

Childminder report

Inspection date: 26 October 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

Children form a strong relationship with the childminder and her assistants. They demonstrate that they feel safe and secure. For example, children who are new to the setting do not venture far away. They check to see that the childminder and her assistants are still close by.

Children behave well. The childminder has high expectations of their behaviour. Children understand simple rules and boundaries and listen well as they play. They willingly share when reminded and wait patiently for their turn. The childminder praises the children, which helps to support their self-esteem well.

Children are very curious learners and keen to explore. Toddlers excitedly play in the playhouse. They work out what makes the door close, stepping in and out as they carefully observe. Children join in activities that help them to understand the wider world. For example, they have many opportunities to learn about different cultural celebrations other than their own. For instance, the childminder acknowledges festivals and events, such as Diwali and Halloween. Children communicate very well and learn new words, such as, 'full, empty, more' and 'less' while they play with rice, lentils and pasta. They effectively learn about numbers and shapes.

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

- The childminder is dedicated to her role. She is passionate and enthusiastic about providing good quality experiences for the children in her care. For example, she ensures that children can independently access resources. However, this can be further developed to allow children who are less mobile more access to experiences provided.
- The childminder gains information from parents, observes and assesses children to establish what they know and can do. For example, she completes the progress check for children at age two. She records children's starting points and tracks their progress to help inform her curriculum to further children's learning. As a result, all children make good progress.
- The childminder models how to use tools as she sets out activities, she knows the children enjoy. For instance, a range of toy transport and road tracks. Children excitedly participate and explore. However, sometimes, during activities, children lose focus and attention quickly and move on to the next activity. This needs some further support to help children extend their learning even further.
- Children develop good confidence. They are skilfully supported with their emotional development. For example, the childminder uses age-appropriate ways to support children to identify how they are feeling. For instance, children tell the childminder that they feel 'happy'. She uses a chart with pictures of

different face emotions and talks to them about which one represents how they are feeling. She effectively supports children to develop their personal, social and emotional skills. Children begin to understand social concepts, such as turn taking and sharing.

- Children have access to a range of books, and resources that support their understanding of people and the wider world. These include countries that reflect each child's background and heritage. She supports children to use their home language and allows older children to explain what different words in their home language are in English.
- Children develop good literacy skills. Older children choose to colour pictures with pens, which they do carefully. They learn to write and spell their own name with the support of the childminder's assistants. Younger children happily join in making marks on the ground with chalk, developing good finger muscles.
- Children are independent and develop healthy lifestyles. Such as, they wash their hands before eating and enjoy daily exercise outdoors.
- The childminder evaluates her practice and supports her assistants well. She completes her own research which she shares with her assistants and works closely with the local authority advisors to help her improve the good quality provision and practice.
- Parents feedback warmly about the childminder and her assistants. They explain that she provides 'educational but fun experiences' for children and 'shows real affection' towards their children. They comment that they would highly recommend her to other parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of safeguarding. She knows the signs and symptoms that may indicate a child's welfare is at risk of harm or neglect. The childminder knows how to report concerns to the relevant local safeguarding partners, including if an allegation has been made against her or another adult living or working in the household. She shows a good understanding of a variety of safeguarding issues and the appropriate procedure to follow. The childminder teaches children to keep themselves safe while in her care. For example, children learn what to do if there is a fire. She completes daily rigorous risk assessments to ensure children are continuously safe.

What does the setting need to do to improve?

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

- focus more on helping children who are less likely to concentrate during activities to enhance their attention and learning even further
- improve the way some activities are provided to further support children who

are less mobile.

Setting details

Unique reference number	EY275451
Local authority	Kingston upon Thames
Inspection number	10234766
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	12
Number of children on roll	12
Date of previous inspection	8 December 2016

Information about this early years setting

The childminder registered in 2004. She childminds from her mother's home in New Malden, in the London Borough of Kingston upon Thames. The childminder holds a childcare qualification at level 3. She works with two assistants, one of whom also holds a childcare qualification at level 3. The childminder provides care for children Monday to Friday from 8am until 6pm all year round, except for bank holidays.

Information about this inspection

Inspector

Marvet Gayle

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 childminder.
- The childminder and the inspector discussed how the space is used for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the childminder, her assistants, and the children.
- The inspector observed the childminder in practice and discussed children's learning.
- Parents' written feedback was viewed and taken into account.
- The inspector, childminder and her assistants had several discussions.
- The inspector viewed key documentation, including evidence of paediatric first aid and qualifications.

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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