

Childminder report

Inspection date: 9 February 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 spend their time in the warm and inviting summer house located in the large garden of the childminder's home. The childminder has created a space which is cosy and inviting for children to learn. Children play with little dolls and compare them with people who are familiar to them. They talk positively about themselves, their friends and their family. Children show a positive self image. The childminder celebrates each child being unique. Children have different dietary requirements and the childminder talks to the children about what they can and cannot eat.

The childminder constructs a curriculum designed to support children's learning and give them the knowledge to succeed and make good progress. Relationships are strong and children enjoy each other's company. The childminder supports children to behave appropriately and they seek out their friends to share experiences with. The childminder provides activities to extend children's learning based on their next steps. Children enjoy their learning, demonstrating this as they spoon rice and petals into cups. They talk about making ice cream and share it with their friends and the childminder. Children make choices and decisions about their learning and are motivated to learn. The childminder visits different museums, parks and zoos with children. They learn about nature by looking at bugs using magnifying glasses and they visit local green spaces. Children learn about the world around them through visits and experiences.

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

- Although the childminder supports positive behaviour and has behavioural expectations in place, some children do not yet understand that their actions can affect others. The childminder does not consistently use strategies that are embedded in the daily routine to help children to manage their feelings and behaviour better.
- The childminder identifies children's next steps in learning together with their parents and they all work towards a common goal. Children develop their independence, such as learning to drink from a cup, putting on their own coat and identifying when they need to blow their nose.
- Children learn about being healthy. They learn to look after their teeth and understand what foods are good for them. They independently cut up their fruit and make choices about what healthy food they want to eat.
- Children play in a clean, safe and well-maintained environment. The childminder supports children to follow good hygiene routines. She consistently reinforces these during the daily routine. The childminder tells children what is safe to put in their mouth and what is not safe.
- Quality interactions with the childminder help children to develop their language skills. Children read stories and visit the library often. They bring back books to

read with the childminder. She sensitively introduces new language and encourages children to join in with repeated phrases.

- The childminder promotes children's early numeracy and writing skills successfully. This is weaved throughout daily activities. Children draw on a large white board discussing what they are drawing with the childminder and their friends. They discuss numbers that they see around the room and successfully count objects during their play.
- The childminder shares progress on children's learning and development with their parents and identifies any delays in development. This is also shared with outside agencies, if appropriate, so that all children make progress in her setting.
- Parents are very happy with the setting and the service that is provided by the childminder. They feel informed about their child with photos and observations that are shared with the parents daily.
- The childminder organises her setting well. She has a clear and ambitious vision for providing high-quality, inclusive care and education to all who attend. This is implemented through strong shared values, policies and practice.
- The childminder is reflective in her practice and is committed to continually improving her knowledge to give children high-quality care. She has identified training that can strengthen her provision even further and continue her professional development.

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:

- make better use of strategies embedded in the routine to help children manage their feelings and behaviour more effectively.

Setting details

Unique reference number	2645237
Local authority	Richmond Upon Thames
Inspection number	10305101
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 3
Total number of places	2
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 Twickenham in the London Borough of Richmond-upon-Thames. The childminder looks after children from Tuesday to Friday from 8am to 6pm, all year round except for bank holidays or family holidays. The childminder is in receipt of funding for three-year-old children.

Information about this inspection

Inspector

Leanne Bnidar

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 the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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