

Childminder report

Inspection date: 8 March 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 and content at this nurturing, home-from-home setting. The childminder creates an organised and well-resourced learning environment in which children make notable progress. Children receive plenty of praise for their achievements, which helps to build their confidence and self-esteem. The childminder creates secure attachments with children and knows them well. She is clear about what she wants children to learn. The childminder's sensitive and intentional interactions with children ensure that they remain engaged and highly focused during activities.

The childminder has high expectations of the children in her care. When activities are finished, children are encouraged to tidy up. The childminder consistently promotes children's independence. She encourages them to help with day-to-day tasks, such as washing and drying plates and making lunch together. Children butter their own bread and cut their own cucumber. On arrival, they recognise their name label and remove their coats and shoes independently. The childminder reinforces hygiene practices, such as handwashing, throughout the day. Children learn valuable life skills and are well prepared for the next stage in their education.

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

- Parents say that the communication they receive is excellent. They appreciate suggestions from the childminder about what they can do at home to support their children. Parents speak enthusiastically of the progress which their children have made socially and in their speech development since attending the setting. The childminder provides parents with the required progress check when their children are aged between two and three years. She builds relationships with additional settings that children attend, to further support children in all areas.
- The childminder provides a language-rich environment where children continually build and extend their vocabularies. She makes the most of every opportunity to skilfully introduce new words. Children enjoy completing puzzles with the childminder. She models words such as 'corners' and 'edges', and encourages them to sort the pieces into colours. Children learn positional language, such as 'on top' and 'under'.
- Children have daily access to fresh air and exercise in the large, well-equipped garden. The childminder ensures, if it is safe to do so, that this takes place in all weathers. She plans outings to support children's physical and social development. Children visit local parks, soft-play centres and playgroups. The childminder encourages children's love of reading. For example, children have regular trips to the library, where they take part in the weekly song time and choose books to take home to share with their family.
- The childminder takes children's lead in their play and exploration, and weaves

in learning opportunities. For example, when children play with water in the garden, she fills a container and they explore which items float and sink. The childminder questions children about what they think will happen and why. This encourages children to think and apply their knowledge.

- Children learn about a range of cultures, celebrations and festivals that take place throughout the year, such as Chinese New Year, Diwali and Valentine's Day. For instance, they create dragons and stained glass hearts to enhance the learning.
- The childminder is reflective about her provision and considers how she can continually improve the learning environment. She keeps up to date with mandatory training in safeguarding and paediatric first aid. However, the childminder has not explored opportunities to build on her professional development, to enhance the provision even further for children.
- Children behave well. They respond promptly to the childminder's requests. The childminder is consistent in her approach to managing children's behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection issues. She has a good understanding of the signs and symptoms of abuse and issues such as radicalisation and county lines. The childminder knows the procedures to follow if she has concerns about children's welfare or if a child may be at risk of harm. She is confident with the process to follow if an allegation is made against her. The childminder has daily risk assessments in place to ensure that her home is suitable. She has made special adaptations to her home to make sure that children do not come to harm. The childminder teaches children how to be safe, for example when crossing the road. She ensures that her paediatric first-aid training is kept up to date. The childminder has robust procedures in place for recording accidents and the administration of medicines.

What does the setting need to do to improve?

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

- identify opportunities for further training and continuous professional development that will continually enhance the provision for children.

Setting details

Unique reference number	2619570
Local authority	Richmond Upon Thames
Inspection number	10276056
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 2
Total number of places	3
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Twickenham, in the London Borough of Richmond upon Thames. The childminder operates on Tuesday, Wednesday and Thursday from 8am until 6pm all year round. She holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Nicky McDougal

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 childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision, the curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the setting with the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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