

Childminder report

Inspection date:

14 April 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are confident to share their likes and dislikes. The childminder gathers their views, for example, through child questionnaires and parents complete these with children at home. Children express what they love about attending, such as making friends and being outdoors. Other children prefer quieter activities. The childminder acts on the information she receives. She makes changes with the child's interest in mind. This ensures all the children's needs are met and children learn they have a voice.

Children feel safe which enables them to access resources to support their development. The childminder follows their interest to develop their knowledge. Children have access to various spaces, which they are confident to move around. For example, they learn about different animals. After looking at photos of hedgehogs, children move from the downstairs playroom to the kitchen area, to create their very own hedgehog with a range of materials. The childminder follows children's interest to build on skills for future learning.

Children are proud of what they achieve during their time with the childminder. They request the childminder to take photos of their creations. Children are developing a positive sense of themselves.

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

- The childminder ensures children are safe in the environment. Older children feel proud as they prepare food for mealtimes in the kitchen. Younger children are happy making animal houses in the downstairs playroom. The childminder takes her time to be with each child, while making sure all children can be seen and heard at all times. Children can be independent in their play and develop at their own pace.
- The childminder considers how books are important and books are available for children to access. Children are confident to share their individual thoughts and ask questions. The childminder models language and introduces new words as she responds to them. For example, children learn new words, such as 'extinct'. Together they discuss what that means. Children feel valued, while building on their vocabulary.
- The childminder knows the benefits of strong partnerships with parents. She gathers their views about the service she provides. Parents are happy with how the childminder supports their child's diet. The childminder gathers information to meet children's individual needs.
- The childminder works with schools to support children in their learning. She explains how children are progressing in their skills when in her care. In turn,

the childminder learns techniques to support children with special educational needs and/or disabilities. This helps to ensure children do not fall behind in their development.

- Children are learning about each other's similarities and differences. The childminder explains each child's needs and how they are feeling. For example, the childminder encourages children to involve their peers in group play to help build on their confidence. This provides a secure foundation for building friendships.
- The childminder provides a range of healthy snacks and meals. At the start of the day, children create a menu. They have a choice of fruit. The childminder supervises as children cut their chosen fruit by themselves. She reminds them to keep themselves safe, with comments, such as 'sharp knife, be careful'. Children are developing a strong foundation to build on their healthy lifestyles.
- Children are learning about the possible consequences of their behaviour. The childminder takes the time to explain what may happen. For example, she reminds children to use 'walking feet, so you don't slip on the stairs'. Children are developing a knowledge of what is right and wrong
- The childminder supports children to keep each other safe. She reminds them to put their hand to their mouth when they cough. Throughout the day, children wash their hands by themselves. They learn the importance of this before mealtimes and after messy play. Children are learning how to manage their personal needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear safeguarding policy in place, which is shared with families and referred to if needed. The childminder supports older children and all the families she cares for with how to keep safe online. While older children are with the childminder, they are clear on the boundaries around using their devices. The childminder keeps up to date with online concerns and shares this knowledge with her families and gives them tools on how to keep their children safe online at home. While out in the community, the childminder ensures children are aware of the rules, so they can travel from school safely.

Setting details

Unique reference number	2617549
Local authority	Richmond Upon Thames
Inspection number	10280926
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	4 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and is located in the Richmond on Thames borough of London. She currently operates term time only after school. The childminder does not receive funding. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Tina Twynham

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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