

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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder values her relationship with children and their families and places them at the heart of her provision. She offers a relaxed and inclusive approach to childcare. Parents are invited to stay and sing with children at the start of the day and to share their cultural traditions, such as cooking with the children. Therefore, children settle quickly and feel safe in the childminder's home. They build trusting bonds with the childminder and show that they feel happy, confident and ready to learn. For instance, children are keen to take on the challenge of completing jigsaw puzzles. The childminder gives meaningful praise for their efforts and achievements. This builds children's self-esteem and confidence in their abilities.

The childminder provides an ambitious curriculum, to help prepare children for their next stages in learning. She understands the importance of good language development and how this impacts all areas of children's learning. Therefore, she provides lots of opportunities for children to practise speaking and listening, such as singing, looking at books and talking together. Children make particularly good progress in this area of their development and demonstrate impressive vocabularies. The childminder has high expectations for children. She is clear about expectations for children, such as being kind to others and looking after the toys. Children respond positively to her gentle guidance and are keen to do well. For example, they willingly assist with tidying up after play.

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

- The childminder is committed to continuous professional development. She accesses a range of training, to further enhance her childcare qualifications and skills. The childminder works closely with her assistants and provides effective guidance, to strengthen their childcare knowledge and develop their teaching. She helps them to understand her policies and procedures and they attend mandatory training, to ensure they know how to keep children safe.
- The childminder monitors children's progress closely and identifies what they need to learn next. She considers their interests and overall, she implements the curriculum well. For example, the childminder engages older children in lively conversations during group story times, helping them to understand new information and words such as 'hypothesis'. However, the childminder does not always consider how to adapt adult led activities, to help babies' and toddlers become more deeply involved in the activity and learning.
- The childminder provides adaptable materials, such as sand and play dough, which encourage children's independent play and exploration. Children of all ages are drawn to these activities and spend extended periods investigating their own ideas and interests. This helps children to develop positive attitudes to learning. For instance, younger children enjoy the sensory experience of

combining sand and water. They practise useful skills such as pouring and scooping as they transfer the mixture between containers.

- The childminder promotes healthy lifestyles for children. She provides nutritious home cooked meals and ensures that children have plenty of exercise, which includes daily outdoor play. The childminder teaches children about good hygiene and how to care for themselves. Therefore, children become increasingly independent with tasks such as feeding themselves, washing their hands and using the toilet. These experiences support children's self-esteem and prepare them for starting school.
- The childminder takes the children on daily outings outside of her setting, which helps to broaden their social interactions. Children learn about their own community and experience the awe and wonder of the world, such as on trips to parks, woodlands and stately homes. The childminder uses these 'real life' experiences to develop children's understanding and respect for the environment and nature. For example, children learn not to drop litter, to help protect wildlife. They discover how food is produced, by growing fruit and vegetables with the childminder.
- The childminder develops effective partnerships with parents and with staff at the schools and nurseries which children also attend. This promotes consistency in children's care and learning experiences. Parents appreciate the ongoing communication regarding their children's routines, activities and development. They describe the childminder's nurturing approach and how readily she 'tunes in' to children's individual needs and personalities. Therefore, their children feel extremely happy and safe in her care.

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:

- improve the planning and implementation of adult led activities, to meet the learning needs of younger children more precisely and help them make even better progress.

Setting details

Unique reference number	EY333288
Local authority	Richmond Upon Thames
Inspection number	10392169
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 8
Total number of places	12
Number of children on roll	11
Date of previous inspection	8 August 2019

Information about this early years setting

The childminder registered in 2006. She lives in Twickenham, in the London Borough of Richmond upon Thames. The childminder operates her service Monday to Friday from 8am to 6pm, throughout most of the year. She holds a level 6 early years qualification. The childminder employs three assistants. She is also registered to provide childcare at additional, non-domestic premises, which she uses for Forest School activities. The childminder offers funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The childminder showed the inspector around the areas of her home used for childcare. She explained how she organises the provision to cater for children's care and learning.
- The inspector observed the quality of education provided and assessed the impact that this has on children's learning.
- The inspector spoke to parents, children and the childminder's assistants during the inspection, to find out about their experiences in the setting. She also took account of parents' written feedback.
- The childminder discussed how she manages her provision, including supervising and training her assistants. She ensured that relevant documentation was available for the inspector to view.

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