

Childminder report

Inspection date: 8 August 2022

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 very clearly demonstrate that they feel safe in the childminder's home-from-home environment. They confidently separate from their parents and carers, and welcome visitors into the childminder's home. Children interact very well with their friends and are exceptionally kind to each other. They demonstrate an excellent understanding of the rules and boundaries. For example, when walking outside next to the road, they listen attentively to the childminder, responding immediately when asked to stop.

The childminder knows the children very well and plans activities that follow their interests. She creates an inclusive environment where children enjoy their play and learning. Children have a positive attitude to their learning and are eager to join in activities. For example, they clap with excitement as the childminder challenges them to count the animals while on a nature walk. Children respond well to praise and encouragement. They are excellent communicators. For example, younger children who speak English as an additional language use complex words, and older children articulate and express their thoughts and ideas.

Children learn the importance of keeping themselves safe and the childminder uses every opportunity to support children in managing risks. When playing Pooh sticks over the stream, children carefully drop sticks into the running water, exclaiming 'My stick floats. Stones don't float!' under the watchful eye of the childminder.

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

- The childminder develops strong partnerships with parents. They speak very highly of the childminder and comment on the wide range of learning opportunities she provides for their children. The childminder gathers information about children's routines before they start and values parental contributions to children's learning. Parents are very complimentary about the childminder's supportive and friendly approach.
- Children behave very well. They play cooperatively, as the childminder and her assistant encourage them to share and take turns. The childminder is a good role model and regularly praises children for their efforts.
- The childminder is confident in contacting local agencies for support and advice. She completes online training to expand her understanding of how to support the children she cares for. The childminder consults with parents and other professionals to put in place strategies to help children make the best progress.
- The childminder provides a good balance of adult- and child-led activities during the day. However, at times, she does not allow children time to think, try out their own ideas and work things out for themselves. Despite this, overall, children make good progress from their starting points in development.

- Children enjoy daily outings in the local community. For example, they visit playgroups and go on woodland walks and trips to the local shops. This enables children to have a good understanding of and respect for the wider community in which they live. Children benefit from walks to local park where they access large play equipment. They skilfully negotiate the apparatus, which allows them to develop an understanding of how to keep themselves safe under the watchful eye of the childminder. Children exclaim, 'I can climb without an adult!', which fosters a real sense of accomplishment.
- The childminder supports children's vocabulary effectively. Throughout activities, she models good conversational skills and introduces new words, which supports very young children to gain confidence in speaking. As a result of this, children learn how to interact with others and communicate what they want or need. Children who speak English as an additional language develop their language skills well and learn new words rapidly.
- The childminder teaches children good hygiene routines, such as washing hands before eating. She provides healthy snacks and drinks. However, the childminder and her assistant do not make full use of opportunities to help develop an awareness of the importance of healthy eating and leading a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know their responsibilities in relation to child protection issues very well. The childminder keeps her safeguarding knowledge up to date. She knows what signs and symptoms may be indicators of abuse for children, and how to report any child welfare concerns to the relevant professionals. The childminder and her assistant have knowledge of a range of safeguarding issues, such as female genital mutilation and radicalisation. The childminder makes sure that children are cared for in a safe and secure environment. She supervises them vigilantly in her home and on outings. The childminder teaches children how to keep themselves safe. For example, she teaches them how to listen and stop when on an outing, and how to keep themselves safe in the sun.

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 everyday routines to help teach children about the importance of healthy eating
- strengthen teaching skills further, so that children have enough time to think and respond to questions and share their thoughts and ideas

Setting details

Unique reference number	EY309921
Local authority	Kingston upon Thames
Inspection number	10219719
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 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	31 August 2016

Information about this early years setting

The childminder registered in 2005 and lives in New Malden, in the London Borough of Kingston upon Thames. She operates Monday to Friday from 8am to 6pm all year round. The childminder holds a relevant early years qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Tina Lambert

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 this into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support the ages and stages of individual children.
- Discussions were held with the childminder at appropriate times throughout the day.
- The inspector considered the verbal and written views of the parents.
- The inspector observed the quality of education being provided indoors and outside, and assessed the impact this has on children's learning.
- The inspector viewed a range of documentation, including first-aid certificates, the safeguarding policy and the two-year review.

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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