

Childminder report

Inspection date: 6 February 2025

Overall effectiveness	Good
------------------------------	-------------

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 are confident within the warm and caring environment. They enjoy spending time engaging in stimulating activities with the childminder. For example, when children arrive at the setting, they sit with the childminder and show an interest in reading a selection of storybooks. The childminder explains how she strives to ensure that children are happy within her care and enjoy the time that they spend at the setting. She plans her curriculum to support children to develop and make progress. Children have strong bonds with the childminder. They use the childminder as a secure base as they explore the different opportunities that are available to them. The childminder speaks kindly to children. This helps children to feel safe within the setting.

Children engage very well during activities. The childminder is a good play partner for children. She sits with children and comments on what they are doing. The childminder is knowledgeable about children's communication development. She supports children to develop within this area by ensuring that children can see her mouth when she is speaking to them. This supports children with their communication skills. Children behave well. They independently put toys away after themselves when they have finished playing with them. The childminder praises children by saying 'well done' or giving them a 'high five'. This supports children to develop their self-esteem.

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

- The childminder ensures that the areas used by children are safe by completing daily checks. She is knowledgeable about risks and how she assesses these. For example, the childminder discusses road safety. She teaches all children to look and listen when they come to a crossing to show that they are aware of their surroundings. This supports children to learn about safety.
- The childminder encourages children to develop their awareness of numbers. She spends time counting with children as they play with the toy clock. The childminder also counts with children as they sort coloured bears into the correct pots. This supports children with their mathematical development.
- Children enjoy listening to a variety of stories that the childminder reads to them. They join in with key phrases as the childminder reads the story of 'Room on the Broom'. The childminder asks children questions and reflects on real-life experiences. For example, she asks children if they remember seeing an owl on a recent trip that they attended together. This supports children to develop their recall skills.
- The childminder is passionate about the importance of story sessions. She explains how she would like children to enjoy reading to support their understanding of different topics. The childminder believes that stories support

children to develop their imaginations.

- Children have opportunities to learn about colours. They spend time sorting different coloured toys. Children also enjoy selecting different coloured cars and pushing them down tubing to see how fast they go.
- The childminder is reflective. She can identify good practice and shares improvements she would like to make to support children within the setting. The childminder has a good understanding of where children are within their development. She shares how she will explore new ideas to support all children to make progress.
- Parents and carers are extremely happy with the care that the childminder provides. They share how the childminder inspires children's curiosity and love for learning. Parents explain how their children are happy to attend and spend time talking about their experiences outside of the setting.
- The childminder explains how she would like to explore training around child development to support her within her role. She has not explored professional opportunities to enhance her practice further. For example, on occasions, the childminder does not consistently support children to develop their self-help skills. For example, she completes tasks for children, such as blowing their noses, washing their hands and serving their food to them.
- The childminder supports children to develop positive attitudes towards their learning. She plans activities that encourage and motivate children to join in with learning opportunities. The childminder and children enjoy spending time participating in play experiences together.

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:

- explore professional development opportunities to develop ideas and techniques to further enhance practice, such as supporting children to develop their self-help skills further.

Setting details

Unique reference number	131990
Local authority	Kingston upon Thames
Inspection number	10372614
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	29 April 2019

Information about this early years setting

The childminder registered in 1998. She lives in New Malden, Surrey. The childminder provides flexible care for children from Monday to Thursday, for most of the year. The childminder provides government funded childcare.

Information about this inspection

Inspector

Emma Long

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025