

Childminder report

Inspection date:

3 August 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are happy, safe, and secure in this exceptionally welcoming setting. They settle in very quickly when they first start. Children are inquisitive, enthusiastic, and highly motivated to learn. This is because the childminder has extremely high expectations of them. Children benefit from a well-organised environment which promotes their natural curiosity. They play imaginatively as they explore the small world of toys, including 'people who help us'. They develop early knowledge of different people in the community, partly through visits to parks, playgrounds, and places of interest. This helps to expand on their already rich knowledge of the world. All children make excellent progress and learn skills that help them prepare for the next stage of learning exceptionally well.

Babies pretend to be 'the roaring dinosaurs' and eagerly initiate the play. They benefit from exceptional interactions with the childminder who follows their lead in play. Children learn to be kind, show respect for others and develop friendships with one another. They respond exceptionally well to the childminder's instructions and proudly share with their friends. Children's behaviour is excellent for their age. Babies develop their physical skills with confidence. They crawl around freely as they explore their nurturing learning environment. Children are active and never bored. Their communication and language skills are rapidly developing.

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

- The childminder is experienced, skilled, and passionate about her role. She constantly reflects on her practice and seeks further opportunities, including through training and research. This helps to build on her already excellent quality of teaching. For example, she attended training to expand on her knowledge of how to effectively communicate with young children and develop their early language skills and how to support children further with phonics.
- The childminder promotes children's communication and language development exceptionally well. For example, she skilfully models language to babies and young children and holds simple and meaningful conversations with them. As a result, young babies bubble with enthusiasm and quickly expand their early vocabulary. Children become confident communicators.
- The childminder teaches children positional language through play, to build on their rapidly developing mathematical skills. For example, children learn about directions and confidently express where they race and park their cars. For instance, under or behind the bridge.
- The childminder lets children explore at their own pace. She encourages them to have a go and try new things. The childminder praises children for their efforts and achievements. This helps to build on children's confidence and self-esteem.
- The childminder is very patient and promotes a 'can do' attitude extremely well.

This encourages children to concentrate well and complete tasks with enthusiasm.

- The childminder knows children exceptionally well. She uses precise and consistent methods to accurately evaluate what children can and cannot do. The childminder uses this information exceptionally well to plan rich and highly motivating learning experiences for children to target their next steps.
- The childminder meets the individual children's needs superbly well and children flourish in her care. She motivates children incredibly well and they show a high level of independence from an early age. For example, very young children eagerly use soap and water to wash their hands independently. They naturally learn how effective hygiene practices contribute to their good health.
- The childminder has adapted her settling in procedure during the COVID-19 pandemic. She arranged visits with families outdoors, including in parks. Children felt emotionally secure and well prepared for the learning journey with the childminder.
- Parents express they are exceptionally fortunate to have a childminder who offers such high quality of care and education to their children. They are extremely happy about the support and guidance the childminder provides to help with planning for their children's next steps in learning and development. Information sharing is always consistent, and this contributes to exceptional continuity in children's learning.
- Children use their fine motor skills as they play. For example, as they connect colourful shapes to fit one another. Children enjoy painting creative pictures and proudly name the colours they have used. They show an excellent early understanding of mathematical concepts. For example, young children eagerly count in sequence as they build a tower out of blocks. In addition, they understand the concept of sizes and volumes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a robust knowledge and understanding of safeguarding matters, including in the wider context. She expertly knows the procedures to follow should she have a concern about a child or an adult. The childminder regularly updates her knowledge, including through training provided via the local authority. She carries out rigorous risk assessments and teaches children exceptionally well how to keep safe. As a result, children develop knowledge about safety and repeat 'walking feet indoors'.

Setting details

Unique reference number	EY364166
Local authority	Richmond Upon Thames
Inspection number	10138195
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	20 August 2015

Information about this early years setting

The childminder registered in 2007 and lives in the London Borough of Richmond. She offers care Monday to Thursday from 8am to 6pm, 52 weeks a year.

Information about this inspection

Inspector

Katarina Hustava

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 led the inspector on a learning walk of the setting, where they discussed how the childminder uses the premises and resources for children's care and learning.
- The inspector observed the quality of education and assessed the impact this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- The inspector read the feedback from parents and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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