

Childminder report

Inspection date: 17 June 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is outstanding

Children benefit exceptionally well from the childminder's understanding of how best to support each individual child in their learning and development. She constantly assesses children's abilities and uses this information to sequence and plan an engaging range of carefully tailored activities, which focus on what children need to learn next. Children are never rushed as they learn new skills and they are extremely eager to talk about their ideas and extend their thinking through asking questions and making suggestions. Children and the childminder are respectful and courteous to others. There are extremely close friendships between even the youngest children, and often children make it their mission to make others smile. They are able to explore each other's cultures and backgrounds, which helps them to consider their own identity, while accepting people's differences. The childminder takes great interest in the children she cares for, and does everything she can to make them feel safe and secure. Babies beam when they see the childminder and other children, and approach them for cuddles and play. Older children are thrilled as the childminder listens carefully to their ideas and thoughts. Overall, children are making excellent progress in all aspects of their development and consistently display high levels of confidence and engagement.

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

- The childminder works very closely with parents to seek information about what children can already achieve. She uses this to precisely plan how she can move them on to their next stage in learning.
- The childminder has a thorough understanding of the curriculum and quickly identifies and closes any gaps in children's achievements. This ensures that each child is making exceptional and sustained progress from their starting points.
- Children show interest in, and respect for, one another as well as members of the wider community. They eagerly embrace the opportunity to share their cultures and languages with their friends. For instance, children enjoy tasting different cuisines and having the chance to learn how to count and write in different languages.
- One of the childminder's key strengths is her ability to support children's communication and language. She expertly encourages discussions and regularly introduces new vocabulary, which children then use in their own speech.
- Children are given ample time and opportunity to practise the smaller skills they need before moving on to bigger things, such as dressing themselves. For example, when a young child's sock is falling off, the childminder encourages them to explain the problem and identify each small thing they need to do to fix it. This amount of time and focus allowed the child to persevere until they were successful, leading to them feeling a real sense of achievement.
- Children excitedly explore different vegetables, before helping to prepare these

for a healthy lunch. They talk about how the different vegetables feel and the difference in weight and smell. Children quickly pick up new vocabulary and mathematical language and use this confidently.

- Children behave impeccably. They understand the rules and are eager to follow the requests of the childminder. Even very young children independently share the toy they are playing with, without prompting. They are eager to make others happy and this is reciprocated by their friends.
- The childminder provides clear information to parents about what children can do and provides ideas of how they can promote this further at home. Any concerns about children's development are quickly shared to ensure as much support is provided as possible. This early recognition of potential problems has a very positive impact on children's future chances.
- The childminder is dedicated to developing her own skills and providing the best possible support and care to children and their families. She attends focused and targeted training to update her knowledge and has clear plans to continue this level of professional development in the future.
- Babies enjoy lots of eye contact with the childminder, and even those who have recently started attending the setting are exceptionally confident and happy.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding children is the childminder's top priority. She can identify children who may be at more risk than others and has a very clear understanding of all relevant child protection issues. She has attended high level training and is in the process of using what she has learnt to extend the information she provides to parents. She clearly recognises the importance of allowing children to explore their surroundings, while being close by to limit any dangers. She encourages children's independence, while helping them learn how to keep themselves safe. For example, when babies explore low drawers, the childminder consistently places her hand over theirs to show them how to close these safely.

Setting details

Unique reference number	EY402368
Local authority	Richmond Upon Thames
Inspection number	10149921
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	0 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 March 2020

Information about this early years setting

The childminder registered in 2009 and lives in Barnes, in the London Borough of Richmond. She operates Monday to Friday from 8am to 6pm, all year around.

Information about this inspection

Inspector
Amanda May

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder carried out an activity, which she then discussed and evaluated with the inspector.
- The childminder spoke to the inspector about how she manages the setting, including her plans for the curriculum.
- Parents shared their views with the inspector through telephone discussions and written statements.
- The inspector observed activities and care routines and spoke to the children about their experiences.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021