

Childminder report

Inspection date: 13 March 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy within the childminder's environment. The childminder provides a warm atmosphere where children feel confident to approach her for cuddles. For example, children cuddle into the childminder as they spend time looking at storybooks together. The childminder is passionate about storytelling sessions. She strives to ensure that these sessions are interactive to support children to engage and develop their vocabulary. The childminder knows children well. She spends time speaking to children about their home lives. Children enjoy talking about their pets. This enables positive relationships and children's communication development.

The childminder focuses her curriculum on children becoming happy and confident individuals. She explains how she supports children to take appropriate risks to help them to develop their confidence skills. Children independently choose where they would like to play. For example, they enjoy playing with an interactive steering wheel. Children also enjoy sorting coloured bears into the correct containers. Children demonstrate good behaviour. The childminder encourages this by using phrases, such as 'two more minutes', when children require some additional support. She also supports children to use their manners, such as saying 'please' and 'thank you'. Children participate with a selection of activities and show enjoyment in learning new skills.

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

- The childminder provides an inclusive environment for all children. She adapts her approach to ensure that children feel welcomed and included within the setting. The childminder plans activities to support children to develop their skills. She understands how she can extend activities if needed to ensure that all children develop and make progress.
- Children do not consistently have opportunities to independently follow instructions. For example, the childminder asks children to complete a task, such as sitting down for snack, but then guides them to complete these tasks. This does not support children to develop their listening skills.
- Children enjoy playing with stacking toys. They spend time attempting to place coloured bricks on top of each other. The childminder supports children to explore shapes, develop problem-solving skills and learn about the concept of balancing.
- On occasions, the childminder completes tasks for children that they could attempt themselves. For example, she wipes their noses for them and cleans their hands. This does not consistently support children to develop their self-care skills.
- Children have opportunities to explore musical instruments. The childminder

sings to children as they use the instruments to tap along to the song. This gives children opportunities to explore creating different sounds and supports their sensory stimulation.

- Children enjoy playing with bubbles. Younger children show excitement as the bubbles land near them. Older children enjoy chasing the bubbles to pop them. This gives children opportunities to participate within interactive activities where they develop their coordination skills.
- Younger children develop their physical skills at an age-appropriate level. The childminder encourages them to take part in 'tummy time', to develop their neck, shoulder and arm muscles. The childminder explains how children enjoy daily trips into the local community. They spend time at the farm, parks and a selection of different activity groups. The childminder uses these visits to support children to develop their physical skills, as well as their social skills.
- The childminder asks children questions when she reads books. This supports children to develop their vocabulary and communication skills. The childminder sounds out words to support children. She also extends children's communication development by singing songs about the images that they see in books. For example, they sing a song about a rocket when they see a picture of a rocket.
- Parents and carers have positive views of the setting. They share how the childminder supports their children to develop into confident and school-ready individuals. Parents speak about the childminder's nurturing approach, where children feel safe, loved and excited to learn.
- The childminder is reflective. She can identify areas that she would like to improve on, as well as areas of strength. For example, the childminder shares how she would like to further improve her outdoor space.

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:

- support children to follow instructions more independently, to develop their listening skills further
- provide more consistent opportunities for children to develop their self-help skills.

Setting details

Unique reference number	EY304044
Local authority	Kingston upon Thames
Inspection number	10380451
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 June 2019

Information about this early years setting

The childminder registered in 2005. She lives in Kingston Upon Thames, Surrey. The childminder provides care Monday to Friday, from 7.15am until 5pm. She operates throughout the year except for family holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Emma Long

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that 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 the curriculum.
- The childminder spoke to the inspector about how she supports children with special educational needs and/or disabilities.
- The inspector observed the interactions between the childminder and children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025