

Quality Appraisal Inspection Report

Childminder Early Educator
Inspection report date
Previous inspection date

George Heighton
10th August 2026
24th January 2025

The quality and standards of the childminder's care and early education	This inspection	Good
	Previous inspection	Good
Organisation, welfare and leadership		Good
Teaching, learning and development		Good
The promotion of children's well-being		Good
Early Years Foundation Stage requirements including safeguarding and child protection.		Effective

What is it like for children to attend George's early years setting?

This childminder early educator is Good.

Children thrive in George's pre-school setting, where they are welcomed into a warm, inclusive and nurturing environment that promotes their confidence, independence and well-being. They arrive happily, separate confidently from their parents and demonstrate that they feel safe and secure through the strong relationships they have developed with George and his team. Children eagerly access a wide range of high-quality, accessible toys and become deeply engaged in meaningful play experiences that reflect their interests, such as exploring bugs, small world play and creative activities.

They benefit from a well-planned early years activities that supports all areas of learning, with rich opportunities to develop their communication and language, physical skills and understanding of the world both indoors and outdoors. During story time, children were encouraged to discuss sea animals, recall previous experiences and develop their understanding through words such as 'jellyfish' and 'treasure'. George and his assistant know the children exceptionally well and use this knowledge to provide tailored support, ensuring children, including those with English as an additional language and those requiring additional support, make good progress from their individual starting points. Children learn to work together, share, manage their feelings and show kindness towards one another, creating a positive and respectful learning community where every child is valued.

What does George do well?

- George has established strong partnerships with parents, with regular communication and collaborative approaches to children's care, behaviour and development.
- George demonstrates effective leadership and management, with clear systems for staff induction, supervision, professional development and ongoing suitability checks.
- There is a strong culture of continuous professional development, including access to a wide range of training that has a positive impact on practice.
- Well-established monitoring and evaluation systems are used to identify areas for improvement, including reviewing accidents, risk assessments and children's progress.
- Children benefit from positive role models who promote equality, diversity and British Values through everyday experiences, celebrations and discussions about the wider world.
- Effective partnerships with external agencies help to support children with emerging additional needs and ensure families receive appropriate support.
- Toys and other resources are thoughtfully organised and highly accessible, enabling children to make independent choices and sustain their own learning.

- The safety of the children is enhanced through comprehensive risk assessments that are regularly reviewed and adapted in response to incidents or changing needs.
- The setting makes effective use of additional funding, including EYPP, to enhance children's experiences through resources, learning materials and support for families.
- Children develop a strong understanding of their local community through regular outings, visits and real-life experiences beyond the setting.
- High expectations for behaviour are consistently reinforced, helping children understand boundaries, cooperate with others and develop self-regulation.
- George and his assistants successfully introduce and reinforce ambitious vocabulary throughout daily routines and planned activities, supporting children's language development.
- George and his assistants work effectively together, sharing ideas and maintaining consistency in children's care and learning experiences.

What George needs to do to improve?

- Continue to encourage children to think more deeply by asking open-ended questions that help them explain their ideas and solve problems.
- Continue develop group activities so that all children remain engaged and learning meets their individual needs.
- Further develop self-evaluations to clearly show how improvements are making a positive difference to children's learning, development and inclusion.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding arrangements are effective, and children's welfare is given high priority. George and his assistants have a secure understanding of safeguarding responsibilities and can confidently identify, respond to and report concerns. All assistants have completed relevant safeguarding training and understand wider safeguarding issues, including the Prevent Duty, Female Genital Mutilation and whistleblowing procedures.

Clear procedures are in place for managing accidents, existing injuries, medication and allergies, and staff work closely with parents to ensure children's individual needs are met. Children are supervised well throughout the day, helping them to learn how to keep themselves safe while developing confidence and independence.

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	HCEY00243
Inspection visit date	2 nd July 2026
Local Authority	Warwickshire
Age range of children	0 – 11

The educator was registered in 2023 and lives in Rugby. He works with four assistants. The educator is open from 8:00am to 5pm, 5 days a week all year round. He provides funded early education for children aged from 3.

George 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: **Rae Wilkinson**

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 assistants' 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⁾. Rae 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⁾.*