

Childminder report

Inspection date:

28 February 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Young children and babies flourish in the childminder's care. They are confident as they explore the wealth of learning opportunities available. For example, babies crawl independently into the garden to explore sensory baskets. Children separate easily from their carers and settle swiftly into their learning. Children's strong relationships with the childminder enhance their self-esteem and emotional well-being.

Children benefit from a vast array of highly stimulating and first-hand experiences. Children plant vegetables at the childminder's allotment. They collect natural items for the nature table at 'forest fun' and they sing and play instruments at their weekly music group. Children visit places of interest including the local fire station. They excitedly relive their experiences by looking at 'books' made by the childminder that tell the story of their visit.

The learning environment, inside and outside, is hugely inviting and well resourced. Children and babies engage happily in a range of meaningful activities. For instance, children focus for long periods of time while playing in the 'mud kitchen.' They set up a café selling chocolate muffins and write a shopping list of things they would like to buy for their café.

Children are kind and caring and they behave very well. For instance, they gently stroke babies' faces and hair and ask visitors 'how are you getting on with your writing?'

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

- The childminder has a robust understanding of how children learn. Her curriculum takes account of their precise needs, interests and what they need to learn next. She implements exciting opportunities for children to build on what they know and can do. This helps children make excellent progress.
- The childminder is a highly skilled practitioner. She uses each moment to challenge children and babies and extend their learning. High level conversations and interactions support them to make excellent progress. For instance, babies gurgle, clap excitedly and point during songs. Children learn about life cycles and identify initial and other sounds in words. The childminder also understands that, at times, children need time to play alone and explore activities. She observes and interacts when it is appropriate, so that she does not interrupt their creativity.
- Children and babies are highly motivated learners and remain focused, involved and engaged in all activities. For instance, children spend a long time drawing a map of the childminder's allotment in detail. They draw a car park, trees,

blossom, leaves, bees and flowers.

- The childminder provides a language rich environment, where children build and extend their vocabulary through discussions, songs and stories. For example, when pouring water into different sized jugs, children learn about the terms, 'full, half-full' and 'how many more?' Children are confident and fluent speakers. They learn new words rapidly and show their understanding when using them. For instance, children learn the word 'posy' and then later draw a posy of flowers. Children make superb progress in communication and language.
- Children have excellent opportunities to learn about, understand and respect the similarities and differences between themselves and other people. Children bake and cook food from countries included in their heritage. For example, they make a tapenade using carrots and tomatoes and bake a 'love cake'. Children also learn about festivals celebrated in the wider community like Thanksgiving, Burns Night, Eid, Chinese New Year and St. David's Day. They then make information books incorporating all of their learning, using photos from the activities and writing from older children. Young children are confident to talk about similarities they see in people around them. For instance, children tell visitors that their nursery teacher has brown skin and black curly hair like them.
- Children have excellent independence and self-help skills. For instance, children dress themselves before going outside, wash their hands when they notice they are dirty, put the correct number of mats out at lunchtime and use age-appropriate tools to cut up their snacks. They also help babies to eat and pour drinks using heavy jugs. As a result, children are confident in their abilities and are ready for the next stage of learning.
- Partnerships with parents are a high priority for the childminder. Parents describe her, 'warmth, professionalism and dedication'. The childminder engages parents in their children's learning through daily verbal and weekly photo updates on progress. The childminder incorporates the views of others to drive improvement in her provision. For instance, through parent and child questionnaires.
- The childminder is highly committed to her own professional development, which helps build on her expertise to benefit children's outcomes. For example, she has recently spent a year studying for the Bronze Mayor's Early Years Health Award, attended an outdoor learning course, takes part in regular safeguarding forums and reads a variety of articles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date through regular meetings. She is highly experienced and fully understands the signs that may indicate a child is at risk of harm. She is confident in her ability to identify and report concerns to other agencies, if required. Children are encouraged to understand and think about things that may cause them harm, such as bees. The childminder ensures that at school collection times all the children in her care are aware of the rules in place, to keep them safe outside the setting.

Setting details

Unique reference number	132077
Local authority	Kingston upon Thames
Inspection number	10138063
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	0 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 March 2016

Information about this early years setting

The childminder registered in 1996. She lives in Kingston-upon-Thames, Surrey. She operates her service all year round. She offers care from 8am to 6pm, Monday to Thursday, before and after school and in the school holidays. The childminder has a relevant childcare qualification at level 3.

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the areas of the childminder's home used by the children, inside and outside.
- The inspector observed the interactions of the childminder and the children and the impact that teaching has on children's learning and development.
- The childminder, the children and the inspector spoke at appropriate times throughout the inspection. The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector sampled written feedback from parents, and spoke to parents present at the time of the inspection.
- The inspector reviewed a range of documentation, including policies and procedures, certificates and the suitability checks of the childminder and those who live in the household.

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 2022