

Childminder report

Inspection date: 27 November 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

The childminder has warm and trusting relationships with all children. She is approachable and nurturing. This supports children's emotional well-being effectively. One of the childminder's strengths lies in setting clear behavioural boundaries. She ensures that children understand what is expected of them, including good table manners. The childminder provides children with opportunities to develop their creativity and imagination. For example, children use toy mobile phones to communicate with each other. They also enjoy 'selling' ice creams while counting the number of scoops. Through these activities, children demonstrate their ability to engage in pretend play and their developing counting skills.

The childminder's curriculum is ambitious for all children in her care. She has a strong focus on supporting children's language skills in preparation for school. The childminder encourages children to use words to express themselves. This helps children to expand their vocabulary. Additionally, the curriculum promotes children's emotional stability and individual characters. Children develop a good understanding of what makes them unique. Parents are delighted with the childminder, as they believe she provides their children with a happy and safe environment. This positive atmosphere contributes to children's enthusiasm for the setting and their learning.

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

- The experienced childminder continues to provide children with high-quality care and education. She evaluates her practice rigorously. Since the last inspection, the childminder has made positive changes, such as to the outdoor provision. This has increased her ability to supervise children even more effectively. Children are well motivated to play and learn.
- The childminder observes children's play regularly. She uses this information to inform her rich curriculum. For example, the childminder sets up activities that include toy dinosaurs because she knows that children enjoy playing with them. The childminder's rigorous assessments of children's learning from their initial abilities help them make significant progress. If there are any concerns, she communicates this information with the parents. This ensures children receive the necessary support. The childminder finds that since joining the setting, children's attention span has noticeably improved.
- Children develop a love for books. They enjoy listening to the childminder as she reads various books, especially those about dinosaurs. These experiences enhance children's early literacy skills.
- Parents provide overwhelmingly positive written comments. They appreciate the childminder's effective communication, which keeps them informed about their children's progress. Additionally, parents express satisfaction with how the

childminder promotes their children's physical health. This includes introducing children to various healthy meals and organising outings for them. Children's physical health and well-being are supported effectively.

- The childminder is sensitive to children's emotional needs. She gives children hugs and reassurance to make them feel better. Children respond positively to this approach. This fosters a nurturing environment, which builds on children's confidence in seeking support.
- The childminder is very proactive in her professional development. She enjoys learning and willingly shares her knowledge with other childminders. After attending training, the childminder has improved her ability to integrate mathematical skills into daily routines. This helps children to become more confident, especially in counting.
- The childminder encourages children to observe their surroundings. For instance, she asks them to look out of the window to see the weather. Older children can identify that it is cloudy outside. They also understand that leaves 'fall down' in Autumn. The childminder asks children questions to reinforce their knowledge and understanding of the world around them. Children expand their vocabulary and learn new concepts related to weather and seasons.
- The childminder models polite words, such as 'please' and 'thank you', which instils good manners in children. However, she sometimes resolves children's problems during play too quickly. This approach limits children's opportunities to solve problems independently when they face challenges.

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:

- allow children more time to solve problems independently before providing support, to raise their learning to a higher level.

Setting details

Unique reference number	510975
Local authority	Richmond Upon Thames
Inspection number	10367583
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	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 1997 and lives in the London Borough of Richmond upon Thames. She provides care for children on weekdays from 7.30am to 6.30pm, all year round, except on public bank holidays. The childminder has a childcare qualification at level 3. She offers the government-funded places for childcare.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The childminder and the inspector discussed the early years foundation stage curriculum on offer.
- The childminder showed the inspector the setting and discussed she keeps this safe and suitable for children.
- Children engaged with the inspector at their preferred times throughout the inspection.
- Parents shared their views of the setting with the inspector in their written testimonials.
- The inspector looked at relevant documentation and reviewed evidence of the childminder's suitability.
- The inspector and childminder evaluated a planned activity and discussed its impact on children's learning.

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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