

Childminder report

Inspection date: 25 September 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

Children are happy and relaxed in this nurturing environment. The childminder is affectionate and warm towards the children. Clear bonds are evident, which means children feel safe and secure. They are confident to explore and learn. The childminder thoughtfully arranges the environment so that children have space and can see what is available to play with. She regularly adapts and rotates resources to suit the evolving learning and development needs of the children. Toys and activities are age- and stage-appropriate and cover all areas of learning. As a result, children are engaged and progress well.

The childminder is gentle and respectful in her approach. She makes expectations clear and consistently talks to the children about why they are doing things. This increases their understanding and helps to embed routines. As a result, the atmosphere is calm, and behaviour is good. Children learn new language as they enjoy story time and familiar rhymes. The childminder repeats words and speaks slowly to help young children develop their vocabulary. This means children are confident to try new words, and language development is rapid.

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

- The childminder observes children and tracks their development. She knows the children very well and uses this knowledge to support each child to make good progress. The childminder creates activities to reflect children's interest and enhance their development. Each child is valued as an individual and treated as such. This includes children with special educational needs and/or disabilities.
- The childminder works hard to build positive relationships and trust with parents. She continually communicates with them to ensure a consistent approach for children. For example, she finds out what new children like and find interesting. She then makes this available for them. This helps new children to settle quickly, supported by the childminder, who plays alongside and offers reassurance.
- Children enjoy sociable mealtimes. They sit together and watch as the childminder talks to them and prepares healthy meals. The childminder introduces children to a wide range of food, including foods with different textures, colours and tastes. She encourages them to try and praises them. Children show dexterity using their cutlery and help to wipe hands and tables afterwards. They are frequently reminded to drink water and stay hydrated. Children develop their understanding of the importance of healthy eating.
- The childminder uses herbs from her garden to enhance activities and improve sensory awareness. She encourages children to rub the herbs in their fingers and then sniff. The childminder makes links to learning by reminding children that the herbs are growing outside in the garden. They look out of the window and then back at the plants, which embeds the memory and helps children to

make links in their learning experiences.

- The childminder is well organised and shows a good knowledge of allergies, medication and record-keeping. She is keen to engage with the local community and frequently takes children out to enrich their experiences. As a result, children learn about the world around them and grow in confidence.
- The childminder seeks to give young children the foundation from which to develop and grow. She frequently gives children choice and, overall, she encourages them to try things on their own. However, the childminder does not always give children time to fully enjoy and explore activities before moving them on to something else. This means that some opportunities to learn and discover are not fully embraced.

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:

- consistently allow children to follow their own fascinations and interests at their own pace.

Setting details

Unique reference number	2757170
Local authority	Kingston upon Thames
Inspection number	10349559
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	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in New Malden. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, and from 7.30am to 2.30pm on Fridays, except for bank holidays and family holidays.

Information about this inspection

Inspector
Zoe Duggan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure 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 their early years foundation stage curriculum.
- The inspector observed the quality of education being provided across the setting 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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