

Childminder report

Inspection date: 2 May 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

The setting is warm and inviting. Children are happy and completely at ease with the childminder. They giggle with delight as they engage in sensory play with her and cuddle up to her when they become tired. Children behave well and have good relationships with each other. For example, younger children smile at their friends as they give them their morning snack.

The curriculum is firmly rooted in the prime areas. There are a wide range of exiting resources that are easily accessible to children, which enhances this curriculum. Children confidently make their own choices as they play and learn. They develop their gross motor and coordination skills as they throw beanbags at a target. They also learn how to share, take turns and build on their language skills as they engage in imaginative play with the childminder. All children make good progress from their starting points.

Children have positive attitudes towards learning and persevere at difficult tasks. For instance, young children pull heavy steps over to the sink so that they can climb up them and wash their hands before lunch. Children are assertive and make their needs known to the childminder. For instance, they ask to use the toilet and ask to wash their hands when they are dirty.

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

- The childminder has developed an ambitious curriculum. She understands how children learn and sequences her curriculum to build on what children know and can do. She provides children with a range of activities and experiences that help prepare them for the next stage of learning. For example, the childminder teaches children the names of different foods like 'ximenia' and 'cabbage' as they play and learn.
- Overall, children make good progress in their communication and language skills. Children who speak English as an additional language learn new words quickly. The childminder learns words in their home language to support them with this. The childminder has back-and-forth conversations with children as they play and regularly reads them stories and sings songs. However, there are occasions when the childminder does not use open-ended questions to further support the development of their language skills.
- Children's mathematical skills are developing well. They learn how to say number names in order and learn about different colours and shapes. Children spontaneously use mathematical language in their interactions with others. They make statements like: 'My bottle is bigger than yours' and 'I've got lots (of flour) on my spoon.'
- The childminder provides children with plenty of opportunities to be physically

active, which supports their physical health. Children engage in activities that strengthen their small and large muscles. For instance, they scoop, pour and squeeze as they play in the sandpit and explore different textures.

- The childminder is a good role model for children. She teaches them good manners and demonstrates how they can share items through negotiation. When children find it difficult to manage their emotions, the childminder speaks to them calmly and gives them clear and simple explanations. This strategy is a successful one, and children swiftly return to their play.
- Generally, children are beginning to develop an understanding of diversity in Britain. They talk about their families and learn about similarities and differences between themselves and their friends. They also learn about festivals celebrated in the wider community at the playgroups they attend. However, there are limited resources available for children to use at the setting that reflect the diversity of life in modern Britain.
- Partnerships with parents are very positive. Parents say that the service they receive is excellent. They particularly like the broad range of activities available and are very pleased with their child's progress. The childminder supports parents with children's learning at home through conversations and written messages. In turn, parents regularly share information about their children. This supports the continuity of care and learning in both environments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibilities in terms of keeping children safe from harm. She has a good understanding of the signs and indicators of abuse. This includes wider knowledge relating to children's exposure to extreme views and behaviours and female genital mutilation. She also knows what to do and who to approach if she has a concern about a child or an adult, including allegations against herself or any member of her household. The childminder completes relevant training to ensure she keeps her knowledge up to date. She has comprehensive policies and procedures to support her practice. Children learn how to keep themselves safe when out and about as the childminder talks to them about road safety.

What does the setting need to do to improve?

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

- consistently use open-ended questions as children play and learn to further develop their communication and language skills
- further develop the resources available to build on children's learning about similarities and differences between themselves and others.

Setting details

Unique reference number	2625367
Local authority	Kingston upon Thames
Inspection number	10281096
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 4
Total number of places	2
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2021. She lives in Kingston upon Thames, Surrey. The childminder offers care Monday to Friday, 8.30am to 6pm, all year round, except for family holidays and bank holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Jacquie Brown

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 setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a walk around the premises with the childminder. She discussed the curriculum that the childminder provides and completed a joint evaluation of an activity.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living or working on the premises.
- The inspector took account of parents' views from completed questionnaires.

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