

Childminder report

Inspection date: 12 February 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 happy and confident at this welcoming setting. The childminder and children spend time chatting as they join in with a selection of play ideas together. Children feel safe within the setting. They confidently express their needs and wants. Children behave well. The childminder supports children's positive behaviour by role modelling. She encourages children to say 'please' and 'thank you' to their peers. The childminder also encourages children to share and take turns. This supports children to behave in a positive way and supports them to understand what is expected of them.

Children enjoy learning. The childminder identifies where children are within their development when they first start at the setting. She does this by using her own judgements and advice from parents and carers. She explains how she uses information to identify children's next steps of development. This ensures that all children achieve and make progress.

Children have ample opportunities to develop their independence skills. For example, they wash their own hands and clean the table for snack. The childminder also encourages children to put on their own coats when going into the garden. She encourages children to achieve tasks for themselves. The childminder explains how children can move their feet backwards and forwards to enable them to learn to use the swing independently. This supports children to develop their self-help skills.

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

- Children enhance their mathematical understanding. They spend time happily engaging in a play-dough activity. The childminder uses a variety of mathematical language. She speaks to children about size and encourages children to cut balls of play dough in 'half'. This develops children's understanding of mathematical concepts.
- Children have opportunities to develop their physical skills and coordination. They enjoy participating in a variety of different activities in the garden. For example, children spend time throwing and kicking balls. The childminder encourages children to further develop their skills by rolling balls to knock down cones.
- Children have opportunities to develop their communication skills. They join in with singing a variety of songs. For example, children sing a thank you song before snack time. The childminder also spends time communicating with children and commenting throughout activities.
- Although children have some opportunities to join in with story sessions, the childminder does not consistently plan for these sessions effectively. For

example, she often stops the story for short periods of time before continuing. This means that children become distracted and do not fully benefit from books and stories.

- On some occasions, the childminder does not encourage younger children to participate in group activities. For example, she gives younger children pre-made sandwiches while older children spend time making their own sandwiches for lunch. The childminder recognises the benefit of exploring training opportunities to support her to adapt activities for different aged groups of children.
- Children have opportunities to engage in role-play experiences. They use real pots and pans to create meals in the pretend kitchen. This supports children to develop their imagination skills.
- Children enjoy using large bricks to create different structures. The childminder supports children by asking questions about what they have made. She praises children by saying 'well done'. Children remain focused for extended periods of time and enjoy making their own creations. They happily show others the pretend computer that they create. This encourages children to develop their creative skills.
- Parents share positive views of the setting. They express how the childminder has effective communication and keeps them up to date about their children's experiences. Parents describe the setting as being a wonderful, warm, loving and homely environment.
- The childminder is reflective. She can identify good practice, as well as areas that she would like to improve upon. The childminder explains how she reflects each day by considering what children enjoy and how she could make adaptations to further improve. She expressed how she will use suggestions from parents to support her.

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:

- plan storytelling sessions more carefully to extend children's love for reading
- explore professional development opportunities to enhance knowledge of how to support younger children to consistently participate within activities.

Setting details

Unique reference number	EY409786
Local authority	Kingston upon Thames
Inspection number	10380298
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 7
Total number of places	5
Number of children on roll	7
Date of previous inspection	4 June 2019

Information about this early years setting

The childminder registered in 2010. She lives in New Malden, in the Royal Borough of Kingston. The childminder offers flexible care all year round, from 8am to 6pm, Monday to Wednesday, except for agreed holidays. The childminder provides government funded childcare.

Information about this inspection

Inspector

Emma Long

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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