

Childminder report

Inspection date: 17 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 warmly welcomed and settle easily. Younger children seek older peers on arrival and develop close relationships. A wide range of resources are accessible to children so they can self-select what they wish to play with. Children look through binoculars as they listen to stories read by the childminder. This encourages an interest in books and supports children's early communication skills. Children show pleasure in spending time outdoors, where they can move freely. They take trips to local playgroups and the park. This gives children the opportunity to socialise with larger groups of children and develop physical strength.

Children are encouraged to be independent. The childminder role models good manners, such as please and thank you. She is consistent with behavioural expectations and children help to tidy up. The childminder uses redirection and praise to resolve conflict and promote turn-taking. Children are able to share how they are feeling, such as tired or thirsty. The childminder adapts the routine to meet the needs of the children. This helps promote a sense of self. Children eat a range of healthy foods and mealtimes are sociable. Children are making good progress in all areas of their development.

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

- The childminder demonstrates a clear curriculum intent to support children to gain many skills. She uses monthly themes to teach new knowledge, for example children learn about flowers and nature. The childminder understands that children need to practise new skills repeatedly for them to become embedded. This helps prepare children for their next stage of education.
- The childminder has a well established key-person system. She collects information about children before they start. This means the childminder knows what stage of development each child is at and how best to support them. She tracks progress across the seven areas of learning. From these observations, the childminder plans fun activities. The childminder demonstrates an understanding of how to support children with special educational needs and/or disabilities. This includes how to adapt her curriculum, make referrals and access external agencies. This supports all children to meet their individual next steps.
- Children enjoy learning and show excitement to join in with adult-planned activities. They focus for extended periods of time when something interests them. Children comment on what they are doing. The childminder is attentive to children's needs and wishes. However, interactions are not always planned in a way that builds on what children are already engaged in. This reduces opportunities to extend their ideas and deepen their learning during play.
- Children have many opportunities to be independent, for example pulling open zips and pouring water. They demonstrate skills, such as dressing themselves

and eating with a knife and fork. The childminder gives lots of praise and encouragement. This supports children to persevere with more challenging tasks. Children are confident to have a go and show pride in their achievements.

- The childminder talks to children and asks questions linked to their experiences. However, the way interactions are planned does not consistently promote extended conversations, which reduces the opportunities for children to build on their communication and language skills.
- Partnerships with parents are very strong. They praise the excellent communication and feel well informed about what their child is learning. The childminder shares ideas for home learning and offers supportive advice. Parents express confidence in the care provided and comment positively on their child's development.
- The childminder attends regular training to support her professional development. She stays up to date with legislative changes and implements new requirements in advance. The childminder is able to identify risks and understands child protection procedures. This knowledge supports children's safety, development and well-being.

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 curriculum planning so that children's interests are used more effectively to extend and deepen their learning through play
- embed communication and language more consistently within the curriculum and plan interactions that encourage children to think, speak and respond.

Setting details

Unique reference number	EY344731
Local authority	Kingston upon Thames
Inspection number	10394653
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	18 September 2019

Information about this early years setting

The childminder registered in 2006 and lives in the London Borough of Kingston upon Thames. The childminder is open Monday to Thursday, from 8.30am to 5.30pm, all year round. On request, she can offer care Friday to Sunday and overnight. She has a level 3 childcare qualification.

Information about this inspection

Inspector
Harriet Wolfe

Inspection activities

- The childminder showed the inspector areas of the home used for childminding and discussed how she ensures it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on how she prepares them for their next stage of education.
- The inspector observed interactions between the childminder and children.
- Children spoke to the inspector about what they were doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability.
- The inspector had discussions with the childminder about her understanding of how to safeguard children.

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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