply valued. From the moment they arrive, they demonstrate high levels of confidence and independence, moving purposefully between the indoor and outdoor spaces and making meaningful choices about their play. The environment is meticulously organised, with high-quality, accessible resources that inspire curiosity and sustained engagement. Well-established routines, including consistent handwashing, are embedded seamlessly into the day, supporting children to develop excellent self-care habits and a strong understanding of hygiene.

Children thrive through highly skilled, responsive interactions with Adrian, who has an in-depth understanding of each child's background, development, and next steps. Interactions are a clear strength of the practice, with rich, meaningful conversations consistently building on children's ideas and deepening their thinking. Adrian uses precise questioning, active listening, and thoughtful prompts to encourage children to articulate their thoughts in depth, make connections, and solve problems. This results in rapid progress in communication and language, with children confidently expressing themselves and engaging in high-quality back-and-forth interactions.

Learning experiences are expertly planned and delivered, capturing children's interests and maintaining high levels of engagement over extended periods. During a sensory activity, children explored cereal and soil trays using tools such as diggers, scoops, and tweezers. They investigated textures and sounds, describing the cereal as "crunchy" and making links to familiar experiences such as the seaside when creating a "beach." Children searched for hidden items, identified shapes such as circles on the wheels of trucks, and discussed natural materials, including where wood comes from and what lives in the soil. Adrian skilfully extended learning by encouraging children to reflect on what they already knew, while naturally weaving in early mathematical concepts such as counting, sorting, and shape recognition.

Children are highly motivated, deeply engaged learners who demonstrate excellent levels of cooperation, respect, and inclusion. They play harmoniously together, showing genuine care and understanding of one another, including those with additional needs, who are fully integrated and very well supported.

What does Adrian do well?

- The educator demonstrates a strong commitment to reflective practice, consistently evaluating activities with a critical eye and identifying precise, high-impact improvements that significantly enhance children's learning experiences.

- Highly effective partnerships are established with parents, with clear, supportive communication around funding and the meaningful sharing of children's development and next steps to ensure strong home–setting collaboration.
- The provision is skilfully adapted with care and intention to meet the diverse needs of all children, including those with additional needs, ensuring full inclusion, accessibility, and active participation in every aspect of learning.
- Physical development is promoted exceptionally well through purposeful use of both indoor and outdoor environments, offering rich, well-planned opportunities for coordination, balance, strength, and movement skills to flourish.
- Highly organised and consistent routines are maintained, creating smooth transitions and a well-structured daily flow that strongly supports children's emotional security, confidence, and engagement.
- Children's prior knowledge and experiences are used with great skill to make meaningful connections, deepening understanding and supporting the retention and application of new learning.
- The educator works collaboratively and effectively with others in the setting, modelling exemplary practice and ensuring a consistent, cohesive, and high-quality approach to care and education.
- There is a clear and sustained commitment to continuous professional development, with active engagement in training and research used to continually refine practice and drive outstanding outcomes for children.

To maintain outstanding practice Adrian should:

- Continue to improve self-evaluation by clearly showing what you do well and where you can develop, reflecting the positive difference made to the quality of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is highly effective and is underpinned by a secure and confident understanding of procedures and responsibilities. Adrian demonstrates a thorough knowledge of the signs and symptoms of abuse, including changes in behaviour and patterns of injury, and is clear about the appropriate actions to take if concerns arise. There are well-established systems in place to record and monitor any concerns, enabling patterns to be identified and acted upon swiftly. Adrian is confident in following local procedures, including making referrals to the appropriate agencies and working in partnership with other professionals when needed.

Children's safety is prioritised in everyday practice, with effective risk assessments, careful supervision, and clear procedures for managing accidents, injuries, and attendance.

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	CM00245
Inspection visit date	3 rd March 2026
Local Authority	Kingston-upon-Thames
Age range of children	0 – 17

Adrian was registered in 2023 and lives in Chessington. The setting is open from 8am to 6pm, 5 days a week all year round. Adrian provides funded early education.

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: **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⁾.

- *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⁾.