

Childminder report

Inspection date: 24 January 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

The childminder knows children well and is clear about what she wants them to learn. She uses their starting points, and interests to plan a curriculum that is tailored to meeting their individual milestones. Children have opportunities to play freely and engage in focused activities in this well-organised, exciting environment. The childminder has strong bonds with children and children demonstrate they feel happy and safe.

The childminder has high expectations for children's behaviour. She reminds them of the importance of tidying away to create space to move freely. Children are clear of her expectations and enjoy the responsibilities of carrying out small tasks. For example, in using a small dustpan to sweep up the rice after a filling and emptying activity. The childminder offers children high praise for their efforts and supports them to develop a positive attitude to their play and learning.

The childminder extends children's language and role play well. She engages, questions and models new vocabulary to children during these times. For example, during doctors' role play she asks, 'How is the dolly feeling?' and offers children a range of resources, such as plasters, thermometers and stethoscopes, to support them as they examine the dolly. Children enjoy these interactions and are supported well in developing their conversational skills alongside their friends.

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

- The childminder carefully plans activities to support children's mathematical development. For example, she helps them to line up the magnetic fish they have caught so they can be counted more easily. She models one-to-one correspondence as they successfully count the correct number. She uses effective questioning to support children's understanding of capacity as they enjoy filling small bowls of rice and noodles, to celebrate Lunar New Year.
- Children are happy and behave well. They follow the childminder's instructions for washing their hands. They enjoy conversations with the childminder as they sit at the table for snack time. The childminder reminds them of the importance of manners when asking for things and remaining at the table until they have finished eating.
- Children enjoy the vast range of planned activities on offer. For example, tasting a range of prepared fruits, using cutters and rolling pins to manipulate coloured play dough and using sticky tape, glue and pens to make dragon puppets. However, the level of direction given to children during some of these activities does not always offer children the freedom to give things a go by themselves or offer them the opportunities to further develop their problem-solving skills.
- The childminder is aware of the importance of teaching children to respect each

other. She supports them in turn taking as they play. She builds their confidence and resilience. The childminder teaches them, through her resources on offer, about differences and celebrating uniqueness. Children dress up, taste different foods and go on trips out to learn about different religions and cultures around the world.

- Parents are happy with the childminder and say that their children love coming to her house. They have seen their children's confidence and social skills grow while in her care. They say she provides a stimulating environment with clear routines. Her behaviour expectations are clear, and she communicates with them about the progress their children are making.
- The childminder engages in training to support her practice and meets up regularly with other childminders to share knowledge and ideas. She supports her assistants well and has a clear plan for their future professional development. The childminder is aware of how to access some support for children, should the need arise. However, she is not fully aware of how she can work more closely with other professionals to secure swifter intervention and meet children's needs.

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:

- allow for more opportunities for children to further develop their problem-solving skills and independence
- strengthen knowledge of how to work in partnership with external agencies and professionals to support all children even further.

Setting details

Unique reference number	EY379076
Local authority	Kingston upon Thames
Inspection number	10368524
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	5
Date of previous inspection	25 March 2019

Information about this early years setting

The childminder registered in 2008 and lives in Kingston, Surrey. She operates from 7.30am to 6pm, from Monday to Friday for 48 weeks a year. She offers the government funded places for childcare and works with assistants.

Information about this inspection

Inspector

Penny Harman

Inspection activities

- The inspector conducted a learning walk of the premises, to ensure they were 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 parent 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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