

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Sharma Barton
29th April 2026
28th January 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 Sharma's early years setting?

This childminder early educator is Outstanding.

A child arriving at Sharma's setting enters a calm, secure, and highly nurturing environment designed to promote confidence and independence from the outset. Supported by familiar adults, children are gently encouraged to separate from their parents or carers and quickly settle into purposeful play. The carefully prepared environment is inviting and accessible, with resources thoughtfully organised at child height to promote autonomy and exploration.

Children independently select from a rich range of high-quality materials, including dressing-up clothes, dolls, and construction resources. This supports decision-making, imagination, and independence, while adult-focused resources are safely stored away. Some children engage immediately, while others observe before confidently joining in, ensuring every child progresses at their own pace.

The setting offers a purposeful balance of structured learning and child-led exploration. During activities such as sensory spaghetti play, children use tools like tweezers to develop fine motor control while strengthening early mathematical skills through counting and sorting. Skilled adult interaction deepens learning by introducing precise vocabulary such as "sticky" and "squishy" and linking experiences to real-life contexts like cooking.

Outdoor learning is central to the provision. Children benefit from a large, well-equipped garden where they develop physical strength, coordination, and resilience through active play. Regular community outings, including visits to local parks and everyday landmarks such as the post box, extend their understanding of the world beyond the setting.

Strong, responsive relationships underpin every aspect of care and learning. Children feel secure, valued, and emotionally supported, enabling them to confidently share ideas, take turns, and manage feelings with increasing independence. Daily routines are consistently and sensitively managed, ensuring safety, respect, and dignity always.

What does Sharma do well?

- Purposeful, engaging experiences are designed to promote sensory exploration, fine motor control and early mathematical understanding.
- Skilled questioning is used to deepen children's thinking, particularly around colour recognition, counting and problem-solving.

- Interactions are adapted to build on children's spontaneous interests during play, extending their ideas and understanding.
- Consistent encouragement and reassurance help children develop confidence in their own abilities.
- Rich vocabulary and effective language modelling are used to support communication and language development.
- Spoken language is strengthened through sustained, meaningful interactions linked to familiar experiences.
- Creativity and imagination are actively encouraged by prompting children to think beyond the immediate activity.
- Targeted support is provided for children developing early phonics skills, with sensitive reinforcement of initial sounds.
- Independence is promoted by enabling children to select resources and explore activities in their own way.
- Early mathematical understanding is embedded through counting opportunities and simple number-based questioning.
- Clear safety awareness is maintained, ensuring children understand boundaries during practical and sensory play.
- Continuous narration is used during activities to reinforce language learning and sustain engagement.
- Activities are evaluated effectively, with clear identification of adjustments to improve future practice.
- Strong collaboration with an assistant ensures younger children are well supported in their understanding and participation.

To maintain Outstanding practice Sharma should:

- Continue to create and extend opportunities for children to learn about and experience equality and diversity

Safeguarding

The arrangements for safeguarding are effective.

Sharma demonstrates a strong understanding of safeguarding. She can clearly identify a wide range of signs and symptoms of abuse and shows awareness of changes in children's behaviour and wellbeing. She knows the correct procedures for reporting concerns, including escalation to the DSL and external agencies such as SPA and LADO where needed.

Sharma understands how to respond appropriately to disclosures, ensuring she remains calm, listens carefully, and does not ask leading questions. Sharma is aware of wider safeguarding responsibilities such as whistleblowing, managing allegations, and keeping up to date with training and procedures.

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	HCEY00247
Inspection visit date	23 rd March 2026
Local Authority	Kingston-Upon-Thames
Age range of children	0 – 17

The educator was registered in 2023 and lives in Chessington. She 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. She provides funded early education for 9-month-olds 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, the educator received both verbal and written feedback.

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⁾.

- *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⁾.*