

Childminder report

Inspection date:

15 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children play happily in the childminder's welcoming home. They enjoy the freedom to be able to explore by themselves and with others for extended periods of time. There is a wide selection of fun activities, both inside and out. Children make choices about what to play with and chat to their friends as they learn. The experienced childminder ensures that children are busy with activities that excite them. As a result, children concentrate well and learn new skills.

Children are very resilient. The childminder supports them to play freely and learn new skills at their own pace. Children behave well and are learning how to keep themselves safe. As a result, children are confident and have high levels of self-esteem.

The childminder supports children to manage their feelings in a gentle way. Children go to the childminder for reassurance and cuddles. They keep going even when they get frustrated. For example, children do up the buckles on their trousers independently. The childminder says 'can you squeeze it in?' She praises the children's efforts and says, 'High five. You did it all by yourself.'

The childminder supports children's communication and language development well. She chats and listens to the children and models new language. Children learn and use the new words with their friends.

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

- The childminder knows the children well. Learning opportunities are well thought out and selected to build on that children already know. The curriculum is well sequenced and tailored to individual children. Consequently, all children find learning enjoyable and use their new talents and skills in their play.
- The childminder knows that children need time to develop new skills. Children have the space to explore and take risks. When children struggle, they try to overcome difficulties by themselves. As a result, children are very independent and are able to see and talk about what they have achieved.
- The childminder speaks clearly to the children and engages them in conversation throughout the day. She is ambitious for all children and deliberately selects new vocabulary. For example, when the children practise brushing their teeth, the childminder uses the word 'bacteria', and the children copy her. She explains what bacteria means, and the children use it in their play.
- Assessment is robust. The childminder regularly assesses the children's learning and shares this information with parents. Parents report that their children are very well prepared for school.
- Parents report that the childminder's curriculum is challenging and varied. They

say that she 'plans activities that push the children forward with their social, emotional and physical development.'

- Relationships with parents are strong. They are happy with the care and education their children receive. They report that 'we couldn't be happier with the kind, caring and fun environment that she creates in her home.'
- Children are independent and make choices about their care needs. The childminder asks them to get their shoes and encourages them to put them on by themselves. Young children help each other to get ready to go outside under the careful watch of the childminder.
- The childminder has clear rules and expectations in her home. She shares these with the children and helps them to understand that these rules keep them safe. As a result, children behave well.
- The childminder plans enriching opportunities for the children to experience their local community. This includes trips to places of historical interest and local parks and gardens. The children use local transport and chat to people at the supermarket and post office. Consequently, children are beginning to understand the world around them and how things work.
- The childminder supports children to explore their own community well. However, not all children are exposed to learning about other cultures and communities outside their own to support their growing knowledge of the wider world.
- The childminder is reflective of her practice and regularly attends training to further develop her skills and knowledge. She seeks feedback from parents to help her improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding about the possible indicators that a child may be at risk of harm and neglect. She knows how to record and report her concerns. The childminder understands that taking swift action keeps children safe. She has a strong understanding of wider safeguarding issues and has recently completed 'Prevent' duty training. The childminder conducts regular risk assessments in her home in order to help keep children safe.

What does the setting need to do to improve?

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

- seek professional development opportunities to help deepen knowledge and understanding about children's cultural backgrounds and use this to support all children to learn about their differences and similarities.

Setting details

Unique reference number	EY385067
Local authority	Richmond Upon Thames
Inspection number	10074185
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 8
Total number of places	8
Number of children on roll	7
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder registered in 2003. She lives in Hampton, Middlesex. The provision operates Monday to Friday, from 7.30am to 6pm, during term time only.

Information about this inspection

Inspector

Kate Daurge

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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 inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their written views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022