

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 are happy in the childminder's home. She works closely with children and their parents to ensure children feel safe and secure in her care. The childminder's provision is carefully organised, both inside and outside, to ensure children have full access to all the areas within the early years foundation stage curriculum. She plans in accordance with children's interests and next steps. Parents are extremely happy with the childminder and comment that she offers a vast range of different activities and experiences for children to engage in.

Children behave well and follow the childminder's instructions for transitioning to different activities. She models her expectations for children's manners. She reinforces the language of 'please' and 'thank you.' The childminder signs the actions of these words to reinforce children's understanding. Children play alongside their friends and share toys and resources.

Children enjoy playing instruments and singing songs. The childminder models actions alongside the words of the songs. For example, children enjoy rowing in their boats as she sings 'Row, row, row your boat' to them. Children enjoy being lifted up and down as she sings 'The Grand old Duke of York'. These skills support children well for future learning and starting school.

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

- The childminder places strong emphasis on modelling language for children to support their communication and language development. For example, she wraps a range of familiar items in tin foil and asks children to unwrap them and identify the object. She supports them in naming the object correctly and extends their vocabulary by encouraging them to describe it.
- The childminder uses 'story spoons' to retell traditional stories to children. For example, she uses the spoon with grandma's face to remind children of the story 'Little Red Riding Hood'. Children enjoy selecting the different spoons and recalling aspects of familiar stories that have been read to them. This promotes a love of reading.
- The childminder has clear routines in place for children. Overall, children behave very well. Children quickly respond to her instructions for getting their coats and shoes for outdoor play. However, the childminder needs to ensure that she maintains consistency within her high expectations of children's behaviour. For example, ensuring children tidy away toys when they have been asked to.
- Children are given many opportunities to develop their independence skills. They wash and dry their own hands. They use cloths to wipe their faces after mealtimes. They feed themselves and are well supported in putting on their coats and shoes for outdoor play.

- The childminder reinforces children's mathematical language as they fill containers with sand. She counts as they add each spoonful of sand and models the language of capacity as they fill the container to the top. She models the positional language of 'over' and asks children if they can now make a 'bigger' one.
- Children celebrate a range of religious festivals to learn about diversity. They use maps to find pumpkins for Halloween, light candles for Diwali and enjoy finding coins in rice to celebrate Chinese New Year. Older children enjoy sharing the names of the different animals in the Chinese Zodiac.
- The childminder has a clear understanding of how to support children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. She understands the importance of using external agencies, where necessary, and makes good use of her local children's centre.
- The childminder is committed to continual improvement. She has a clear vision regarding how to build on her current practice. She researches online to further support her planning, to ensure that all children make expected progress. She is keen to obtain an accredited qualification in supporting children with SEND, to further enhance her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out regular risk assessments to ensure that children are safe in her home. She talks to children to ensure they understand how to stay safe when out on trips. She understands the importance of keeping children safe digitally and shares this with parents. The childminder has secure procedures in place for sharing photographs. She has clear recording and reporting procedures in place for accidents. The childminder recognises the signs of when a child may be at risk of abuse and knows how to report this. She engages in regular safeguarding training to ensure her knowledge is 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:

- ensure consistency in modelling high expectations of behaviour to children.

Setting details

Unique reference number	2602430
Local authority	Kingston upon Thames
Inspection number	10263181
Type of provision	Childminder
Registers	Early Years 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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is based in Surbiton, in the Royal Borough of Kingston upon Thames. She operates from 7.30am to 4.30pm, all year round, except for bank and family holidays. The childminder has qualified teacher status.

Information about this inspection

Inspector

Penny Harman

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the childminder about how she meets the needs of all learners, including those with SEND.
- The inspector reviewed written feedback from parents.
- 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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