

Inspection of Clack, James Antony

8 Monks Crescent, Walton-On-Thames, Surrey KT12 2AH

Inspection date: 24 September 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are very happy, settled and content in the childminder's homely and inviting setting. They freely explore and experiment with the wide range of toys available in the well-resourced playroom and garden. Children think of ingenious ideas and move around the environments with purpose as they gather resources to extend their own play. For instance, they confidently approach new visitors to demonstrate their hammering skills with wooden cylinders and think of various ways to get them out after. The childminder encourages children's self-expression through play. Older children, for example, bring in books from home linked to topics they are following and proudly pretend to read their stories to their friends. The childminder builds on these moments by initiating conversations and weaving in other learning opportunities, such as counting to support children's mathematical skills. Children are highly motivated to share their efforts and achievements and the childminder joins in their pride.

The childminder knows children well. This begins with completing home visits to build strong relationships with children and their families. Children foster wonderful bonds with the childminder. They readily seek comfort and reassurance from him, when needed. This helps to promote children's overall enjoyment and sense of well-being.

The dedicated childminder helps children to quickly learn what is expected of them, which supports their positive behaviour. He encourages kindness, cooperation and taking turns. Older children show they play happily together and frequently ask their friends to join in with their play. Children develop impressive social skills.

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

- The childminder promotes children's love for books very well, which helps to enhance their communication and early literacy development. Books are presented in an inviting way, enabling children to access them freely. The childminder skilfully uses stories to enrich children's experiences, such as setting up story props from 'The Little Red Hen' to help them practise language and retell key events. When exploring books independently, children demonstrate impressive recall of details. They confidently name what they see in the pictures, such as a seahorse, squid and octopus from one of their favourite books.
- Children develop their physical skills well. They show increasing levels of curiosity as they explore sand, competently transferring it into containers using a variety of utensils. The childminder sensitively joins in their play and encourages them to follow their evolving interests. For instance, children carefully place bricks on top of each other, deliberately topple them and rebuild even taller towers. Activities such as these, help to strengthen the small muscles in their

hands, which helps to lay important foundations for future writing.

- The childminder gathers information from parents about children's starting points, which helps shape the curriculum. He plans and implements a balance of adult-led and child-initiated activities to support children's good progress. However, at times, during adult-led activities, he does not always plan and adapt his teaching precisely enough to build on what each child already knows and can do. For example, occasionally when the childminder covers too many concepts at once, children's learning is not fully maximised.
- The childminder's enthusiasm motivates children and brings their learning to life. Topics chosen are thoughtfully expanded for children to remember more in fun and exciting ways. For example, after sharing 'The Little Red Hen' book, he enriches the story by providing wheat stalks and stones. He demonstrates how flour is made by grinding wheat, helping children to understand the process of breadmaking. These meaningful experiences broaden children's horizons and support their understanding of the world.
- Children's independence is a distinctive strength. The childminder supports children to develop their self-care skills through daily routines. For example, children wash their hands thoroughly before meals and pour their own drinks of water. The childminder talks with them about the importance of following these hygiene practices, which helps children learn to adopt healthy habits that support their overall well-being.
- The childminder draws on a variety of information sources and professional development opportunities to organise, reflect on and improve his service. He is committed to providing high standards of education and care that prepares children for their eventual move to school. For instance, he introduces new key words to broaden children's vocabulary and extend their communication skills.
- The childminder works closely with parents to help settle children, such as by adopting care routines that mirror those at home. His ongoing communication is received well by parents, who appreciate the ideas and suggestions to support their children's learning at home. Parents report that their children are thriving socially, emotionally, as well as developmentally.

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:

- tailor planned group activities even more sharply to support children's individual learning needs and help them progress to the next level.

Setting details

Unique reference number	EY442135
Local authority	Surrey
Inspection number	10407957
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 3
Total number of places	3
Number of children on roll	5
Name of registered person	Clack, James Antony
Telephone number	01932 881381
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2012. He lives in Walton-on-Thames, Surrey. The childminder offers care Monday to Thursday, 8am to 5.30pm, all year round, except for family holidays and bank holidays. The childminder is eligible to receive funding to provide free early education for children aged nine months to four years. The childminder works in partnership with his wife, who is also a registered childminder.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- 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 inspector and the childminder carried out a joint observation of a group activity.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025