

Childminder report

Inspection date: 20 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have happy, close relationships with the childminder. They enjoy positive interactions with the childminder, who uses a warm tone of voice and lots of eye contact. Babies' care routines, such as sleeping and feeding times, are carefully observed by the childminder. This helps babies to settle well. She values each child and has high expectations of them. Children learn to share and to take turns well. For instance, they take turns as they play different musical instruments.

Children develop good communication, language and literacy skills. For instance, they dress up as Vikings and create stories about their role. The childminder talks to children, questions them effectively and reads stories to support their language and literacy development well. Children gain good creative skills. They use tools and craft resources to cut and stick materials to make Viking helmets. Children make pictures using paint, pencils and crayons. They develop a good understanding of the world. The childminder plants and grows vegetables with the children and discusses seasonal changes. Children play well together. They cooperate with each other and take on different roles as they take part in pretend play. They are caring towards others. The curriculum is linked well to children's interests. Children learn valuable skills in preparation for school.

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

- The childminder provides a variety of stimulating activities based on areas of learning. She uses her knowledge of what children know to ensure that they get the right level of challenge in activities. Children make good progress.
- Children have good physical skills. For example, they enjoy balancing across stepping stones and crawling through tunnels. They practise their climbing skills across frames. Children develop good small-muscle control. For instance, as they open and close locks and bolts on puzzles.
- The childminder supports children's early mathematical skills well. For example, she counts the number of eyes and legs of a toy monster that a child has created. The childminder sings number rhymes and songs to secure children's counting skills. She uses language to compare size, such as 'huge' and 'little'.
- Children behave well. The childminder is gentle and fair in her approach. She explains why certain behaviour is not acceptable and uses praise to encourage positive behaviour.
- Children learn about similarities and differences. For example, the childminder talks about different cultural and religious events, such as Diwali and Eid. She reads multicultural stories to children to promote a wider understanding of the world and celebrate differences.
- The childminder has good partnerships with parents. She keeps them informed of children's progress and activities in flexible ways. For example, the

childminder shares information in daily conversation and emails. She works closely with parents to support children's development, such as matters relating to feeding.

- The childminder is eager to keep her skills and knowledge up to date. She reads a variety of early years articles and meets with other childminders to exchange ideas for best practice. She attends regular training to update her safeguarding knowledge.
- The childminder reflects on her work regularly. She is aware of the strengths and weaknesses of her practice and sets goals for improvement. For example, the childminder plans to attend a course on effective assessment of children's development.
- The childminder provides a range of nutritious meals and snacks and daily physical activities to promote good health. She talks to children about the value of eating well.
- Overall, children have opportunities to do things for themselves, such as learning to put their coats and shoes on. Fresh drinking water is given to children. However, although the childminder responds readily to children's request for water, they do not have consistent access to get water whenever they feel like it.
- The childminder prepares nutritious meals for children. She ensures that children have regular physical exercise to promote their good health. The childminder has started to teach children about good oral hygiene. However, this has not been embedded, to promote children's awareness of how to maintain healthy teeth and gums.

Safeguarding

The arrangements for safeguarding are effective.

The childminder views children's safety as highly important. She carries out checks in her home and garden to reduce the risk of hazards. The childminder maintains a high standard of cleanliness in her home. She is vigilant to any signs or symptoms that a child might be at risk of abuse. The childminder is aware of procedures to follow to report her concerns. She knows about broader safeguarding matters, such as domestic abuse. The childminder understands how to identify and report any concerns, to protect children from harm.

What does the setting need to do to improve?

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

- consider more ways to enable children to freely access drinking water at times of their choice
- help children to develop a deeper awareness of good oral hygiene practices, to support their physical health.

Setting details

Unique reference number	2592044
Local authority	Richmond Upon Thames
Inspection number	10262860
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	1 to 7
Total number of places	3
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Kew, in the Royal Borough of Richmond-Upon-Thames. The childminder provides care for children from Monday to Friday, 8am to 6pm, all year round, except for bank holidays.

Information about this inspection

Inspector

Jenny Beckles

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 setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises during the learning walk.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed interaction between the childminder and children and discussed their progress.
- During the inspection, the inspector read and considered written comments from parents.

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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