

Childminder report

Inspection date: 25 April 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children play in a welcoming and inclusive environment. Their individual care needs, personalities and preferences are recognised and respected. This helps children to feel safe and secure. The good settling-in procedures benefit children well, including those who have recently joined the setting. Children show through their positive relationships with the childminders and each other that they are happy and comfortable.

Children have access to a wide range of interesting toys and resources that are easily accessible. This keeps children motivated to play. For example, they show good concentration as they look at books and complete jigsaw puzzles. Children have plenty of opportunities to foster their curiosity and exploratory skills. For instance, they observe the growth of various vegetables that they have planted recently. This raises children's understanding about life cycles.

Children respond positively to the childminder's high expectations for their learning and behaviour. They delight in drawing with chalks on an easel, strengthening their hand muscles and coordination in readiness for school. Children behave in ways that show care and kindness towards each other and the environment. For example, they help adults to tidy away their toys. Children share and take turns during play.

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

- The childminder is highly committed to her role and responsibilities. She teaches children the knowledge and skills that they need for their future education. For example, she shares stories with children and engages them in meaningful conversations to widen their vocabulary. When young children babble, she responds and talks to them enthusiastically. This encourages children to develop and practise their language skills. Children, including those who speak English as an additional language and with additional needs, make good progress.
- The childminder observes and monitors children's learning well. She encourages all children to participate in activities. Occasionally, the childminder does not plan group activities precisely enough to fully support all children's learning. For example, children find some activities too advanced, given their age and stage of development.
- Children enjoy playing outdoors. They show good levels of confidence as they ride wheeled toys and kick or throw balls. However, the curriculum for the outdoor area is not as coherent and well sequenced. This does not ensure that children benefit as fully as possible when playing in the natural environment.
- Children have plenty of opportunities to express their creativity and imagination. For example, together with the childminders, they test their rhythmic abilities

using cymbals, bells and shakers. Children have lots of fun and show very positive attitudes to learning.

- The childminder teaches children practical skills, such as carrying out manageable tasks at mealtimes. Older children attend to their personal needs, such as dressing and toileting. Children gain good levels of independence skills.
- The childminder is a positive role model to children. She is extremely approachable and encourages good manners. As a result, children behave well.
- The self-evaluation process is evident. The childminder identifies that a particular strength of the setting is the way they work with parents. For example, she and her co-childminder actively seek parental views through verbal discussions and questionnaires. During the national lockdowns, the childminder arranged online meetings with parents to keep them fully informed about their children's activities. This helped to support children's continued learning during this time. Parents comment on how happy their children are to attend the setting and are 'thrilled with the genuine care and warmth that both childminders consistently show'.
- The childminder has high regard to children's good health. She is consistent in reminding children to wash their hands before handling food, to prevent the spread of germs and illnesses. Children also enjoy nutritious snacks and home-cooked meals.
- The childminder engages in frequent training opportunities to enhance her knowledge and skills of early years. For example, following training, she has increased the participation of fathers in their children's learning. This has further improved outcomes for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the setting is safe and secure for the children. For example, she conducts risk assessments of the premises, which helps to identify and minimise hazards to children. The childminder attends training to keep abreast of changes to safeguarding issues and how to report them to relevant agencies. She has a confident knowledge of how to identify signs of abuse, including if a child is being exposed to extremist views and behaviours. Children receive good levels of supervision to enable them to explore their environments confidently.

What does the setting need to do to improve?

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

- review planned activities to ensure children's individual age and stage of development are supported more effectively
- make more effective use of observations to plan a coherent and well-sequenced curriculum for the outdoors.

Setting details

Unique reference number	EY417101
Local authority	Richmond Upon Thames
Inspection number	10138167
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Richmond-upon-Thames. She works with another registered co-childminder. They offer their service from 8am to 6pm, Monday to Thursday, except for bank holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 this into account in their evaluation of the provision.
- The childminder and her co-childminder took the inspector on a learning walk. They explained to the inspector about their intentions for children's learning, inside and outside.
- Parents left written feedback to share their views on the service they and their children receive. Children interacted with the inspector at appropriate times during the inspection.
- The inspector observed children's play. She conducted a joint observation with the childminder and assessed the impact of the activities they have on children's learning.
- The childminder provided the inspector with a sample of required documentation, such as training certificates and evidence of suitability. She talked to the inspector about safeguarding issues and the reporting procedures.

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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