

Childminder report

Inspection date: 24 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 creates a warm and welcoming environment for all children. She shows children patience and has a calm and gentle approach. Parents and carers have noticed that this atmosphere helps their children to feel safe and secure. As a result, children arrive happy and ready to learn. They enjoy receiving lots of praise and spontaneous cuddles with the childminder. The childminder supports children's emotional well-being effectively. She sets clear expectations for children's behaviour. The childminder teaches children to use their 'kind hands' and 'listening ears'. Children play well together, particularly when they engage in imaginative play. They have close relationships with their peers, as shown by the smiles and hugs they share with one another.

The childminder plans an ambitious curriculum for all children, with a particular emphasis on promoting their physical development. During a planned activity, children enjoy stretching their arms and legs. They demonstrate physical confidence as they persist in trying age-appropriate yoga poses. Children smile and clap their hands enthusiastically to show their delight. The childminder also supports children's speech and language development effectively. She speaks clearly and repeats words to extend children's vocabulary. Older children use a broad range of words and the younger ones communicate by babbling.

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

- The childminder observes and assesses children's learning. She can talk about what she wants children to learn and why. For example, the childminder uses songs and books to enhance children's strong language skills. However, for children aged between two and three years, she does not review their progress or provide parents with a written summary of their development in the prime areas. This is a breach of the learning and development requirements. Despite this, children's progress is not affected. Children are developing typically for their age and stage of development, such as in their personal skills.
- As part of the curriculum, the childminder fosters children's understanding of early mathematics. For example, she encourages children to use numbers and engage in counting during their play. Children learn to count from one to 10 and beyond. They also develop an understanding of different sizes by comparing big and small objects.
- Children learn to be independent. Older children take responsibility for manageable tasks, such as their toileting needs. Younger children help to tidy up toys, including folding their yoga mats.
- Overall, the childminder builds close partnerships with parents. However, she has not extended her partnership with other early years professionals at settings where children also attend. This does not promote a consistent approach to

children's education and care needs.

- The childminder follows appropriate hygiene routines to promote children's good health. She encourages children to stay hydrated throughout the day and to wash their hands regularly. Additionally, the childminder serves well-balanced and nutritious foods during mealtimes. As a result, children eat well and develop a positive understanding of healthy eating.
- The childminder completes mandatory training, including paediatric first aid and safeguarding, to ensure the safety of children. She demonstrates confidence in handling emergency situations. However, the childminder's approach towards her professional development is less focused. For example, although she recognises the need to gain additional knowledge in supporting children who speak English as an additional language, she has not yet taken action in this area.
- Children enjoy role play, using toy mobile phones to converse with each other. They also love exploring kinetic sand with their fingers, making cakes and ice cream. Children enthusiastically sing 'Happy Birthday', demonstrating their creativity and imaginations. Children behave well.
- The childminder teaches children to care for living things and the environment. For example, she supports children as they take turns feeding her pet fish. The childminder takes children to local parks and playgroups. Children learn about their surroundings and develop their social skills, such as by playing with others.
- The childminder evaluates the quality of the setting to provide children with good play experiences. For instance, she reflects on the toys and resources she offers to maintain children's motivation to play. Children have positive attitudes towards their play.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
complete the progress check for all children aged between two and three years within the required timeframe.	23/05/2025

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

- establish a partnership with other settings that children attend, to promote a consistent approach to children's education and care needs
- prioritise the development of knowledge and skills further, to raise the quality of education further.

Setting details

Unique reference number	2696475
Local authority	Kingston upon Thames
Inspection number	10380662
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the London Borough of Kingston upon Thames. She offers childcare every weekday, from 8am until 6pm. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the setting and explained her early years curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents spoke with the inspector in person and by telephone to express their views on the quality of the provision.
- The childminder provided the inspector with a sample of key documentation on request, such as suitability checks and training certificates.
- The inspector evaluated an activity with the childminder and discussed the impact on children's learning and development.

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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