

Childminder report

Inspection date: 8 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

Young children thrive at this warm and welcoming childminder setting. The childminder builds strong bonds with children and effective partnerships with parents. She builds her curriculum around children's interests, their age and what they need to learn. This helps her to establish the needs of every child well and provide an individualised teaching approach for the children.

The childminder believes in the importance of supporting children to become independent and resilient. There are consistent routines and structures so children understand the expectations. Throughout the day, she praises and encourages children. This helps them to feel safe and secure and supports their confidence. For example, when children are preparing for a focused activity, the childminder sings the tidy-up song. Young children demonstrate they are familiar with the song and follow the routine to place resources in baskets. Children who are less familiar with routines copy their friends, who encourage them to help. This helps children to have a positive attitude to learning and behave very well.

The childminder is ambitious for every child to reach their full potential, including children who have special educational needs and/or disabilities (SEND). Her curriculum is varied so that children make good progress and are exposed to a range of learning opportunities.

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

- The childminder has high expectations for every child to succeed and have a positive attitude to their learning. She plans for children through a sequence of teaching so that children learn in stages. As children engage and learn, she extends their learning. For example, when talking to children who are playing with uncooked pasta in a tray, filling and pouring them into containers, she counts with young children up to five and compares which container is 'full' and which is 'empty'. Children hear counting and mathematical language throughout the day.
- Children build their language skills well, including those who speak English as an additional language. The childminder talks to children throughout the day. During song time, children enthusiastically join in and follow actions to rhymes that are familiar to them. Children express delight as they hear their name in the morning during the welcome song. Children are exposed to a range of vocabulary during the day in both English and Italian. Children demonstrate an understanding and respond appropriately.
- Children are learning how to build their physical skills well. The childminder takes daily trips out, and children use the all-weather garden to push prams, use the see-saws and climb the steps. Young children enjoy making marks with

chunky chinks, drawing lines and curves through exploration. This helps to build children's small finger muscles and prepares them for early writing.

- Children are encouraged to develop a love of books and literacy. Young children handle books with care as they are taught how to turn pages carefully. The childminder often shares stories with children through a wide range of books that are available for them to explore during the day. Young children snuggle up as they listen to stories, such as 'Let's Find the Puppy'. They interact by exploring the flaps on the books to reveal an animal, and repeat back words that are familiar to them through regular storytelling.
- Children are building good problem-solving and curiosity skills. The childminder provides opportunities for children to explore and have a go. For example, children experiment with magnets and observe what attracts and what repels. Young children try to figure out which sides of the magnetic pieces attract through trial and error. They smile as they work out which side of the pieces successfully link together.
- Parents speak highly of the childminder. They appreciate her kindness and attentiveness towards their children. They share that they receive regular communication on care routines and what their child is learning. This helps parents to feel their child is safe and making good progress.
- The childminder provides children with lots of choices during the day to promote their independence. Young children are encouraged to feed themselves and are supported when taking off and putting on their coats and shoes, placing their clothing on the low-level pegs. However, occasionally during transitions in the day, the routines are not managed as effectively, which would provide good-quality learning opportunities.

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 how children are prepared for transitions during the day to ensure that children have consistent high-quality learning experiences.

Setting details

Unique reference number	2715845
Local authority	Richmond Upon Thames
Inspection number	10373206
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare 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 2023. She lives in East Sheen in the London Borough of Richmond. She operates from 8am to 6pm, Monday to Friday, all year, except for bank holidays and her holidays. The childminder holds a recognised childcare qualification at level 3.

Information about this inspection

Inspector

Jacqueline Halpin

Inspection activities

- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed interactions between the childminder and the children.
- The inspector spoke to a number of parents on the phone and took their views into account.
- 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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