

Childminder report

Inspection date: 20 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, confident and motivated to learn in this warm, stimulating home. The childminder gathers information from parents about children's favourite foods and toys. She uses this information to inform her curriculum for children. She has high expectations of children and uses effective strategies to manage their behaviour. For example, she explains why some behaviour is not acceptable and suggests alternative ways to behave. Children act in positive ways towards the childminder and their friends. The childminder values each child and interacts warmly with children, praising their achievements and talking gently to them.

The childminder plans a curriculum that is broad and balanced so that all children make good progress. The childminder supports children's understanding of the world. She takes children on nature walks where they use simple picture charts to identify birds and trees. The childminder plants carrots and cress seeds with children to teach them how things grow and where food comes from. The childminder teaches children mathematics in effective ways. Children count the number of teaspoons of rice taken to fill a container. The childminder teaches children the names of different shapes in a tray, such as square and triangle. Children develop good mathematical skills.

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

- Children are learning good independence skills. They chop strawberries and bananas for their snacks and collect their own drinks. The childminder teaches children how to put on their coats and shoes. Children help to clean tables after creative activities have taken place. They show good sharing skills as they take turns to use a broom to sweep the floor after messy play.
- The childminder teaches children good communication, language and literacy skills. She questions children effectively and teaches them new words through singing different songs. The childminder takes children to the local library each week where they enjoy books and listen to stories and rhymes.
- The childminder has good partnerships with parents. She keeps a daily diary for each child and gives parents daily verbal feedback on children's activities and progress. The childminder provides guidance to parents on how they can help to support their children's development, and she helps them to establish sleep routines.
- The childminder is committed to keeping her skills and knowledge up to date. She attends available workshops and various courses. For instance, the childminder attended a course on using books to support children's literacy skills, which led to improved outcomes for children.
- The childminder considers all aspects of her work and identifies areas for improvement. For example, she plans to enhance the outdoor area to further

promote children's physical development.

- The childminder teaches children how to keep their teeth and gums healthy. For instance, she has informative discussions, reads stories and organises creative activities for children. Children gain good oral hygiene awareness.
- Children develop a wide range of good physical skills. The childminder does yoga with children each morning where they learn to move and stretch in different ways. She takes them into the garden and local park where children climb, jump, balance and run. They learn good small-muscle control through creative activities, such as kneading and rolling play dough.
- The childminder provides a variety of interesting creative activities for children. For example, children explore rainbow-coloured rice and listen to the noise it makes, make marks in the rice tray and use scoops and spoons to fill containers. Children create pictures using crayons, paint and pencils and gain good creative and early writing skills.
- The childminder knows the importance of supporting children's personal, social and emotional development. She has started to teach children about some feelings, such as happy and sad. However, this has not been fully developed to cover a wider range of feelings to support children's understanding of themselves and others.
- The childminder provides nutritious meals and snacks for children and access to fresh drinking water at all times. However, she has not fully developed children's understanding of the value of eating well to support their understanding of making healthy choices.

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:

- strengthen the curriculum to support children to learn more about their emotions so that they can express their feelings and consider the needs of others
- enhance teaching to help children learn the benefits of eating well to help them learn how to make healthy choices.

Setting details

Unique reference number	EY425383
Local authority	Kingston upon Thames
Inspection number	10367902
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	5
Date of previous inspection	28 February 2019

Information about this early years setting

The childminder registered in 2011. She lives in New Malden in the Royal Borough of Kingston-Upon-Thames. The childminder provides care for children from Monday to Thursday, from 7.30am to 5.30pm, all year round, except for public bank holidays. The childminder is eligible to provide government funded early education for children.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- The childminder explained to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The childminder carried out an activity and evaluated this with the inspector.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector viewed some documentation and held discussions with the childminder. She read written feedback from parents and took account of their views.

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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