

Childminder report

Inspection date: 25 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 feel safe and form secure relationships with the childminder, who is kind and gentle. When babies become upset after separating from parents, the childminder rocks them in her arms, and sings a lullaby in their home language, which soothes them.

Children play independently with a range of resources that support their interests and stage of development. They delight in involving the childminder in their play. They squeal with excitement as the childminder plays peekaboo with them. Children are confident, motivated learners with positive attitudes towards learning. They focus for long periods of time on self-chosen and adult-initiated activities. For instance, they persevere as they use blocks to build a tower as tall as they can before it falls.

The childminder praises children regularly as they play and learn and this helps boost their self-esteem and confidence in their abilities. Children learn to share toys and take turns. They also begin to build close relationships with each other and look after each other. For instance, children give each other hugs and get their friends' water bottles for them.

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

- The childminder offers a broad and balanced curriculum for all children with a firm emphasis on the prime areas of learning. For instance, children develop their fine motor skills as they manipulate play dough and make patterns with a variety of implements. The curriculum builds on children's previous learning and interests and children make good progress from their starting points.
- The childminder places a high priority on promoting children's communication and language skills during her interactions. She provides a language-rich environment by giving children a narrative as they play and by reading stories and singing songs. Toddlers babble and children copy words like 'truck' and 'circle' and build on their vocabulary.
- The childminder talks and sings to children effortlessly in their home language and English. This supports the progress children make in learning English and Romanian. She helps children practise and learn about customs to deepen their own understanding of their heritage. For instance, the childminder helped children take part in traditions for St Nicholas Day.
- Children's early mathematics skills are developing well. The childminder models giving one number name to each item as children count and say number names in order. She uses mathematical language like 'on top' and 'inside' in her interactions with children. This supports their understanding of these concepts.
- The childminder helps children recognise a range of emotions like surprise and

fear. She is clear about her expectations for behaviour. For instance, she tells children not to snatch toys and to return them. However, she is not consistent in helping children understand the impact of their behaviour on other children's feelings and their own feelings, to help them begin to develop a sense of what is right and wrong.

- The childminder has successful partnerships with parents. Parents give positive feedback on the childminder's service and talk about the progress children have made since attending the setting. The childminder keeps parents informed of their children's progress through daily conversations and by sending photos and videos of their child's learning.
- Children's self-help skills are developing well. Children learn how to cut up their food, feed themselves and wipe their mouths after eating. However, occasionally, the childminder does not use opportunities for children to strengthen their skills in this area. For instance, the childminder puts soap on children's hands and rubs them together as children wash them.
- The childminder supports children's physical health well. Children eat a range of healthy food at snack and lunchtime, and during imaginative play talk about the importance of keeping their teeth clean. Children get plenty of fresh air and exercise daily and learn about the world around them. For example, they build dens in the woods. This all helps children learn about building their physical health.
- The childminder understands that regular training helps her to keep her knowledge current and up to date. She attends regular training sessions, and reads widely, which helps to support her professional development. For instance, she used a book about forest school to build on children's learning experiences as they played in the woods.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibilities in terms of keeping children safe from harm. She has a good understanding of the signs and indicators of abuse. The childminder knows what to do and who to approach if she has a concern about a child or an adult, including allegations against herself or any member of her household. She has good knowledge of all aspects of safeguarding, including radicalisation and county lines. The childminder helps children learn how to keep themselves safe. For instance, the childminder teaches children that they must not put too much food in their mouths when eating or they might choke.

What does the setting need to do to improve?

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

- consistently help children understand the impact of their behaviour on other

children's feelings and their own feelings, to help them begin to develop a sense of what is right and wrong

- use opportunities for children to strengthen their self-help skills, particularly in relation to handwashing.

Setting details

Unique reference number	2602089
Local authority	Kingston upon Thames
Inspection number	10263744
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 3
Total number of places	2
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 in Kingston upon Thames. She provides care to children Monday to Friday between 8am and 6pm. She works all year round.

Information about this inspection

Inspector

Jacquie Brown

Inspection activities

- This is the first routine inspection the childminder has 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 childminder took the inspector on a learning walk around the setting.
- The inspector observed the interactions between the childminder and children and assessed the impact that this was having on children's learning.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector spoke to parents and gained their views about the setting.
- The childminder provided the inspector with a sample of key documentation, on request.

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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