

Childminder report

Inspection date: 20 July 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's welcoming home. Children make independent choices about which activities and resources they want to access. They freely choose to play, either inside or outside. Children enjoy looking at books independently and with the childminder. They spend time listening to the childminder read books linked to their play. Children excitedly point to the pictures, talk about them, and find the same item in the tray. This helps children to develop good listening and speaking skills.

Children's behaviour is good. They are polite and respectful. Children are encouraged to say please and thank you. They demonstrate care for their friends. Children build very trusting relationships with the childminder. She is nurturing and attentive to their needs. The childminder notices when younger children seem tired and gives them a cuddle when they say they do not want to sleep. Children demonstrate that they feel secure, as they confidently invite the childminder to join in their play.

Older children skilfully use magnetic letters to spell out their name. This helps to support their literacy skills. Children show positive attitudes towards their learning. This contributes to the good progress they make in preparation for school.

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

- The childminder encourages children to count within activities, such as when they interact with the role play toys. They talk about colours and use some positional language, such as 'on' and 'in'. However, at times, the childminder does not use opportunities to encourage children to explore the concept of shapes and simple addition.
- The childminder builds strong relationships with all children and their families. This is evident, as young children stays close to the childminder. Children eagerly join in activities with the older children. For example, older children invite them to play and willingly share the resources. This helps them to build secure bonds with each other, and in turn promotes confidence and self-esteem.
- Children have opportunities to be physically active, both in the childminder's home and beyond. For instance, she takes children on outings into the local community, to play parks and groups. Children have many opportunities to learn about diverse people and different places, such as the temple. This helps to support them to learn about the wider world.
- The childminder has a good understanding of how children learn. She carefully designs a curriculum that meets the needs of each child. The childminder knows the children extremely well and takes account of what children know and need to learn next. However, on occasion, the childminder does not make the most of

opportunities as they arise to help extend children's awareness of species in the environment, such as butterflies, to enhance their learning even further.

- The childminder promotes children's health, independence, and confidence very well. She teaches children the importance of effective handwashing and healthy eating. She provides freshly cooked meals, which are healthy and nutritious and meet the dietary needs of children. Children have a range of fruits on a daily base and have their water bottle constantly topped. They have lots of fresh air, exercise, and time to rest when needed.
- Children play with a 'seaside sensory' and demonstrate good knowledge about the beach. They talk about what happens at the beach, and the different fishes that you can find in the sea. For example, older children point out fishes, such as 'stingray', 'sharks', and 'whales'. The childminder supports new language acquisition as she reads the labels on items for children to hear. All children make good progress from their starting points.
- Parents speak highly about the childminder. They report that she provides a warm, home-from-home environment. She communicates with other provisions that children also attend, and ensures that parents are regularly kept up to date with their children's progress.
- The childminder evaluates her practice and provision well. She attends relevant training to help her improve children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She has a strong knowledge of abuse and neglect and knows the local referral procedures to follow if she is concerned about a child's welfare. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk of harm. She makes sure her house, garden and outings are secure and promote children's safety. The childminder ensures that older children are learning how to keep themselves and others safe. For example, they understand they must always drink lots of water in hot weather. She ensures the continuous suitability of her assistant.

What does the setting need to do to improve?

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

- make the most of opportunities as they arise, to help older children extend their mathematical knowledge of shapes and simple addition even further
- help children learn more about the different species in the environment to extend their understanding of the world around them.

Setting details

Unique reference number	132030
Local authority	Kingston upon Thames
Inspection number	10231687
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 1992. She lives in New Maldon, in the Royal Borough of Kingston upon Thames. She is available for work Monday to Friday, from 8am until 6pm. The childminder offers early educational funding for children aged two-, three- and four-years old. Her husband works with her as an assistant.

Information about this inspection

Inspector

Marvet Gayle

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 childminder and the inspector completed a learning walk. She explained the curriculum for the children.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The inspector viewed parents' written feedback and spoke to the children.
- 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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