

Childminder report

Inspection date: 16 July 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 very good understanding of her curriculum and how children learn. She plans a wide range of activities and experiences based around what children can do and what they need to do next and tailors them to meet their needs and interests. For example, children delight in developing their fine motor skills as they sort coloured pompoms using tongs and spoons. This is developed further by the childminder as they look at different sizes and shapes, introducing mathematical language.

The childminder effectively follows children's lead in play and supports and extends their learning. She asks questions and introduces new words to develop children's vocabulary. As a result, children have very strong language skills and are able to express themselves. The childminder effectively supports children's behaviour. She is a positive role model, giving lots of praise and encouragement to children to support their confidence and self-esteem. Children develop a great attitude to learning and engage in activities for long periods of time, listening and following instructions from the childminder.

Children develop a fantastic understanding of healthy lifestyles. They confidently talk about the vegetables they have planted and spend a huge amount of time in the large well-resourced garden. Children explore the climbing equipment, follow obstacle courses and enjoy the space to run around and have fun. Children also learn about oral hygiene and delight in taking part in activities where they brush pretend teeth and talk about what foods are good for your teeth and which are not.

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

- The childminder has a lovely relationship with the children and they are incredibly settled and secure. Children confidently explore the environment and have opportunities to make choices in their play. Children are able to share their views and ideas with the childminder.
- The childminder has high expectations for children's behaviour and has implemented different strategies to support children to regulate their feelings and emotions. For example, she uses timers to support sharing and turn taking and has resources for children to use for quiet or calm time. As a result, children are very kind and show they care for one another. They are able to communicate how they feel and understand the impact of their behaviour on others.
- The childminder effectively prepares children for the next stage of their learning. She has good links with the schools and nurseries that children are moving on to and shares relevant information to support an effective transition. She also talks to children about what to expect and provides activities to support this. Children

are supported through times of transition.

- The childminder closely monitors children's development. She plans a range of activities, scaffolding their learning, building on what they already know and can do and what they need to do next. For instance, children delight in reading the hungry caterpillar books, which moves on to looking at caterpillars, then other bugs, growing vegetables and exploring the natural environment.
- The childminder effectively supports children with special educational needs and/or disabilities. She quickly highlights and addresses any gaps in children's learning and puts strategies in place, attending training to develop her understanding or working with professionals. As a result, all children make good progress.
- The childminder builds close relationships with parents and keeps them involved and up to date with their children's learning. For example, the childminder gets to know the children and their families before they start, meeting them at the park and then providing settling in sessions in her home. She shares photos, messages and monitoring reports about children's development. The childminder values parents feedback to support the development of her service.
- The childminder regularly reflects on her practice and attends a range of training to keep her knowledge up to date. She looks at what is working well and what she could do to improve the outcomes for children. For instance, she has recently completed training around children's mental health to support those children still struggling after the impact of the pandemic.
- Early literacy skills are promoted. However, at times, story times are not organised as well as they could be. Some children become distracted and lose interest in the story which means the learning intention for the activity is not always met.

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:

- review the organisation of story times to ensure all children are fully engaged in interested in the activity.

Setting details

Unique reference number	EY462170
Local authority	Kingston upon Thames
Inspection number	10394447
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	5 September 2019

Information about this early years setting

The childminder registered in 2013. She lives in Surbiton, in the London Borough of Kingston. The childminder cares for children each weekday throughout the year. She is able to receive funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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 that this was having on children's learning.
- The childminder and the inspector 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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