

# Childminder report

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Inspection date: 3 October 2024

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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> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| 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

The experienced childminder spends her time talking and playing with children. She develops warm and positive relationships with children. This supports children's emotional well-being effectively. Children are happy and safe. The childminder has high expectations for all children. She teaches children good behaviour, such as table manners and gratitude for things around them. During snack times and mealtimes, children experience moments of calm and socialisation. They thoroughly enjoy listening and talking to each other. Children display positive attitudes to their learning.

The childminder implements an ambitious curriculum to help children to gain knowledge and skills for their future education. For instance, she develops children's communication and language skills by engaging them in conversations and modelling words. This gives children the confidence to listen and talk. The childminder ensures that children comprehend the words she uses, such as 'nocturnal' and 'hibernate', by checking their understanding. This helps to expand children's vocabularies and reinforce their learning. Additionally, the childminder has increased the number of outings for children. This contributes to children developing their social and physical skills. Children achieve well and are well prepared for the next stage in their education, including the eventual move on to school.

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

- The childminder is dedicated to providing high standards of care and education for children. She has an effective self-evaluation process that identifies clear strengths and areas for improvement. For instance, since the last inspection, the childminder has offered more opportunities for children to enhance their independence skills. She aims to review adult-led activities to ensure consistent differentiation for children.
- The childminder is enthusiastic about her ongoing professional development. Since the last inspection, she has completed various training courses to enhance her teaching abilities. For instance, one training session has given the childminder a better understanding of how to interact with children more effectively. This has contributed to the development of children's speaking, listening and understanding skills.
- Additionally, the childminder has learned how to direct children's attention to numbers in their environment. This has led to an increased interest in counting among children. Over time, older children have learned to count from one to 10 and beyond, building on their mathematical skills.
- The childminder observes and assesses children's learning accurately. She uses the information to design a curriculum based on what children already know and

can do. For example, the childminder reads storybooks with good expression because she knows that children enjoy listening to them. Children who are bilingual learners and receive funding, make notable progress from their starting points in development.

- Children thrive by learning healthy habits, such as through plenty of fresh air and physical activities. They also enjoy nutritious meals and snacks, while older children learn to take care of their personal needs. Children receive praise and encouragement for their efforts, which motivates them to learn.
- The childminder teaches children to take care of their environment. To demonstrate good behaviour, children listen and comply with requests, such as tidying away the toys. However, when children struggle with sharing and taking turns, the childminder quickly intervenes to resolve conflicts for them. This means that children do not have the opportunity to resolve minor disagreements themselves.
- Children enjoy drawing and writing for various purposes. For example, older children spend long periods creating birthday cards for others. This helps them to recognise their names and those of significant people, supporting their literacy skills well. During these activities, the childminder encourages children to make their cards unique to reflect their individuality. Children respond well to this approach, which supports their creative development effectively.
- Parents are very pleased with all aspects of the childminder's work. They describe the childminder as 'calm, caring and positive'. Parents praise how the childminder supports children's learning, especially in developing their communication and language skills. They talk about how the childminder shares information about their children's experiences in the setting. The strong partnership promotes consistent practices for children's care and education.

## 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:**

- teach children to negotiate minor conflicts to promote their problem-solving skills further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY409270                                                                          |
| <b>Local authority</b>                             | Kingston upon Thames                                                              |
| <b>Inspection number</b>                           | 10359931                                                                          |
| <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 at time of inspection</b> | 2 to 6                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 4 December 2018                                                                   |

## Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Kingston Upon Thames. She works from 7.30am until 5pm, Monday to Thursday, except for bank holidays. The childminder holds a relevant childcare qualification. She provides government funded childcare.

## Information about this inspection

### Inspector

Marisol Hernandez-Garn

### Inspection activities

- The childminder showed the inspector around the setting and explained how she implements her early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector sampled relevant documentation, such as the childminder's suitability checks and training records.
- Children engaged with the inspector at appropriate times during the inspection.
- Parents shared their feedback through written comments.

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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