

Childminder report

Inspection date: 13 April 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children show high levels of motivation and enthusiasm for learning. One of their favourite activities is exploring the mud kitchen outdoors. Children use their great imaginations and put in much thought as they scoop, mix and pretend to cook. They relish the support from the childminder, which prolongs their enjoyment.

Children have very close relationships with the childminder and her assistant. They receive individual support and reassurance, which helps them to feel extremely safe and secure. Children have a superb understanding of the boundaries and high expectation of them. They remind each other to 'sit down' at story time and to 'use inside voices' indoors. Children's behaviour is excellent.

Children have access to plenty of toys and resources that entice them to explore happily and freely. This includes a wide range of resources to promote children's understanding of diversity. Children use and hear other languages they learn at school, such as French, which consolidates their learning. Children also go on exciting outings to give them a rich set of learning experiences. They explore the local area and visit farms, gardens and parks to enhance their understanding of the world.

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

- The childminder continues to reflect effectively on the provision, and she involves children and parents in this process. Since the last inspection, the childminder has introduced a 'lending library'. This enables children to share books with their parents at home. The childminder has also reviewed the variety of books she offers to nurture children's love of reading.
- The childminder observes and monitors what children know and can do accurately. She is very good at using the information collected to help children to make rapid and sustained progress. This has been particularly beneficial for children whose language and social skills have been affected by the COVID-19 pandemic.
- The childminder goes above and beyond to ensure that parents are fully involved in their children's learning. This gives parents great confidence in the childminder and her assistant. Parents praise the childminder's warm and nurturing approach, which they say has a very positive impact on their children. One parent told the inspector, 'We are extremely lucky to have found the childminder.' Another parent wrote that they cannot recommend the childminder highly enough.
- The childminder makes use of her excellent knowledge to develop and extend children's learning. For example, during an activity, she challenges children to use scissors carefully to cut out different shapes. Children show high levels of

perseverance and determination, and they succeed.

- The childminder supports her assistant very well and provides opportunities to develop their skills and knowledge. This has helped the childminder's assistant to gain great confidence, such as in speaking with parents.
- The childminder is highly proactive in promoting her professional development to benefit children and their families. For example, following training, she has enhanced her knowledge of how to support children's behaviour more effectively. This has had a superb impact on children's emotional well-being.
- Children's behaviour is impressive. Even the youngest children consistently show impressive social skills. For example, during play, a child offers their friends clean drinking water, to keep them hydrated. This shows children's great care and consideration for others.
- The curriculum for communication and language, as well as literacy, is highly successful. The childminder engages children in meaningful conversations and uses questioning to develop children's thinking skills. Children become highly confident communicators.
- The curriculum for mathematics is equally successful. Children learn about shapes and use numbers in enjoyable and creative ways.
- All children are extremely independent learners. They take responsibility for tasks such as preparing snacks and mealtimes. In addition, children are fully aware of how to make healthy choices and maintain a healthy lifestyle. They are very good at remembering to wash their hands before handling food. This is because consistent hygiene practices are embedded securely in practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives high priority to children's safety. She is vigilant in her supervision of children and practises regular evacuation procedures so that even the youngest children know what to do in an emergency. The childminder and her assistant complete safeguarding training regularly to ensure that their knowledge is up to date. They know the signs of abuse, including what might indicate a child is a risk of being exposed to extremist views and criminal exploitation. The childminder and her assistant have a full understanding of the procedures to follow should they have any safeguarding concerns.

Setting details

Unique reference number	EY308140
Local authority	Richmond Upon Thames
Inspection number	10138192
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	10 December 2015

Information about this early years setting

The childminder registered in 2005 and lives in the London Borough of Richmond upon Thames. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays. The childminder holds an early years qualification at level 4. She provides funded early education for three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 showed the inspector around the setting and explained how she and her assistant plan and implement the curriculum. Together, they carried out a joint observation of an indoor activity and evaluated the impact on children's learning.
- Parents spoke with the inspector and shared their views on the service they and their children receive. Children interacted with the inspector during the inspection.
- The inspector engaged in discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector scrutinised relevant documents, including evidence of the childminder's training qualifications and suitability checks. She also read written feedback from parents and took account of their views.

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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