

Childminder report

Inspection date: 16 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 participate in a huge range of activities, including organised outings, which provide them with rich and varied experiences. For example, they have lots of fun as they engage in sensory play outdoors, filling and emptying toy buckets, which helps to stimulate their senses. Children also enjoy practising their early writing skills and looking at books for different purposes. They take part in gardening activities. Children plant peas and strawberries, which teaches them about growth, decay and change within the natural environment. Children build up a bank of vocabulary, such as through activities and spontaneous play.

Children show through their superb behaviour that they feel very safe and secure. They are extremely keen to engage with adults, even those who are unfamiliar to them. Children show high levels of perseverance and overcome challenges during activities. For example, while making smoothies, they concentrate especially well and take pride in their achievements. When children encounter difficulties, they tell the childminder, 'I have to keep trying', and they do, with impressive outcomes. Children are exceptionally happy and self-motivated learners. This is because the childminder creates a wealth of opportunities for children to play and learn.

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

- The childminder is a highly experienced practitioner who is an active member of her community. She expresses her commitment to continuing with her professional development. For example, following training, the childminder has gained knowledge of how to support families in receipt of government funding. This has enabled children to have additional learning experiences, which help them to make rapid progress from their starting points.
- The self-evaluation process is evident. For instance, the childminder has reviewed how she shares information with parents to ensure that they are fully informed about their children's learning. Parents are very appreciative of the service they and their children receive. They feel assured that their children have a 'lovely experience' with the childminder.
- The childminder has high expectations for all children. She makes effective use of her observations and assessments to identify and address gaps in children's learning. For example, when the childminder recognised that some children were delayed in their physical development, she took prompt and effective action to support them. This enables children to catch up as quickly as possible with their learning.
- The childminder plans an ambitious and well-sequenced curriculum that covers the seven areas of learning. This term, she is building on children's interest in bugs, insects and minibeasts, which supports their understanding of the natural world. During activities, the childminder engages children in meaningful

conversations. However, sometimes, she does not give children enough time to think and respond to her questions. This does not fully support children's speaking skills.

- Children, even the younger ones, have impressive independence skills and continue to develop them further. They help the childminder to do manageable tasks, such as preparing their mats for sleep time. Children also take responsibility for their personal needs. They are very competent in washing their faces and brushing their teeth after mealtimes.
- Children's excellent behaviour enables them to fully enjoy their time in the setting. They look out for each other and play extremely well together.
- Children show superb confidence in social situations. They do not shy away from engaging with others, which is a testament to their excellent social skills.
- The childminder teaches children about diversity in many innovative ways. For example, she asks parents to record themselves reading stories and singing songs in their home language. This helps children to hear and learn about the languages that other people speak outside of the setting. The childminder talks to children about the country they live in to extend their sense of belonging. She encourages children to make celebration cards for people in their community. As a result, children gain an excellent understanding of our diverse society.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding issues, including how to identify children who are being exposed to extremist views. She knows what to do should she have any concerns about children's welfare to help keep them safe. The childminder listens to parental concerns and quickly takes steps to prioritise children's safety and well-being. She conducts risk assessments of her setting to identify and remove any possible hazards. This includes checking the outside play area to ensure it is clean for the use of children. The childminder supervises children well throughout the day, including when they are resting or sleeping.

What does the setting need to do to improve?

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

- develop the use of questioning techniques to further promote children's communication and language skills.

Setting details

Unique reference number	2619283
Local authority	Kingston upon Thames
Inspection number	10285493
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the London Borough of Kingston upon Thames. She works Monday to Friday, from 7.30am until 6pm, all year round, except family holidays. The childminder holds an early years qualification at level 6.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 setting.
- The inspector read written feedback from parents and listened to their voicemail messages to gather their views on the quality of the provision.
- Children talked to the inspector at appropriate times during the inspection.
- The inspector observed children's play inside and outside. She held discussions with the childminder about her service.
- The inspector completed a joint observation with the childminder and together they discussed the learning intentions and the engagement of the children.

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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