

Childminder report

Inspection date: 18 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have an excellent bond with the childminder, who has pride and passion for her role. The childminder has high expectations for every child, which she models with respect and kindness. She provides familiar routines to help children to settle quickly. The childminder is exceptionally warm, caring and sensitive to children's individual needs.

Children thoroughly enjoy playing with the water and solving problems. They learn how to twist the top of the spray bottle off and refill it with water. They squeal with delight as the water spurts out as they spray a toy 'sit-in car' to clean it. During sand play, children recall how putting sand onto a fire will put it out, following up on what they learned on a recent trip to the fire station.

Children take part in a range of activities that support their early literacy skills. They freely access their favourite books and they listen well to stories. Children make marks using paint, water and pencils. They are in awe as they paint with water on 'magic' paintings, where colours appear when the water is applied. They develop their understanding of numbers and counting. For example, they count the dinosaurs and comment that there is 'another triceratops with three horns'.

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

- The childminder knows the children very well. She is aware of where they are in their development and how they like to learn. She observes them closely and assesses children's development to identify what they need to learn next. Children are making good progress.
- The childminder develops positive partnerships with parents. For example, she works with parents to support children during times of transition, such as when learning to use the toilet. The childminder is reflective of her practice and swiftly acts on feedback from parents to further develop effective partnerships. Parents speak highly of the childminder. They appreciate her warm and friendly approach and report that children love their time with her.
- The childminder supports children very effectively to develop friendships and to learn how to play with others. Children's behaviour is very good. They receive praise from the childminder for their good manners and achievements. Children are polite and wait for their turn when playing and during conversations. Any minor disagreements are quickly resolved. When children do not want to share the toys, the childminder patiently explains that it is kind to share with your friends. The children listen to the childminder and learn to consider each other's feelings.
- Although the childminder has carefully planned her intentions for children, she occasionally over-directs activities and routines. This leads to children's

independent learning skills being interrupted. For example, children are sometimes asked to move from one activity to another when they are engrossed in play. This hinders their curiosity and their ability to extend their own learning independently because they lose focus.

- The childminder provides healthy and hearty meals and snacks. Children visit the childminder's allotment where they plant, water and harvest fruit and vegetables which they bring back to make vegetable soup. However, the childminder does not always seize good opportunities that arise to give children clear messages about making healthy choices, to support them to understand the importance of following a healthy diet.
- The childminder is ambitious and continues to reflect on her practice. She identifies how to make improvements that support the children in her care. For instance, the childminder accesses regular webinars and training to enhance her teaching skills.
- Children benefit from regular trips to their local community. They go to parks and have regular visits to Kew Gardens, which supports their social skills and their wider knowledge of the world. The childminder helps children to understand people in the community who help them. For example, they recently visited the fire station and developed a keen interest in the work of firefighters and the ways that fires are put out.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She knows how to share any concerns, and the importance of doing so promptly, to keep children safe. The childminder attends regular training and completes her own research to ensure her safeguarding knowledge remains up to date. She is aware of a wide range of child protection issues, such as exploitation, extremism and how to escalate an allegation against herself or a member of the family. The childminder ensures that her home is safe and secure, and she closely supervises children. She carries out risk assessments to identify and remove any potential hazards.

What does the setting need to do to improve?

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

- strengthen teaching skills to give children the time they need to develop their own thinking and curiosity skills further
- develop further ways to support children to gain a better understanding of the importance of making healthy eating choices.

Setting details

Unique reference number	EY390551
Local authority	Kingston upon Thames
Inspection number	10138079
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	27 August 2015

Information about this early years setting

The childminder registered in 2009 and lives in Ham, in the Royal Borough of Kingston. She holds early years professional status. The childminder offers care from 7.30am to 6pm, Monday to Friday, throughout the year except for family holidays and bank holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Chris Lamey

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 childminder and has taken that into account in their evaluation of the provision.
- The inspector completed a learning walk with the childminder and discussed how she organises and implements her curriculum.
- The childminder took part in a joint observation with the inspector. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The children spoke with the inspector and invited her into their play at appropriate times throughout the inspection. The inspector observed interactions and the conversations between the childminder and the children, and considered the impact these have on children's learning.
- Parents' written testimonials were read and their views were taken into account.
- The inspector had a discussion with the childminder about her training and how she evaluates her practice.
- The childminder showed the inspector relevant documentation.

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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