

Childminder report

Inspection date: 21 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children confidently approach new adults to ask questions and to introduce themselves and their peers. Children purposefully seek out activities they would like to play with, sharing the resources that catch their interest and to explain what it is they like and why. For example, a stuffed toy cat is a favourite as it is soft and has blue eyes. Children also use their imagination to make links to experiences. They put toy trains and carriages together and talk about when they have been on a train and where they went.

The childminder automatically adapts her activities for individual children. She builds on what children know and provides them with paper and pens, asking older children what colours they are going to select. Younger children are offered the choice of pens or crayons to make marks. The childminder knows how to identify gaps in children's development and learning. She is aware of the steps she would take to request help for children requiring additional support or those with special educational needs and/or disabilities.

The childminder has high expectations for all children's learning. She focuses on children's interests and uses the information to plan what she wants children to learn next by building on what they already know. Children's behaviour is good. The childminder acts as a positive role model, demonstrating kind, respectful interactions and communication, which children observe and follow.

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

- The childminder successfully supports children's emotional well-being. She forms strong bonds with children. The childminder requests information from parents to support children settling into her care. She follows children's interests and takes time to get to know them, quickly responding when they ask for help. Children build their confidence and form friendships with their peers.
- The childminder instinctively adapts her support to develop children's language and communication. For example, she supports children who may need a little help with their pronunciation. The childminder threads opportunities into everyday routines and activities for children to practise speaking. She gently reminds children to listen to their peers, giving all children time to share their thoughts or to make their choice. Children are keen to join in conversations and become confident communicators.
- Children develop their independence. They use the bathroom, wash their hands and select their coat and shoes in response to the prompt, 'We need to get ready,' with minimal prompting from the childminder. Children have opportunities to choose which colour cup they want and the fruit they would like at snack time. They feed themselves using cutlery at lunchtime, sharing how hungry they

are 'as they used all their energy up in the park'.

- The childminder uses her instinct to develop activities that are linked to children's interests. For example, trips to the local park are used to develop children's physical skills through their enjoyment of large play equipment, such as swings and slides. However, on occasion, the childminder does not incorporate the use of numbers and discussions on shape and measurement into activities with children.
- Children engage in meaningful back-and-forth conversations. An observation made by the childminder that, 'It looks like rain,' is immediately responded to. When children look out of the window, replies include, 'No, it's not going to rain yet. It's not gone dark enough.' Children carry on the conversation, which ends with an agreed negotiated morning trip to the local park, as heavy rain later may mean they do not get to use the swings and slide.
- Children are becoming aware of how to remain safe effectively. The childminder plans with children to ride scooters to the park. Children follow the agreements they make, remaining in sight, stopping at arranged trees and lamp posts and waiting at the curb to cross the road together. The childminder helps children to develop an awareness of personal safety, and they agree a rota to turn take and where they can stand safely as their peers manoeuvre the karts around the course. Children are very aware of their safety around roads.
- Parents share how they feel the childminder offers a home-from-home environment for their children. They are happy as the childminder is flexible and works with them to meet the needs of the family. They express how their children make progress, for example, they have very good social skills as they attend playgroups and go out to places of interest that are planned by the childminder.
- The childminder regularly reflects on her practice to ensure that she is meeting the needs of the children in her care. She attends training to keep informed and up to date with safeguarding. The childminder is aware of making notifications to Ofsted for suitability checks to be completed for household members.

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:

- plan more opportunities during activities and free play to develop and extend children's mathematical skills.

Setting details

Unique reference number	504492
Local authority	Richmond Upon Thames
Inspection number	10350443
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 2000. She lives in Twickenham, in the London Borough of Richmond upon Thames. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Bernie Dunne

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 she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the childminder's 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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