

Childminder report

Inspection date:

7 September 2022

Overall effectiveness	Good
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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

Children have strong bonds with the childminder and settle very quickly. They benefit from the warm reassurance given by the childminder when they are unsure of a situation, for example when there is a visitor in the home. The childminder knows children very well. She plans a broad curriculum with a variety of activities that follow the interests of each child. Children make good progress from their starting points. Children behave very well. They respond attentively when the childminder helps them to understand the concept of sharing.

The childminder praises children for their efforts which helps motivate them to learn. She helps children to develop a good range of physical skills. For example, children use jugs to pour and transport water, and climb the steps up to the slide under the watchful eye of the childminder. Children show high levels of engagement in activities. They freely choose resources to support role play. For example, children excitedly select a large box which is adapted to become a 'house of sticks, to stop the wolf getting in!' This helps inspire their imagination and extends a storyline they had been following. The childminder encourages children to be independent in a number of ways. For example, children put on their own shoes, wash their hands and cut up their own fruit at snack time.

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

- The childminder encourages children to adopt healthy practices. For example, children enjoy eating a range of healthy snacks. They grow fruits and vegetables in the childminder's garden which they pick and enjoy together at meal and snack times. Children have a good understanding about foods which are good for their bodies and teeth. They chatter excitedly about a recent trip to the dentist.
- Parents speak very highly about the quality of education and care given to their children. They mention the support the childminder gives on subjects such as routines, sleeping and behaviour. Parents state that the childminder works closely with them to find out their children's care needs and interests. They comment on the varied range of learning experiences the childminder provides for their children.
- The childminder uses storybooks to extend children's learning. A wide range of books are available for children so that they can cuddle up to the childminder with a favourite story. However, the childminder does not consistently use these times to extend young children's vocabulary.
- Children benefit from regular opportunities to play in the childminder's garden and enjoy the fresh air. They develop an understanding of how to keep themselves safe on the play equipment and, as a result, children develop good physical skills under the vigilant supervision of the childminder.
- Children develop good levels of independence. They make good attempts to put

on their shoes from a very young age and older children manage their own self-care needs, such as going to the toilet and washing their hands independently. Children cut up their fruit with knives competently and safely under supervision.

- The childminder plans an exciting environment based upon what children enjoy during self-chosen activities. However, when planning more adult-led activities, the childminder does not always consider how she can ensure children of all ages can join in and benefit from them.
- Children focus hard on activities. For example, children become engrossed in the story of 'The Very Hungry Caterpillar'. They identify and pick fruits they are growing in the garden that are found in the storybook. Children count out and eat watermelon and strawberries for snack and excitedly recall to a visitor about watching butterflies and learning that they hatch from 'eggs' and turn into a 'cocoon'.
- The childminder engages in professional development opportunities to raise the quality of her teaching. As a result, the childminder develops an understanding of children's needs and gives specific support to children who may be at risk of falling behind. For example, the childminder undertook training on how to support multilingual children who have little or no English.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe at all times. She knows what signs and symptoms may indicate possible concerns about children's welfare. She attends regular safeguarding training and knows how to report any concerns to the relevant professionals. The childminder is organised and makes sure her home and garden are safe and secure. She supervises children vigilantly and responds to children's accidents appropriately. The childminder has a good understanding of issues such as female genital mutilation and shares information with parents on how to keep their children safe online. She holds a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- plan more precisely so that all children can fully engage in adult-led activities, to best support all children's learning
- improve the use of story times to support younger children's developing language skills.

Setting details

Unique reference number	EY418767
Local authority	Kingston upon Thames
Inspection number	10231795
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 5
Total number of places	8
Number of children on roll	8
Date of previous inspection	1 September 2016

Information about this early years setting

The childminder registered in 2011. She operates from her home in the London Borough of Kingston upon Thames. She works Monday to Friday, from 7.30am to 6pm, all year. The childminder holds a relevant early years qualification at level 3. She receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Tina Lambert

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector looked around areas of the home that are used for childcare.
- The inspector took account of the verbal and written view of parents.
- The inspector looked at a selection of documents, including two-year checks, paediatric first-aid certificates and evidence of suitability checks carried out on people living at the address.
- The inspector observed the childminder interacting with the children, indoors and outdoors, and assessed the impact on children's learning.
- Children spoke to the inspector during the inspection.

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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