

Childminder report

Inspection date:

20 September 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder creates an exciting and creative environment for children to be themselves. He works seamlessly with his co-childminder to support children to reach the very best possible outcomes. The childminder teaches children ambitious practical skills. His skilful teaching enables them to think critically and understand how complex things work. The childminder is highly successful at providing opportunities for children to persevere. Children take appropriate risks and try hard even when they encounter setbacks.

The childminder supports all children to feel emotionally healthy and happy. He has high expectations of children's behaviour towards others. The childminder builds strong and nurturing relationships that help children feel safe. Children receive the support that they need to consider others' feelings and respond sensitively. All children are kind. They develop emotional well-being at the highest level.

The childminder plans activities that captivate the imagination of all children. He understands every individual child's interests extremely well. The childminder engages the children in fun and enriching learning opportunities. Children are excited to discover new skills. They are extremely motivated learners. Children are keen to share their fascination at the knowledge and skills they have learned. They are extremely well prepared for their next stage of education, including school.

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

- The childminder creates an environment where all children can be highly successful. He works with his co-childminder to implement the teaching of new skills to all children at the highest level. All of the activities that the childminder plans are rooted in children's understanding of the world around them. All children remember long term what they have learned. They are able to share their knowledge and skills with others.
- The childminder gets to know individual children extremely well. He works with parents to find out about children's previous experiences. When planning new activities, the childminder considers the needs of every individual child. All children are able to develop the key skills and knowledge they need to move on to their next developmental stage. Children are highly confident. They make excellent progress across the early years foundation stage curriculum.
- The childminder reads to children in a way that captivates them. He speaks clearly and teaches highly ambitious language. His teaching promotes a love of stories and books that is worthy of sharing with others. Children recite songs, read stories and excitedly clap to the beat of the drum. Children are skilled at identifying rhythm and rhyme. They are exceptional talkers who have high levels of self-esteem. Children gain fluency at the highest level.

- The childminder's teaching of physical development is inspirational. He plans ambitious opportunities for children to try new things. The childminder supports children to assess their own capability, for example, climbing to the top of the treehouse. When children are not ready to do this, the childminder provides opportunities for children to learn other physical skills. Children feel extremely happy to demonstrate what they have learned. They gain physical skills at the highest level. This promotes children's physical health and well-being.
- The childminder has extremely strong relationships with parents. He speaks with parents each day to ensure that they understand what children have been working on. Parents say that they are well supported in helping children to reach their next developmental stage. They say that the information provided to them by the childminder is invaluable in helping them to support their children.
- The childminder is passionate about child development. He enhances his already excellent understanding of children's needs. He closely links training opportunities to the development of individual children in the setting. The childminder is extremely reflective of this practice, and his teaching skills continue to develop over time.
- The childminder promotes children's understanding of healthy eating extremely well. He supports children to explore a wide variety of new foods. Children feel delighted to explore and discover new flavours. The childminder teaches a wide range of cooking skills to children. He promotes children's physical health at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY389259
Local authority	Richmond Upon Thames
Inspection number	10355326
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 11
Total number of places	6
Number of children on roll	29
Date of previous inspection	26 November 2018

Information about this early years setting

The childminder registered in 2009 and lives in Twickenham, in the London Borough of Richmond upon Thames. He operates all year round, from 7.30am to 6pm, Monday to Friday, except for a week in the summer and two weeks at Christmas. The childminder works with a co-childminder. He holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Daurge

Inspection activities

- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- 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 childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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