

Childminder report

Inspection date: 9 January 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder offers a welcoming and homely environment, where all children feel happy, safe and secure. Children are confident to approach the childminder with their questions or when they need comforting. The childminder uses children's interests to develop the curriculum and plan the environment. This helps to promote children's engagement in their learning experiences.

The childminder's curriculum has an emphasis on promoting children's communication and language development. She models speech and language well for children to learn from as she plays alongside them. Children use their imaginations as they use toy phones to make calls. They imitate sounds, such as 'ring, ring'. The childminder readily narrates on children's play and introduces opportunities for children to hear new words and sentences. This helps to build children's vocabulary.

Children develop their social and emotional skills. The childminder talks to children about different feelings and emotions. She instils strategies to enable children to effectively deal with their emotions, such as frustration. The childminder is mindful of the physical skills she wants children to learn. For example, she plans music and movement sessions. Children excitedly join in and repeat the actions with increasing confidence and control.

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

- The childminder wants all children to make the very best progress, including children with special educational needs and/or disabilities. She makes good use of her observations and assessments, which support her to identify children's next steps in their learning and development. The childminder understands when to refer to other professionals and how to gain further help when children need more specialist support.
- The childminder has designed a curriculum that supports and encourages children to be confident to communicate, be independent and be able to form friendships. However, during some adult-led learning experiences, the childminder's intent is overly ambitious. This means that some children struggle to fully engage in the activity on offer.
- The childminder has close relationships with other settings that children attend. She shares information with them regarding children's development and messages from home. This ensures that children's transitions between her home and other settings are as smooth as possible.
- The childminder encourages children to become increasingly independent. Children cut their own fruit at snack time and access water freely. However, at times, the resources available to children do not fully provide them with the

opportunity to extend this independence. This is because children need to ask the childminder for some resources at times in their play. This means, at times, children are not always fully engaged in their own choices.

- Children develop a love of books. They access books which are displayed attractively around the setting. Toddlers choose to sit and look at books by themselves, turning the pages and babbling about the story. This helps children to develop a love of stories.
- Children have lovely attachments with the childminder. She plans activities such as games to teach children to share and take turns. However, at times, the childminder does not always teach younger children how to resolve minor conflicts during their play. For example, when children want the same musical instrument the childminder removes it, rather than encouraging them to think of a solution and resolve their disagreement.
- The childminder regularly networks with other childminders. This is an opportunity for her to share knowledge, ideas and resources, as well as give children opportunities to socialise with other children and adults. The childminder completes professional development opportunities that focus more specifically on teaching and learning of individual children's needs. This helps to ensure that children make the best possible progress.
- The childminder provides a range of outings and experiences to support children's understanding of the community and the world around them. They attend community groups and interact with people of different ages and backgrounds. This helps children to develop an understanding of society and builds their confidence in social situations extremely well.
- Partnerships with parents and carers are effective and valued. Parents express gratitude for the childminder's regular updates on their children's daily activities and progress. They appreciate her flexibility and the high level of care and attention she provides in her home.

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:

- strengthen the planning and implementation of adult-led group activities to ensure that all children gain the most benefit from taking part
- develop more ways for children to use a wider range of resources and materials to develop their independence and self-choice
- help children to manage their feelings and emotions more effectively.

Setting details

Unique reference number	2685067
Local authority	Richmond Upon Thames
Inspection number	10372644
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and operates within the London Borough of Richmond Upon Thames. She operates for most of the year, from 8am to 6pm, Monday to Thursday. She provides government funded childcare.

Information about this inspection

Inspector
Megan McClellan

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder evaluated children's learning during the inspection with the inspector.
- The inspector spoke to the childminder at appropriate times during the inspection.
- Parents shared their written views 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