

Childminder report

Inspection date: 20 August 2024

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 is nurturing, warm and caring. She has a playful approach to her teaching practice. This helps her to form strong bonds with children that support their emotional well-being effectively. Children are happy and comfortable in the setting. The childminder has high expectations for children and consistently models polite manners. Children's behaviour is considerate and thoughtful. For example, they check on the childminder when she hurts her toes during play and offer her a hug to make her feel better. Children also learn how to care for animals. For instance, under the childminder's close supervision, they carefully move snails and slugs to ensure their safety.

The childminder's curriculum caters for children's ages and interests. She reads storybooks to children regularly because she knows they enjoy these moments. Children develop a love of books at an early age and become skilled communicators. They remember their previous learning and often join in with refrains and familiar phrases, such as when listening to a story about a caterpillar. The childminder plays ball games with children to build on their physical skills. During their play, children demonstrate that they can negotiate spaces safely. They are highly motivated and have positive attitudes to their learning.

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

- Partnerships with parents are strong. The childminder shares information with parents through verbal feedback and discussions to keep them informed about their children's progress. In written feedback, parents describe the childminder as 'amazing' and someone who 'goes above and beyond her role'. The strong partnership between parents and the childminder promotes consistent practices for children's learning and care needs.
- The childminder observes and assesses children to identify any gaps in their learning, such as in their speech development. This supports children to make significant progress from their starting points in development. The childminder also uses the information from her observations to design a rich curriculum that enhances children's physical abilities. Children gain high levels of confidence in using different parts of their bodies. The childminder knows that children enjoy imaginative play. However, she has not yet fully considered how to support children as effectively as possible in this area.
- Children are curious and inquisitive learners. They move freely and make meaningful observations of their surroundings. For instance, children notice a flying helicopter, new flowers in the garden or animals around them. They engage in thoughtful conversations about what they see with the childminder. This demonstrates children's extensive vocabulary and strong understanding of the world.

- The childminder shows respect and kindness towards children. This helps her to form close and trusting relationships with them. Throughout the inspection, many instances of laughter and giggles are shared between the childminder and children. This shows the warmth and rapport in their interactions. Additionally, the childminder creates a positive and inclusive environment that contributes to children's very good behaviour.
- Since the last inspection, the childminder has evaluated her practice and made positive changes. For example, she encourages children more actively to develop their independence skills, including tending to their personal needs. This prepares children well for the next stage of their education, such as transitioning to school.
- Children benefit well from a wealth of opportunities outside the childcare setting. They often visit various parks and playgroups with the childminder, which she uses to help improve their social and physical skills.
- The childminder uses numbers, patterns and similarities to help raise children's understanding of mathematical concepts. For instance, she encourages children to match cards, which aids in reinforcing their existing knowledge and abilities.
- The childminder attends mandatory training regularly, including safeguarding and paediatric first aid. This helps to ensure that she knows how to protect children's safety and welfare. The childminder also liaises with other childcare providers to keep her knowledge of relevant issues in the local area. However, she does not fully explore different ways to expand the professional development programme to enhance her practice to an even higher level.

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:

- build further on the range of opportunities for children to enhance their imaginative play
- expand on the programme for professional development to help raise the quality of the provision even further.

Setting details

Unique reference number	131975
Local authority	Kingston upon Thames
Inspection number	10355000
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 1995 and lives in the London Borough of Kingston upon Thames. She operates all year round, from 8.15am until 5.45pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder showed the inspector around the setting and explained her early years curriculum. They discussed children's activities and assessed the impact on their learning and development.
- Parents provided feedback on the quality of the service the childminder provides through written comments.
- The inspector held discussions with the childminder and interacted with the children appropriately during the inspection. She reviewed a sample of documentation, such as the childminder's suitability checks and training records.

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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