

Childminder report

Inspection date: 28 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder has close, warm relationships with children. She helps children to settle well, for example, by keeping routines familiar to them. The childminder also provides activities linked to children's interests, which they enjoy. The childminder values each child highly as an individual.

Children are able to do things for themselves. For example, they prepare their own fruit snacks, put on their coats and shoes and help to tidy up at the end of a play session. The childminder has high expectations of children. She manages children's behaviour successfully. For instance, the childminder shares group rules with children. She explains why certain behaviour is not acceptable. The childminder has a gentle and fair approach. Children behave well. They learn to share and to take turns well. For example, they take on different roles and share toys as they play in the pretend home corner. Children learn to accept and respect difference. For instance, the childminder talks to children about different special festivals related to culture and religion. She has a range of books, dolls and puzzles that reflect different races and cultures.

The curriculum is broad and balanced. Children learn useful skills in preparation for school.

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

- The childminder organises a wide range of interesting activities linked to children's interests. She ensures that children have the right challenges because the curriculum is based on what children need to learn next. All children make good progress.
- The childminder teaches children good early mathematical skills. For example, children sort and group objects according to colour. They count them securely. The childminder teaches children names of different shapes in the environment.
- The childminder supports children's physical development well. For instance, they practise their running, jumping and skipping skills in the spacious outdoor area. They learn how to move backwards and forwards on the swings and climb up frames with confidence. Children balance well on scooters. They develop good fine motor skills, for example, by holding and using paintbrushes as they create pictures.
- Children develop a good understanding of the world. For example, the childminder takes children to visit the local nature reserve, where they observe wild birds and other animals. She plants and grows fruit and vegetables with children and this helps children to understand how things grow.
- The childminder supports children's musical development well. For instance, children enjoy playing a wide range of instruments, such as toy drums and

shakers, to explore sound and rhythm.

- The childminder works well with her assistant. They discuss activities and children's progress. They evaluate how things have gone at the end of each day and decide on whether any thing needs to be improved.
- The childminder works well with parents. She talks to parents each day to give them feedback on children's care, activities and progress. The childminder also updates parents electronically over a secure connection. She suggest ideas for home activities, so that parents can support children's learning.
- The childminder is committed to her professional development and that of her assistant. For instance, they have attended several courses, including a course on autism spectrum disorder awareness, which has led to greater understanding in this area.
- The childminder ensures that children have healthy routines. She provides children with freshly prepared healthy meals and snacks. The childminder promotes good oral hygiene for children. Children have daily physical challenges.
- Overall, the childminder helps children to gain good communication, language and literacy skills. For example, she sings a wide variety of songs and rhymes with children and they learn new words. The childminder reads a wide range of books to children in lively tones. She questions them while they play but, sometimes, the childminder does not give children enough time to think and respond.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough approach to children's safety. She is aware of the possible signs and symptoms that could indicate that a child is at risk of being abused. The childminder knows the procedures to follow to report her concerns. She is aware of possible signs that a child could be at risk to extremism. The childminder has full knowledge of how to report her concerns to ensure that children are protected from harm. She ensures that her home, toys and resources are safe for children. The childminder carries out daily checks on all parts of the home, toys and resources to ensure that they are free from hazards.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions to develop their thinking and language skills further.

Setting details

Unique reference number	EY313928
Local authority	Kingston upon Thames
Inspection number	10138072
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	1 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	30 March 2016

Information about this early years setting

The childminder registered in 2005. She lives in Surbiton in the Royal Borough of Kingston upon Thames. The childminder provides care for children from Monday to Thursday from 8am to 6pm all year round and is closed on public bank holidays. The childminder accepts funding for free early years education for children aged two, three and four years. She works with her husband who is her assistant.

Information about this inspection

Inspector

Jenny Beckles

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 provider and has taken that into account in their evaluation of the setting.
- The inspector observed an activity and evaluated this with the childminder.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the interaction between the childminder and children and discussed their progress.
- The inspector viewed some documentation and held a discussion with the childminder. She read written feedback from the children's parents.

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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