

Childminder report

Inspection date: 29 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

Children excitedly arrive at this welcoming setting. The childminder provides a wide range of interesting activities, both indoors and outdoors. Children feel happy and safe. They receive lots of love and attention from the childminder, and this helps them feel emotionally secure. The childminder is clear about what she expects from children. When the childminder reminds children to use 'kind hands', they begin to share with their friends. The childminder praises children for their achievements. As a result, children develop high levels of confidence and are eager to try new things. Children are active and regularly access outdoors. They use their well-resourced garden, where they climb, balance and ride in cars. This contributes to children being fit and healthy.

The childminder considers children's abilities and interests when planning for their learning. All children, including those with additional needs and those who learn English as an additional language, make good progress from their starting points. The childminder works well in partnership with parents, for example to support them and their children through toilet training. Young children develop independence skills needed for the next stage of their development.

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

- The childminder regularly evaluates the effectiveness of the provision and seeks advice from the local authority advisory team. She is enthusiastic and wants to provide the best quality of care for all children who attend.
- The childminder has appropriate systems in place to ensure the suitability and effectiveness of any assistants working with her. This includes thorough recruitment checks, induction, supervision and opportunities for professional development.
- The childminder places an importance on children developing healthy lifestyles. She provides children with nutritious, home-cooked meals and fruit and vegetables for their snacks. This supports children's good health.
- The childminder regularly assesses children's progress and identifies any gaps in children's learning. She provides support to help children catch up.
- The childminder uses additional funding for children to provide further opportunities for children to help them learn and progress.
- The childminder plans activities to help children develop listening and attention skills. For example, she sets up a parachute game and encourages children to follow instructions as they play. However, occasionally, the childminder does not give children enough time when she asks them questions. This limits children's thinking and their communication and language development.
- Children follow well-established routines such as circle time, join in with actions, sing songs and proudly name the days of the week. They comment on the

weather and recognise they need to dress up warm.

- There are occasions when the childminder rushes children to finish one activity, as she wants them to join another. This restricts children's enjoyment and stops their learning.
- The childminder ensures that children learn about different people in the community and the wider world. For example, they visit local parks, playgroups and places of interest, read books and learn about different festivals. This helps them learn about similarities and differences in their community and across the world.
- The childminder plans activities to help children explore with their senses. Children enjoy an aromatherapy activity, talk about smell and use their hands to touch different textures. The childminder encourages children to make marks with different media. Children use paintbrushes and enjoy drawing in powder and use their fingers to copy letters of their names. They use their muscles in preparation for early writing.
- Children use their imagination as they play. For example, they pretend to make cake and orange juice as they mix the mud and leaves in the mud kitchen.
- The childminder ensures that children who speak English as an additional language hear and use their home language in their play and learning. This supports children's use of their home language and builds on their language skills.
- Children learn to count in sequence as they play. The childminder questions children's knowledge of shapes and measures during planned activities. This helps them build on their mathematical skills.

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:

- provide plenty of time for children to think and answer questions to build on their imagination and communication and language skills even further
- build on current opportunities for children to learn and explore in their own time.

Setting details

Unique reference number	2782989
Local authority	Kingston upon Thames
Inspection number	10376844
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	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024 and provides care in New Malden in the London Borough of Kingston. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and co-childminder. The childminder receives funding for children aged two and three years and provides government funded early education for eligible children.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the assistant at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.
- 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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