

Childminder report

Inspection date: 18 June 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder clearly enjoys her role, showing enthusiasm and actively engaging in children's play. This encourages children's participation and enjoyment of the activities on offer. Children form strong attachments with the childminder. They demonstrate a strong sense of belonging in her care. The childminder maintains consistent routines, helping children to anticipate what is happening next and feel secure. As a result, children appear comfortable and at ease in the setting.

Overall, the childminder provides a broad and effective curriculum. She provides a range of play activities that reflect children's interests and topics she wants them to learn. Children make good progress from their starting points in development. The childminder supports children to develop early skills for writing. Children enthusiastically develop their small hand muscles as they use scissors to cut play dough and use scoops to fill pots with compost for planting.

Children are becoming confident communicators. The childminder engages children in meaningful conversations, encouraging them to express their thoughts and ideas. Children talk about their own garden and the insects they see, eagerly sharing information about bees collecting nectar. The childminder supports children's understanding of the world through hands-on learning experiences. For example, children enjoy planting seeds for the childminder's garden, followed by a trip to the local garden centre.

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

- The childminder knows the children she cares for. She observes children and understands their stage of development. However, although she completes all essential assessments and observes children's play and learning, she does not make effective use of this information to plan activities precisely that link to children's individual targets. This means that children do not consistently extend their learning during the activities the childminder provides.
- The childminder generally supports children's communication and language well. She builds on children's speech and language skills by commenting, using simple sentences and introducing words, to extend children's vocabulary. The childminder asks children age-appropriate questions and offers instructions during activities. However, at times, these are in quick succession. This does not give children time to respond and form their answers, resulting in them moving away from the activity before fully exploring it.
- Children make good progress in mathematics. The childminder encourages children to count pots in order. She introduces colour recognition by asking children what colour cutter and pot they want and by giving them the opportunity to match colours during their play. The childminder uses

mathematical language such as 'bigger', 'full' and 'half full'. This helps children to learn new mathematical concepts.

- The childminder promotes healthy eating and ensures that children have regular exercise. She recognises that children benefit from social interactions and plans experiences to support these. For example, children have plenty of visits to the local parks, libraries and toddler groups. This helps children to develop their confidence and social skills as they learn about others in their local community.
- Overall, children behave well and the childminder is a good role model. However, she is not consistent about reminding children of her expectations. For instance, the childminder uses the sand timer to prepare children for changes to the routine but does not consistently check when it has finished. Therefore, children are unsure what is expected. As a result, at these times, children do not enhance their listening and attention skills.
- The childminder shares information effectively with parents and carers. This helps them to understand what their children are learning and how they can support this at home. The childminder has formed effective partnerships with other settings children attend to ensure consistency of care and learning.
- The childminder plans training to keep her knowledge up to date. For example, she has recently accessed training to support planning activities for children. This has helped her to reflect on her teaching and deepen her understanding of how first-hand experiences support children's learning and experiences.

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 the use of assessments to promote what individual children need to learn next during planned activities
- give children more time to respond to questions and instructions to enable them to fully explore activities and engage in their learning
- improve the consistency of the expectations for children's behaviour to support their understanding of what is expected of them.

Setting details

Unique reference number	2770472
Local authority	Richmond Upon Thames
Inspection number	10368949
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 September 2024

Information about this early years setting

The childminder registered in 2023 and lives in the London Borough of Richmond upon Thames. She works all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector spoke with parents and sampled written feedback from parents sharing their views.
- The inspector viewed a sample of key documentation.

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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