

Childminder report

Inspection date: 9 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 has a high level of energy and enthusiasm for her work. This contributes to children's positive attitudes in the setting. The childminder promotes children's emotional and physical well-being effectively. Children are happy and emotionally secure. They play well together and show positive behaviours. For instance, children help the childminder to tidy-up toys. The childminder maintains a strong hygiene routine. This approach promotes children's good health and it creates a safe environment. Children manage age-appropriate responsibilities, such as washing their hands independently. This instils good healthy habits in children.

The childminder's curriculum is rich and varied. She motivates children to participate in activities. For instance, she involves them in experiments where they observe freezing water and melting ice. Children express their observations, saying the ice is 'very cold'.

The childminder reads stories to children and creates opportunities for children to hear words in other languages. These opportunities extend children's vocabulary and raise their awareness of diversity. The childminder encourages children to explore musical instruments and make music. This helps to enhance children's rhythmic skills, which improves their coordination and fine motor skills. Children gain skills that are important for the next stage of their education, including school.

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

- The childminder is an experienced practitioner. She continues to provide children with high-quality education and care. This gives children a strong foundation for their future learning.
- Parents are extremely pleased with the service provided by the childminder. They feel well informed about their children's learning and development. Parents have noted an improvement in their children's communication skills since they started attending the setting. They commend the childminder for organising various outings for their children. Parents are pleased that the childminder cooks a wide range of healthy meals for their children, to support their growth. The strong partnership with parents enhances their children's enjoyment of learning.
- The childminder observes and assesses children's learning regularly. She uses the information collected to inform her curriculum. As such children, including those who speak English as an additional language, make notable progress from their starting points. However, the childminder does not always take into account the ages and developmental stages of all children present when planning activities. This means some children do not fully benefit from the learning experiences as much as others.
- Children show care and affection towards one another. However, the childminder

does not always explain her behavioural expectations to children. For instance, when children become over-excited, she encourages them to calm down, but does not state the consequences of their actions on others.

- The childminder sings action rhymes and songs with children. Children enjoy this very much. They sing along and make animal sounds. For example, young children roar like lions and snap their hands like crocodiles. Children show confidence in singing and moving their bodies. They develop their language and physical skills. Additionally, children have opportunities to count, which supports their mathematical skills.
- As part of the childminder's curriculum, she organises various outings for children. For instance, she takes children to parks, playgroups and an allotment. These rich experiences add to children's understanding of the wider community. Children learn to plant fruits and vegetables and this benefits all children, especially those who do not have regular access to outdoor space.
- The childminder evaluates her work to ensure ongoing improvement. She continues to enhance her professional development. For example, she has updated her knowledge on how to properly prepare and store children's food. This promotes children's health and safety further. Since the last inspection, she also ensures that she gives children more time to explore toys, allowing them to engage with them fully.
- The childminder understands the importance of informing Ofsted about significant events, including any changes related to assistants and household members.

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 age and stage of all children attending to ensure that they benefit fully from learning opportunities, particularly during planned activities
- adopt a consistent approach to explaining unwanted behaviours, to help children understand how their actions affect others.

Setting details

Unique reference number	EY415959
Local authority	Kingston upon Thames
Inspection number	10377663
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	6
Number of children on roll	7
Date of previous inspection	12 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Kingston upon Thames. She offers her childcare service from 7.30am until 6pm, Monday to Thursday, except family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder showed the inspector the premises and explained how she plans the curriculum.
- Parents spoke with the inspector on the telephone to share their views about the childminder's services.
- The inspector observed the quality of education being provided and engaged with children at appropriate times.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and childminder evaluated a planned activity together and assessed its impact on children's learning.

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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