

Childminder report

Inspection date:

27 November 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder warmly welcomes children into her well-organised and exciting environment. She supports children effectively to settle in, and they confidently explore the resources, making independent choices in their play. The childminder collects lots of information from parents and makes family books for children to explore throughout the day. As a result, children demonstrate that they feel happy and secure and have a positive attitude towards learning.

The childminder has an excellent understanding of how children learn and plans tailored activities to meet their individual needs and interests. For example, young children delight in exploring pipe cleaners as they thread them into a colander, developing their fine motor skills.

The childminder is an excellent role model for children's behaviour. She encourages children to share and take turns through activities and understands how to support children's positive behaviour. As a result, children listen well and are kind and considerate. For instance, children delight in choosing props from a box during song time. They each take a turn and wait patiently for their friends. They all join in with the songs, exploring the props and later musical instruments and are incredibly well supported by the childminder.

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

- The childminder works incredibly well with her co-childminder. Together they are constantly reflecting on what is working well and what they could do to improve their setting. For example, they are in the process of creating an art room and outdoor garden to further support children's interests in sensory play. They also collect feedback from parents on a regular basis to ensure that they are providing the best service possible for their families.
- The childminder carefully monitors children's learning, looking at what they are interested in and what they need to do next. From here, she plans fun and exciting activities that involve real-life experiences to support and extend children's learning. For example, children find snails, and the childminder uses this to introduce new learning. They look at where snails live and what they need. Children go on to explore different patterns on the shells and create their own.
- The childminder has excellent relationships with parents and involves them effectively in their children's learning. For instance, she keeps them up to date with their children's learning through an online application and shares learning ideas from home. Parents comment how much they value the childminder and the support they receive from her.
- The childminder's in-depth and accurate monitoring of children's development

quickly highlights any gaps in children's development. She acts swiftly to close any gaps and support all children to make good progress from their starting points.

- The childminder is a great role model for children's early communication skills. With younger babies she talks slowly and clearly, describing what children are doing. With older children, she introduces new words to extend their vocabulary and asks questions to support their problem-solving skills.
- The childminder is constantly reviewing her knowledge and stays up to date with current legislation. She completes further training and research, which have a positive impact on her practice. For instance, research around how children regulate themselves has led to her planning and organising her activities slightly differently.
- Children develop an excellent understanding of healthy lifestyles. The childminder encourages them to wash their own hands and wipe their own noses. Older children explain to each other what germs are and how washing their hands can prevent the spread of them. The childminder also supports some children with brushing their teeth to support their understanding of oral hygiene.
- The childminder provides lots of praise and encouragement to children throughout the day. As a result, children develop good self-esteem and confidence. They enjoy tackling new tasks and exploring something new and have an excellent attitude towards learning

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2757887
Local authority	Richmond Upon Thames
Inspection number	10349704
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	12
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder and her co-childminder registered in 2023 and live in the London Borough of Richmond upon Thames. They operate all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Becky Phillips

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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 carried out a joint observation with the inspector to evaluate the quality of teaching.
- The inspector sampled some parent statements and took account of their views.
- 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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