

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 creates a welcoming and homely environment. Children are content and well looked after. They are socially confident and happy to try new things. The childminder knows children very well. She uses this knowledge to design a curriculum that links directly to children's interests and builds on what they already know. This means that children are engaged and confident learners.

The childminder is warm and responsive, which helps children to develop a secure bond with her. Children feel safe to express themselves, knowing the childminder will listen to their needs. For example, they are confident to ask for help or seek out a cuddle, knowing the response will be positive. This means that children are calm, and their well-being is good.

The childminder shows clear expectations for children's behaviour. She does this by role modelling respectful behaviour and conduct. The childminder consistently uses positive language and affirmation. She gently reminds children to use manners and be kind. The childminder teaches children to be aware of one another and their feelings. For example, she supports children to help one another and praises their actions.

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

- The childminder is aware of children's starting points in development. She uses ongoing observation to monitor children's progress and plan the next steps in their learning. The childminder takes children's likes and interests into account and uses this to design and implement the curriculum. For example, she helps children to stay focused and maintain concentration by encouraging young children to sit quietly and 'feed' their dolls with bottles.
- The childminder actively creates positive relationships with parents and outside agencies. She promotes good communication with all relevant parties to share information about children. This joined-up approach helps children to receive cohesive care and education.
- The childminder adopts an exceptional attitude to inclusion. She welcomes all children and values them as individuals. The childminder goes above and beyond to include all children. As a result, children feel valued and accepted. For instance, the childminder consistently uses key words she has learned in children's home languages to help them to understand and feel comfortable.
- The childminder uses empathy to help children to understand what they are feeling. She gives them words for their emotions and uses body language to help convey messages to young children. For example, when children cry because they have a stomach ache and do not have the language to express what is wrong, the childminder calms them by showing understanding. As a

result, children are soothed and helped to recognise what is happening in their bodies.

- The childminder helps children to adopt a healthy attitude to food, such as, by offering them a wide selection of fresh fruit and vegetables. They enjoy sociable mealtimes and chat about what they are eating and enjoying. The childminder praises children for trying new things. Children are encouraged to look out for each other by remembering who has allergies and what they can have.
- The childminder practises good hygiene routines, such as regular handwashing. This helps children to learn self-care and reduce the spread of germs and cross-contamination. Children learn to be aware of personal hygiene and meet their personal needs, such as cleaning dirty noses and learning to use the toilet. The childminder supports children as they learn to be independent.
- Children confidently explore a range of age-appropriate resources and activities. The childminder joins children in their play, encouraging them to hunt for spiders. She recalls phrases and makes links to familiar books, supporting children to think and remember, to strengthen their cognitive development.
- The childminder frequently organises outings, including visits to the local area and playgroups. This promotes children's personal skills and understanding of their local community. In addition to this, children have daily opportunities to play outside either in the garden or local parks. They learn to use their coordination and balance as well as develop their physical skills.
- The childminder does not always consistently adopt a clear routine for naptimes for all children. This means that children do not receive consistent messages around rest and do not always have sufficient rest.

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 the needs of individual children.

Setting details

Unique reference number	2757091
Local authority	Kingston upon Thames
Inspection number	10349656
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 childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of the education being provided across the setting, indoors and outdoors, and assessed the impact on children's learning.
- 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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