

Childminder report

Inspection date: 11 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

The childminder provides a warm and welcoming environment for the children. Children appear confident and independent, enjoying easy access to a range of age-appropriate resources that they are encouraged to explore. The childminder knows the children, their needs, learning styles and families well. She anticipates reactions and caters to any disagreements in a timely and attentive manner. This means children develop the personal, emotional and social confidence they need to build their personalities, resolve conflict and self-regulate from an early age.

Children enjoy a supportive relationship with the childminder. As a result, they are secure and well behaved. The outdoors form a prominent part of the childminder's curriculum. The variety of experiences offered to them throughout the week, ranging from parks, playgroups and walks with other childminders offer wholesome opportunities for learning. For example, on walks, the childminder teaches them about appropriate clothing, the elements, safety and also builds on their prime areas and understanding of the world. Children go home and remind parents of a 'lamp post' when they come across one, as the childminder has taught them to stop at pedestrian crossings and look both ways.

The childminder maintained contact with children's households during the pandemic, offering opportunities to learn from home. For example, all children were asked to create some artwork, and after the pandemic restrictions, the artworks were used to make a giant mural combining all their efforts.

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

- The childminder has a secure understanding of the experiences and activities children need to prepare them for their next stages. She is able to offer children opportunities to learn by encouraging independence and inspiring wonder through play. For example, children are encouraged to get involved in messy-play activity with pasta, foam and tools even when the tray brought in from the garden has ice in it. Children are encouraged to feel this, talk about the holes and melting ice, and explore this freely before starting the planned activity. The children remain engaged, play without hesitation and learn about boundaries, safety and sharing.
- The childminder encourages independence and asks the children to carry out small tasks and seek satisfaction from achieving their targets. Children explore their own interests, eat independently, learn about hygiene and appropriate dressing and assist the childminder in tidying up after play. She praises them, offers support and comfort when they get upset and encourages them to help each other which promotes their self-esteem.
- The childminder has high expectations when it comes to children's behaviour.

She role models good language and expects the children to use the same when speaking to her or to each other. This is evident when there are disagreements. Children tend to resolve conflict with some support and appear respectful and friendly.

- Partnerships with parents are good and all families give positive feedback about the childminder and the confidence with which they leave their children in her care. They feel supported through the pandemic and well informed of their children's progress and development.
- Children demonstrate learning about the importance of oral hygiene and talk about brushing their teeth and having a healthy diet.
- The childminder promotes appropriate discussion about what is being taught throughout the day and children are given lots of opportunities to comment, question and use express their views on things. Children often ask why and how and the childminder takes time to answer them patiently and in detail. This helps develop their understanding and maturity.
- An appropriate level of risk taking is allowed and the childminder is careful not to interrupt learning unnecessarily. This allows children the chance to solve problems and achieve goals. For example, children are provided stools in the kitchen to reach for their plates and are allowed to explore an activity freely even if it makes a mess. This enables them to make their own discoveries and develop an understanding of boundaries.
- The childminder has a good understanding of what skills and behaviours children need to learn at each stage. She does not however, consistently incorporate mathematical language and numerical concepts into children's play, to broaden their early mathematical skills.
- The childminder discussed similarities and differences in various types of family structures with the children and they are exposed to some religions different to theirs. The childminder does not however, offer a particularly ambitious curriculum that celebrates wider cultures and communities. This would support the children for life in modern Britain and generally, as citizens of the world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of safeguarding expectations and local protocol. She is also aware of the importance of identifying, recording and referring any concerns that may arise despite her closeness to the families she works with. This is important to ensure the continued safety of children. She also has up to date paediatric first-aid training and maintains a personal learning and development log.

What does the setting need to do to improve?

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

- broaden the curriculum for mathematics so it is more ambitious and embed more consistent mathematical concepts into practice
- encourage children to learn more about cultures and celebrations other than their own, to help prepare them for life in modern Britain.

Setting details

Unique reference number	EY391615
Local authority	Richmond Upon Thames
Inspection number	10065598
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	2 to 8
Total number of places	8
Number of children on roll	8
Date of previous inspection	7 September 2015

Information about this early years setting

The childminder was registered in 2009. She lives in Hampton, in the London Borough of Richmond upon Thames. By background, the childminder is a trained nurse for people with learning disabilities and has a level 3 diploma in homebased childcare.

Information about this inspection

Inspector

Sana Foss-Smith

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 setting.
- The inspector spoke to the childminder about safety, risk assessments and notifying Ofsted of any major incidents at the setting.
- The inspector and childminder carried out a joint observation and discussed the intent, implementation and impact of the activity.
- The childminder and the inspector observed children playing and discussed their learning and development.
- The inspector talked to the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents in their written comments.
- The childminder provided the inspector with key information on request, such as her qualification, paediatric first-aid certificate and her DBS number.

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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