

Childminder report

Inspection date: 24 November 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children feel happy and secure in the care of this kind childminder. They settle quickly and develop warm, trusting relationships with the childminder. This supports children's sense of belonging and self-esteem. Babies seek the childminder out for comfort and reassurance. Older children talk confidently to visitors. Children explain interesting things about their favourite toys and resources. The childminder has high expectations for children's achievements and behaviour. Children behave well in the calm environment. They use phrases such as 'sharing is caring', which have been modelled to them by the childminder. Children show care and kindness to each other. Younger children are interested in older children, who respond with strokes and smiles.

All children, including those who speak English as an additional language, make good progress from their starting points in learning. The childminder finds out about children's interests at home. She includes these into her curriculum to support children's next steps in learning. In addition, the childminder learns keywords from children's home languages. For instance, she uses the Portuguese word 'manu', meaning 'brother', to value children's roots and to support their dual language. Children learn about each other's cultural background through activities. This helps their understanding of the diversity of the wider world.

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

- The childminder places a priority on promoting children's personal, social and emotional development. She is sensitive and shows genuine care for children. The childminder skilfully supports children's positive behaviour. She uses a good range of strategies, including using feelings charts and breathing techniques, to help children to understand and regulate their emotions.
- The childminder builds effective partnerships with parents. She shares updates with them daily during handovers. Parents are extremely positive about the childminder. They describe her as 'reliable and trustworthy' and praise the progress that their children make in her care.
- Children learn how to take turns and share using sand timers, and are eager to explain to visitors how it works. This helps children to understand the concept of fairness and promotes respect for others.
- The childminder provides children with daily access to fresh air and physical activity, which helps support their overall health and well-being.
- Children develop good communication skills. Younger children babble, while older children speak clearly in sentences. The childminder encourages children to repeat words with the correct pronunciation. Children often spontaneously sing their favourite part of the songs and action rhymes that they know.
- The childminder supports children to develop their thinking skills. She regularly

asks questions to encourage children to elaborate on their ideas. For example, during a sorting game, the childminder helps children to think about why they need different clothes for different seasons.

- The childminder helps children to develop their early mathematical skills. For example, when children place building blocks on top of one another, the childminder encourages them to count the number of blocks. She introduces children to concepts such as 'big', 'taller' and 'more'.
- The childminder encourages children to follow good handwashing routines and talks to them about why this is important. Children develop a good understanding about healthy eating as the childminder engages them in conversations while they eat their snack of fruit.
- Mealtimes are enjoyable and sociable occasions. Children cut their fruit and vegetables, while discussing the different ways they could use them in recipes. They learn to say 'please' and 'thank you', and demonstrate good table manners.
- The childminder has a good understanding of child development. She observes children playing and effectively assesses what they need to learn next. The childminder plans activities that she knows children will enjoy. As a result, children concentrate well, for example, when exploring different textures as they scrunch leaves.
- The childminder plays alongside children and extends their learning. There is a good range of activities and resources available. However, the childminder does not arrange some of the resources to help children to easily initiate their own play without her support.
- The childminder is committed to her professional development. For example, she plans to access training to obtain further qualifications.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding about safeguarding and can confidently talk about signs and symptoms that might indicate children are at risk of harm. The childminder monitors children's attendance and is aware of a range of safeguarding issues. She is aware of the steps to follow in case of concern, or in the event of an allegation being made against her or a member of the household. The childminder ensures that children are supervised when in her care. She carries out daily checks of her home to identify and minimise any potential risks. The childminder keeps her paediatric first-aid training up to date.

What does the setting need to do to improve?

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

- support children to independently access resources and choose their own play, such as by reviewing the organisation of the resources.

Setting details

Unique reference number	2596586
Local authority	Kingston upon Thames
Inspection number	10251413
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She is based in New Malden, in the Royal Borough of Kingston upon Thames. The childminder cares for children all year round, from 7am to 6pm, on Monday, Thursday and Friday. She holds an appropriate qualification at level 3. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Damiana Cornacchia

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 provider.
- The inspector observed the quality of interactions during activities, indoors and outdoors, and assessed the impact on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector looked at relevant documentation, such as a selection of policies and other records.
- The inspector viewed the written feedback from parents and took account of their views.

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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