

Childminder report

Inspection date: 31 October 2023

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 are very secure and happy and enjoy their time with the childminder. The childminder helps children to settle quickly. They show a real sense of belonging in her home. Children are confident and motivated to learn. They become engrossed in suitable and fun activities. For example, children thoroughly enjoy playing musical instruments. They develop their physical skills as they dance and move their bodies to the sounds they make. The childminder meets children's needs well. She plans and provides a rich curriculum which captures children's interests.

Children persist as they try to master new skills and concentrate during activities. For example, they work well together to build towers and find solutions when their towers become unsteady. Children behave well and spend their time engaged in purposeful play. They show kindness to each other. The childminder teaches them to share and take turns. Children receive regular praise and encouragement from the childminder and her assistant. This helps to develop children's self-esteem. Children are independent and help to tidy away toys when they have finished. They manage their care needs well. For instance, they know when, and why, they need to wash their hands.

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

- The childminder is ambitious for all children. She provides a wide curriculum which meets children's needs well. She plans activities which are enticing to children. For example, children learn how colours change when they mix paint. The childminder extends children's learning further by encouraging them to count and compare the size of pumpkins. This helps them to develop their early mathematical skills. The childminder finds out about children's starting points from the outset. This enables her to build on what children already know and can do.
- The childminder uses developmental guidance to help to identify what children need to learn next and close any gaps in their learning. She completes the required progress checks for children aged between two and three years. Overall, children make strong progress and develop the required skills in preparation for the next stage, including school.
- Overall, children develop their communication and language skills. For example, they learn unfamiliar words during their play. They talk about 'webs' and 'pumpkins' and name the colours of paints they use. Children enthusiastically join in singing familiar rhymes. The childminder engages children well and talks to them and asks questions. However, she sometimes does not give children enough time to think and respond. This means children are not always able to fully explore their own ideas and thinking skills.
- Partnership with parents is strong. The childminder keeps parents informed

about their children's learning and makes suggestions on ways to extend their children's learning at home. Parents speak very highly of the caring and supportive childminder. They comment the childminder shows warmth, love and patience and contributes so much to their children's formative years.

- The childminder and her assistant encourage children to be healthy. Children benefit from regular fresh air and daily exercise, which supports their physical development. They learn about the importance of good hygiene routines and how to take care of their teeth. Children enjoy healthy and home-cooked meals.
- The childminder and her assistant are good role models. They gently remind children to use good manners and to be kind. Children learn about similarities, differences and feelings. This helps them to develop respect for others and develop positive behaviour.
- The childminder demonstrates a commitment to continuous improvement. She keeps her knowledge up to date by attending training. The childminder also seeks support from early years advisers and local childminders. She works closely with an assistant. She shares her knowledge to ensure that they provide a consistent approach to children's care and learning.
- Children enjoy learning about different events throughout the year. The childminder helps children to learn about Halloween and how this event is celebrated in Mexico. Children enjoy being creative and become engrossed in painting pumpkin pictures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training and regularly reviews her knowledge, which she shares with her assistant. The childminder and her assistant know how to recognise the signs which may indicate a child is at risk of harm. They understand how to report any concerns. The childminder completes regular risk assessments to ensure that the premises are clean and secure and children remain safe. She holds an appropriate paediatric first-aid certificate.

What does the setting need to do to improve?

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

- provide children with more time to think and respond to questions.

Setting details

Unique reference number	EY364028
Local authority	Richmond Upon Thames
Inspection number	10313447
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 September 2019

Information about this early years setting

The childminder registered in 2007. She lives in Twickenham, in the London Borough of Richmond-upon-Thames. The childminder works with assistants. She operates for most of the year, from 7.30am to 6pm, Monday to Wednesday. The childminder holds a suitable level 3 qualification.

Information about this inspection

Inspector

Deborah Orchard

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 and the inspector carried out a joint observation of an activity.
- The inspector observed the childminder and her assistant's interactions with children and assessed the impact on children's learning.
- The inspector took account of parents' views.
- The childminder and inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- The inspector spoke to the childminder and children at appropriate times 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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