

Childminder report

Inspection date: 5 June 2023

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

Children's emotional development is supported well by the childminder. The impact of her secure attachments is seen as children happily receive comfort and reassurance from her. The childminder has considered the steps children take in their social development. She has planned a gradual approach for children to start playing as part of a busier group through building children's confidence, as they visit quiet and less busy places such as libraries before local playgroups and children centres. Children access activities that they enjoy alongside others, eagerly helping each other in their learning. Children's confidence quickly grows, and they become independent in their learning as they explore the play environment around them.

Children are kind and considerate. They learn these skills through watching and copying the behaviour of the childminder. Children manage risks well as they remind each other to hold the rail as they climb the steps into the garden. This contributes to children understanding how to be safe in the learning environment. The childminder offers lots of encouragement and praise. This motivates the children and helps them to recognise that they are behaving in the right way. Children enjoy a variety of trips within the local community, such as visiting the local library to hear stories read by popular authors and walking the childminder's dog at the local nature reserve.

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

- The childminder has devised and implemented a curriculum that builds on children's current knowledge and skills through their interests. She knows the children well and monitors children's progress closely, to ensure that she promptly identifies any gaps in their learning. The childminder uses her observations and assessments effectively to plan age-appropriate activities. She is able to talk about what she wants children to learn and why. Children therefore make progress in their learning.
- Children have positive attitudes to their learning, as the childminder uses their interests to engage them. For example, she provides a variety of containers at the pasta activity for children who are interested in pouring to enhance their learning. This helps children to become deeply engaged in their play, as the activities stimulate their interest. However, at times, she does not use these opportunities precisely enough to specifically focus on what individual children need to learn next.
- Children develop good physical skills. They practise their small-muscle movements as they use one-handed tools during gardening activities, and enjoy mark making to develop their pencil grip for early writing skills. The childminder teaches children to climb steps, slide down the slide safely, and balancing, as

they use scooters to move around the garden. This helps children to gain control of their bodies.

- Children have fun with the childminder. She chats freely to them, offering a running commentary about what is happening. She regularly introduces new words during conversations and when reading stories to them. Children enjoy regular singing activities with the childminder. Although children's language is developing well, on occasion the childminder will ask questions and share information with the children in quick succession. This does not give children enough time to process what is said in order to share their response.
- Communication with parents is good. Parents enjoy hearing about how their child has spent their day. They say that they can see the new things their children learn with the childminder and the progress they have made. Parents value the resource activity packs the childminder shares for home learning to enable them to be part of their child's learning. All parents say they are extremely happy with the care which the childminder provides.
- The childminder maintains high standards by reflecting on her own practice. She encourages feedback from parents and puts effective plans in place to monitor the quality of education she provides. The childminder regularly attends courses and webinars, as well as follows independent research colleagues to keep her knowledge of the early years foundation stage and current legislation up to date. The childminder is also part of a local network of childminders who regularly meet up to share professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe from harm. She can identify potential signs and indicators that may suggest a child is at risk of abuse, including exposure to extremist views and behaviours. The childminder knows the procedures to follow to report a concern about a child's welfare to the relevant agencies. She keeps up to date with her safeguarding training to ensure that her knowledge is current. She understands the procedures to follow should an allegation be made against her or a member of her household. The childminder conducts risk assessments of her home to ensure it is safe and secure for children.

What does the setting need to do to improve?

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

- enhance teaching to precisely focus on what individual children need to learn
- give children time to process their thoughts and information to communicate their responses to enhance their language further.

Setting details

Unique reference number	EY429686
Local authority	Kingston upon Thames
Inspection number	10289637
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 November 2017

Information about this early years setting

The childminder registered in 2011. She lives in Surbiton, located in the Royal Borough of Kingston upon Thames. The childminder provides care from Monday to Friday, throughout the year. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Tracey Murphy

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 that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of care and education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first aid and suitability checks of household members.

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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