

Childminder report

Inspection date: 10 March 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	Met
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What is it like to attend this early years setting?

The provision is good

Children thrive under the childminder's loving care. They demonstrate that they feel very happy and relaxed in the welcoming family environment. Children develop a strong bond with the childminder and show that they feel very safe in her company. They confidently explore the interesting resources and seek out comfort and cuddles when they become tired. Children enjoy spending time with the childminder's children, who are happy to share their skills and interests, such as how to play the drums or plait their hair.

Children revel in the childminder's praise and respond positively to her high expectations. They listen to the childminder's gentle guidance about behaviour and quickly learn what she expects of them. For instance, when it is nap time, they go to find their comfort toys and happily snuggle under their blankets.

Children enjoy interesting and fun-filled days with the childminder. They often go on outings where they explore and find out about the natural world. For instance, children delight in walks along the river Thames, where they observe ducks and other waterfowl. They like visiting parks and playgrounds, where they exercise and practise physical skills, such as riding balance-bikes, climbing and running.

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

- The childminder speaks about her role with great enthusiasm. She continually reflects on her practice to identify ways that she can improve the experiences for children. For example, the childminder had not cared for younger children for several years. When babies joined her provision, she thoroughly reviewed the environment and resources to ensure that these were safe and suitable.
- The childminder plans her training and professional development carefully to sharply focus on supporting children's needs. For instance, the childminder recognises that some children need extra help to develop their speech. She has achieved a sign language qualification and continues to develop her expertise in this area.
- The childminder offers good support as children begin to speak. She talks to the children about what they are doing and makes strong use of repetition to introduce new words and reinforce the correct pronunciation. For instance, when toddlers refer to all the toy vehicles as 'car', the childminder teaches them that they have different names, such as taxi and bus. She continues to repeat these names correctly, when they look out of the window together and observe the vehicles passing her house.
- Children make good progress. They are enthusiastic learners and enjoy a range of activities across all areas of learning. For example, children have fun playing with the toy kitchen resources. They develop their imaginations as they pretend

to make cups of tea. They demonstrate curiosity about how things work and quickly discover that by pressing a button on the toy kettle they can create a noise.

- The childminder uses many interesting ways to introduce numbers to children. For instance, she teaches children number rhymes to support counting and takes them on walks to hunt for numbers in the environment. However, she is less consistent in supporting their understanding of measurements, such as by comparing size and exploring capacity.
- Children enjoy being active and develop very positive attitudes to healthy eating. For example, they enjoy discovering new fruit and vegetables at a local shop and are keen to taste these at snack or mealtimes. Children are positive about good personal hygiene routines as they wash their hands and have their nappies changed.
- The childminder gathers a range of information about children from their parents. She uses this effectively to meet children's care needs and to provide resources that match their interests. However, she does not fully utilise what she knows about children's backgrounds in order to deepen their understanding of their own and other people's cultural heritages.
- Parents describe the childminder's home as 'a safe and loving environment'. They appreciate the daily photos and updates on their children's learning, which the childminder shares using an online app. Parents recognise the high-quality care that the childminder provides, such as ensuring that children brush their teeth after meals to promote good oral hygiene.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise the signs of abuse and neglect, and what to do if she becomes concerned about a child's welfare. The childminder has a secure understanding of wider safeguarding issues, such as the risks of online abuse or radicalisation. She knows the procedure to follow if there is an allegation about herself or another household member. The childminder checks her home each day to remove or minimise any potential hazards.

What does the setting need to do to improve?

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

- develop the curriculum for mathematics further to provide increased opportunities for children to explore measurements, such as size, weight and capacity
- fully utilise information about children and their families to provide richer experiences, which deepen children's understanding of their own and other

people's cultural backgrounds.

Setting details

Unique reference number	EY283401
Local authority	Richmond Upon Thames
Inspection number	10120358
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	6
Number of children on roll	2
Date of previous inspection	20 October 2015

Information about this early years setting

The childminder registered in 2004. She lives in the London Borough of Richmond upon Thames. The childminder holds a childcare qualification at level 3. She operates her service Monday to Friday from 7.30am to 5pm all year round, except for bank holidays.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has 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 her evaluation of the provider.
- The childminder showed the inspector around the areas of her home used for childminding. She explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and inspector had discussions at relevant points throughout the inspection.
- The inspector took account of parents' views from their written feedback. She also spoke to children and considered their views and experiences.
- The inspector viewed a range of the childminder's documents, including the childminder's qualifications and safeguarding policies.

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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