

# Childminder report

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Inspection date: 17 February 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children feel safe and secure in this nurturing, homely environment. They are interested in the activities provided. Children independently choose resources and move around freely, choosing where they want to play. They excitedly pour cereals into a tray for their dinosaurs to 'stomp'.

The childminder uses children's love of stories and rhymes to fully support their communication skills. For example, children become more involved when the childminder introduces finger puppets of their favourite characters. Children confidently find the puppet they like the most, excitedly calling out 'spider' and 'Humpty Dumpty'.

Older children are very thoughtful. They point out patterns on balloons for younger children to notice as they look through magnifying glasses together.

The childminder provides children with clear guidelines to support their good behaviour. For example, she encourages them to be kind and respectful. Children show good manners when they say 'please' and 'thank you'. They beam with pride in their achievements when the childminder praises them for good behaviour, for instance when they put toys back where they belong and sit nicely during mealtimes.

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

- The curriculum is planned well by the childminder. She has a clear understanding of what she wants children to learn to prepare them for their eventual transition to school. The childminder observes children and uses this information well. She plans activities that are based on their interests, and to support their next steps in learning.
- The childminder develops children's positive attitudes and encourages them to be independent. They help with everyday tasks such as clearing the table. Children know how to feed and dress themselves. They enjoy the planning to plant their seeds in the spring.
- Children successfully develop fine motor skills. For example, they use tweezers accurately to pick up toy dinosaurs. The childminder supports children to recognise the colours of the dinosaurs and encourages them to compare their similarities and differences. Children tell her that some dinosaurs have 'spikes' and others have 'smooth' backs. She extends this further by encouraging them to count the dinosaurs.
- The childminder has established good care practices. Children help themselves to tissues to wipe their noses when they need to. They willingly wash their hands before meals and when they have had their nappy changed. There is

plenty of space for children to sit and rest if they wish.

- Children have exciting opportunities outside the setting that expand their range of experiences. For example, they visit local playgroups and parks. They navigate climbing frames and run around enjoying the fresh air. The childminder encourages children to lead healthy and active lifestyles. She teaches them the importance of healthy eating and provides nutritious home-made food.
- The childminder has developed good partnerships with parents, who speak highly of her and say that she is like a second family. She gathers useful information from parents about their children's routines before they start. This helps children to settle quickly and feel secure in the childminder's home. However, she does not consistently share children's developmental information with parents to support their continued learning at home.
- Children are eager to involve the childminder in their play. The childminder uses all opportunities to promote children's communication and language development. She introduces new complex words. For example, 'nocturnal' when children talk about night-time animals. She provides a running commentary to enhance their communication skills even further.
- The childminder is committed to her ongoing professional development. She regularly attends training courses to extend her existing knowledge. For example, since her previous inspection, she has attended equality and inclusion training to enhance her understanding of how to support children's individual needs in her setting even further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm. She knows the procedures to follow if she is concerned about the welfare of a child. The childminder is aware of the signs and symptoms of abuse and is alert to signs that a child may be exposed to extreme views and ideas. She promotes children's safety well. For instance, she ensures that her home is safe and secure and closely supervises children at all times. The childminder ensures that her first-aid qualification is kept up to date and suitability checks are completed for all adults living in the home.

## What does the setting need to do to improve?

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

- strengthen the communication systems with parents to keep them fully informed about their children's progress.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY392832                                                                          |
| <b>Local authority</b>             | Kingston upon Thames                                                              |
| <b>Inspection number</b>           | 10074248                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 4                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 9 February 2016                                                                   |

## Information about this early years setting

The childminder registered in 2009. She lives in Chessington in the London Borough of Kingston upon Thames. The childminder operates her service Monday to Friday from 7.30am to 6pm. She holds a recognised childcare qualification.

## Information about this inspection

### Inspector

Louise Drewett

### Inspection activities

- A learning walk was conducted with the childminder to understand how the curriculum and the provision for children in the early years are organised.
- The inspector observed a range of activities. She spoke to children and held discussions with the childminder to assess the quality of education for children and their experiences in the childminder's home.
- The inspector read written feedback from parents and took account of their views.
- A range of documents were reviewed, including safeguarding procedures and suitability checks for household members.

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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