

Childminder report

Inspection date: 26 January 2024

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 know the routine when they arrive at the childminder's home. They separate easily from their parents. Children follow hygiene routines to hang up their coats and wash their hands with minimal guidance or support. Children who arrive early take themselves to the table to choose what they would like to eat for breakfast. Parents share how the childminder provides a home-from-home environment. They praise the care and education their children receive when they are with the childminder.

Children behave well. The childminder quickly addresses any minor disputes. She uses discussion and negotiation with children, to swiftly reach an acceptable agreement for them to take turns or to play together to resolve the conflict.

The childminder plans a balanced curriculum that focuses on developing children's communication, social and physical skills. She teaches children new vocabulary to enable them to share their thoughts and ideas. She tracks children's learning to ensure they make good progress. Children have opportunities to self-select a wide range of resources. They move between the sitting room and playroom to ensure they have enough space to play. Children spread out puzzles to look at each piece before trying to slot it into place. They clap each other's efforts and praise their successes.

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

- The childminder has high expectations for all children's learning. She has created a broad and balanced curriculum, which focuses on developing children's language and communication. Many children who attend speak English as an additional language, so the childminder learns key words in their home languages. She begins by introducing single words, rhymes and stories, to sequence children's learning. Children quickly make progress. They make their choices known and join in with back-and-forth conversations.
- Older children learn to support their younger peers. For example, they happily help to set the table. The childminder uses the opportunity to introduce numbers and counting. Children count together before discussing how many cups and plates they need. However, on occasion, the childminder does not include opportunities to develop children's understanding further by introducing shape, space and measurement.
- The childminder acts as a good role model to encourage children's good behaviour. She uses 'please' and 'thank you' when making requests of children. Children learn to take turns and share. For example, they roll a favourite car to each other or pass rolling pins and cutters to each other when using play dough. The childminder directly relates her praise to the behaviour she observes.

Children respond to this, as they know what is expected of them.

- Children come together to listen to stories. As the childminder reads to them, the children enjoy taking turns changing the page to look at the pictures. However, although a variety of books are available, children do not self-select them. For example, the childminder uses children's curiosity in dinosaurs to plan activities, but she does not use books to extend and build on their knowledge.
- The childminder prepares children for school. She plans activities, such as sitting together in groups, to share ideas and to listen while others speak. The childminder supports children to develop the correct pencil grip and to begin to write the letters in their name. Children select their name to register their arrival. They gain skills through careful direct teaching during activities they enjoy.
- Parents describe the childminder as like leaving their child with 'family'. They value the homely surroundings, and they know that their children will eat freshly prepared, home-cooked meals and snacks. Parents share how they work together to support children with their independence. They praise how their children learn to put on and take off their own shoes and wash their hands, and they comment that toilet training was 'easy'.
- The childminder has established links with her local authority. She attends training to develop her knowledge and skills. This has enabled the childminder to provide children with continually improving, high-quality activities and experiences linked to their interests.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the educational programme for mathematics to support older children to develop their understanding of shape, space and measurement
- develop children's interests in books further, such as by linking stories to planned activities.

Setting details

Unique reference number	2634460
Local authority	Richmond Upon Thames
Inspection number	10305409
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 11
Total number of places	5
Number of children on roll	20
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and is based in Twickenham in the London Borough of Richmond. She operates all year round, from 7.45am to 7pm, Monday to Friday.

Information about this inspection

Inspector

Bernie Dunne

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 childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.

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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