

# Childminder report

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Inspection date:

22 September 2025

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

The childminder fails to protect children's welfare as she does not ensure the premises are secure. She does not have a secure knowledge and understanding of safeguarding policy and procedures. This compromises children's safety and welfare.

Children make strong bonds with the childminder. She adopts effective settling-in procedures. This helps children settle quickly when they first start. Children are happy and enjoy attending.

The childminder knows what she wants children to learn and achieve. She provides appropriate learning opportunities for children to build on their learning. Children are eager to learn and explore. However, the childminder does not support her staff to understand how to implement the curriculum and to be consistent in their teaching. This means that children do not benefit from a sequenced curriculum that is delivered effectively to ensure they make the progress they are capable of.

The childminder encourages children to share, negotiate with one another and respect each other's differences. Children are active and regularly access fresh air. They benefit from visits to the local community and expand on their understanding of the world around them.

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

- The childminder does not prioritise the security of the premises. The lock on the entrance gate is broken and left open, which means unauthorised people can enter the premises. This compromises children's safety and welfare.
- The childminder does not understand the procedures to follow should she have concerns about children or adults in regular contact with children. In addition, she does not ensure her staff understand the safeguarding issues or safeguarding procedures to follow in line with the local safeguarding partnership. This does not protect children's welfare.
- The childminder does not ensure that her staff understand and implement the curriculum to meet individual children's learning needs. Children often receive direct instructions rather than effective teaching. On these occasions, the practice limits their imagination and prevents them from building on what they already know and can do.
- The childminder and her staff maintain their first-aid training. However, she does not monitor staff's practice or provide effective guidance and training to ensure they gain the skills they need to support children's learning and development.
- The childminder focuses well on the development of children's small muscles. For example, she encourages them to thread beads and make marks. Children

proudly express that they make necklaces. However, there are occasions when staff do not promote children's learning as well. For instance, they provide children with the colouring pages and one marker for them to colour with. As a result, children soon lose interest and seek the childminder's attention.

- Although the childminder teaches children about the importance of good hygiene routines, she does not promote them herself during nappy changing. This poor practice does not prevent the spread of infection and does not ensure children's good health and safety.
- Children enjoy singing nursery rhymes and reading books with the childminder. This supports their early literacy skills and language development.
- The childminder maintains regular communications with parents and ensures they work together to support children's development. Parents describe the setting as a 'home-from-home' environment, where children settle quickly and enjoy joining in a range of activities.
- Children talk about how they plant, water and look after vegetables with the childminder. They proudly show the pumpkins, tomatoes and aubergines they grew this summer.
- Children learn to problem-solve and put puzzle pieces together. This also supports their hand-eye coordination as well as their understanding of early mathematical concepts. Children learn the names of animals and recognise the noises the animals make.
- The childminder meets individual children's care needs well. For example, she follows the routines of babies and identifies when they are tired or hungry. She works with parents to support children's weaning. Children benefit from a healthy and nutritious diet throughout the day.
- Children who speak English as an additional language benefit from hearing their home languages during play. This supports the use of home languages and builds on children's language development.
- Children have plenty of opportunities to develop confidence and independence. For example, young children regularly wash their hands. The childminder encourages children to express themselves, using questions. This supports children's communication and language development.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

|  |                 |
|--|-----------------|
|  | <b>Due date</b> |
|--|-----------------|

|                                                                                                                                                                                                                                  |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| improve knowledge and understanding of safeguarding policies and procedures to follow if there are concerns about the welfare of children or allegations against adults                                                          | 24/11/2025 |
| ensure staff receive appropriate support and guidance to help them understand safeguarding issues and the procedures to follow should they have concerns about children's welfare or the adults in regular contact with children | 24/11/2025 |
| provide support and training for staff to ensure they gain the skills they need to support children's learning and development effectively                                                                                       | 24/11/2025 |
| improve hygiene practice, with regard to nappy changing, to avoid the spread of infection                                                                                                                                        | 24/11/2025 |
| take immediate steps to prevent unauthorised people from entering the premises.                                                                                                                                                  | 24/11/2025 |

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY446016                                                                          |
| <b>Local authority</b>                             | Kingston upon Thames                                                              |
| <b>Inspection number</b>                           | 10414233                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 27 January 2020                                                                   |

## Information about this early years setting

The childminder registered in 2012 and lives in New Malden, Surrey. The childminder operates from Monday to Friday, from 7.30am to 5.30pm, all year round. The childminder works with an assistant.

## Information about this inspection

### Inspector

Katarina Hustava

### 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 her early years provision, including the aims and rationale for her early years curriculum.
- The inspector spoke to the children and the assistant at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector and the childminder carried out a joint observation of an activity.
- 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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