

Childminder report

Inspection date: 30 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have very close and trusting relationships with the childminder. She values each child highly and knows them well. The childminder manages children's behaviour successfully. She makes careful interventions, where necessary, to explain why some things are not acceptable. The childminder uses praise to motivate children to behave in positive ways. Children behave well. The childminder has high expectations of children. Children enjoy choosing what they want to do from a good selection of interesting activities. For instance, they eagerly take part in creative activities where they use paint and different tools to print pictures. Children enjoy exploring the texture of different materials, such as scented aerosol foams. They develop good creative skills.

Children learn to share and to take turns well. They cooperate with each other during pretend home play by taking on different roles and sharing resources. Children learn good mathematical skills. The childminder teaches children to sort and match different shapes. Children count securely as they play with objects. The childminder teaches children mathematical language to describe quantity and size. Children have good concentration skills. They persevere well with tasks. The childminder provides children with a wide and interesting curriculum. Children learn good skills in preparation for school.

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

- The childminder enables children to take the lead in much of their play, which leads to their enjoyment. She offers children a broad selection of stimulating activities that provide them with the right level of challenge. Children make good progress.
- Children have a good understanding of the world. For example, the childminder takes them to a nearby farm where they enjoy fruit-picking sessions. She plants and grows vegetables with children, who learn how things grow and where food comes from.
- The childminder supports children's communication, language and literacy development well. She questions children effectively and gives them time to think and respond. The childminder sings a wide range of lively songs and rhymes with children, where they learn new words. Children engage readily with books on their own and with the childminder. They learn about story structure and new words.
- The childminder supports children's understanding of difference. She promotes equal and positive views on gender by ensuring that all children have access to all resources. The childminder reads stories that have characters from different cultures and races. She explains and celebrates special religious events. Children learn to accept and respect difference well.

- Children learn about their feelings and those of others. For example, the childminder teaches them the names of different emotions. She asks children to look in a mirror and describe how they are feeling.
- The childminder works successfully with parents. For instance, she asks parents about their children's skills and interests and makes effective use of this information to support children's learning. The childminder shares information on children's progress effectively, such as daily diaries, secure software applications and daily conversations.
- The childminder is committed to developing her skills and knowledge. She has attended several courses, such as supporting children's communication and language skills. This has led to improvements in this area.
- Children act with care and caution. For example, they handle plastic knives safely when cutting up fruit. The childminder teaches children about road safety so that they are careful while crossing the road.
- The childminder promotes children's awareness of good oral hygiene well. Children play in a pretend dentist surgery, and the childminder teaches them about how to keep their teeth and gums healthy.
- Children are very able to do things for themselves. For instance, older children prepare their own fruit at snack time, while younger ones learn to feed themselves. All children learn good personal care skills, such as putting on coats and shoes.
- Overall, the childminder provides good opportunities for children to practise and develop their physical skills. They run, jump, balance and climb using different equipment in the outdoor area. Babies practise their crawling skills in tunnels. However, the childminder does not help children to gain an understanding of how this supports their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe. She is familiar with signs and symptoms of possible abuse. The childminder has a good understanding of the procedures to follow to protect children from harm. She is aware of things to look out for that could lead to children being at risk to extreme ideas or behaviour. The childminder knows the relevant agencies to whom she must report her concerns. She understands the requirement to notify Ofsted of significant events as part of safeguarding. The childminder maintains high levels of safety and cleanliness in her home to keep children safe and well. She checks all toys and resources regularly to ensure that they are free from hazards and safe for children's use.

What does the setting need to do to improve?

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

- develop more ways for children to learn about the benefits of regular physical activity to support their knowledge of how to maintain good health.

Setting details

Unique reference number	EY354309
Local authority	Richmond Upon Thames
Inspection number	10138164
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	4
Date of previous inspection	15 March 2016

Information about this early years setting

The childminder registered in 2007. She lives in Barnes, in the London Borough of Richmond upon Thames. The childminder provides care for children all year round, from 8.30am to 5.30pm, Monday to Thursday, except for public bank holidays.

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 childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interactions between the childminder and children and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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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