

Childminder report

Inspection date: 19 December 2019

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 provides a warm, welcoming and homely environment where children feel safe and secure. Effective settling-in processes are in place. Children feel comfortable playing alongside adults or sitting with them when listening to stories. Younger children look forward to song time. They watch carefully and follow the actions and signs as they join in. The childminder knows the children and their family backgrounds very well. She can confidently talk about their abilities, likes and dislikes, and identifies their next steps in learning accurately. The childminder has high expectations for children and these are demonstrated in her practice. For example, she has identified that the younger children are interested in technology and has created a box full of resources including old telephones for them to explore. Children behave well and enjoy the company of others. They play cooperatively and respond well to the childminder's encouragement to share and take turns. The childminder promotes children's early mathematics and literacy skills appropriately for their age and stage of development. For example, she introduces number language as children build with coloured blocks.

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

- Children develop well in a stimulating environment which is carefully planned to support their learning. The childminder observes children to assess their development and incorporates their interests and next steps into planned activities. Children are motivated to learn and engage in activities for long periods.
- The childminder interacts extremely well with the children. She is affectionate and gentle in her approach. She supports young children's language skills effectively. For example, she describes what they can see and are doing and introduces new words to develop their vocabulary and extend their learning.
- Children's behaviour is good. The childminder has a consistent approach to managing behaviour. She offers praise and encouragement during activities and when children follow instructions.
- Children have plenty of rich opportunities to explore outdoors and meet new people. The childminder organises trips to the local library, parks and playgroups, and children make good progress with their physical development.
- Children have opportunities to learn about risk and to manage their own safety. For example, when on outings, the childminder encourages younger children to walk some of the way and teaches them about road safety.
- The childminder works closely with parents to help support children's ongoing care and learning. For example, she sends regular photographs and videos to parents to keep them updated and gives them ideas for activities to support children's learning at home. However, she misses opportunities to collect feedback from parents to help improve the setting.

- The childminder supports children's independence well. All children enjoy helping to put the toys away at tidy-up time, and older children are confident in washing their hands.
- Overall, the childminder reflects well on her practice and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children in her care. However, she does not take full advantage of all the opportunities for professional development to support children's learning.
- Teaching is strong. The childminder has a good knowledge of the early years foundation stage. She uses this to create an exciting and diverse curriculum across all areas of learning which supports children's good progress overall.
- Children enjoy being creative. For example, older children enjoyed playing with play dough. They explored a range of tools as they manipulated the dough with their hands to create different structures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her safeguarding role. She is alert to possible indicators that a child may be at risk of harm, and knows the relevant agencies to contact for guidance. The childminder attends child protection training and is aware of the correct procedure to follow should there be an allegation. The premises are secure and the childminder carries out regular checks of the environments to ensure they remain safe for children to use.

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 for professional development to continue to enhance knowledge and skills
- obtain the views of parents to help improve practice.

Setting details

Unique reference number	160188
Local authority	Richmond Upon Thames
Inspection number	10065584
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	22 October 2015

Information about this early years setting

The childminder registered in 2001. She lives in Twickenham, in the London Borough of Richmond upon Thames. She operates from Monday to Thursday, between 7.30am and 6pm, for 48 weeks a year. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.
- A range of documentation was sampled, including training certificates and children's learning files.
- The inspector spoke with children during the inspection.

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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