

Childminder report

Inspection date: 11 April 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 feel safe and happy in a warm and friendly environment. They demonstrate positive relationships with the childminder. The childminder is caring and has a friendly nature. This helps children to feel safe and secure within her care. Children have excellent communication skills. They can clearly and confidently express themselves. Throughout their day, they ask for help when needed and have conversations consistently throughout play. This shows that they feel comfortable. They are extremely polite and well mannered. For example, they say, 'yes please' and 'no thank you' when being asked questions.

Children independently choose what they would like to play with from a wide selection of resources. They engage well in play and remain focused in activities for extended periods of time. For example, they spend time rolling play dough into balls. They then continue this activity by using knives to cut the play dough into smaller pieces. The childminder provides good opportunities for children to develop their social skills. Mealtimes are a social experience for the children. They sit together and talk to each other throughout the meal. Children engage well with each other. They are happy, they play together laughing and smiling throughout their time at the setting.

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

- The childminder supports children to extend their language skills. She introduces new words to them. For example, she explains to children what a chandelier is. This helps children to extend their vocabulary. They play well together, communicating with each other confidently. The childminder is a positive role model. She communicates with children throughout play. She comments on what they are doing. This supports children to enhance their understanding and communication skills.
- Children have some opportunities to be independent. When playing in the home area they use bottles to fill up smaller containers. They show excitement when they have achieved this. However, children are not always encouraged to try to achieve tasks for themselves. This means that they are not always able to independently resolve problems and complete tasks that challenge them.
- Children have a vast number of opportunities to develop their coordination skills. For example, the childminder and children throw a ball to each other. Children practise catching the ball. This helps them to develop their physical and coordination skills.
- The childminder encourages children to share and take turns. She reminds them of the setting's rules and explains why these are important. Children understand some of the rules within the setting. However, on some occasions, rules are not always embedded. This means that children are not always able to understand

what is expected of them.

- The childminder knows where children currently are within their development journey. She makes plans to support each individual child to learn new skills. She is engaging and divides her time between children equally. This ensures that children can access the opportunities that she provides. She adapts her practice to meet the needs of all children who attend the setting. This helps children to develop to their full potential.
- Children have plenty of opportunities to develop their fine motor skills. For example, they use tweezers to move pom-poms from one container to another. Children develop their mathematical skills by counting the pom-poms as they move them. The childminder extends children's mathematical understanding by using language, such as 'large', when describing objects. This helps to develop their understanding of size. Children learn about positioning through play. The childminder talks to children about their left and right side. She also talks to children about which side of the road cars drive on. This helps children to understand new concepts.
- The childminder focuses her continued professional development on attending a range a training, which she uses to positively enhance her practice. This helps to further her knowledge and supports children within her care.
- Parents are positive about the setting. They comment that the childminder has a 'lovely, calm and patient manner'. This shows that parents are comfortable and confident. Parents share how the childminder takes children on daily trips into the local community. This helps children to understand the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms of abuse. She has a clear understanding of the steps that she would follow should she have concerns regarding a child in her care. The childminder attends regular training to ensure that she has an updated knowledge of safeguarding and child protection practices and protocols. The childminder keeps a record of accidents that occur outside of the setting, which she monitors. She is aware of the process she would take when reporting concerns. The childminder has an up-to-date paediatric first-aid certificate.

What does the setting need to do to improve?

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

- provide more opportunities for children to independently problem solve and complete tasks that they find more challenging
- help children to understand what is expected of them, by ensuring that the rules of the setting are consistent.

Setting details

Unique reference number	2624819
Local authority	Richmond Upon Thames
Inspection number	10281091
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Barnes, Richmond upon Thames. She operates Monday to Thursday, from 8am to 6pm, all year round.

Information about this inspection

Inspector

Emma Long

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.

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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