

Childminder report

Inspection date: 28 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 ensures that children settle well and builds close relationships with them. She takes time to get to know children, their interests and skills and links these to activities that children enjoy. The childminder has high expectations of children and values each child. She manages their behaviour in a calm and consistent manner. Children behave in positive ways.

Generally, the curriculum is varied and stimulating and all children make good progress. The childminder helps children to gain good understanding of the world. She teaches them the names of different animals and their habitats. The childminder plants bulbs with children and teaches them how things grow. She supports children's physical development well. The childminder encourages children to practise throwing and catching skills with balls and to learn to steer wheeled toys in the garden. The childminder takes children to the local park regularly where they run, climb and balance. Children gain good physical skills.

The childminder supports children well to develop good mathematical skills. She points out and names different shapes in the environment and teaches children to count objects as they play. The childminder sings number songs and rhymes to support children's number skills.

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

- Children gain good independence skills. The childminder encourages children to fetch their own plates and cups at snack time. Children peel and chop bananas and prepare different fruit to eat. Older children learn to put on their coats and shoes, and the childminder supports younger children to gain these skills. Children learn to share and to take turns well. For example, the childminder plays simple board games, where children take turns to play.
- The childminder provides a wide range of interesting activities linked well to what children need to learn next. Children are motivated learners and concentrate well.
- The childminder teaches children about different feelings. She teaches children the names of different emotions and reads stories related to this area of learning. The childminder sings songs with children about different feelings. Children gain good understanding of a range of emotions.
- The childminder keeps her home safe and clean. She regularly checks all parts of her home, including outdoors, to protect children from harm. The childminder teaches children how to act in safe ways. For instance, she teaches children how to use plastic knives carefully to cut fruit. The childminder supports children to learn about road safety and children act with care and caution.
- The childminder has effective links with parents and carers. She keeps them well

informed about their children's progress and activities. The childminder works well with parents to support children's development in areas such as behaviour management.

- The childminder keeps her childcare practice up to date. She meets up regularly with other childminders to share general early years knowledge and exchange ideas for activities. This helps to promote best outcomes for children.
- Children develop good creative skills. They enjoy making three-dimensional models from play dough using different tools. Children make pictures using crayons, colouring pencils and paint.
- The childminder evaluates all aspects of her practice regularly and sets goals for improvement. For instance, she plans to enhance her understanding of how to support children with special educational needs and/or disabilities.
- Children develop good oral hygiene awareness. The childminder talks to children and reads stories about how to keep their teeth and gums healthy. Children practise their toothbrushing skills on play dental sets and dolls.
- Overall, the childminder supports children's communication, language and literacy skills effectively. She reads a wide range of stories to children and sings songs and rhymes where children learn new words. However, at times, the childminder's way of questioning children does not fully enhance children's language skills.
- The childminder provides nutritionally well-balanced meals and snacks for children. She ensures that children have access to fresh drinking water throughout the day. However, the childminder has not fully developed children's understanding of the value of eating well.

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 curriculum to enhance children's communication, language and literacy skills, particularly in relation to effective questioning
- develop children's understanding of the value of eating well.

Setting details

Unique reference number	2695916
Local authority	Kingston upon Thames
Inspection number	10372163
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 5
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Worcester Park in the London Borough of Kingston Upon Thames. The childminder provides care for children all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays. She provides government funded childcare.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The childminder carried out an activity and evaluated this with the inspector.
- During the inspection, the inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from parents.

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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