

Childminder report

Inspection date: 6 November 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 offers a warm welcome. Children are happy to come in and they settle quickly. Parents are confident to leave their child in 'capable and loving hands'. The childminder has an ethos of kindness and respect, this forms the basis of all practice and is evident in her approach. The environment is calm and relaxed, children are well looked after and feel safe.

The childminder plans and implements a curriculum to ensure all children make progress. Children choose freely from a selection of age and stage appropriate resources. They move contentedly from one thing to another, showing engagement and enjoyment. The childminder gently guides and plays alongside the children, ensuring opportunities for learning are met.

The childminder welcomes and encourages positive partnerships. She enjoys good relationships with parents, children, and outside agencies. This is achieved with openness, trust, and a commitment to best possible outcomes for children. The childminder shares and receives information about the children which she uses to sculpt practice to suit the individual. This means children feel listened to and enjoy care and learning suited to their needs.

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

- The childminder speaks confidently about the children. She describes their likes and abilities and how activities are chosen to suit specific needs. For example, toy animals are made available for children who have shown an interest in them. The children play with the animals, and the childminder utilises the opportunity to teach children early maths skills.
- The childminder consistently communicates clearly with the children. She calmly provides a constant narrative. This helps children to understand what is happening as well as increase their vocabulary. The childminder names objects, then pauses and repeats, giving children time to comprehend and respond. She uses body language and tone to engage and involve the children. She shows good awareness to the needs of children with more than one language.
- The childminder shows consideration for the children, she frequently checks in with them making them feel valued. She consistently seeks permission or approval before doing anything. This helps to give the children a feeling of control and autonomy. This is achieved even with all children including those with little or no language. Children are given choices such as if they would like to play outside, and when they are ready to have snack. Children's behaviour is good.
- The childminder regularly rotates her resources to create excitement and interest in the environment. This engagement helps provide opportunities for

learning and development. She describes reintroducing the toy kitchen and selection of play food. Children offer the childminder a choice of play food, she accepts and pretends to eat, and they copy. She prompts children to remember what the food is and when they have eaten it.

- Children bring their own food from home which they eat together at mealtimes. This provides opportunity for the children to be sociable and learn skills needed for school. The childminder sits with them and eats, reminding them of expected behaviour and good manners. The childminder has good knowledge of dietary requirements and allergies.
- The childminder is committed to continual professional development and looks ahead to ensure future training is booked. She makes good use of her existing knowledge and training as a Montessori teacher as well as early years frameworks to help assess child development and plan for next steps. This information is shared with parents.
- The childminder adopts a gentle approach to settling in and works with the child and parents to accommodate their needs. She works hard to build positive relationships, understanding the child is at the heart of all practice. She works in partnership with other professionals to ensure consistency and best possible outcomes for children.

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:

- strengthen links with home to further support transitions and incorporate different cultures and ethnicities.

Setting details

Unique reference number	2759663
Local authority	Richmond Upon Thames
Inspection number	10349529
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023 and lives in the London Borough of Richmond upon Thames. She operates all year round from 8am to 4.30pm, Monday to Wednesday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Zoe Duggan

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation.
- 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, both indoors and outdoors and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.

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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