

Childminder report

Inspection date: 30 April 2025

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 experienced childminder takes great care when settling children to ensure they feel safe and secure in her care. Children are happy and enjoy coming to the childminder. She offers them high praise for their individual achievements. Children show they are proud of themselves by smiling and clapping their hands with joy upon receiving this. Children show great respect for the childminder and follow all instructions given to them.

The childminder plans a well-thought-out and varied curriculum around children's interests and next steps. Children have opportunities to self-select from a range of resources, both inside and outside, and the childminder supports them well as they play. The childminder knows children well and talks confidently about how her planned activities, both in her home and in the wider community, support children and help them to meet their milestones. Children are well prepared for their next stages in learning, including starting school.

The childminder supports children in understanding the importance of developing a healthy lifestyle. She introduces them to a variety of different foods at snack time to try and visits local supermarkets to provide them with opportunities to touch, smell and taste different fruits and vegetables. She also makes regular visits to a local allotment, so children can care for plants and learn about where their different foods come from.

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

- Children behave well. They fully understand the childminder's expectations for safe and suitable ways to behave and the importance of showing respect for one another. Children help to tidy up after playing. They share and take turns and offer help to their friends when needed. The childminder consistently models the language of 'please' and 'thank you', and the children show their understanding of the importance of manners by repeating her modelled language in context.
- The childminder supports children to be independent when preparing for outdoor play. Children enjoy the challenges of putting on their own shoes and hats and putting them away when they return inside. They are supported well by the childminder in remembering the stages for independently washing and drying their hands, before and after mealtimes. However, during mealtimes, opportunities to further extend children's independence are more limited.
- Activities support children's mathematical understanding. They enjoy stacking a range of small blocks of decreasing sizes, constructing towers and comparing their different heights. They use ladles to organise small cotton reels into baskets, which helps the development of their small-muscle skills. The childminder models how to count, demonstrating one-to-one correspondence,

and uses the language of 'bigger', 'smaller' and 'taller' to support children with understanding size and order.

- Children show a love for role play and enjoy making cups of tea and preparing food for the childminder. The childminder joins in with their play and supports them well. The childminder asks appropriate questions to keep their play going and provides them with a narrative for their play. However, more support from the childminder to fully embed children's chosen spoken language during these times, such as extending children's single words and consistently modelling them in full sentences, would extend children's learning further.
- Parents are extremely happy with the childminder. Their children enjoy the variety of meals on offer and enjoy coming to this warm, welcoming environment. They receive regular feedback and have daily updates on the activities their children are engaging in. Parents particularly like the childminder's curriculum offering and the wide variety of trips she offers within the local area.
- The childminder shows passion for continuous professional development. She attends in-person training, network meetings and webinars online. She meets regularly with other local childminders and visits playgroups to further support her with her curriculum offering. She works closely with her local authority advisor and keeps up to date with any new initiatives. She has a good understanding of how to access support from external agencies when supporting children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support children further with extending their chosen spoken language by consistently modelling full sentences to them as they play
- provide further opportunities to develop independence, in particular during mealtimes.

Setting details

Unique reference number	EY395819
Local authority	Richmond Upon Thames
Inspection number	10380909
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 10
Total number of places	7
Number of children on roll	7
Date of previous inspection	28 June 2019

Information about this early years setting

The childminder registered in 2009 and lives in Teddington, Middlesex. She operates on Monday, Tuesday, Wednesday and Thursday from 7.30am until 6pm, during term time only. She accepts early education funding.

Information about this inspection

Inspector

Penny Harman

Inspection activities

- The inspector conducted a learning walk of the premises to ensure it was safe and suitable for childminding.
- The inspector observed the activities and the interactions between children and the childminder.
- The inspector spoke to the childminder about safeguarding policies and procedures.
- The inspector held a management meeting with the childminder.
- The inspector looked at relevant documentation.
- The inspector viewed parent testimonies.

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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