

Childminder report

Inspection date: 11 February 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

Children enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. The childminder finds out from parents about their children's routines, interests and abilities before they start. She uses this information effectively to plan for children's individual learning. The well-organised environment supports the needs and interests of children of different ages. Children are happy and confident, and they show a strong sense of belonging. For example, children make choices in their play and are encouraged to select their own resources. The childminder follows children's lead effectively and plays alongside them, supporting and extending their learning.

Children have a positive attitude towards learning and persevere at new skills. For instance, they carefully thread buttons onto laces to make bags and necklaces, and explore how to use scissors to cut shapes in paper during art activities. This helps to support their physical development.

The childminder provides children with clear guidelines to support their good behaviour. She encourages children to be kind and respectful towards each other. Children respond well to the childminder's gentle reminders about using good manners and behave well.

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

- Children benefit from a broad curriculum. The childminder knows them well. She understands what children like to play with and uses their interests effectively to plan activities to support their learning. All children are making good progress and are well prepared for the next stage in their learning.
- The childminder supports children's imaginations well. She engages in pretend play with children, where they enjoy driving in cardboard box cars to visit different places.
- The childminder reflects well on her practice. She provides parents with opportunities to share their views of the provision, for example by sending out questionnaires, to help her identify any areas for future improvement.
- The childminder promotes children's health and well-being effectively and teaches them about the importance of good hygiene routines. For instance, children are encouraged to wash their hands before snack time and develop a good understanding of healthy foods. They describe eating carrots as good for them because it helps them to see in the dark.
- The childminder supports children to develop their independence and self-care skills. For example, she encourages them to dress themselves before going outside, and at snack time children confidently use a knife to cut up their own fruit.

- Partnerships with other settings children move on to and attend are good. The childminder exchanges information frequently so that all those involved in children's care are up to date and informed. This helps to support consistency of care and learning for all children.
- The childminder works closely with parents to help them support children's learning. She regularly shares information with parents to help them understand how children's learning can be further supported at home. Parents comment that they are very happy with the caring childminder.
- Children settle quickly into the childminder's care. They demonstrate a very strong sense of belonging and that they feel safe and secure.
- The childminder takes children on various outings to support their physical and emotional well-being. For example, they visit local parks, garden centres and playgroups where they meet up and socialise with other children.
- The childminder is a positive role model. She uses good language skills to teach children how to pronounce letter sounds, and repeats sentences to help children follow instructions. At times, in her enthusiasm, the childminder does not always give children enough time to express their own ideas and solve problems themselves, to support their thinking skills further.
- The childminder does not always take full advantage of all the opportunities for professional development to support children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help and knows the relevant agencies to contact for guidance. The childminder attends safeguarding training and is aware of the correct procedure to take should there be an allegation made against her. 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:

- make the most of all opportunities for professional development, to enhance knowledge and skills in order to help improve children's learning
- give children more time to think for themselves and problem-solve, to aid and extend their learning.

Setting details

Unique reference number	EY294084
Local authority	Richmond Upon Thames
Inspection number	10065626
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 March 2016

Information about this early years setting

The childminder registered in 2004. She lives in Teddington, in the London Borough of Richmond upon Thames. The childminder operates from 7.30am until 6pm, Monday to Thursday, for 36 weeks a year, during term time only.

Information about this inspection

Inspector
Becky Phillips

Inspection activities

- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed an adult-led activity and what children had learned from it.
- The inspector sampled various documentation, including the childminder's training certificates, public liability insurance and assessment records.
- The childminder and the inspector discussed matters relating to safeguarding, the self-evaluation process and the activities provided for children.
- The inspector read written reviews from parents to gain their views of the childminder's provision.

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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