

Childminder report

Inspection date: 15 June 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 settle very well in the childminder's warm care. They have built a strong and positive relationship with her and their peers. Children safely express their emotions in the secure environment with the childminder. She calmly and expertly reassures them, giving cuddles when needed, and helps them feel understood. Children confidently interact with the childminder. She responds promptly and attends to children's needs. For example, she identifies when children are tired and offers their milk before nap time. Children build friendships and kindness towards each other, such as giving another child a hug. Children's behaviour is supported well.

Younger children with limited vocabulary competently communicate with the childminder. She responds with words to all their actions and sounds. Children enjoy exploring the environment. For example, younger children curiously investigate resources as they try to find out what they do and how they work.

The childminder knows children well and assesses their ongoing progress to identify what they need to learn next. She has high expectations for all children and works closely with parents to ensure a shared approach to supporting children's learning. The childminder has a clear understanding of what she wants children to learn and ensures that they master the skills they need for future learning. Children make good progress from their starting points.

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

- The childminder provides children with lots of praise and encouragement. She fosters children's self-esteem well, and children take great pride in their achievements. For example, they laugh with delight when the childminder praises them for carefully pushing the toy car with jugs of water.
- The childminder knows each child's needs and abilities well. She uses this knowledge when planning activities to help them develop their skills further. For example, she models the use of language appropriately and introduces new vocabulary to help children communicate. Additionally, she uses music, songs and books to help children to improve their language skills.
- Children are supported effectively to develop good social skills. For instance, they learn to share and take turns. The childminder reminds children to wait while she attends to other children's needs, which helps them understand the concept of tolerance. She models being respectful effectively and shows consideration for others.
- The childminder teaches children about shapes. She uses a range of size language, such as 'big', 'small' and 'round', in varied activities, including sand and water play. She introduces children to simple counting and number

language to extend their early mathematical learning.

- Overall, the childminder supports children to develop their independence. For example, she arranges toys so children can access them easily. However, on occasions, such as handwashing times, children are not encouraged to have a go to help promote their self-care skills.
- The childminder provides mark-making activities. However, these do not engage children's interest and, as a result, children do not consistently gain good early writing skills to equip them in preparation for school.
- Children develop good imagination skills. They re-enact past experiences in their play, such as driving the rubbish truck. The childminder extends children's play experiences and understanding of the world by giving them time to explore resources. She helps them to learn about the community through conversations about what they can see. She takes children on trips to the parks and visits other places of interests with them.
- The childminder ensures that the children develop healthy lifestyles. For example, children who still need a nap are allowed to do so. They have lots of space in the garden to move about and exercise daily. She provides children with a range of healthy food choices, which she shares with parents.
- The childminder clearly explains how she works with parents to ensure a shared approach to their child's learning. For example, she seeks children's starting points from their parents, which gives her an initial overview of what they can already do. She shares information about their child's progress and suggests ways that parents can support children's learning at home.
- The childminder reflects on her practice. She accurately identifies training that would benefit her practice and improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe and secure environment and supervises children well. She helps them to understand about keeping themselves safe. For example, they learn how to use the small step in the garden. The childminder is clear about her responsibilities to safeguard children's welfare. She is confident about the procedures to follow in the event of a concern about the welfare of a child and who to report concerns to. She completes safeguarding training to keep her knowledge up to date.

What does the setting need to do to improve?

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

- provide more support for children to help enhance their self-care skills
- plan opportunities tailored around children's interests to encourage them to make marks to develop their early writing skills.

Setting details

Unique reference number	2638504
Local authority	Kingston upon Thames
Inspection number	10295716
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Surbiton, in the London Borough of Kingston-upon-Thames. She is available for work Monday to Thursday, from 8am until 6pm, all year round.

Information about this inspection

Inspector
Marvet Gayle

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 spoke to the inspector about how she organises her early years provision, including her aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector viewed the areas of the home used for childminding.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed and spoke to children as they played.

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