

Childminder report

Inspection date: 18 September 2019

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

The childminder creates a calm and welcoming learning environment that benefits children well. She values children's individuality and is attentive to their personal needs. Children have access to a wide variety of toys and resources that keep them motivated to play. The childminder works closely with parents to help children to make good progress in their learning. Parents share positive thoughts in their written feedback about the service they and their children receive. They find that they are well informed about their children's achievements and next steps in their learning. The childminder has successfully formed close relationships with the children. She is kind and gentle in her approach. This helps children to feel safe and emotionally secure. Children have good manners. They are polite and show respect for toys and their environment. Children get on well and play cooperatively. The childminder has good levels of expectations for the children. She teaches children personal skills that are needed for their future learning, including how to take responsibility for their personal care needs. The childminder demonstrates her commitment to providing children with good care and teaching to help prepare them well for their eventual move on to school.

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

- The childminder plans a variety of stimulating activities across the seven areas of learning. This helps children to make good progress in their learning and development. For example, the childminder offers children plenty of opportunities to build on and extend their language skills. Children speak with increasing confidence and listen attentively.
- Children know about the language of feelings and share their emotions with others, for example, by using hand and finger puppets. They can express their thoughts and use words such as 'happy' to describe their feelings.
- Children enjoy manipulating malleable resources, such as dough and sand, which helps to exercise their large and small muscles. They show good levels of concentration as they create collages and paint pictures.
- The childminder uses her strong skills to incorporate counting in the daily routines. This supports young and older children to gain confidence in using numbers. As a result, children learn to count from one to 10 and beyond competently.
- Children are socially confident. For example, during an activity, they describe what they are doing and invite others to 'look, I'm making a ball'. Children are keen and motivated to learn.
- It is evident that there is a culture of respect within the setting. For example, young and older children show care for others and treat their toys with respect. They share and take turns successfully. Children are beginning to regulate their behaviour with little support, such as when they are upset.

- The childminder demonstrates a secure knowledge of children's personal needs. She follows good hygiene practices that support children's health and physical development effectively. For example, she reminds children to wash their hands before handling food and explains reasons for this.
- The childminder organises regular outings to local parks and playgroups. These enable children to develop their social and physical skills in different situations.
- The childminder sets manageable tasks to aid children's independence skills. Children enjoy helping the childminder to lay the table, sweep the floor and put away toys.
- The childminder develops her knowledge and skills to ensure these are up to date. For example, since completing training, she has enhanced her understanding of how to communicate with parents more effectively. This has increased her confidence, which has had a positive impact overall.
- At times, the childminder does not give children enough time to practise their emergent writing in a range of situations.
- The childminder is not as consistent in offering older children challenge, particularly during planned activities to move their learning forward further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection issues. She knows the correct procedures for reporting any concerns to help protect children's welfare. The childminder maintains all required records, including children's hours of attendance in the setting to help keep them safe. She follows comprehensive risk assessment procedures for checking the premises and when on an outing to minimise risks to children. The childminder talks to children about safety and is attentive to any changes in their behaviour. Children receive good supervision, which has a positive impact on their social and physical well-being.

What does the setting need to do to improve?

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

- make best use of activities that arise to support children's early writing
- challenge older children more consistently, particularly during planned activities to move their learning forward.

Setting details

Unique reference number	EY344731
Local authority	Kingston upon Thames
Inspection number	10073806
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	17 February 2016

Information about this early years setting

The childminder registered in 2006 and lives in the London Borough of Kingston upon Thames. She offers her service from 8am until 6pm from Monday to Thursday, all year round. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector conducted a learning walk of the premises with the childminder.
- The inspector observed the childminder engaged in indoor activities with the children. She discussed with the childminder the impact of these on children's learning and development.
- The inspector discussed with the childminder how she delivers the educational programmes of the early years foundation stage.
- The inspector read written feedback from parents to find out their views about the setting. She engaged with the children at appropriate times.
- The inspector assessed the effectiveness of the childminder's safeguarding procedures and sampled required documents.

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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