

Childminder report

Inspection date: 19 July 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a stimulating, loving and warm environment for the children. She has strong relationships with the children and knows them well. Children are confident around the childminder, knowing she is close by. They are happy to talk to visitors, demonstrating how secure they are in the home. The childminder provides children with lots of praise. This helps to boost their well-being and self-esteem. The childminder arranges her home effectively. Resources are easily accessible to children. This encourages children to make choices about their play and learning. The childminder's knowledge of the children is strong. She uses their interests to make suggestions when children are unsure of which resources to choose.

Children are independent throughout the day. The childminder encourages children and empowers them to create things for themselves. For example, when children are playing with plastic building bricks, the childminder encourages them to create their own mini zoo by choosing their favourite animals. The children enjoy trying different ways to fix the bricks, building on their confidence to persist at an activity. The childminder sensitively provides guidance, which children readily accept. This helps to demonstrate the secure attachments they have with the childminder.

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

- Children develop their language skills well. They regularly share books and talk about the different things they can see. The childminder helps children to extend their speech. She repeats words back to them in the correct form. This sensitively allows children to gain confidence in the words they are familiar with.
- The childminder offers children many experiences outside the home. Children have opportunities to go on buses and trains as they explore the local area. They visit different parks, where they are encouraged to take risks and try new pieces of equipment. The childminder recognises that the COVID-19 pandemic has had a negative impact on the number of places they can visit. She finds alternative ways to support children's social development, such as meeting others in parks.
- Partnerships with parents are effective. Parents speak highly of the childminder and strongly value the information she shares with them about children's learning. This enables parents to extend children's learning at home even further. Parents say that children have formed close bonds with the childminder. They feel that children are well supported and are progressing extremely well.
- The childminder is committed to her role and continues to reflect on her practice. She identifies how to make improvements that support the children she cares for. However, the childminder has not fully developed highly effective methods for gathering regular feedback from parents as part of her evaluation

of the provision.

- The childminder skilfully weaves early mathematical concepts into everyday activities. Children learn to count, group items together and use positional language during play, for example when developing their interest in towers.
- The childminder is committed to providing a home-from-home experience, where children feel content and settle quickly. She knows what she wants children to learn and offers high-quality care and education. The childminder has high expectations for children's behaviour. Children make good progress.
- The daily routines are well organised and promote children's physical health and well-being effectively. Children learn to wash their hands before eating and have daily opportunities for outdoor physical play. The childminder works in partnership with parents to ensure that meals and snacks for children are healthy and nutritious.
- The childminder is very experienced and constantly strives to improve her practice. She attends regular training and implements what she has learned to improve outcomes for the children. She networks closely with other childminders to share ideas and discuss policies and practice.
- Children make choices about what to play with. They use attractive resources, indoors and outdoors. The childminder recognises that some children prefer to play and learn outdoors. However, there are few natural materials for children to explore and use. Opportunities for children to fully develop their curiosity are also limited.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the importance of her role and responsibilities. She understands how to protect children and regularly updates her knowledge and skills in regard to all aspects of safeguarding matters. For example, she understands how to identify possible radicalisation. She knows what to do if an allegation is made against her and the procedures to follow if she has to report a concern. The childminder has been proactive in the ways she has maintained safety during the COVID-19 pandemic. She implements robust policies, procedures and risk assessments to promote the health, safety and well-being of children.

What does the setting need to do to improve?

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

- increase opportunities to include and use parents' ideas to help develop the childcare provision even further
- strengthen the curriculum further so that children have more opportunities to use natural materials and to develop their curiosity.

Setting details

Unique reference number	EY406814
Local authority	Richmond Upon Thames
Inspection number	10074430
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	20 June 2016

Information about this early years setting

The childminder registered in 2010. She lives in Twickenham, in the Borough of Richmond upon Thames. The childminder operates flexible hours from Monday to Friday throughout the year. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection. She looked at relevant documentation, such as the suitability checks of individuals living in the household.
- The inspector spoke to children during the inspection. She took account of the views of parents through written feedback provided.

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 2022