

Childminder report

Inspection date:

25 September 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 takes time to tune in to the children in her care, as a result she has a very good understanding of what they need. The children enjoy a strong emotional bond and feel listened to and safe. The children use the childminder as a secure base, they explore, play, and return to her. Young children seek reassurance which she gives it with a smile. The childminder gives genuine praise and affection; this means the children are eager to try. As a result, the children flourish.

The children benefit from well organised activities to suit their developmental needs. Resources are age and stage appropriate and accessible for the children. The childminder works well with her co-minder to ensure the curriculum is challenging and interesting for the children. They observe the children and monitor their development. This means all children make good progress. The childminder and co-minder share information with parents to ensure consistency for the children.

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

- The childminder helps children to build positive attitudes towards learning. Young children develop fine motor skills using tweezers to select coloured pom poms and place them on corresponding-coloured squares. They often drop the pom poms but show resilience and persevere. The childminder notices but allows the children to concentrate without distraction. She then gives specific acknowledgement for their achievements, as a result, the children are proud.
- The childminder is respectful in her approach with the children. She consistently asks them for consent before helping them with personal hygiene. This teaches children autonomy of their own bodies and actions. She encourages children to wipe their own hands and gives choice and explanation when requesting the children to do something. As a result, children learn to understand reasons why. They listen and respond well.
- Children are encouraged to be aware of themselves and each other. They learn the language of feelings, helping them to identify what their emotions are. The childminder asks what is making the children sad, then gives choices of what that may be. Despite having limited language, the children respond and are understood. As a result, the children become emotionally aware and learn empathy.
- The childminder and co-minder work hard to promote social development. Children look forward to and enjoy sociable mealtimes. They sit together, watch food being prepared and listen as the childminder and co-minder describe what is happening. They learn new words as they tuck into home made healthy food. Language development is a strength, and the children pick up new vocabulary quickly.

- The children have access to a safe enclosed garden with opportunities for physical development. They have access to resources to help coordination and balance such as bikes and swings. In addition to this the childminder frequently takes children to local parks to allow them to run and climb. Children also benefit from attending groups and play sessions with the childminder in the local community. This helps with understanding of the world as well as further helping social and physical development.
- The childminder works in partnership with parents, they consistently share information to ensure best outcomes for children. Information is shared on a parenting app as well as face to face. She maintains positive relationships and continues to provide care for some children once they have left the setting. The childminder knows to contact outside professionals should children need extra support.
- The childminder shows good knowledge of how to keep children safe, including information regarding allergies and medication. She continually uses visual risk assessments and keeps the environment free of hazards. Children are regularly checked when they are asleep and sleep monitors are used. As a result, children are consistently kept safe and secure.
- Children enjoy a sensory activity with autumn leaves collected from a recent walk. They explore the textures created by scrunching cereal in their hands and then drawing circles in amongst the cereal and leaves. They develop muscles and skills needed for early writing. However, the childminder does not allow the children to fully explore and enjoy before moving them onto the next thing. This means opportunities for following their own interests is limited.

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:

- consistently allow children to follow their own fascinations and interests at their own pace.

Setting details

Unique reference number	2757501
Local authority	Kingston upon Thames
Inspection number	10349568
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works in New Malden with a co-minder. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, then Friday 7.30am - 2.30pm except for bank holidays and family holidays.

Information about this inspection

Inspector
Zoe Duggan

Inspection activities

- 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 EYFS curriculum.
- The inspector observed the quality of the education being provided across the setting, and assessed the impact 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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