

Childminder report

Inspection date: 23 January 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children have strong bonds with the enthusiastic childminder and enjoy their time with her. Young children who are settling in receive high levels of attention, encouragement and reassurance. This builds their confidence and willingness to try new things. The childminder has high expectations for children's learning and development. She plans a range of fun and interesting activities that capture their interest well. Children behave very well and show good levels of participation. For instance, they enjoy rolling balls in paint and exploring different colours, shapes and patterns, which supports their early mathematical knowledge effectively. Children enjoy reading stories and the childminder is highly skilled at asking questions about their prior experiences to secure their knowledge. For example, as children read books about farm animals, they enthusiastically talked about a recent trip to the farm. Children have excellent opportunities to learn and play with other children. This is evident when they attend a local playgroup that is run by the childminder. This supports their social development and confidence in new environments extremely well. Although the childminder knows children very well, the arrangements in place to precisely plan for each child's individual needs right from the start would be further enhanced if more information about their current stage of development was gained from parents when they join. In addition, arrangements for supporting children's home learning to offer higher levels of continuity could be strengthened further.

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

- The childminder has a very positive and caring manner. She is an excellent role model and approaches all new activities with lots of energy. Children benefit from high-quality learning experiences and have very good opportunities to develop new knowledge and skills.
- Children frequently listen to and practise new vocabulary. For instance, during role play, the childminder introduced new words such as 'delicious' and 'sour' when children had fun pretending to make cakes. She used this opportunity well to teach children about how to keep themselves safe, for example talking about being careful near hot ovens.
- The childminder is very knowledgeable and experienced and understands what helps children to flourish. For instance, she talks about supporting positive behaviour by giving frequent encouragement and recognising children's new achievements to motivate them to learn. Consequently, children behave very well and show good levels of emotional well-being.
- The childminder keeps her professional development and childcare knowledge up to date. This is evident in the way she participates in new training, for example a British Sign Language course, to support children's individual needs. Her commitment to refreshing her knowledge is a real strength.

- Parents are very complimentary about the atmosphere and care the childminder provides. They say that they value her nurturing nature and feel that their children benefit from a very good range of different activities and experiences. Parents also say that they appreciate her flexibility, professionalism and excellent knowledge.
- The childminder works well with other professionals to support children's learning and development. For instance, she adapts activities and plans new experiences to help children's personal developmental needs. Parents say that their children make very good progress with the support and attention from the childminder.
- The childminder knows children very well. However, arrangements in place to precisely plan for all children's individual needs right from the start could be enhanced even further if more detailed information about their current stage of development was gained from parents when children join.
- In addition, arrangements for supporting children's home learning to offer higher levels of continuity could be strengthened further to help children make even more rapid progress.
- Children have very good opportunities to learn outdoors and to find out about the natural world. For instance, they regularly plant and grow different vegetables and learn about how living things grow. The childminder works closely with parents to ensure children have nutritious and healthy meals and snacks. This helps them to adopt healthy lifestyles.
- Children frequently visit interesting places such as Kew Gardens, garden centres and local parks. This develops their first-hand knowledge of trees, plants and animals, and teaches them how to respect and care for nature. Young children show a good knowledge of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. This is evident as she has participated in an extensive range of child protection and safeguarding training. This helps to improve her knowledge and supports her in recognising the possible indicators that may suggest a child is at risk of harm. Furthermore, she understands the correct procedures to follow to seek additional help for a child. The childminder completes daily checks of her home, garden and other environments where the children play, in order to minimise potential hazards and help to keep children safe. All areas are safe and suitable to learn and play.

What does the setting need to do to improve?

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

- build on systems for gaining more information from parents when children first

join, about their current stage of development, to support their learning to the highest level right from the start

- strengthen arrangements to share more home learning ideas, to provide even greater levels of consistency for children's future progress and development.

Setting details

Unique reference number	EY293272
Local authority	Richmond Upon Thames
Inspection number	10065625
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	5
Number of children on roll	6
Date of previous inspection	23 February 2016

Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Richmond. She operates Monday to Friday, from 8am to 4pm, all year round. The childminder holds a childcare qualification at level 3. She also accepts funding for two-, three- and four-year-olds.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- The inspector completed a learning walk with the childminder and had a discussion about her intentions for the quality of experiences for children.
- The inspector observed a range of activities and assessed the quality of teaching.
- The childminder and the inspector evaluated a planned activity together and discussed the learning intentions for children.
- The inspector spoke to a parent and considered other parents' views through looking at a range of testimonials.
- The inspector looked at a range of documentation, for instance suitability checks and training certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020