

Childminder report

Inspection date: 12 November 2019

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 childminder and her assistant are welcoming and approachable. They form strong emotional attachments with the children. This helps children to feel safe and secure in their care. Some of the children speak English as an additional language. These children have many opportunities to hear and use their home languages, while developing a strong grasp of English. This helps children to feel valued and respected. Children enjoy singing and dancing for enjoyment. They perform their favourite nursery songs confidently to each other. The childminder and her assistant give children lots of praise and encouragement, which builds their self-esteem. Children are creative and imaginative. They enjoy dressing up in different outfits, and they enthusiastically put on princess dresses to play out different characters. The childminder has consistent expectations for children's behaviour. She models kindness and respect to teach children how to behave well. Children are confident and have positive attitudes to learning. They make good progress from their starting points.

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

- The childminder observes and assesses children's learning regularly to inform her teaching. She makes use of the information to plan a variety of learning experiences which motivate children to learn. Sensory play features highly in the educational programme. For instance, children have lots of fun as they explore rice, lentils and spaghetti pieces. During activities, they learn to identify letters that are significant to them. However, at times, the childminder and her assistant interrupt children's play to move them on to other activities. This does not fully support children's learning and enjoyment.
- Children enjoy the company of their friends, and respond well to adults. They are curious and take pride in their achievements. For example, during an activity, children comment 'I'm cutting' and 'I did it!'. However, when children face problems during play, the childminder is too quick to put forward her own ideas to resolve these for them. This does not give children enough time to think about and find solutions to the problems they face.
- The childminder follows consistent care practices that promote children's good health. This is illustrated as she encourages children to be physically active and to wash their hands before mealtimes. Children learn to be self-sufficient and independent learners. For example, they can pour their own drinks of water and peel fruit skilfully.
- The childminder organises a wide variety of outings to raise children's awareness of their surroundings. As an example, she took the children to the local park recently to observe the changes in weather. Children collected leaves and twigs, which they used to make autumn pictures.
- The childminder works closely with parents to establish a consistent approach.

She keeps parents informed about their children's learning, such as through verbal feedback and written information. Parents make very positive comments about the service. They especially appreciate the childminder's caring and energetic approach towards their children.

- The childminder shares good practice with her assistant, and offers her regular training. She guides her assistant well. For example, the childminder checks that her assistant communicates confidently with the children. The childminder has completed training recently, which further developed her knowledge of how to plan and assess activities more effectively.
- The childminder evaluates the provision and makes positive changes to prepare children for their future education. For example, since the last inspection, she has enhanced the teaching of mathematics to help children to move on to the next stage of their learning. Children count, identify and compare objects by shape and size confidently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular safeguarding training to keep their knowledge up to date. They have a good understanding of their role and responsibilities to keep children safe, including what to do if they have any concerns about a child's welfare. Required written documentation, such as children's daily hours on the premises, is maintained consistently. The childminder and her assistant work well together to ensure children are well supervised. They carry out regular checks of the premises to minimise risks to children. The childminder checks her assistant's ongoing suitability to protect children's welfare.

What does the setting need to do to improve?

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

- give children sufficient time before moving them on to another activity, in order to fully support their learning and enjoyment.
- encourage children to think about and find solutions to any problems they face during play.

Setting details

Unique reference number	EY415959
Local authority	Kingston upon Thames
Inspection number	10074593
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	12
Number of children on roll	7
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Kingston upon Thames. She offers her service from 7.30am until 6.30pm, Monday to Friday, all year round. The childminder holds qualified teacher status, and she works with an assistant.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors. She interacted with children at appropriate times during the inspection.
- The inspector completed a learning walk with the childminder to find out how she organises the early years curriculum. She observed the daily routines and activities of children.
- The inspector spoke with parents and took account of their views.
- The inspector held discussions with the childminder to find out how she evaluates the provision. She interviewed the assistant to assess her understanding of her role and responsibilities.
- The inspector viewed a range of documentation, including the childminder's training certificates, children's development records and attendance registers. She evaluated one of the planned activities with the childminder.

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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