

Childminder report

Inspection date:

11 October 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and relaxed in the childminder's home. They speak confidently to the childminder about their day, and she responds with interest and enthusiasm. There are clear routines in place for children to organise their belongings and sit down together to share a snack. The childminder ensures that children feel emotionally secure in the environment. She speaks passionately about the importance of allowing children the freedom to choose what they would like to do. Children enjoy engaging in the range of activities on offer. The childminder supports children with comfort and care as they play.

Children behave well. They fully understand the childminder's expectations and show exemplary manners, for example when asking for things and during mealtimes. The childminder reminds children of the importance of tidying up, putting any artwork away and adhering to hygiene practices. She observes children as they play, offering them help when they encounter difficulties, but she always encourages them to give things a go on their own first.

The childminder models language well. Children enjoy engaging in conversations with each other and foster relationships with their friends. They show great respect for the childminder and one another, listening and taking turns to speak. The childminder keeps conversations going through her thought-provoking questions. For example, during mealtimes, she poses questions about times when children's bodies may need more food to provide them with the energy they need.

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

- The childminder provides opportunities for children to be physically active. Children enjoy playing in her garden. The childminder has a range of equipment to support children to develop their large-muscle skills. Children enjoy climbing and balancing as well as throwing, catching and kicking balls. The childminder supports and encourages children as they run and engage in their own games of hide and seek.
- Children understand the importance of healthy eating as part of a healthy lifestyle. The childminder offers children choices of different fruits and vegetables to accompany their meals. She ensures that children understand the concept of a healthy, balanced plate. The childminder praises children when they try new foods. She encourages them to give their feedback on the food that she provides so she can promote a love of different types of foods.
- Children offer their friends praise and encouragement and show a positive attitude to their play and learning. For example, they congratulate each other as they take turns to throw balls into numbered cups. Children are keen to share

their successes with the childminder, demonstrating their engagement and enjoyment. The childminder offers children further support and encouragement as they decide they will play together as a team.

- Parents are delighted with the childminder. They love the home-from-home environment she provides and the range of activities that are on offer. Parents say that their children are happy and the childminder is patient and kind. They are very pleased with the communication they receive and enjoy hearing of their children's 'wow' moments while in her care.
- The childminder has established links with the school that children attend. She communicates with teachers at the start and end of the school day, as needed. This helps the childminder to make sure that children always feel emotionally supported at school and in her home.
- The experienced childminder keeps up to date with changes in requirements and attends local authority training courses and online training courses to keep her practice current. She plans to continue to further develop her practice by engaging in training to support her to expand play opportunities in her setting. The childminder is aware of the range of agencies that support children with special educational needs and/or disabilities and offers an inclusive service.
- The childminder plans activities to enable children to understand difference. She has books and resources to spark conversations about differences and the importance of everyone being unique and special. The childminder provides a range of craft activities to help children learn about a range of different festivals, including Ramadan, Lunar New Year, Christmas and Easter.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY282835
Local authority	Kingston upon Thames
Inspection number	10359846
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	4 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	4 December 2018

Information about this early years setting

The childminder registered in 2004 and lives in Surbiton, Surrey. She operates during term time, offering before- and after-school care. The childminder cares for children from 7.15am to 8.40am and from 3.20pm to 6.15pm, Monday to Friday.

Information about this inspection

Inspector

Penny Harman

Inspection activities

- The inspector conducted a learning walk of the premises to ensure that they are safe and suitable for childminding.
- The inspector observed the activities and the interactions between children and the childminder.
- The inspector spoke to the childminder about safeguarding policies and procedures.
- The inspector viewed parents' testimonies.
- The inspector held a management meeting with the childminder.
- The inspector looked at relevant 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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