

Childminder report

Inspection date: 5 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show that they feel happy and secure in the childminder's care. They have built strong bonds with the childminder and her assistants. The childminder knows the children very well. She ensures she has information about each child before they start, so she has an awareness of the child's developmental needs and interests. This helps support the children to settle in.

Children's behaviour is very good. The childminder and assistants reinforce positive behaviour through lots of praise and encouragement. Children show good manners and play well together, learning to take turns and share. Children understand the routines and help to tidy away during the day.

The childminder focuses on children's communication and language development. Children take part in daily circle time and thoroughly enjoy singing their good morning song with all their friends. They sing and pronounce the first letter of their names. This helps the children begin to understand phonics, so supporting them in readiness for school. Children who speak English as an additional language are supported well. The childminder and assistant pronounce words clearly and make good use of gestures or picture clues to support communication. All children learn to say hello in other languages and learn some Spanish vocabulary from assistants who are bilingual.

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

- The childminder and assistants know the children well and they have a good awareness of how young children learn. The childminder operates a key-person system with her assistants, and they all monitor children's progress closely and know what the children need to learn next to support their next stage in their development.
- The childminder plans a broad curriculum where children are introduced to new learning. This includes many opportunities to support understanding of the different cultures around the world. For example, children were taking part in activities for Chinese New Year and were making dragons with play dough. However, the childminder does not always consider the best ways to sequence learning. She had books on the celebration but did not read this with the children prior to the dragon activity. This leaves some children unsure about the activity because they do not have the prior knowledge that will support them when learning a new topic.
- The childminder promotes children's good health and well-being effectively. For example, they enjoy a wide range of healthy snacks, and the childminder provides a nutritious midday meal. Children have lots of opportunities to be active. For example, they have access to the well-resourced garden and go out

regularly for walks around the local community. This helps children to learn about healthy lifestyles.

- Children's independence is good, they are able to put their coats and shoes on when going into the garden, and self-serve at mealtimes. This helps children to learn about how much food they need and enables them to make choices.
- Children learn about good hygiene. They know to use the mirror when wiping their noses and understand about washing their hands regularly. Some children use the bathroom upstairs with supervision. Other children who are younger and developing their toileting skills have use of potties in the hallway. This helps them to remember quickly they need to use the potty. However, currently there is no privacy in the hallway. This does not fully support them to learn about their own personal safety and protect their dignity.
- Parents speak highly of the childminder and are very happy with the care their children receive. The childminder gathers parents' feedback regularly. For example, comments include 'their child beams with joy every time they attend' and 'they appreciate how the childminder works collaboratively with them providing help and guidance'. The childminder uses an app which parents can access, and this ensures any necessary information is shared immediately.
- The childminder and assistant all complete regular training. The childminder works closely with another local childminder, and they all meet on a monthly basis. They provide support and help each other's professional development. The childminder and assistants are registered at both addresses and so are able to offer help across the two settings when needed. This ensures continuity of care for the children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop children's awareness of the importance of privacy when toileting
- consider ways of introducing and sequencing new learning, so children have some knowledge when they approach a new topic.

Setting details

Unique reference number	2604120
Local authority	Richmond Upon Thames
Inspection number	10286979
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 4
Total number of places	9
Number of children on roll	10
Date of previous inspection	15 March 2023

Information about this early years setting

The childminder registered in 2020 and works from premises in Kew, in the London Borough of Richmond upon Thames. She works with two assistants. The childminder works Monday to Thursday, from 8am to 6pm, all year round, for 48 weeks of the year. The childminder receives funding for children aged three and four years of age.

Information about this inspection

Inspector
Jenny Devine

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder. The childminder explained what she wants the children to learn and how she will do this.
- The inspector and childminder carried out a joint observation of an activity.
- Parents shared their views of the childminder's setting through feedback letters.
- The inspector observed the childminder's and assistants' teaching practices and spoke to them at convenient times.
- Relevant documentation was looked at such as the childminder's and assistants' paediatric first-aid qualifications.

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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