

Childminder report

Inspection date: 14 January 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	Good
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What is it like to attend this early years setting?

The provision is good

Children develop the key skills they need for their future learning. They build strong relationships with the childminder and other children and join in activities with enthusiasm. Children are settled and happy. They thrive in the nurturing care of the childminder. They enjoy their time with her and demonstrate that they feel emotionally safe and secure. Children snuggle up to the childminder and listen attentively as she reads stories to them. They eagerly help her to turn the pages and confidently name the characters in the story. They have a broad vocabulary and engage in complex conversations with adults.

Children are eager to explore. They choose their own resources and play independently. They willingly take turns and show good manners, such as saying 'please' and 'thank you'. The childminder provides warm praise and encouragement, which helps to raise children's confidence and self-esteem. Children have daily opportunities for fresh air and exercise. However, opportunities to extend their understanding of hygiene and the importance of living a healthy lifestyle are sometimes missed. Children learn to count and sort objects by type. They make good progress from their starting points. However, this can be further enhanced with more effective communication with other provisions that children also attend.

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

- The childminder organises the environment, toys and resources well to enable children of all ages to take part in activities at their own level. For example, activities for children are placed where they can easily access them. This allows all children to be independent, join in play and supports their interests and engagement. Children develop strong imaginations as they play with toy animals and play people. They have an active interest in learning and enjoy their experiences.
- The childminder gives high priority to supporting children's confidence. For instance, she gives purposeful praise and teaches them to listen, take turns and to be respectful of others. She encourages older children to manage their personal care by themselves. However, very occasionally, the childminder misses opportunities to enhance children's awareness of good hygiene routines. For instance, at times, they forget to wash their hands before eating. Children learn to manage risks as they discuss hazards they might encounter on their walk to nursery.
- The childminder is experienced and keeps her knowledge up to date. She attends training, including first aid, safeguarding and training which is focused on delivering the early years foundation stage. She also meets with other childminders to share professional ideas, which helps to enhance her teaching

skills.

- The childminder has warm and positive partnerships with parents. They comment on how much their children's social skills and confidence have grown. The childminder provides parents with daily updates of their children's play and learning. She uses information from parents and her observations to assess children's learning and identify any emerging gaps in their development. She involves parents in planning what children need to learn next to ensure they are accurately supported and provide continuity in their learning. However, although the childminder is building partnerships with other early years settings that children also attend, these are not yet fully secure to enhance children's progress even further.
- The childminder ensures children have opportunities to repeat the activities they enjoy, which helps them to consolidate their learning. They have time to go back to activities they started in the morning, such as decorating the igloo. She actively encourages children to develop their communication and language skills. She introduces vocabulary such as 'narrow' and 'wide'. Children have opportunities to make marks and develop their writing skills. They learn to count and understand 'more' and 'less', and solve simple mathematical problems. Children take part in a range of cultural celebrations and festivals. They learn and understand about the similarities and differences between people. This gives them essential skills for the next stage of their learning, including starting school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong safeguarding knowledge. She has a clear policy and procedures for the use of mobile phones and ensures any electronic devices are not accessible without her supervision. She has a good understanding of the wider aspects of her responsibilities. For example, she works with parents to help children to be aware of what to do if they are worried. The childminder has secure knowledge of the steps to take if she has concerns regarding a child's welfare. She follows clear procedures in the event of any incidents or accidents to children.

What does the setting need to do to improve?

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

- provide more consistency in the daily routine to help enhance children's awareness of hygiene and living a healthy lifestyle
- explore further ways of building more effective communication with other provisions that children also attend, to enhance continuity in their learning.

Setting details

Unique reference number	510973
Local authority	Richmond Upon Thames
Inspection number	10065615
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 1992 and lives in Whitton, in the London Borough of Richmond. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder has a certificate in early years practice at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector discussed with the childminder how she organises her provision. She observed children during their activities and discussed the quality of teaching with the childminder.
- The inspector took account of the written views of parents and children.
- The inspector spoke with children and the childminder during the inspection.
- The inspector checked essential documents, including evidence of the suitability of the childminder and family members.
- The inspector took part in a learning walk of the environment with the childminder and discussed the curriculum and safeguarding.

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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