

Childminder report

Inspection date: 2 March 2020

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

Children enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. The childminder finds out from parents about their children's routines, interests and abilities and effectively uses this information to plan for children's individual learning. Children make good progress in their learning and development. The childminder continually talks to children and supports their language development well. For example, with younger children, she describes what they can see and are doing, acting as a good role model for communication. With older children, she asks questions to extend their thinking and learning skills further. Children behave well and respond positively to adults and each other. For example, children share and take turns as they play games together. Older children help younger children during activities and enjoy involving them in their play. The childminder offers lots of praise and encouragement, effectively supporting children's self-esteem and confidence. Children have a good understanding of how to keep themselves and others safe. For instance, they explain to the childminder what they need to do if there is a fire, describing how they need to leave the home safely and wait outside until it is safe to return.

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

- The childminder has a good understanding of how children learn. She knows the children well and plans activities around their interests and what they need to do next. Regular observations and assessments support this, and the childminder closely monitors children's progress to ensure there are no gaps in their learning. As a result, all children are well prepared for the next stage in their learning.
- Children have regular opportunities to learn about numbers and shapes through the play activities. For example, young children complete shape puzzles and older children confidently count out toys and sort blocks based on their shape and size.
- The childminder has established very good partnerships with parents, which enable children to settle well. Parents receive regular updates about activities children have enjoyed and their achievements.
- Children have good attitudes to learning. They are curious, inquisitive and keen to take part in all activities. They show high levels of concentration as they play. Children develop their independence skills. For instance, they feed themselves and put on their own coats and shoes before going outside.
- The childminder places a strong emphasis on making the most of professional development opportunities. This helps to increase her skills and knowledge and improve the curriculum for children.
- The childminder supports children's awareness of healthy lifestyles. For instance, she reminds children that they need to wash their hands regularly and always

before mealtimes.

- Children have plenty of fresh air, physical exercise and opportunities to socialise with other children. For example, they visit local parks and playgroups and mix with other children.
- Children are happy, settled and keen to learn. The childminder is sensitive to children's needs, which fosters their security and emotional well-being. For example, younger children happily explore the environment and are reassured that the childminder is nearby. Older children have a strong rapport with the childminder and laugh and giggle as they share jokes with her.
- Children develop their small-muscle skills well. For example, they enjoy using different tools to manipulate dough, making shapes and structures and confidently describing what they have made to the childminder.
- Overall, the childminder reflects well on her practice and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children in her care. However, she misses opportunities to collect feedback from parents in order to further support her improvements.
- The childminder has established good partnerships with other settings children attend. However, she has not developed information-sharing to support children's learning and development as fully as possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help, and knows the relevant agencies to contact for guidance. The childminder attends safeguarding training and is aware of the correct procedure to take should there be an allegation. The premises are safe and secure and the childminder carries out regular checks of the environments to ensure they remain safe for children to use.

What does the setting need to do to improve?

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

- develop the opportunities for parents to contribute their views to help improve practice
- strengthen partnerships with other settings children attend to consistently support and complement children's care and learning experiences.

Setting details

Unique reference number	EY392421
Local authority	Richmond Upon Thames
Inspection number	10065599
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 December 2015

Information about this early years setting

The childminder registered in 2009. She lives in the Whitton area of Twickenham, within the borough of Richmond upon Thames. Childminding takes place from Monday to Thursday, all year round, except bank holidays and Christmas.

Information about this inspection

Inspector

Becky Phillips

Inspection activities

- The inspector observed the childminder interacting with the children.
- The childminder and the inspector held a joint observation.
- The childminder and inspector discussed matters relating to safeguarding, the self-evaluation process and the activities provided for children.
- The inspector sampled relevant documentation, such as training certificates, public liability insurance and children's learning documents.
- The inspector spoke with children during the inspection.

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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