

Childminder report

Inspection date:

18 July 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are warmly welcomed and cherished in this setting and enjoy loving and supportive relationships with the childminder and her assistant. The children demonstrate that they feel safe, secure and valued in their care. Children are treated with great respect and empathy by the childminder, who is closely attuned to their unique needs. As a result of the childminder and assistant being such excellent role models, children as young as three years of age are learning to treat the younger ones caringly, allowing them to join in their play.

Children benefit hugely from the ambitious, wide and suitably challenging curriculum provided. The childminder understands what the children need to learn next in order to make the best possible progress, and this ensures children build on what they already know and can do. For example, very young children are given plenty of opportunities to practise controlling small tools, such as scoops. This supports the development of their physical skills well, as they move on to using spoons to feed themselves independently. Both the childminder and her assistant have high expectations of the children's behaviour and learning. They work tirelessly to ensure that children have the best possible start to their education. As a result, children are exceptionally well prepared for their transition to nursery.

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

- The childminder ensures that the lively curriculum covers all areas of learning and ensures children make the best possible progress. They take every opportunity to embed learning through their practice. For example, while building the wooden train track the childminder encourages children to recognise the shapes they are forming and to count the carriages. As a result, children enjoy learning about mathematical concepts throughout their play.
- Children are busy and stimulated by the activities. The childminder knows the children and their families extremely well and uses this knowledge to plan a curriculum that excites and engages the children. Children love stories and enjoy choosing from a wide range of books. The childminder knows which are favourites and these are clearly frequently read, as the children know them well.
- Both the childminder and her assistant understand the importance of getting the basics right so that children have a secure foundation on which to build their knowledge and skills. They talk to the children throughout their time at the provision, as they recognise the importance of communication and language skills to future learning and achievement. The childminder and assistant enjoy introducing a wide range of vocabulary and provide clear explanations as they role model activities. This helps the children to understand new words, such as 'buffers' and 'earth' and helps them to follow instructions and routines.
- Children are learning to be independent and gather the skills they need to move

on to nursery. For example, children have learnt how to put on their own shoes, can find their individual pegs and hang up their bags and coats. The childminder understands the importance of self-care skills, such as toilet training to children's confidence and provides strong support to the children and parents with this.

- Parents cannot praise the care and support they and their children receive highly enough. One parent describes the provision as 'gold standard'. All of the parents are regularly asked their view on the quality of the provision and report that their children are extremely happy and thriving in the childminder's care. This was observed to be the case on the day of the inspection.
- Children learn about the world around them as they take part in activities based on their emerging interest in growing, change and decay. They relish the experience of watering plants, digging in the soil and planting the flowers. High levels of concentration and engagement are shown as they work alongside the assistant to complete their gardening tasks. Children relish the opportunity to explore and problem solve under the nurturing guidance and supervision of the childminder and her assistant.
- Children demonstrate that the childminder's curriculum and the teaching are highly effective. They happily recall previous learning and talk about activities that have enthralled them at the childminder's house. For example, the children remember activities in preparation for trips abroad. They make boarding cards and passports and pack their cases to take on holiday.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that both her and the assistant have an up-to-date knowledge and understanding of how to keep children safe and protected. She understands how to identify concerns that may indicate abuse or neglect and how to report any concerns to the appropriate agencies. The home is safe and secure. The childminder ensures that risks are well managed. For example, on the day of the inspection there was a heatwave. The childminder and assistant had carefully prepared in order to keep the children safe and well. For example, a large canopy had been erected over the garden to provide shade, curtains had been drawn and the home was well ventilated. Children are learning how to keep themselves safe in the sun by drinking water, using sun cream and wearing hats.

Setting details

Unique reference number	EY269560
Local authority	Richmond Upon Thames
Inspection number	10138174
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 3
Total number of places	12
Number of children on roll	5
Date of previous inspection	18 April 2016

Information about this early years setting

The childminder registered in 2004. She lives in Richmond, in the London Borough of Richmond. The childminder operates her service from 8am until 6pm, Monday to Thursday, for most of the year. The childminder holds a childcare qualification at level 3. She works with her husband, who is registered as her assistant. The childminder receives early education funding for children aged three and four years.

Information about this inspection

Inspector

Penny Fisher

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector and the childminder discussed the childminder's intentions for children's learning.
- The inspector spoke to children, the childminder's assistant, the childminder and parents at suitable times during the inspection.
- The inspector observed the quality of education being provided, both indoors and outside, and assessed the impact that was having on children's learning.
- The inspector carried out a joint observation of the childminding assistant's practice with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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