

Childminder report

Inspection date: 29 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

The childminder provides a warm, welcoming and homely environment. Children appear safe and happy. They have formed a close relationship with the childminder and each other. They seek him out for cuddles and reassurance before going to explore the exciting and stimulating environment. Children are confident and play independently together, sharing toys and resources. The childminder has high expectations for children's learning and behaviour, and children respond well. For example, when asked to help tidy up, children follow instructions well and put resources away.

The childminder takes children on regular outings to the park and local playgroups so that they have opportunities to socialise with a larger group of children. This helps to develop their social skills. The childminder plans a wide variety of exciting experiences that follow the children's interests. Children are making good progress and develop the skills they need for their next stage in learning. Children who prefer to learn outside have ample opportunities to explore and play in the garden. They develop good physical skills as they run and ride bikes, negotiating the space around them. However, children do not have enough opportunities to make creative decisions for themselves.

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

- The childminder has a good knowledge of children's learning and development. He knows the children well and understands what he needs to do to help them move on to the next stage of learning. For example, he incorporates early mathematics by introducing colour and number language through play.
- The childminder interacts well with children. He is affectionate and gentle in his approach. He speaks clearly and uses repetition to help younger children pronounce letter sounds. With older children, he engages in conversations during play and asks open-ended questions, promoting their communication skills.
- The childminder develops effective relationships with other professionals. For example, he regularly meets up and discusses his practice with other childminders and contributes to arranging training for them.
- Partnerships with other settings that children attend are good. The childminder exchanges information frequently so that all those involved in children's care are updated about activities and routines. This helps to support consistency of care and learning for all children.
- The childminder works closely with parents to help them to support their children's learning. He regularly shares information with parents to help them to understand how children's learning can be further supported at home. Parents say that they are very happy with the childminder.

- Overall, the childminder reflects well on his practice and evaluates the effectiveness of his provision. He makes plans to improve his setting for the benefit of the children in his care. However, he misses opportunities to collect feedback from parents in order to further support his improvements.
- Children enjoy being creative and have a wide range of resources to explore. However, they are not always encouraged to do this independently and make choices in their creativity.
- Children develop good small-muscle skills. For instance, they confidently use scissors to cut paper. The childminder gives gentle reminders about how to use scissors correctly, effectively supporting children to learn about safety.
- Children have good attitudes towards learning. They are curious, inquisitive and keen to take part in all activities. They show high levels of concentration as they play.
- Children develop their early literacy skills in daily activities. Young children use chunky crayons to make marks. Older children begin to give meaning to the marks they make and form letters that represent their name.
- The childminder supports children's awareness of healthy lifestyles. For instance, children are reminded to wash their hands after using the toilet and develop a good understanding of why this is so important.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of his role in protecting children who may be at risk of harm. He is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact. The childminder has attended safeguarding training and is aware of the correct procedure to take should there be an allegation made. The premises are secure and the childminder carries out regular checks of the environment to ensure it remains safe for children to use.

What does the setting need to do to improve?

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

- give children more opportunities to explore different materials and use their imagination to develop their creative skills independently
- develop further the opportunities for parents to contribute their views to help improve practice.

Setting details

Unique reference number	EY285373
Local authority	Kingston upon Thames
Inspection number	10073388
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 2004 and is based in New Malden in the Royal Borough of Kingston-upon-Thames. He offers care Monday to Wednesday only. The childminder holds a relevant qualification at level 3. He receives free early education funding for three- and four-year-old children.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The inspector carried out a learning walk with the childminder across the areas of his home used for childminding.
- The inspector took account of the views of parents through written feedback provided.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence.
- The inspector spoke with children during the inspection.
- The inspector observed the childminder interacting with the children.

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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