

Childminder report

Inspection date: 23 March 2023

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 thrive in this nurturing environment, where individual interests and abilities are identified early and effectively used to inform the daily planning of activities. Children confidently communicate with each other and the childminder from the moment they step through the door. They chat comfortably with one another and describe what they are doing and why. They tell the childminder that they have decided to keep their gilet on because it keeps their heart warm.

Children are relaxed and welcome visitors with a smile and a wave. They immediately engage with an assortment of exciting resources that have been set up throughout the childminder's home. They settle easily into the routine of the day and engage in independent play.

Children learn to be kind and behave politely. They wait patiently for their friends to finish an independent activity and encourage them to sit properly on their stool. Children work together to carry larger boxes of toys into the main playroom. They smile as the childminder praises their efforts and promotes their self-esteem. 'Look how strong I am!' says one child, as he proudly places a box down on the floor. Children develop warm bonds with the childminder and caring relationships with each other. They sit down and offer a reassuring hug to a friend who arrives late.

Children benefit from a mixture of independent play time and a range of planned and purposeful activities in this engaging setting. They concentrate fully while completing number puzzles and demonstrate their pride when they are successful. 'Look!' they say as they proudly show an adult what they have achieved.

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

- The childminder places great emphasis on children's communication and language. As children complete an activity putting together a skeleton, the childminder introduces new vocabulary and points out various bones on her body. She shows children her shoulder bone, and the children immediately respond by indicating this bone on their own body. They then enthusiastically name the bones of the body on their completed skeleton.
- The childminder has designed her curriculum around children's individual developmental targets and successfully plans active and fun activities that stimulate and challenge. She gives them opportunities to complete their 'school work' and supports letter and number formation well using shape and colour activities. Children can already form the letters in their own names.
- The childminder actively supports children's awareness of values such as kindness and caring for others. She naturally incorporates these into any learning opportunity. Children become engrossed as they find a spider in their

playroom. The childminder demonstrates how to gently pick the spider up and place it safely outside while explaining the importance of doing this.

- The childminder extends her knowledge of how to support children's individual needs by attending training courses. These help to secure her understanding of a range of social and emotional needs, and the strategies she can adopt in her own setting to best support the children in her care.
- The childminder works closely alongside families and other external professionals to provide feedback on children's development. She knows who to contact if she feels a child needs additional support in a specific area. This helps her to provide a tailored approach to children's care and learning.
- The childminder supports children's communication and language skills well and asks them a good range of questions when she plays alongside them. However, these skills could be further embedded using song and rhyme to support children's learning.
- The childminder talks to children about their family and home life, encouraging them to take part in conversations. Children talk to the childminder about a recent holiday when they visited family. She is able to discuss which family members they saw and what they did and uses family names in their home language of Spanish, such as 'abuela'.
- The children demonstrate a positive attitude towards learning. Children are enthusiastic and active learners. They cooperate well with their friends during activities, taking turns to ask the childminder questions and celebrating each other's achievements. They smile at a completed tracing activity that their friend holds up with their name written on it.
- Parents offer positive references about the childminder. They comment on the 'home-from-home' feel that she has created at her setting. The childminder provides a warm and inviting environment in which children feel happy, confident and content.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is familiar with the procedures to follow if she has concerns about a child. She understands the importance of recognising and recording changes in children's behaviour and how to effectively use this information to keep children safe. The childminder attends regular training to keep her knowledge updated and to help her keep children safe and well, such as child protection and first aid. The childminder ensures that the environment is safe and secure for children to play and learn, and she supports children to understand safe practices.

What does the setting need to do to improve?

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

- provide more opportunities for children to take part in and hear songs and rhymes to further support their developing speech and language.

Setting details

Unique reference number	EY294095
Local authority	Richmond Upon Thames
Inspection number	10280594
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 August 2017

Information about this early years setting

The childminder registered in 2004 and lives in Hampton, Middlesex. She provides care Monday, Tuesdays, Wednesdays and Thursdays, including before and after school, for 49 weeks a year. The childminder holds an early years qualification at level 3. She receives funding to provide free early education for children aged two and three years.

Information about this inspection

Inspector
Sam McNulty

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 setting.
- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector carried out an observation of an adult-led activity.
- The inspector observed the quality of education during various activities and assessed the quality and impact of teaching on the children's learning.
- The inspector took account of both oral and written references from parents.
- The inspector reviewed a range of relevant documentation, including evidence of courses the childminder had attended.
- The inspector held discussions with the childminder and the children at appropriate times throughout the inspection.

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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