

Childminder report

Inspection date: 3 July 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 takes time to settle new children into her care and adjusts activities to match children's interests. Children engage positively in activities and show great enjoyment and enthusiasm. They have close bonds with the childminder and feel happy and confident in her care. The childminder values all children and gets down to their level to speak in gentle tones. The childminder ensures that children have access to a wide choice of toys and resources, which they freely select and use well. She has high expectations of children and manages their behaviour successfully.

Generally, the curriculum is broad and balanced and all children make good progress. The childminder teaches children good mathematical skills. She counts pieces of fruit with children and sings number songs and rhymes. The childminder teaches children different shape names as they complete puzzles. She teaches children comparative language to describe the size of fruit, such as 'big' and 'small'. The childminder supports children's understanding of a range of feelings. She helps them to identify and name their emotions through discussion and stories. All of these activities support children's development well and children learn good skills in preparation for school.

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

- The childminder helps children to gain good communication, language and literacy skills. She teaches children how to use electronic toys to record and listen to their voices. Children take great delight in this task and eagerly practise their language skills by talking into the device. The childminder reads a broad variety of stories to children in lively tones and questions children effectively. She has lively song sessions with children, who learn new words as they sing action rhymes.
- The childminder supports children's understanding of the world effectively. She plants seeds with children and teaches them how flowers grow. The childminder teaches children about people who help us as they dress up as doctors and nurses. She takes children on trips to the zoo, where they learn the names of different animals.
- Children have good independence skills. They cut up and prepare fruit for snack time and pour their own drinks. The childminder teaches children how to put on their shoes and teaches younger children how to feed themselves. The childminder teaches children how to share and take turns. For instance, children take turns to choose a song during music time.
- The childminder has formed good partnerships with parents. She talks with parents each day and sends secure electronic messages to provide updates on children's progress. The childminder invites parents to evening meetings twice a

year, to discuss children's development in more detail. She works closely with parents to provide consistent support for children's progress in areas, such as potty training.

- The childminder maintains good skills and knowledge by attending regular training on safeguarding and first aid. She has attended several different courses, including a course on autism awareness that has led to improved understanding in this area. The childminder considers all aspects of her work and sets goals to build ongoing improvement into her practice.
- The childminder has experience of caring for children with special educational needs and/or disabilities. She knows how to seek support from the local authority special educational needs coordinator. The childminder speaks to parents to find out about ways to support their child. She monitors the progress of all children and works quickly to close any gaps in learning.
- The childminder gives older children a range of challenges, such as opportunities to practise their climbing and balancing skills. She ensures that babies have time on their front to roll and to learn to crawl. However, she has not fully developed opportunities for babies to develop a wider range of physical skills, such as pulling themselves up.
- Children make good use of all activities, indoors and outdoors. However, at times, children become a little tense and tired from moving indoors and outdoors throughout the morning. There is no time for them to slow down and relax and this means that, at times, some children become a little fractious.

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:

- broaden knowledge and understanding of how to further support the physical development of very young children
- review the organisation of the daily routine to ensure that children have suitable quiet times, to support their well-being.

Setting details

Unique reference number	2710505
Local authority	Kingston upon Thames
Inspection number	10388635
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	0 to 3
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 2023. She lives in Malden Rushett in the Royal Borough of Kingston upon Thames. The childminder provides care for children from Monday to Friday, from 7.30am to 6pm, all year round and is closed on public bank holidays. She accepts government funding for childcare places.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision, and her curriculum, while the inspector viewed the premises.
- The childminder carried out a planned activity and evaluated this with the inspector.
- 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.
- The inspector heard feedback from children's parents during the inspection.

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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