

Childminder report

Inspection date: 26 November 2024

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 offers a warm welcome and treats all children with love and respect. She works hard to create a home-from-home environment where children feel safe and secure. As a result, children are happy and settled. In addition to this, children have their own cabin, which is a bespoke space designed specifically for them. This gives children a feeling of ownership and helps them to feel valued.

The childminder observes and listens to children and plans their next steps in learning in agreement with parents. She uses her knowledge of child development, as well as information gained from outside professionals, to create activities that are suited to children. The childminder thinks creatively and designs the curriculum according to children's personal likes and developmental needs. Children enjoy a range of activities supported by the childminder. They are happy to play and explore and show good levels of concentration. This supports children to make good progress.

The childminder consistently talks to children and reminds them what they will be doing. Due to this, children know the sequence of the day and understand what is happening next. The childminder uses familiar language as well as introducing new vocabulary to help with children's communication skills and social development.

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

- The childminder uses familiar stories to help children to recall and remember. She understands that repetition helps children's brain development and builds the confidence of children learning to talk. This means children engage well and grow in confidence as they repeat the words of a well-read story. The childminder pauses and lets children fill in the missing words. Children laugh and become tongue tied with the humorous rhyming words, and the childminder joins them in their laughter.
- The childminder knows children and their families well. This knowledge informs her planning and what children do throughout the day. The childminder takes time to understand and tune in to what is happening for each child. She uses this understanding of children to make sure that children have the best experiences according to their individual needs on that day. This means that children feel listened to and understood.
- The childminder promotes opportunities for children to develop their independence. Young children try hard to put on their own wellington boots. They persevere and problem solve, trying one and then the other. The childminder purposefully waits and observes patiently so as not to rush children or break their concentration. Children look round and ask for help, knowing the childminder is near to offer support. The childminder gives support willingly and

gently praises children for their efforts.

- The childminder creates meaningful learning activities across the curriculum. She recognises which activities may be particularly challenging for children and supports them to reach the next step in their development. For example, the childminder supports children to help overcome an aversion to handling sensory items. She plays alongside children and asks for their help to add more flour to the sticky play dough. As a result, children become used to the sensation at a level right for them. This increases children's personal and sensory awareness and gives them a sense of achievement.
- The childminder shows exceptional commitment to inclusive practice. She consistently strives to ensure that all children are recognised as individuals and are treated equally. For example, the childminder has made a resource booklet to enable children with limited language to be able to communicate. She has made adaptations to the environment to enable all children to access the provision.
- The childminder provides ample opportunities for physical development, with trips to the local park as well as playing outside. She adopts a robust approach to keeping children safe in the home and on trips. Children receive consistent healthy messages about food and are encouraged to try new things. Children have access to water all day and know to stay hydrated.
- The childminder does not always consistently adopt a clear routine for naptimes for all children. This means children do not receive consistent messages around rest and do not always have sufficient rest in line with current sleep guidelines.

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:

- improve sleep routines to best fit children's individual needs.

Setting details

Unique reference number	2757078
Local authority	Kingston upon Thames
Inspection number	10349645
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 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Surbiton, Surrey. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a level 3 childcare qualification and works with a co-childminder. She provides government funded childcare.

Information about this inspection

Inspector

Zoe Duggan

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of interactions between the childminder and children.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- 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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