

Childminder report

Inspection date: 19 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children have fun and thrive in this welcoming setting. They happily engage and settle quickly to activities the childminder has planned through her ambitious curriculum, overall. The childminder gets to know the children well individually. This helps her to assess and plan according to children's interests and what they need to learn next. Children are confident and show increasing independence as they choose what to play with their chosen toys. Children show that they feel safe and secure in the childminder's care. They enjoy a variety of exciting activities, including planting flowers and vegetables in the garden. Children engage for long periods as they make patterns using coloured sticks. The childminder encourages children to take on roles, using props with stories with enthusiasm. Children flourish under her calm, kind, and friendly care. They take pride in their achievements and benefit from the praise and encouragement the childminder provides. This helps to build children's self-esteem and confidence.

Children behave exceptionally well. They play together cooperatively and build relationships. Children concentrate and enthusiastically use equipment and try new activities. Children appreciate the childminder's support, which helps them to become confident learners. They are motivated to learn and display high levels of concentration. Children enjoy joining in with familiar phrases in stories as the childminder reads. They regularly sit and look at stories independently.

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

- The childminder finds out from parents about their children's routines and abilities before they start at the setting. She uses this information to plan good quality care and education. The childminder has high overall expectations for the children she cares for. She plans from what children are interested in as well as using places of interest they visit, to extend their learning. This helps the childminder to plan and implement a curriculum that builds on children's skills in a way that suits each child. All children are well prepared for the next stage of their learning.
- Children's language is well supported, overall. The childminder uses eye contact with children and speaks clearly. She introduces new words to extend children's vocabulary, such as 'enormous', as they compare the size of the beanstalk and giant at story time. She helps to extend children's vocabulary and their understanding. However, on occasions, she is quick to give suggestions to questions asked by children rather than giving them the opportunity to form their own ideas and share their views.
- Children enjoy being outdoors and develop their physical skills. Children learn to climb and manage risks at various parks, with the childminder's support and guidance. The childminder has adapted her curriculum to support this. Children

enjoy exploring local woodlands for scavenger hunts and learning how plants grow as they look after them in the garden.

- The childminder introduces early mathematical concepts into everyday activities. Children eagerly make and copy different patterns, talking about how many are needed and the shapes they are making. Children use mathematical language as they tell the childminder there are 'Too many flowers to match to the pot'.
- Children benefit from the encouraging interactions from the childminder. They develop a love of reading as they regularly join her as she reads stories and engage using props to bring the story to life. This supports children's imaginative skills.
- Children are extremely well behaved, enthusiastic, and motivated to learn. They develop strong social skills and interact with kindness and respect. The childminder has a gentle approach and communicates respect with the children. Children respond positively, listen carefully and are helpful. For instance, they quickly tidy up when asked. Children enjoy doing things for themselves, they learn good personal care skills, such as the importance of handwashing, and eagerly remind each other and the childminder to do this before snack.
- The childminder shares information with parents about activities they can do to support their child's learning at home. Children benefit from this shared approach, which helps them to be successful. Parents are very pleased with the care their children receive and the progress they make in their learning. They speak highly of the childminder, and the nurturing care and exciting activities she offers to the children.
- The childminder reflects on her practice to identify ways to improve the support for children's learning. For example, she completes training and independent research that puts children at the heart of their own learning, with activities, resources, and experiences to develop their curiosity and enhance their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection. She ensures that her knowledge is up to date by completing refresher training. She understands the process to follow should she have a concern about a child. She can talk with confidence about what she would do in a range of scenarios. She knows what to do should an allegation be made against her or a household member. The childminder risk assesses her home and also the regular trips children undertake.

What does the setting need to do to improve?

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

- provide children with more opportunities to think and share their ideas when

responding to their interests, to enhance their learning even further.

Setting details

Unique reference number	EY303066
Local authority	Kingston upon Thames
Inspection number	10138077
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	3 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 November 2015

Information about this early years setting

The childminder registered in 2005 and lives in Chessington, Surrey. She offers care Monday to Thursday, 7.30am to 6pm, all year round, except for family holidays and bank holidays. The childminder offers funding for children aged three and four years old. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This is 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 the evaluation of the setting.
- The childminder spoke to the inspector, as part of the learning walk, about her intentions for the children.
- The childminder and inspector observed activities together and discussed what the learning intention was and the quality of education provided.
- The inspector sampled written feedback from parents to gather their views.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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 2022