

Childminder report

Inspection date: 16 April 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 aims to ensure that children have fun while learning. She provides a diverse curriculum that considers children's interests. For example, knowing that children enjoy playing outdoors, the childminder offers a variety of exciting and engaging activities. As a result, children play happily. They enjoy using ride-on toys, promoting their physical skills. Children also giggle as they run after each other in the garden. When children play with toy vehicles, the childminder introduces new words, such as 'powerful' and 'strong'. She explains to children what these words mean, extending their vocabulary. The childminder sings with children spontaneously. This motivates children to join in and fosters a love for singing.

The childminder creates a safe environment through effective supervision. Children easily separate from their parents and carers when they arrive, indicating that they feel safe and emotionally secure. The childminder teaches children how to behave well. She encourages children to share and take turns. Children learn to use polite words, such as 'please' and 'thank you'. They receive plenty of praise for their good behaviour. The childminder is attentive to children's needs. She responds to children who become tired or hungry, which supports their health and personal development.

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

- The childminder demonstrates a positive attitude towards her work. She values the input of other professionals and parents to evaluate the quality of her services. Additionally, the childminder uses additional funding to support children's unique learning and care needs effectively. This includes taking children on various outings to widen their experiences, particularly benefiting those children from vulnerable backgrounds.
- The childminder observes and assesses children's learning to shape her curriculum. However, she is not always clear about what she expects children to learn during some planned activities. As a result, some activities are not precisely aligned with children's ages and stages of development.
- The childminder's curriculum includes learning experiences that children may not otherwise encounter. For example, she organises 'Move it Monday' sessions to support children's physical skills in green spaces. The childminder also takes children to the library for a singing session to support their communication and social skills. Children participate in art and craft activities at playgroups. They learn about different cultural and religious events, such as Diwali. This raises children's knowledge of diversity.
- Children love listening to stories and songs, which ignite their imaginations and creativity. The childminder enhances children's experiences by incorporating

playful elements, such as blowing bubbles. Children become excited as they watch and catch the bubbles in the air. They show positive attitudes towards their learning.

- The childminder is dedicated to improving her understanding of early years development. She collaborates with other fellow childminders to seek support and advice. After participating in training, the childminder has increased her knowledge of addressing children's dietary needs to help to keep them safe.
- Children have access to a wide range of indoor and outdoor resources. This enables children to make independent choices about their play. However, the childminder does not ensure that children put their toys away, leading to cluttered play areas. This does not consistently support children's ability to explore activities and resources as freely as possible.
- The childminder promotes children's emotional well-being effectively. She is very kind, caring and attentive to children's needs. This helps her to foster close relationships with children. Children show their affection for the childminder, often cuddling up beside her.
- The childminder works hard to implement her expectations for children's behaviour, including rules and boundaries. For example, she reminds children gently to stay seated while eating to avoid choking hazards and further encourage their good behaviour.
- Parents have a positive view of the childminder. They praise the regular updates they receive regarding their children's care, education and development. Parents have noticed good progress in their children's communication and language skills. Additionally, they commend the childminder for boosting their children's self-confidence, including in the presence of pet animals.

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:

- identify the learning intention clearly for activities so they align more closely with children's ages and stages of development, especially during group activities
- allow children to explore activities and resources more freely, such as by reviewing the organisation of the floor spaces, indoors and outdoors.

Setting details

Unique reference number	2696229
Local authority	Kingston upon Thames
Inspection number	10388321
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Kingston upon Thames. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification. She provides government funded places for childcare.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the premises and discussed how the early years curriculum is organised.
- The inspector observed the quality of education during activities, indoors and outdoors.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- Parents shared their views of the setting with the inspector through verbal and written testimonials.
- The childminder observed an activity and jointly evaluated this with the inspector.

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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