

Childminder report

Inspection date: 29 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are settled, happy and secure in this stimulating, safe and caring environment. The childminder and assistants know the children well and provide lots of warmth and reassurance to the children in their care.

The childminder has high expectations for every child and supports them well. The childminder promotes children's learning through a child-led curriculum, which takes account of children's unique interests and next steps in their learning. All children are able to develop key skills and make good progress from their starting points.

Children become absorbed in the engaging activities. They thoroughly enjoy imaginative play and make links to their own experiences, such as the arrival of new babies. The childminder plans interesting trips in the local community, which reflect children's current interests. For example, they visit the fire station. In addition, the childminder regularly takes children to parks and local groups. This helps children develop an understanding of the wider world and opportunities to socialise with others.

Children behave well and understand what is expected of them. The childminder consistently shares her clear expectations with them. She offers children lots of praise and encouragement. This helps to develop their self-esteem. Children learn to regulate and understand their own feelings, through regular discussions and activities. For example, they look at pictures of facial expressions and describe how they are feeling.

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

- The childminder has made strong improvements since the last inspection. She has improved her understanding about things she must notify Ofsted of. The childminder works with early years advisers to make ongoing improvements. Regular professional development opportunities ensure the childminder and assistants keep up to date and enhance their knowledge. For example, they have recently completed safeguarding training. This helps develop their understanding of safeguarding requirements, including the use of mobile phones.
- The childminder provides a well-designed curriculum that, overall, prepares children well for their next stage of learning, including their eventual move to school. She observes children and plans for each child's needs to ensure no child is left behind. The childminder completes progress checks for children aged between two and three years. She understands the importance of ensuring early help is sought from other professionals, if required, to close any gaps in

children's learning.

- Overall, the childminder supports care practices well. She encourages good hygiene routines. Children learn the importance of washing their hands before eating and after going to the toilet. Children enjoy nutritious home-cooked food and learn about the importance of a healthy diet. However, at times, the childminder does not always make the most of opportunities to encourage children to do things themselves, such as self-dressing and wiping their own noses.
- Children enjoy fresh air and exercise and regularly spend time outdoors. They build their coordination and develop their balance while using wheeled toys and complete obstacle races in the childminder's garden. Children thoroughly enjoy moving their bodies during action songs.
- The childminder supports children's early mathematical development well. Children learn to recognise different numbers through creative activities. The childminder encourages children to count and helps them to recognise different shapes. They learn about size and position through daily discussions.
- Children's communication and language development are supported well. They enjoy listening to stories and sing their favourite rhymes. The childminder engages children in back-and-forth conversations. Children are encouraged to express their ideas. The childminder listens carefully to what they say and shows children that their views are important. This helps children develop confidence and develop skills in preparation for their next stage of learning, including school.
- Children develop positive attitudes to learning, they engage well in the activities on offer. Children follow instructions, show curiosity and concentrate well during activities. For example, they concentrate as they use collage to make pictures. They persevere as they work out how to use scissors to cut paper. Children show kindness and help others.
- Partnership with parents is strong. Daily feedback, meetings and electronic information helps keep parents well informed. The childminder provides ideas of how parents can support their children's learning at home. Parents feedback is highly complimentary. They comment on the childminder's warm and nurturing approach and the safe and creative learning environment.

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:

- increase opportunities for children to learn how to do things for themselves to help develop their independence further.

Setting details

Unique reference number	2696529
Local authority	Richmond Upon Thames
Inspection number	10402977
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	8
Date of previous inspection	3 March 2025

Information about this early years setting

The childminder registered in 2022. She lives in East Sheen in the London Borough of Richmond upon Thames. The childminder operates Monday to Friday, 8am to 6pm, all year round, apart from family and bank holidays. The childminder works with assistants.

Information about this inspection

Inspector

Deborah Orchard

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation.
- 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.

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