

Childminder report

Inspection date:

20 September 2024

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

The childminder creates a meticulously planned environment that closely considers what all children need to thrive. She reflects in detail on the needs of every individual child. The childminder creates fascinating experiences for all children to be curious about the world. Children are enthusiastic and very eager learners. They cannot wait to discover the rich variety of learning opportunities on offer in the childminder's setting.

The childminder plans challenges for children at every opportunity. Children giggle and gasp with delight as they investigate and find things out. They seamlessly move from one ambitious learning opportunity to the next. Children have extremely positive attitudes for learning. They are happy and sociable learners who flourish in the childminder's nurturing care. Young children are captivated by activities. All children experience setbacks and develop determination. They gain perseverance and resilience at the highest level.

The childminder has high expectations of all children. She plans opportunities for children to overcome physical challenges and strengthen their senses at the same time. Children cannot wait to go outside in the fresh air and explore. The childminder teaches all children that they are competent. The youngest children not only go to the toilet by themselves but also dress themselves afterwards. All children know that they can achieve anything. They have excellent personal and emotional well-being.

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

- The childminder creates a curriculum with a strong learning intent that is shared by all. She aims to support children to make sense of the physical world and different communities. The childminder supports children to explore, observe and find out about the environment. Children feel excited to share what they know. They are exceptionally confident and have high levels of self-esteem. All children are extremely well prepared for the next stage of their education, including school.
- The childminder has extremely strong relationships with all children. She rigorously identifies the developmental steps children need to take. The childminder identifies what excites and engages them. This promotes their personal well-being. Children feel high levels of happiness and excel in their learning.
- The childminder has an exceptional knowledge of child development that is worthy of sharing with others. She understands that when children love learning, they solve problems and explore new skills. Children talk excitedly about their new knowledge. For example, children learn how to milk a cow. They learn

where milk comes from and the mathematical knowledge and the vocabulary that is needed to explain what they have learned.

- The childminder's teaching of language skills is inspirational. Children learn exceptionally challenging vocabulary. For example, they learn about the Arctic and beluga whales. The childminder creates a language-rich environment. Children can understand complex vocabulary and apply it in their everyday speech. All children are fluent speakers of English and confident communicators.
- The childminder promotes children's independent skills at the highest level. All children feel confident, competent and able. Children are highly successful, independent and happy learners. This supports children's emotional and personal development at the highest level.
- The childminder builds strong and supportive relationships with parents. Parents say that the information from the childminder helps them to understand what children need to learn at home. All parents report their children make exceptional progress in their learning. They say that children are extremely well prepared for school.
- The childminder understands that children need to learn about the world around them. She sequences opportunities in her curriculum to enable children to learn about other cultures. All children gain a high level of respect for other people and tolerance for those outside of their community.
- The childminder is extremely reflective of her practice. She is excited to attend continuous professional development opportunities to enhance her teaching. The childminder works with new staff to ensure that they are confident at delivering her ambitious curriculum. She ensures that all staff have excellent teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY367343
Local authority	Richmond Upon Thames
Inspection number	10355325
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 11
Total number of places	6
Number of children on roll	29
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 2007. She lives in Twickenham, Middlesex, in the London Borough of Richmond. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for a week in the summer and two weeks at Christmas. She works with a co-childminder and an assistant. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their Early Years Foundation Stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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