

Childminder report

Inspection date: 18 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 experience a broad and balanced curriculum that helps motivate them to learn. For example, they develop good levels of concentration as stories are being read to them. Babies babble and show curiosity as they help the childminder to turn the pages. This sparks children to explore books independently afterwards. Older children are learning to draw basic shapes on the chalkboard, which helps them to develop their early writing skills. Children are physically active inside the setting and outdoors. For instance, they enjoy catching and throwing balls with their peers while playing in the garden. Children respond well to the high expectations set by the childminder, as well as the other adults in the setting.

Children play in a warm and inclusive environment. This supports children, including those who speak English as an additional language, to feel happy and safe. Children's similarities and differences are valued and respected. They receive lots of praise from the childminder when they succeed in their tasks. This raises children's positive attitudes to learning effectively. It also builds on their self-esteem and confidence. Children's behaviour is good. They receive gentle reminders to share and take turns.

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

- The childminder is passionate about providing children with high-quality care and education. She talks to her co-childminders and assistants to help evaluate the quality of the provision. The childminder has completed training, such as food hygiene, to secure good safety practices to benefit children's health. However, she does not focus her professional development sharply enough to raise the quality of education to the highest level.
- The childminder forms strong partnerships with parents. For example, she shares daily information and suggests activities to do at home to promote a consistent approach to children's learning. Parents speak highly of the childminder and appreciate the obvious warmth she shows towards their children. They find that the childminder works very well with her co-childminders, which creates a harmonious atmosphere. This provides parents with the assurance they need when leaving their children with other adults.
- The childminder makes effective use of the regular observations and assessments to identify children's individual learning needs. For example, she plans activities to build on children's developing physical skills. Some of these activities include painting on a big piece of paper using various art and craft materials. As a result, children make good progress from their various starting points.
- The childminder is attentive during her interactions with the children. She is polite and calm, which helps children to behave well. As a result, children listen

and play well together.

- The childminder is good at building on children's language and communication skills. For instance, she sings songs and repeats words back to them. However, the childminder does not use opportunities to promote children's thinking and reasoning skills as effectively as possible. For example, there are times when she is too quick to provide children with answers to her questions. This practice does not ensure children develop all the skills that they need for their future education.
- Children enjoy carrying out age-appropriate and manageable tasks. For example, the older ones have learned to clean their nose and dispose of tissues in the bin. They also take care of their own toilet needs, developing their self-help and independence skills effectively.
- Children's early mathematical skills are developing well. They are beginning to count, sort and match items, such as when completing jigsaw puzzles. Children also learn about basic shapes, for example, as they work out which one fits into the correct slot.
- The childminder organises a wide range of outings, such as to local parks. She teaches children about the changes in the weather and seasons. In addition, the childminder provides opportunities for children to learn about other cultures by celebrating various festivals. These include Chinese New Year and Diwali, which develop children's understanding of the similarities and differences between people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe. For example, she conducts regular risk assessments of the environment to identify and minimise hazards to children. The childminder knows how to recognise possible concerns about children's welfare and their families. This includes those relating to wider safeguarding matters, such as if they are being exposed to extremist views or behaviour. There are clear procedures for reporting any safeguarding concerns to help protect children's welfare. Children receive good levels of supervision, which helps them to feel safe and secure.

What does the setting need to do to improve?

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

- sharpen the focus of professional development to build on good practice to raise the quality of education to even higher standards
- extend the opportunities for children to develop their thinking and reasoning skills further.

Setting details

Unique reference number	2627047
Local authority	Richmond Upon Thames
Inspection number	10281110
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the London Borough of Richmond upon Thames. She offers her service from 8am to 6pm, Monday to Friday, except public holidays. The childminder works alongside co-childminders and assistants. She holds an appropriate childcare qualification at level 5.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk and discussed the organisation of the curriculum. They observed an activity together and evaluated the quality of it afterwards.
- Children engaged with the inspector at appropriate times during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views. She looked at the key documentation, such as the childminder's suitability checks and training certificates.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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