

Childminder report

Inspection date: 2 December 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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

The childminder has taken steps to improve since the last inspection. She has engaged with the local authority and other professionals to develop her knowledge and understanding of the early years foundation stage (EYFS).

Children are happy and relaxed in the childminder's care. The childminder develops caring, supportive relationships with children which helps them feel safe, secure and confident in her care. Children enjoy sharing books and chatting with the childminder about the pictures.

Children enjoy exploring the childminder's garden. They are curious about the various plants that she grows. The childminder encourages children to use their senses to explore the smell, taste and texture of herbs and vegetables. This gives children confidence to try new foods and develop positive attitudes to healthy eating.

The childminder is ambitious for children to learn about the world around them and make good progress. Children learn to follow simple rules, such as putting their toys away and handling resources with care. Children develop skills and knowledge that prepare them well for the next stage in their learning.

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

- The childminder knows children well. She gathers information from parents to understand their personal history and home lives. The childminder tailors the daily routines which means children's individual care needs are met well.
- The childminder uses observation and assessment to identify next steps in children's development. She uses this information to plan activities to extend their learning. Children enjoy a wide range of activities that stimulate their interests and thinking.
- At times, the childminder is overly focused on the planned learning intentions during children's play. For example, the childminder encourages children to count natural objects when they are more interested in exploring the texture with their fingers. This means children are not supported as much as they could be to extend their own ideas.
- Despite this, children develop positive attitudes to learning. They persist to complete challenging tasks, such as cutting vegetables and threading beads onto pipe cleaners. Children demonstrate good concentration and enjoyment in their play.
- The childminder uses the local community to support children's learning. For example, children visit the nature reserve to collect natural objects to play with. Children attend local playgroups with the childminder to develop their social

skills. These opportunities extend children's cultural capital and gives them essential knowledge for future success.

- Parents are happy with the care provided. There are effective communication strategies in place which means parents feel well informed about the care their children receive. The childminder shares suggestions for what parents can do to support children's learning.
- The childminder has not yet developed strategies to share information about children's development with other providers that children attend. This potentially impacts on the consistency in support for children's learning. Despite this, children make good progress.
- Children's personal, social and emotional development is supported well. The childminder teaches them to keep themselves safe, such how to use a knife safely and to take care on wet surfaces outdoors. Children learn to wash their hands before meals. Children develop the skills and knowledge they need for later life.
- The childminder interacts well with children to help them develop a wide vocabulary. She uses repeated words and phrases and engages children in back-and-forth communication. Children develop good communication and language skills.
- The childminder undertakes frequent training to extend her knowledge of the EYFS and children's learning. She evaluates her practice and looks for ways to improve the quality of her care. The childminder has established systems for keeping her knowledge up to date.

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:

- enhance opportunities for children to initiate and extend their own ideas
- develop partnerships with other care providers so children receive a consistent approach to their learning.

Setting details

Unique reference number	EY241582
Local authority	Kingston upon Thames
Inspection number	10338404
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 0
Total number of places	6
Number of children on roll	0
Date of previous inspection	5 December 2023

Information about this early years setting

The childminder registered in 2003. They are based in Surbiton. The childminder provides care for children all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays.

Information about this inspection

Inspector

Kyrstie Gennoe

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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