

Childminder report

Inspection date: 2 August 2022

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

The provision is good

Young children are very happy and settled in this warm and safe environment. The childminder is nurturing and attentive to children's needs, which supports their emotional well-being. Children have strong bonds with the childminder. For example, they squeal with delight as they play outdoors and sing songs together. The childminder has high expectations for all children. Children thoroughly enjoy their time in the childminder's care. They are constantly occupied in adult-led and child-led play.

The childminder provides a learning environment which encourages children to be active and inquisitive learners. Children choose from a range of exciting and inspiring resources, inside and outside, that support their individual needs and interests. For instance, children engage in dinosaur role play and walk like dinosaurs. They watch and talk about home-made videos of an outing to Hampton Court Palace.

The childminder is a calming presence and a very good role model. This encourages children to be kind and behave well. For instance, children offer their friends toys when they get upset. Children have a can-do attitude. For example, they persevere when building a tower, even though it falls down. The childminder gives children lots of praise for their efforts and this builds their self-esteem.

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

- The childminder provides an ambitious curriculum based on what children know and can do, and what they need to learn next. She knows children very well. The childminder uses her observations effectively to monitor and assess children's progress. Overall, the childminder supports and challenges children in their learning.
- At times, the childminder interrupts children's play and quickly moves them onto another activity. For instance, she asks children to tidy away building bricks while they are engrossed in their play, in preparation for a new activity. As a result, children do not always benefit fully from the education opportunities available to them.
- The childminder supports children's mathematical knowledge and skills. She uses mathematical language throughout the day. For instance, the childminder measures children to see how tall they are. She uses words such as 'heavy' and 'light' as children experiment with scales. The childminder also teaches children numbers through songs and play.
- Children develop a keen interest in books and stories. They choose stories to share with the childminder and giggle with excitement as they use props during story time. The childminder asks open-ended questions and helps children to

understand what is happening in stories. This promotes children's literacy skills and helps them get ready for the next stage in their learning.

- Children go on trips which support their understanding of their community and gives them a wealth of learning experiences. For instance, they visit the farm, zoo and the beach. These trips underpin the subjects taught to children and complement their interests.
- The childminder places a strong emphasis on healthy lifestyles. Children eat healthy and home-cooked meals, brush their teeth and take regular physical exercise. Children learn how to share resources and build close relationships with each other. However, the childminder does not consistently teach children the language of feelings and further develop their emotional literacy.
- The childminder works hard to continue her professional development and attends training on a regular basis. For example, she has attended a course about supporting children's mathematical development. Her training improves the quality of education for all children.
- Parents are positive about the childminder's service and say that they are 'very happy to have her'. The childminder works with parents to help children to settle and feel secure in her home. She uses information from parents to help her to obtain a good overview of children's starting points in learning. The childminder shares detailed information with parents about their children's care and learning. This helps to foster good continuity for children between home and the setting.
- The childminder is a skilled practitioner and places a strong emphasis on developing children's communication and language skills. She provides a narrative for children as they play, introduces new vocabulary and has back-and-forth conversations. For example, she introduces words like 'crayfish' and 'scurry'. Children repeat and use words which they have heard. As a result, children express their ideas, wants and needs confidently, and make very good progress in this area.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding policy and procedures, and she completes regular safeguarding training. She knows how to identify any possible risks to children and who to report concerns to. This helps to promote children's safety. The childminder's risk assessments are effective and potential hazards are minimal. For instance, she visits locations to check them for risks before taking children. On trips, all children wear a wristband that has their name and the childminder's telephone number on it.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- let children finish their play before moving them onto a new activity, so that they benefit fully from all the education opportunities available to them
- help children understand the language of emotions and further develop their emotional literacy.

Setting details

Unique reference number	131959
Local authority	Kingston upon Thames
Inspection number	10138060
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 July 2016

Information about this early years setting

The childminder registered in 2000. She lives in Kingston, Surrey. The childminder provides care all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She holds a relevant childcare qualification at level 3. The childminder works with an assistant.

Information about this inspection

Inspector

Jacquie Brown

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the childminder.
- The inspector asked the childminder to explain how she plans and implements the curriculum.
- Parents left written feedback and shared their views about the setting.
- The inspector and the childminder evaluated the impact of an activity on children's learning.
- Relevant documentation and evidence of the suitability of assistants working with the children were checked.

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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