

Childminder report

Inspection date:

27 March 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish as they explore the childminder's setting. They eagerly join in as they think about how to solve problems. Children work together as they think about how things work. They ask each other questions and engage in back-and-forth conversations. For example, children brim with excitement as they rush outside to put out a pretend fire in the garden. They put on firefighter costumes and use spray bottles full to tackle the flames. Children decide with each other to get the fire engines. Children try hard, they concentrate and cooperate with one another. They are hugely confident and resilient in their play.

Children rapidly gain new language and use it in their play. They listen intently to the childminder's assistant as she teaches ambitious new language. Children learn the words 'extinguish' and 'fire blanket'. Expert teaching of vocabulary helps children to understand the meaning of new words. Children can correctly use words in their play. They are developing fluency in their language as they ask questions and use longer sentences.

Children are happy learners. They excitedly explore as they decide what to play with. Children are highly independent. They make choices about what to do next. Children have a wealth of challenging activities to choose from, so they are always busy. They are learning to use their time productively.

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

- The childminder and her assistant seamlessly plan an ambitious curriculum. This prepares children for the next stage of their education. They aim to instil confidence in children by allowing them to celebrate their uniqueness. For example, they encourage children to share their home languages, cultures, and backgrounds. Children talk about where they live with pride. Opportunities for children to develop their character are seamlessly planned into the curriculum.
- The childminder and her assistant support children to develop their talents and interests. For example, when children are interested in superheroes, the childminder arranges training for her assistant on risky play. This helps her to plan ambitious activities for children to explore their physical skills. Children are resilient and have a go at new activities.
- The childminder and her assistant have high expectations of children. They skilfully support children to lay the table, feed themselves and chat together as they eat their lunch. Children learn how to ask for help. There is a culture of seeking support from each other. Children know it is okay to struggle and need help. They are kind to each other and celebrate each other's accomplishments.
- The childminder and her assistant teach new language in an inspirational way. They ask questions and teach increasingly complex language. The assistant's

interactions encourage children to think. For example, as children fight the fire, she says, 'I think I see smoke there'. Children tell each other, 'Lets put it out'. All children have a role to play in solving the problem. They are extremely self-confident.

- Parent partnerships are strong. Parents report that children make excellent progress. They say that children rapidly gain communication skills. Parents report that the childminder tracks children as they reach their developmental milestones. They say the information they receive about their children's progress helps them to extend their learning at home.
- The childminder and her assistant plan a range of enriching experiences for children. Children regularly explore their community. For example, they visit local parks and gardens as well as the local library. Children routinely take the train to visit local attractions, including a museum. Children learn about the world around them. They build on their knowledge and understanding of how things work.
- The childminder is reflective of her practice. She carefully plans opportunities for her and her assistant to develop their skills and knowledge. The childminder recently organised training in positive behaviour. This helped her and her assistant to help children to make the right choices and be kind to others in their play.
- The childminder and her assistant plan a range of opportunities for children to learn about other people. Children learn about the festivals of different cultures. They share their own cultural backgrounds. For example, recently, children celebrated Iranian new year. They tasted food and created crafts linked to the celebration. Children are learning to respect the beliefs or other people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a strong understanding of the signs that children may be at risk of abuse or harm. They know how to report their concerns to the appropriate authorities. They work closely with their local safeguarding partners if they need support or advice. The childminder and her assistant conduct rigorous risk assessments to ensure that children are safe. They securely know the actions to take in the event of an allegation being made against an adult.

Setting details

Unique reference number	2621171
Local authority	Richmond Upon Thames
Inspection number	10281057
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 7
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. The childminder lives in Twickenham in The London Borough of Richmond upon Thames. The childminder works with an assistant. Her operating hours are 9am to 5pm, Monday to Friday, all year round. The childminder and her assistant both hold appropriate early years qualifications at level 3. The childminder provides free funded early education for children aged 3 and 4 years of age.

Information about this inspection

Inspector

Kate Daurge

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 childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- Parents shared their views of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023