

Childminder report

Inspection date: 4 July 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

The childminder creates a calm, nurturing environment with a home-from-home feel. Children greet the childminder with smiles and seek cuddles and comfort from her when they are upset. This demonstrates they feel safe and secure within her care. The childminder plans around children's interests and next steps in learning. She ensures children have access to a range of exciting daily experiences, both inside and outside.

Children respond well to the daily routines in place. They enjoy the responsibility of carrying out small tasks as they collect up toys to the 'tidy-up song'. The childminder praises children for their behaviour, giving them stickers to add to their individual sticker charts. Children sit for mealtimes, snack times and circle times, and the childminder reinforces her positive behaviour expectations during these times. She reminds children to use their voices to support them in communicating their wants and needs.

The childminder promotes the importance of independence. She supports children well as they peel their own fruits at snack time, wash their hands and put their shoes on for outdoor play. Younger children are taught to safely negotiate stairs and climb down steps.

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

- Children enjoy self-selecting their favourite books to share with the childminder. They take turns in turning pages and lifting flaps. The childminder uses actions and props to bring the story of 'Dear Zoo' alive for children. She models language well by adding extra detail about each of the animals. For example, she explains how the giraffe can use his long neck to eat leaves from the trees. This promotes a love for reading and supports children's development of vocabulary.
- The childminder shows passion for learning and developing professionally. She has gained a range of early years recognised qualifications. The childminder engages in a range of training opportunities and works with various agencies to further support individual children's learning and development. She knows children well and offers specific interventions, such as to further support children with their communication and language development.
- The childminder teaches children the importance of a healthy diet as part of a healthy lifestyle. She cooks a range of balanced meals for children and they enjoy tasting and trying a wide range of fruits during snack times. Children have opportunities to learn about where their food comes from as they help to take care of the carrots and tomatoes in their garden area.
- Children enjoy the opportunities on offer for physical, active play. The well-

organised garden provides opportunities for them to negotiate space and navigate cars and bicycles. The childminder supports children as they climb and move through tunnels and slide down slides. Babies enjoy the opportunities to strengthen their large-muscle skills as the childminder supports them to practise moving to a standing position.

- The childminder plans a range of adult-led activities with specific learning intentions. Most children attend well to these. However, not all children can maintain focus and attention on these activities for long periods of time. The childminder has not fully considered the length of these activities for younger children to allow them to move to their self-chosen play more quickly, and get the most from the planned learning intentions.
- Children behave well. They listen and wait for their turn to select an object from the song basket. Children join in with each other and the childminder when singing a range of familiar songs and rhymes. They show respect for each other and offer encouragement and hugs of support to their friends when they have received praise from the childminder.
- Parents are happy and value the support they receive from the experienced childminder. They feel fully involved in their children's learning and are delighted with the noticeable progress their children have made in her care. The childminder provides them with strategies to support their children's developmental milestones, particularly in the areas of toileting, feeding and sleeping.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of ensuring children are safe in her home. She carries out regular risk assessments within her home and before taking children out on trips. The childminder has robust procedures in place for reporting on accidents and incidents. She recognises the signs when a child may be at risk of abuse and understands her duty to report on any concern she may have. The childminder understands the importance of safe food preparation. She attends safeguarding training regularly to keep her knowledge up to date.

What does the setting need to do to improve?

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

- consider the length of adult-led activities for younger children, to ensure they get the most from the planned learning intentions.

Setting details

Unique reference number	EY367855
Local authority	Kingston upon Thames
Inspection number	10289123
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	13 November 2017

Information about this early years setting

The childminder registered in 2008. She lives in Kingston Vale, in the Royal Borough of Kingston-upon-Thames, London. The childminder is available to care for children all year round, Monday to Thursday from 7am to 6pm. The childminder has a recognised early years qualification at level 6.

Information about this inspection

Inspector

Penny Harman

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the childminder about how she meets the needs of all learners, including those with special educational needs and/or disabilities.
- Parents shared their views of the childminder's setting with the inspector and the inspector sampled a range of parent questionnaires.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector viewed children's assessment records.

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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