

Childminder report

Inspection date:

14 November 2024 - 10 December 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

The childminder provides a safe and welcoming environment for children. She is attentive to children's emotional needs and engages them through her fun and enthusiastic interactions. This helps children to feel secure and enjoy their time in her setting. Children demonstrate warm and trusting relationships with the childminder, such as when they share a joke with her or snuggle up for a story. The childminder has high expectations for children's behaviour. She is clear about boundaries, such as children helping to tidy up after their play and sitting at the table to eat. Children respond positively to the childminder's consistent guidance. They follow the routines well, and their behaviour is very good.

The childminder offers a broad curriculum, which helps to prepare children for their next stages in learning. This includes a strong focus on children's communication skills, with lots of songs, stories and conversations throughout the day. Children learn new words rapidly and express themselves with confidence. The childminder plans the activities around the things that children enjoy. This captures their interests and nurtures positive attitudes towards their learning. The childminder offers lots of praise and encouragement so children become confident about what they can do. For example, children quickly learn to manage their own personal care. They demonstrate a 'can-do' approach and persevere as they master skills, such as eating with a knife and fork.

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

- The childminder knows the children well and uses their interests to support their development. This helps children to thoroughly enjoy their learning. For instance, the childminder knows that children love to play with dolls. As children focus on being imaginative, the childminder joins in. She provides a commentary, which teaches children the words to describe their actions. The childminder reminds children about being kind and gentle to others and encourages them to dress the dolls, which promotes their own personal and social skills.
- The childminder instils an interest in reading and writing in children from an early age. This helps them to build secure foundations for future learning. The childminder enthusiastically reads to children and shares many books with them. She provides resources for children to explore making marks. The childminder praises and gives meaning to children's early attempts at writing to help them connect written and spoken language. These activities help to foster children's love of books.
- The curriculum and routines help children to enjoy healthy lifestyles. The childminder consults with parents to ensure that the contents of children's lunchboxes are healthy and nutritious. She teaches children about good hygiene

as they wash their hands before eating and after using the toilet. The childminder provides daily opportunities for children to exercise and spend time playing outdoors. She supports children's physical development well, for example, they learn to move in different ways, such as crawling through tunnels.

- Children enjoy many local outings with the childminder, such as to parks, shops and playgroups, which she uses to help children learn about their community. The childminder ensures that children who speak English as an additional language have frequent opportunities to hear and use key words from their home languages. This provides a starting point for children to explore their similarities and differences. However, the childminder does not always ensure that there are consistent opportunities for children to learn about people and communities outside of their own experiences.
- The childminder regularly refreshes mandatory training to help her keep children safe and well. She also continues to expand her childcare knowledge to further enhance children's learning. For example, the childminder has developed a broader understanding of different areas of mathematics past numbers. This helps her to promote children's all-round mathematical knowledge in playful and interesting ways, such as by making patterns and arrangements with shapes.
- Partnerships with parents are good. The childminder liaises closely with parents right from the start. She shares information to aid children's care and ongoing learning. Parents describe how the childminder works with them to support children's positive behaviour and manage their dietary requirements. They comment that their children are happy and settled and that the childminder has 'a wonderful impact' on their 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:

- develop opportunities further for children to learn about people and communities outside their own experiences, to strengthen their awareness of diversity and the wider world.

Setting details

Unique reference number	2676092
Local authority	Richmond Upon Thames
Inspection number	10367514
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Twickenham, in the London Borough of Richmond upon Thames. The childminder operates her provision Monday to Friday, from 8am to 5.30pm, throughout most of the year. She offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspectors

Sarah Crawford
Joanne Wildman

Inspection activities

- The inspection started on 14 November 2024. An inspector contacted the provider on 10 December 2024 to gather additional evidence in line with 'Ofsted inspection and visits: Deferring, pausing and gathering additional evidence policy'.
- The childminder showed the inspector the areas of her home used for childminding. She explained how she provides a safe and suitable learning environment and caters for children's individual needs.
- The inspector observed a range of routines and activities to help evaluate the quality of education and the impact on children's learning.
- The childminder ensured that relevant documents were available for the inspector to view.
- The inspector took account of parents' written feedback. She also observed and spoke to the children to help assess their experiences in the setting.

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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