

# Childminder report

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Inspection date: 29 June 2022

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Not applicable     |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in the childminder's enriching and stimulating environment. They show great enthusiasm for their learning as soon as they arrive. The childminder has high expectations for all children and, as a result, children make excellent progress. Children engage readily in activities and stay focused for long periods of time. They persevere with challenges. For example, young children explore sensory play, and use different tools to sort colours and shapes. The childminder encourages children to persist with the task, and offers suggestions to help them accomplish it independently. Children show immense satisfaction when they complete it.

Children are treated with the highest level of respect for their own unique characters. Their behaviour is exemplary. Children are fully aware of the consistently reinforced rules, and they treat one another with kindness and understanding. The childminder is an excellent role model, who promotes very good manners and courtesy for others. Children settle very quickly as they form wonderful, trusting bonds with the attentive childminder and with each other. They consistently demonstrate how safe and secure they feel as they confidently explore the childminder's home. Children respond positively to the consistent praise and reassurance they receive. They make rapid progress in their excellent language skills. For example, young children confidently talk about their home lives, and share their ideas and feelings.

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

- The childminder creates a calm, yet stimulating, environment for children. She organises activities and resources extremely well. The childminder follows children's interests and offers them challenge, while also allowing them the opportunity to use their imaginations and express their own ideas.
- The childminder consistently speaks to children to support their understanding of interesting topics. Children make superb progress in their language development. They talk with confidence to share their ideas. Children choose books for the childminder to read, which engage and excite them. They listen intently, join in with stories and repeat unfamiliar words. For example, children enthusiastically learn new words, such as 'tentacles' and 'scales', when describing animals that they find. The childminder has gone above and beyond to support children's communication skills. For instance, young children confidently communicate with her using signing to share their wants and needs.
- The childminder is dedicated to extending her skills and knowledge. She recognises the impact that the COVID-19 pandemic has had on children and how she can support their emotional needs. For example, the childminder has recently started taking children to regular playgroups and outings to mix with

other children to further develop their self-confidence and social skills. She also involves children in events in their local community to effectively promote children's understanding of and respect for families beyond their own.

- The childminder has designed an ambitious and meaningful curriculum for children, which is highly effective. Young children rapidly make connections in their thinking and understanding. Their ability to remember what they have learned is evident.
- The routines in the setting are well established and understood by the children. The childminder supports children very well to develop their independence skills. Children confidently wash their hands, willingly tidy up and help to prepare for mealtimes. Young babies learn to feed themselves, and the childminder attends to their personal needs with great care and concern. She supports children's toilet training exceptionally well.
- Children develop an excellent sense of belonging. Some children have struggled to settle in, but they now have a very close relationship with the childminder. The childminder has worked closely with parents to develop strategies to support these children, who now happily say goodbye to their parents each morning. This is because they are safe in the knowledge that they are extremely well cared for by the childminder. Children are content and happy.
- Partnerships with parents are extremely effective. Parents comment that their children are extremely happy and are nurtured to develop a sense of curiosity in world around them. The childminder has effective systems in place to keep parents up to date with their children's learning. She regularly shares ideas with parents about how they can further support their children's learning at home.
- The childminder constantly reflects on her practice. She attends regular training and belongs to several professional organisations, and collects feedback from parents. This helps her to adapt her practice and to enhance outcomes for children. The childminder is passionate about children having the best possible start in life, and this is evident through her continuous reflection and development.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The childminder has attended in-depth child protection training, and is confident in recognising the signs that may indicate a child is at risk of harm. She is aware of a range of safeguarding concerns and understands how to identify and report concerns about a child's welfare. The childminder is familiar with which agencies to consult to support children who may be at risk. She has attended first-aid and food hygiene training. The childminder creates a very safe and secure environment for children to play and learn in.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2563364                                                                           |
| <b>Local authority</b>                             | Kingston upon Thames                                                              |
| <b>Inspection number</b>                           | 10232163                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 2                                                                            |
| <b>Total number of places</b>                      | 4                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019. She lives in Kingston, in the London Borough of Kingston upon Thames. The childminder operates all year round from 7.30am until 5.30pm, Monday to Wednesday, except for family holidays.

## Information about this inspection

**Inspector**  
Becky Phillips

### Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the provider.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The inspector talked to the childminder and the children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents in their written comments.

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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