

Childminder report

Inspection date: 8 March 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	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and safe with the childminder. They form close attachments to her and display a strong sense of belonging, such as when they chat together at mealtimes. Children are cared for in a calm and nurturing environment. They are confident and have high self-esteem. Children beam at the childminder when she gives them praise and encouragement for their efforts and achievements.

Children are well behaved, enthusiastic and motivated to learn. They listen and respond well to the childminder's gentle guidance and instruction. For example, children learn to help with tasks, such as washing up together. Children are kind and play cooperatively with one another. They share toys and take turns. When children find a snail in the garden, they wait patiently for their turn to hold it.

Children have many opportunities to develop their physical skills. Younger children use their small-hand muscles when they carefully connect train tracks. Older children develop their large-muscle skills as they aim and kick their ball towards the sand bottle skittles that they have set up. To offer further active challenges, the childminder takes children on walks to the local park, where they can climb tree stumps and run around in the open space.

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

- The childminder uses her observations and assessments to provide a curriculum that ambitiously helps all children to succeed. For example, following the COVID-19 pandemic, she has identified that some children need help to develop their communication and language skills. The childminder engages children in conversations and supports them to hear new vocabulary.
- The childminder understands the importance of building on children's social interactions and plans experiences to support this. For instance, the childminder regularly takes children to playgroups, the local library and shops to socialise with their peers, recognising that they may not have had as many opportunities.
- Children love to choose their favourite books and snuggle with the childminder. They take pleasure in listening to a story, which contributes well to their early literacy skills. Children are very animated as they excitedly join in with familiar parts. They giggle as the childminder changes her tone, and they call out when they see 'stripey, swirly' and 'spotty' fish.
- The childminder works well in partnership with parents. She gathers useful information about children when they start and uses this to support their individual needs. For example, the childminder provides resources which she knows children are interested in. This helps children to become engaged and concentrated learners. Parents are very positive about the care that the

childminder provides. They speak highly of the 'friendly, caring setting'.

- The childminder provides good opportunities for children to develop their understanding of early mathematics. For example, she supports them to count out seeds as they place them into pots filled with soil. The childminder skilfully introduces language, such as 'big' and 'full'.
- Children confidently make choices in their play. They initiate mark-making activities and excitedly gather everything together that they need. The childminder encourages children to share what they already know about colours. Children build on their existing knowledge. They correctly identify colours, when squeezing paints into their pot. The childminder further extends children's knowledge by suggesting they mix colours. Children use paintbrushes to make marks and proudly hang their artwork on the washing line to dry.
- Children successfully develop the skills, which they need for their future learning. For example, they complete tasks independently, including dressing themselves for time in the garden. Children recognise that when the weather is cold, they need to wear wellington boots and coats to keep themselves dry and warm.
- The childminder regularly reflects on and reviews her practice. She has made changes to the layout of her home to allow children to move freely between play areas. She recognises how this has encouraged children to make decisions for themselves. However, the childminder has not organised the outdoor area as strongly to be a fully effective learning environment. As a result, children are not always engaged in meaningful learning when they play outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to safeguard children. She knows how to identify potential signs of abuse and the procedures she would follow to report any concerns. The childminder carries out safety checks to minimise risks to children. She supervises children well in all areas of her home.

What does the setting need to do to improve?

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

- enable children to enjoy meaningful learning experiences when they play outdoors.

Setting details

Unique reference number	EY378218
Local authority	Richmond Upon Thames
Inspection number	10065594
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	9 November 2015

Information about this early years setting

The childminder registered in 2008 and lives in Hampton Wick, Surrey. She operates during term time from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 qualification.

Information about this inspection

Inspector

Louise Drewett

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector carried out a learning walk together. The childminder showed the inspector around the areas of her home that children access. They discussed how the childminder organises her setting, plans activities for children and keeps them safe.
- The childminder and the inspector took part in a joint observation of children engaged in an activity. They discussed what the intention was and the quality of education that they observed.
- The inspector sampled a range of documentation, including the paediatric first-aid certificate and public liability insurance.
- The views of parents were gathered through written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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