

Childminder report

Inspection date: 25 April 2022

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

All children, including those who have joined recently, are happy and confident in the setting. The warm and positive interactions they receive from the childminder and her co-childminder help them to feel safe and secure.

Children have access to a wide range of good-quality resources, such as dressing-up clothes and props. Older children have lots of fun dressing up as knights and doctors during their imaginary play. Children show great interest in listening to stories and singing songs. They are encouraged to explore musical instruments, which adds to their enjoyment. Outdoors, young children investigate a range of resources, using all of their senses. They enjoy to listen and watch when older children play.

Children respond well to the childminder's high expectations of their learning and behaviour. They develop independence skills appropriate to their age and stage of development. For example, older children have a good go at putting on their coat and shoes. Strong relationships are evident between the children. They play well together and learn to take turns. Children have positive attitudes to learning and are motivated to play.

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

- The childminder continues to provide children with good-quality education and care. Since her last inspection, she has extended the curriculum for mathematics to develop children's understanding of numbers and sizes during activities.
- The childminder observes and monitors children's progress well. She promotes children's communication and language skills effectively. For example, the childminder models good speech and asks children age-appropriate questions. This enables children to hear and use words, which widens their vocabulary. All children, including those who speak English as an additional language and those who have additional needs, make rapid progress in their learning.
- The childminder has good teaching skills. However, she acknowledges that some group activities are not pitched at the right level for all the children taking part. As a result, some children find it difficult to sustain their interest.
- The childminder has completed all mandatory training, including paediatric first aid, which helps to protect children's safety and welfare. However, the professional development programme is not precise enough to raise the quality of teaching to the highest level.
- Children's learning about different cultures and traditions is developing successfully. They see positive images of diversity and languages from around the world in the setting. In addition, children hear a range of nursery songs with different rhythms and beats. They access a selection of multicultural books and

toys. Celebrations and festivals, such as Chinese New Year, St George's Day and Diwali, are planned within the curriculum. These activities promote children's understanding of and respect for others and their beliefs.

- Children learn about healthy lifestyles. They have daily opportunities for fresh air and exercise, to support their growth and development. At mealtimes, children make choices from the healthy options, such as a selection of different vegetables. They also learn about effective hygiene routines, which contributes to their good health.
- The childminder liaises with her co-childminder to evaluate the quality of the provision. Together, they have identified the setting's strengths and areas for development. For example, they have plans in place to reintroduce various outings, to further enrich children's learning experiences.
- The childminder works effectively with parents, which benefits children well. She keeps parents informed of their children's learning and care routines. Parents write positive comments about the service the childminder and her co-childminder provide. For example, they say that both childminders are caring, professional and well qualified to look after their children.
- The childminder is very good at promoting children's good manners. She reinforces clear and consistent expectations, such as making sure that children say 'please' and 'thank you'. The childminder also encourages children to listen and follow instructions well. She gives children lots of praise, which contributes to their self-esteem and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe. She and her co-childminder work well together to supervise children during their play, which gives children confidence. The childminder is aware of how to recognise signs of harm, including if a child is at risk of being drawn into extremist views. She knows how to report any concerns about children or adults to relevant agencies. The childminder and her co-childminder promote children's good health and well-being. They practise high standards of hygiene to minimise the spread of infections and illnesses.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review planned activities to ensure that these are pitched at the correct level for the ages and stages of the children taking part
- build on professional development to help raise the standards of teaching to the highest level.

Setting details

Unique reference number	510870
Local authority	Richmond Upon Thames
Inspection number	10065612
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 2000. She works from another registered childminder's home in the London Borough of Richmond upon Thames. The childminder operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 setting.
- The childminder and her co-childminder showed the inspector around the setting. They explained to the inspector their intentions for children's learning.
- The inspector read written feedback from parents and took account of their views.
- Children interacted with the inspector at appropriate times during the inspection.
- The inspector observed children's learning indoors and outside. She carried out a joint observation with the childminder and evaluated the impact the activities have on children's learning.
- The inspector spoke with the childminder and discussed with her how she evaluates the quality of the provision. The inspector checked required documentation, including the childminder's training certificates and evidence of suitability checks.

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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