

Childminder report

Inspection date: 23 February 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

Young children are very settled and content. They thrive in this welcoming, home-from-home environment. They thoroughly enjoy the company of many other children of similar ages. For example, children eagerly sing songs and look at books together to further promote early communication and language skills. Children are welcomed by this very calm and caring childminder, the co-childminder, and their assistant when they first arrive. Children very quickly settle and seek out toys they enjoy.

Children confidently explore exciting learning areas, indoors and outdoors. They are very motivated and keen learners. Children jump up and down with excitement when they go outdoors. They enthusiastically rummage through many toys to spark their imagination. For instance, children play imaginatively with small world farm animals, under the sea creatures and a role play kitchen.

Children build very positive relationships with the childminder. He very quickly and sensitively respond to children's needs, such as when very young children hold up their arms for a cuddle. Children are emotionally secure.

All children behave very well, given their young age. The childminder encourages children to use 'kind hands' and he helps them to share toys to further promote their good behaviour. He is a good role model. The childminder encourages children to use good manners, such as 'please' and 'thank you'.

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

- The childminder, co-childminder and their assistant work very closely together. They are enthusiastic and very keen to provide good quality childcare. They build on each other's strengths and seamlessly transition from one daily routine to another, such as care routines and during mealtime. This has a very positive effect on children's overall personal development, behaviour and attitude.
- The childminder ensures the assistant is kept up to date with safeguarding issues. They all have daily conversations to evaluate strengths and where areas can improve to ensure their views are shared together. Since the last inspection, the childminder has created many exciting areas to enthuse and excite children to learn.
- Children benefit from many outdoor experiences to further promote their good health and physical exercise. For example, children enjoy visits to Richmond Park. Before the COVID-19 pandemic, children enjoyed trips to a fire station to develop their sense of self within their local community. The childminder and co-childminder are very keen to reintroduce community visits.
- During the COVID-19 pandemic, the childminder and co-childminder closed for a

short period of time. They implemented changes to help minimise the spread of infection and to keep children and their families safe. Parents continue to drop off and pick up at the door rather than entering the premises. The childminder has found this helps to settle children quickly.

- The childminder successfully promotes children's early communication and language skills as well as a love of books. For example, children remember parts of a story about a farmer who had a farm. Children cuddle up to the childminder as they look at books together. He names and points to pictures, counts wheels on scooters and tricycles to help promote children's early mathematical skills.
- Diversity and equality is promoted through the childminder's and co-childminder's curriculum. For example, children make Chinese lanterns and dragons from art and craft materials. Children play with a range of small world dolls representing similarities and differences to help celebrate children's backgrounds.
- The childminder's and co-childminder's curriculum is varied and promotes children's enthusiasm for learning and to meet their needs and interests. This means that children are effectively offered a broad range of experiences to help them make good progress and to prepare them well for the next stages of learning. However, the childminder's knowledge of the curriculum he teaches could be strengthened to the highest level.
- Partnership with parents is good. The childminder communicates daily with parents and he shares accurate details of children's assessments. Parents say they appreciate how quickly children have settled and how children make rapid progress, particularly with communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his assistant access training to help keep their safeguarding knowledge up to date. They understand the importance of when to tackle extreme views and beliefs and what to do in such cases. The childminder and his assistant have secure knowledge of the correct procedures to raise their concern about a child's safety and welfare. The childminder recognises the importance of completing daily safety checks of his home and garden to help keep children safe. The childminder and children complete regular fire drills to help teach children how to keep themselves safe, such as in the event of a fire.

What does the setting need to do to improve?

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

- develop further secure understanding of the teaching and learning of the curriculum to ensure that children are consistently challenged.

Setting details

Unique reference number	EY387038
Local authority	Kingston upon Thames
Inspection number	10063929
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	9
Date of previous inspection	10 August 2015

Information about this early years setting

The childminder registered in 2009. He lives in the Royal borough of Kingston upon Thames. The childminder operates Monday to Thursday from 8am until 5pm all year round. He works with a co-childminder and an assistant.

Information about this inspection

Inspector

Jane Morgan

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 childminder and has taken that into account in their evaluation of the setting.
- A range of documents was viewed by the inspector, including public liability insurance, paediatric first-aid qualification and the suitability of anyone who lives or works on the premises.
- A tour of the premises was completed by the inspector and discussed with childminder.
- The inspector gained the views of parents.
- The inspector observed children with the co-childminder and assistant taking part in a range of activities and assessed the impact on children's learning and development over time. The childminder and the inspector reflected on learning experiences for children.

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

T: 0300 123 1231
Textphone: 0161 618 8524
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