

Childminder report

Inspection date:

24 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children show strong bonds with the childminder. They settle quickly in her calm and nurturing environment. The childminder has a play-based curriculum, which focuses on following children's interests. This supports children to engage with their learning. Children show an interest in books and are able to focus when listening to stories. This supports early communication skills. Children have access to construction blocks, puzzles and mark making, which help support early literacy and numeracy skills. The childminder visits playgroups on a regular basis to support children's social skills and confidence. She also spends time in nearby parks, where children can develop their physical strength and enjoy taking risks.

Children are encouraged to be independent. The childminder role models good manners, such as please and thank you. She is consistent with behavioural expectations and children help to tidy up. Children like playing games with the childminder. This helps them to understand instructions and practise turn taking. The childminder adapts the routine to meet the needs of the children. This helps promote a sense of self. Children eat a range of healthy foods, which they sometimes help to prepare. Children are happy and making good progress in all areas of their development.

What does the early years setting do well and what does it need to do better?

- The childminder's curriculum is focused on children's interests and making learning fun. She provides a range of experiences to support children's development. This includes trips outside the home, giving children the chance to spend time in the wider community and have new social experiences. The childminder knows how to personalise learning, which supports children to meet their next steps. The childminder demonstrates an understanding of how to support children with special educational needs and/or disabilities. This supports all children to meet their individual next steps.
- The childminder has an in-depth understanding of each child's home life. She collects information about children before they start. This knowledge is used to support children's well-being and development. However, the childminder does not always ask for information from other professionals that are part of children's lives, to further support the childminder's knowledge of children's wider experiences.
- Children are keen to join in with activities. For example, children are interested in playing with construction and show skill in creating structures using different resources. The childminder supports learning by introducing colour matching and helping with counting. The childminder gives lots of praise and encouragement. This supports children to persevere with more challenging tasks. Overall, children are confident to have a go and show pride in their achievements.

- Children choose to look at books. They tell the childminder what they see and help to turn the pages. The childminder talks to the children and asks questions. She uses a range of vocabulary and gives children time to answer. However, the childminder does not consistently provide opportunities to develop children's thinking. The questions asked do not always encourage children to expand their knowledge or further develop and extend their language and communication skills.
- The childminder teaches children to be independent with their self-care successfully. Younger children are supported with personal hygiene, such as handwashing and toilet training. The childminder provides positive role modelling, when supporting children to recognise their emotions, for example using books to discuss kindness. She has individual strategies in place to meet each child's needs. This helps children to feel safe and learn to self-regulate.
- Parents say they are confident in the care provided and comment on how happy their children are at the setting. They say the childminder creates a home-from-home environment and appreciate the personalised approach. Parents are sent photos and videos daily, which they enjoy seeing. This helps to share important messages.
- The childminder attends training to support her professional development. She has a network of childminders, who share information with each other. The childminder can identify risks and understands child protection procedures. This knowledge supports children's safety, development and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop relationships with external agencies to share information about children to support them fully
- continue to reflect on interactions to consistently extend opportunities for children's thinking and speaking.

Setting details

Unique reference number	131978
Local authority	Kingston upon Thames
Inspection number	10399832
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	17 December 2019

Information about this early years setting

The childminder registered in 1996. She lives in New Malden, in the Royal Borough of Kingston upon Thames. She operates all year round from 8am to 6pm, Monday to Friday. She has a relevant childcare qualification at level 3. She works with a co-childminder.

Information about this inspection

Inspector

Harriet Wolfe

Inspection activities

- The childminder showed the inspector areas of the home used for childminding and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on how she prepares them for nursery.
- The inspector observed interactions between the childminder and children.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector had discussions with the childminder about her understanding of how to safeguard children.

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.

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