

Childminder report

Inspection date: 11 June 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 provides a welcoming and homely environment for children. She has a delightful personality with a warm and nurturing nature. This helps her to form strong relationships with children. This is particularly clear when observing how children comfortably snuggle up to the childminder. Children are fully engaged as they listen to stories being read to them. They feel safe and secure in the setting. The childminder encourages children to play happily together, such as during role-play. She takes children to playgroups to further enhance their social skills. Children benefit well from these learning opportunities.

The childminder's curriculum is good and varied. It includes teaching children to stay safe while on outings. Children learn to look, listen and think while crossing roads to minimise accidents. They also have developed a love of nature. For example, during a walk, children stop to admire their surroundings, commenting, 'Look at those lovely flowers'. They are attentive learners and make observations of their surroundings. These opportunities increase children's knowledge of the world around them. The childminder models good behaviour. She praises children for using 'thank you' and 'please', demonstrating their polite manners. Children are highly motivated to learn and play. They are acquiring the important skills for their move to school.

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

- The childminder provides children with high-quality education and care. She knows children well because she observes and assesses their learning rigorously. There are high expectations for children's learning. Children make good progress, such as in their communication and language skills. They listen and express themselves well for their age and stage of development.
- The childminder designs a balanced curriculum, which builds on what children know and can do. She promotes the areas of learning well, including children's physical skills. For example, the childminder supports children as they climb, balance and jump from tree logs to strengthen their core muscles. All children demonstrate high levels of confidence in their physical abilities.
- Children enjoy cooking activities with the childminder. They learn to wash their hands before handling food to reduce cross-contamination. The childminder teaches children how to weigh and mix ingredients, which helps develop their early mathematical skills. Additionally, children have fun experiencing the sensory aspect of kneading dough with their fingers. The childminder encourages them to sit together and enjoy what they have created. This promotes children's social skills and the sharing of ideas.
- The childminder completes safeguarding and first-aid training to help keep children safe. However, since her last inspection, she acknowledges that she has

not prioritised her continuous professional development. This limits the childminder's ability to raise her teaching skills to the highest level.

- Parents speak highly of the childminder. They describe her as very accommodating and flexible, always willing to help care for their children. Parents praise how she promotes children's learning, such as their independence and social skills. They receive the childminder's precise observations and assessments of their children's learning regularly. The strong partnership between parents and the childminder benefits children well. However, the childminder has not extended this partnership with other professionals involved in children's education and care. This does not promote a consistent approach to children's learning.
- The childminder is very good at incorporating learning into the daily routines. For instance, she sings and talks to children while changing their nappies. This creates a relaxed atmosphere and enables children to hear words, building on their vocabulary.
- Children have good manners. They learn to take turns and enjoy each other's company. Children develop strong friendships. They hold hands as they walk to show care for one another.
- The childminder involves parents in evaluating her practice. For example, following conversations with parents, she reviewed the cooking activities she offers children. As a result, children gain valuable cooking skills while fostering healthier eating habits to support their health. Additionally, since the last inspection, the childminder has further promoted children's self-care skills to help with their personal 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:

- build partnerships with other childcare providers that children attend to achieve a consistent approach to their learning
- develop plans for professional development opportunities to enhance practice even further.

Setting details

Unique reference number	EY401533
Local authority	Kingston upon Thames
Inspection number	10388795
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	30 July 2019

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Kingston upon Thames. She operates Monday to Wednesday, from 8am to 6pm, all year round, except family holidays. The childminder holds a childcare qualification at level 3. She offers government-funded places for children aged nine months to four years.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector around the setting and explained her early years curriculum.
- The inspector accompanied the childminder and children on their walk.
- Parents spoke with the inspector to share their views. They also left written feedback, which was taken into account.
- The inspector engaged with children at appropriate times during the inspection.
- The childminder and inspector evaluated a planned activity together.

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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