

Childminder report

Inspection date: 6 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 are happy, safe and content at this home-from-home setting. They quickly engage in enjoyable and stimulating activities, such as exploring small-world dinosaurs and numbers in soil, and farm animals in the mud. Activities are planned around the children's interests and aim to challenge. The childminder is responsive to the needs of the children at all times, listening to and engaging with them. Healthy lifestyles are encouraged, with lots of time spent outdoors in the extremely well-resourced garden and going out on daily trips in the local area. Children learn about nature through growing their own produce, such as tomatoes, strawberries and basil. Independence is encouraged, as children pour their own water and prepare their own healthy snacks using cutlery.

Children are spoken to in a calm manner and the childminder has high expectations for children's behaviour and learning. The childminder is an excellent role model for the children. Parents speak highly of the childminder and her care of their children and appreciate the effective communication between them, despite being unable to enter the setting during the COVID-19 pandemic. The childminder offers detailed daily feedback and shares targets for their children's learning. She works closely with outside agencies, such as the local nursery and health specialists, to support the needs of all the children in her care.

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

- The childminder uses every opportunity for learning during activities. For example, she uses language such as 'three more', 'a handful' and 'add' when making potions with the children, and language such as 'balance' and 'equal' when a child fills weighing scales with soil. This helps develop children's understanding of mathematical language. Teaching is strong. The childminder builds on children's existing knowledge and extends this when appropriate.
- The childminder knows the children very well. She can talk about what they can do and what she wants them to learn. She plans her curriculum according to their interests and next steps. For example, she sets up a small-world farm with mud and real foods to encourage children's language development and exploration of different textures.
- Children have positive attitudes to their learning and show high levels of curiosity. They listen and respond promptly to the childminder. Interactions are strong. The childminder talks with the children as they play, using a variety of vocabulary to enhance children's speech and language skills.
- The childminder finds out from parents about their children's routines, likes, dislikes and abilities before they start at the setting. She uses this information to aid children to settle in and plan future learning for the children. Children settle quickly and are confident and secure in their surroundings due to the strong

attachments the children form with the childminder.

- The childminder works hard to maintain the quality of her provision, seeking out opportunities for training to enhance the service she provides. She has recently learned sign language and uses this new skill to support positive outcomes for all children.
- There are a number of multicultural resources available around the setting and children are encouraged to experience foods from different cultures on special celebrated days. However, the childminder does not consistently provide opportunities for children to understand different people, families and cultures beyond their own.
- The childminder encourages children's thinking and imagination. She involves the children in planning their own activities, for example by asking them what they should take to the park for their outing or what they could add to a magic potion they create.
- Older children are well prepared for the next stage in their education. They participate in name-writing activities and are encouraged to recognise letters and numbers. The childminder continually promotes confidence and independence in their self-care. They put on and remove their own coats and wash their hands with minimal support. On arrival at the setting, older children are encouraged to find their own names in a box and self-register.

Safeguarding

The arrangements for safeguarding are effective.

The experienced childminder has a good understanding of safeguarding and child protection and ensures her knowledge is up to date by attending regular training. She knows the signs that may indicate a concern for a child's welfare, including abuse and extremism. She is aware of the procedures to follow to report any concerns. Children are well supervised. The home is regularly assessed for risks and hygienically maintained. The childminder consistently ensures children are safe and explains dangers. For example, she encourages children to sit correctly on a chair in case they could fall and hurt themselves.

What does the setting need to do to improve?

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

- provide regular experiences for children that consistently promote understanding of and respect for people, families and cultures beyond their own.

Setting details

Unique reference number	EY427836
Local authority	Richmond Upon Thames
Inspection number	10138173
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 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	27 January 2016

Information about this early years setting

The childminder registered in 2011. She lives in Sheen, in the London Borough of Richmond upon Thames. She has a National Vocational Qualification at level 3. The childminder has strong links with local playgroups, Barnes Children's Centre and the local nursery school where most of the children she cares for attend. She provides care all year round.

Information about this inspection

Inspector
Nicky McDougal

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 provider and has taken into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their view of the setting with the inspector.

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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