

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

Suzanne Fowler
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 Suzanne's early years setting?

This childminder early educator is Outstanding.

A child attending Suzanne's setting would experience a calm, nurturing environment where they are encouraged to explore, play, and learn at their own pace. The setting is carefully organised so children can independently select resources and follow their interests, supporting confidence and decision-making. Outdoor learning is a key feature, with regular access to a large garden and opportunities for local outings such as visits to parks and walks in the community, helping children build real-world understanding and experiences. Consistent daily routines help children feel secure and confident in what comes next.

Children take part in rich, hands-on activities that spark curiosity and encourage learning through doing. For instance, they might explore sensory trays using tweezers, magnifiers, and natural materials to investigate textures, count objects, and develop coordination. Adults interact closely with children, extending their thinking through questions, introducing new vocabulary, and following their interests to support communication, problem-solving, and independence.

Children are supported to feel safe, emotionally secure, and valued in the setting. They are comfortable seeking reassurance from any adult and build trusting relationships across the team. Individual needs, including SEND support, are well considered through close partnership with parents and external professionals, ensuring tailored care and learning. Safeguarding practices are embedded into daily routines, helping children feel protected while they explore and learn.

What does Suzanne do well?

- Suzanne demonstrates confident, highly effective leadership within the setting, providing clear direction and consistent support for assistants through strong communication, regular professional dialogue, and purposeful supervision that upholds exceptional standards of care and practice.
- There is a robust and deeply embedded commitment to safeguarding, underpinned by secure, up-to-date knowledge of procedures, with concerns identified promptly and escalated appropriately to ensure children's safety and wellbeing are always prioritised.
- Children's confidence and independence are consistently promoted, with Suzanne skilfully encouraging them to make choices, express ideas, and take an active and meaningful role in their own learning.

- Transitions are managed with great care and foresight, ensuring children feel secure and well prepared for change, including starting school, through thoughtful preparation, information sharing, and familiarity with new routines.
- Strong, trusting relationships are maintained with parents, who are kept well informed and actively involved in their child's development, with additional opportunities created for family engagement through events and shared experiences.
- Inclusive, enriching experiences are thoughtfully provided, supporting children to develop empathy, understanding, and awareness of others, including through meaningful community involvement and charitable activities that promote kindness and social responsibility.
- Safeguarding is consistently prioritised and seamlessly integrated into daily practice, with vigilant supervision, accurate documentation, and continual awareness of each child's wellbeing.
- Highly organised systems are maintained for recording and tracking key information, including attendance, accidents, and development records, ensuring accuracy and effective monitoring through tools such as EY Log.
- Strong teamwork is evident throughout the setting, with effective collaboration between staff that promotes shared responsibility and ensures consistency in delivering high-quality care and learning experiences.
- There is a clear and ongoing commitment to professional development, with regular training, reflective practice, and up-to-date safeguarding knowledge ensuring continuous improvement and excellence in practice.

To maintain Outstanding practice Suzanne should:

- Continue to enhance the outdoor environment.

Safeguarding

The arrangements for safeguarding are effective.

Suzanne demonstrates a strong and secure understanding of safeguarding. She can clearly identify a range of signs of abuse and changes in children's behaviour, showing good awareness of when concerns may need to be raised.

She has a solid understanding of procedures, including recording concerns, reporting to the DSL, and escalating to agencies such as SPA and LADO when needed. She also understands how to respond appropriately to disclosures in a calm and child-focused way.

Suzanne is confident in wider safeguarding responsibilities, including whistleblowing, managing allegations, and maintaining up-to-date training and records through systems such as EY Log.

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	HCEY00242
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 2 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 children aged from 9-month-olds.

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⁾.