

Childminder report

Inspection date: 9 March 2020

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 happy and settled. They are safe and emotionally secure. Children receive lots of care and attention from the childminder, who is very kind and approachable. They demonstrate a good knowledge of how to use technology resources, such as walkie-talkies and a voice recorder to communicate with others. Children enjoy experimenting with a toy camera which they use to take photographs of their surroundings. The childminder and parents work well together to support children's learning, including their toileting needs. This benefits children's all-round development well. Children are very positive about their learning. For example, they describe the pasta necklace that they created as 'lovely' and say that they 'love it!' to show their enthusiasm. Children have very good manners. They are courteous and polite. For instance, when children want to do something, they ask the childminder, 'Please can I play with this?', or 'Please can I leave the table?'. Children gain strong levels of self-care and independence skills. It is evident that they make good developmental progress from their starting points.

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

- The childminder has a strong understanding of how children learn and develop. She observes and assesses children's learning accurately to build on and extend what children already know. For example, the childminder talks to children about going on a holiday, in a role-play scenario. They work well together to identify what they need and discuss their travels. Children show high levels of motivation and engagement. This activity captivates children's imaginations successfully.
- The childminder is very good at developing children's communication and language skills. For example, she models clear speech and gives the correct pronunciation. Children are asked questions, such as 'What do you think will happen if?', 'Why do you need a hat?', and 'How are we going to get there?', to encourage them to think, respond and solve problems. Children gain confidence in their speaking skills.
- Children enjoy sharing books with the childminder, listening well and pointing to the pictures. However, they have fewer opportunities to see print in the environment to help them link words and their meaning.
- The childminder interweaves mathematical language during play effectively. For instance, during a threading activity, she introduces words such as 'more' and encourages children to use numbers for different purposes. Children learn to count and compare length and size.
- Partnerships with parents are strong. The childminder works closely with parents to establish a consistent approach. Parents provide very positive feedback about the service. They describe the childminder in their written feedback as a lovely and warm person who is very attentive to children's needs.

- The childminder teaches children from an early age her rules and expectations, to help manage their behaviour. Children behave well. They listen and respond to instructions effectively.
- The childminder actively promotes children's physical well-being. For example, she ensures that children have regular opportunities to exercise and have fresh air. Children learn good hygiene routines. They enjoy a variety of nutritious and balanced meals to keep themselves fit and healthy.
- The childminder completes mandatory training and liaises with other childminders to share ideas. For example, she has increased the activities on offer to help develop children's sensory skills more effectively. The childminder acknowledges that she needs to build on her knowledge and skills to support children with varying learning needs to help raise teaching to the highest level.
- Self-evaluation is ongoing. The childminder uses feedback from parents to identify and develop areas for improvement. For example, following conversations with parents, she introduced daily diaries to keep parents well informed about their children's learning and care routines in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The safety of the children is a priority of the childminder. She teaches children what to do, such as in an emergency, to help develop their awareness of keeping safe. The childminder has a secure understanding of child protection issues, including how to identify signs of extreme views and behaviours. She is confident in the reporting procedures, which she shares with parents to protect a child's welfare. The childminder monitors children's attendance for any concerns. Children remain fully motivated in their activities. They receive good supervision which helps them to feel safe and secure.

What does the setting need to do to improve?

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

- increase opportunities for children to see print and symbols in the environment to help develop their early reading skills
- explore other ways to enhance knowledge and skills in how to support children with varying learning needs, to raise teaching to the highest level.

Setting details

Unique reference number	EY379949
Local authority	Kingston upon Thames
Inspection number	10063926
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 September 2015

Information about this early years setting

The childminder registered in 2008 and lives in the London Borough of Kingston upon Thames. Her childminding business is open from 7.30am until 6.30pm, Monday to Thursday all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector carried out a learning walk with the childminder to find out how she organises the early years curriculum. She discussed the risk assessment procedures with the childminder.
- The inspector spoke with the childminder to establish her knowledge of the learning and welfare requirements. She observed, listened to and talked with children as they played inside.
- The inspector checked the childminder's suitability and training certificates. She sampled children's records and discussed their learning with the childminder.
- The inspector and the childminder conducted a joint observation of an activity and discussed the impact this has on children's learning. She took account of the views of parents from written communication.

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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