

Childminder report

Inspection date: 27 February 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have fun in this homely setting. The childminder sets the environment up with a variety of different learning experiences for children to explore each day. They have a large choice of stimulating, easily accessible resources that the childminder uses to promote development in all areas of learning. Children concentrate well on their independently chosen activities. The childminder promotes good health and well-being. Children have regular access to a large garden where they explore growing fruits and vegetables, which they finally harvest and eat. The childminder prepares nutritious meals from a variety of cultures for children each day. They eat together at the dining table and talk about what they have been doing. Children learn to take responsibility. For example, they are involved in recycling through separating their rubbish and composting their food waste for their vegetable patch. When they heard a road sweeper passing, they confidently spoke about it collecting all the rubbish that had not been recycled. Children behave very well for their age. The childminder has a calm nature which helps children as they learn to manage their own feelings and behaviour. She uses positive strategies of behaviour management to teach them about expected behaviour. Children learn to be kind to each other, to share and to take turns. They grow in confidence with the affection and praise that they receive from the childminder.

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

- Children make good progress and are prepared for the next stage in their learning. They have excellent opportunities to develop their early writing and literacy skills. The childminder provides mark-making tools for children to use in their play. She teaches older children to write their name and younger children have lots of opportunities to use tools and make marks. Children develop a love of books as they share their favourite stories with the childminder. They snuggle into her as she reads to them and they request another when she finishes a book.
- Children's mathematical skills are developed as they count money when they go out shopping and raisins at snack time, for example. They name the shapes that their sandwiches are cut into and discuss when their cup is full and empty.
- The childminder provides a curriculum that is rich in language and encourages communication. She models language, introduces new vocabulary and provides a running commentary to increase children's speech development.
- The childminder encourages all children to try things for themselves and allows them time to discover their own abilities. For example, children persevere to take off their boots after their time in the garden and the childminder advises and praises them through the process.
- Children are enthusiastic about developing their self-help skills through daily

routines. For instance, they independently wipe the table down after they spill water on it, and wash their hands before they eat.

- The childminder has effective care routines in place which children are familiar with. For example, children are happy to have their nappy changed and go to sleep when they are tired.
- The childminder has very good relationships with families. She sends them photos and observations throughout the day. She speaks to them about their children's progress and offers suggestions of things that families can do at home to support their children's learning.
- The childminder has an effective settling-in procedure and children develop close attachments with her. She is sensitive to children's needs and ensures that they are met. She works closely with parents when children first join, spending time getting to know the child and family. However, parents are not fully encouraged to contribute to the initial assessment of children to help the childminder find out what they already know when they join the setting.
- The childminder has a secure knowledge of the early years foundation stage. She has created an exciting and varied curriculum across all areas of learning using the children's interests. She monitors children's progress regularly using photos and observations. However, at times, the activities planned do not support children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very well organised. She makes effective use of her records to help her promote children's welfare. The childminder understands her responsibility to keep all children in her care safe from harm. She knows how to identify the possible signs of abuse and neglect and how to report any concerns that she may have about a child. In addition, the childminder regularly updates her safeguarding knowledge through training and she is confident in identifying a child or family who may be at risk from radicalisation or grooming.

What does the setting need to do to improve?

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

- involve parents in the initial assessment of their children when they join the setting, to support planning for their future learning
- ensure that the activities planned for children are based on their individual learning needs and support what they need to learn next.

Setting details

Unique reference number	510927
Local authority	Richmond Upon Thames
Inspection number	10138193
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 April 2016

Information about this early years setting

The childminder registered in 1992 and lives in Twickenham, in the London Borough of Richmond upon Thames. She operates Monday to Friday from 7.30am to 6.45pm, all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Keiley Pedro

Inspection activities

- The childminder and the inspector held a discussion to understand how the early years provision and curriculum are organised. They looked at the rooms in the house and the summer house used for childminding, the outside area and the resources used by children.
- The inspector observed children as they were engaged in a variety of activities and assessed the impact that this had on children's learning. She also spoke to children and the childminder at appropriate times throughout the day.
- Parents shared their views through questionnaires that they completed.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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