

Childminder report

Inspection date: 2 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are busily occupied in a wide range of stimulating activities in this well-resourced setting. The childminder has close bonds with children and values each child highly. She ensures that they settle well and provides activities linked to their interests and skills. The childminder is gentle and kind and nurtures all children with patient care. She interacts with children in positive ways, such as by smiling, and uses a warm tone of voice. The childminder has high expectations of children and manages their behaviour in positive ways.

Overall, the curriculum is engaging and varied, and all children make good progress. The childminder helps children to understand a variety of emotions. She uses colour charts linked to different emotions to help children to recognise and name feelings. The childminder uses stories and informative discussion to support children's awareness and understanding in this area well. She teaches children good mathematical skills. Children learn to sort and group objects according to size and colour. The childminder teaches children how to count by singing number songs, and she counts objects as they play. These activities help children to gain valuable skills in preparation for their next stage of learning.

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

- The childminder supports children's communication, language and literacy skills effectively. She creates interactive displays based on characters from popular children's books. For instance, children enjoy feeding the caterpillar from 'The Very Hungry Caterpillar' story, and this helps them to recount the story. The childminder sings songs and rhymes and questions children effectively.
- The childminder supports children's understanding of the world well. Children use picture cards to help identify different types of birds in the sky, such as robins and sparrows. The childminder plants flowers and peas with children and teaches them how things grow. Children enjoy dressing up as police officers and doctors while the childminder teaches them about those roles.
- Children learn to do things for themselves. At lunchtime, they fetch their plates and cutlery from cupboards and place them on the table. Children put used food packaging in a recycling bin. The childminder teaches children how to put on their shoes and coats. She shows children how to use sand timers to wait their turn for toys, and children learn good sharing skills.
- The childminder liaises effectively with parents to provide regular updates on children's activities and progress. She works closely with parents to support children's development. For instance, she discusses ways to help children to regulate their behaviour.
- The childminder is keen to maintain good skills and knowledge and attends a variety of courses. For example, she attended a course on supporting children's

language and literacy skills, which led to greater understanding in this area. The childminder reflects on her work periodically and considers ways to build improvements.

- Children gain good physical skills. The childminder takes children to the local park regularly, where they run, climb and learn to balance. She plays ball games with children to develop their throwing and catching skills. The childminder ensures that babies have space to crawl and learn to pull themselves up.
- The childminder knows how to seek support to care for children with special educational needs and/or disabilities. She will speak with parents and professionals to set suitable learning goals for children. The childminder monitors the progress of all children and ensures that their individual learning needs are met.
- Children enjoy being able to choose where they play and learn best, and they move freely between the indoor and outdoor areas. However, they quickly become over excited from constant movement throughout the morning. There is no time within the morning routine for children to relax with quiet activities. This means that, at times, some children become a little tense and overly tired.
- The childminder has a large variety of resources for babies to use. However, they are mainly plastic and soft toys. This means that babies do not enjoy a wide range of tactile experiences, as they do not have access to different textures and materials, to fully support their creative development.

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:

- consider the daily routine to ensure that children have suitable quiet times to bring balance to their day and enhance their well-being
- widen knowledge and understanding of how to enhance the creative development of very young children.

Setting details

Unique reference number	EY341540
Local authority	Richmond Upon Thames
Inspection number	10388678
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 4
Total number of places	3
Number of children on roll	5
Date of previous inspection	23 July 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 provides care for children Monday to Friday, from 8am to 6pm, all year round except for bank holidays. She accepts government funding for childcare places. The childminder holds a degree in early years.

Information about this inspection

Inspector
Jenny Beckles

Inspection activities

- The childminder talked to the inspector about how she organises her provision, and her curriculum, while the inspector viewed the premises.
- The childminder carried out a planned activity and evaluated this with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder. She heard feedback from children's parents during the inspection.

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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