

Childminder report

Inspection date: 30 January 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 settle quickly and enjoy the homely environment that the childminder provides. They demonstrate that they feel safe and secure in her care and develop strong emotional attachments. This helps them to feel confident to express their ideas and feelings. The childminder has high expectations of children's behaviour and they behave well. They share and take turns, and demonstrate care and concern for each other and their toys. For example, children play with baby dolls, taking care of them as they feed, cuddle and put them to bed.

The childminder uses her many years of experience as a registered childminder to support children's learning and development. She tailors activities to meet children's needs and interests. For instance, children enjoy exploring numbers and can confidently count up to 20. To challenge them further, the childminder creates a car park for toy cars and children delight in matching the correct numbered car to its parking space, demonstrating a good understanding of mathematics. Children have plenty of fresh air, physical exercise and opportunities to learn about the world that they live in. They go on regular outings to local parks, playgroups and libraries, and also meet with other minded children to further develop their social skills.

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 assesses children's development and monitors their progress closely to check there are no possible gaps in their learning. The childminder quickly puts in place early interventions, working closely with parents to support each child to achieve their full potential. All children, including those with special educational needs and/or disabilities, make good progress from their starting points. They develop the key skills needed for their next stage in learning.
- Parents' feedback is very positive about the childminder. Parents share their views through questionnaires and daily discussions. They say their children enjoy coming to the childminder's home and they are making good progress in her care. The childminder effectively keeps parents up to date with their child's learning. For instance, she share learning journeys and photo books with parents regularly and they share ideas for activities.
- Children practise their early literacy skills. Young children enjoy listening to stories and make marks with chunky crayons. Older children confidently recognise letters and match them to the corresponding sound they make. They learn the difference between uppercase and lowercase letters and independently spell their name.
- The childminder encourages children to develop their independence and self-care skills. For example, she encourages them to wash their hands before they

help to cut up their fruit for snack time.

- The childminder supports children's communication skills effectively. She is a good role model and speaks clearly, using repetition to help children pronounce letter sounds. All children enjoy reading stories with the childminder and older children confidently tell their own.
- The childminder follows a programme of professional development. She completes research and attends training to remain up to date with current legislation. For example, she has recently attended autism training to further support children in her care and improve her teaching practice.
- The childminder is committed to continually improving her setting. She regularly reflects on her practice, looking at what is working well and what needs improving. She takes into account the views of children and parents.
- Care practices are good. The childminder ensures tissues are always available for children to wipe their noses, and frequent handwashing procedures help to prevent the spread of infection. Children have a quiet place to rest and sleep.
- Children persevere well with activities and receive huge encouragement and praise from the childminder. They correctly order letters in the alphabet and feel proud of what they have accomplished. The childminder supports children's confidence effectively, helping them to believe they can succeed in their achievements.
- Overall, the childminder has established good partnerships with other settings children attend. However, she does not share sufficient information to support children's learning and development as well as possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She maintains up-to-date knowledge of safeguarding through regular training. She knows how to identify if a child is at risk of harm, including being exposed to extreme views or behaviours. The childminder knows how to report concerns about children to relevant agencies to maintain their physical welfare. 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:

- strengthen partnerships with other early years settings children attend to provide the best possible support for their learning and development.

Setting details

Unique reference number	EY393078
Local authority	Richmond Upon Thames
Inspection number	10065600
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 July 2015

Information about this early years setting

The childminder registered in 2009. She lives in Twickenham, in the London Borough of Richmond upon Thames. The childminder offers care Monday to Thursday from 7.30am and 6pm, term time only. The childminder has a level 3 qualification. She receives funding to provide free early education for children aged three and four years old.

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 inspector read written reviews from parents to gain their views of the childminder's provision.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- The childminder discussed her curriculum, children's learning and how she plans for children's progress.

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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