

Childminder report

Inspection date:

25 February 2020

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, including those who speak English as an additional language, make good progress in their learning and development. They enjoy a curriculum that is varied and interesting, which motivates them to learn. For example, a trip to the Natural History Museum enhanced children's understanding of dinosaurs. The childminder instils a positive approach to learning. As a result, children approach activities with a smile on their faces. They are friendly and welcoming. Children's conduct is polite and sensible. They listen well to the childminder and show respect for their environment. Children make good strides in their language development. They are learning to express themselves confidently in English and their home language. Children form close bonds with the childminder, who is very kind and gentle. They respond well to the high expectations set for them. Consequently, children are active and independent learners. They demonstrate this as they do things for themselves, such as putting on their shoes and coat for outdoor play. Children take part in regular fire drills. This helps to raise their awareness of how to keep themselves safe in a variety of situations.

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

- The childminder communicates an ambitious curriculum for the children in her care. She incorporates the different areas of learning skilfully, such as mathematics, in a fun and meaningful way. Children learn to count in different languages. The childminder acknowledges that she needs to involve children in planning the daily routines to fully support their learning and enjoyment.
- The childminder makes regular observations and assessments of children's learning. She uses this information well to identify what to do next to help children to progress. For example, she has discussed with parents how to assist their children with their toileting needs.
- Children's communication and language skills are promoted well. They enjoy listening to stories and singing popular nursery rhymes. For instance, children's eyes light up when the childminder plays a musical instrument. They are encouraged to sing along and to have a go at pressing the keys on the piano. Children thoroughly enjoy this.
- The childminder values children's individuality. She provides plenty of opportunities for them to hear and use their home language. Children respond well. This helps them to appreciate the similarities and differences between people and themselves.
- The childminder organises the provision well to meet children's individual needs and interests. Children enjoy exploring role-play resources with the childminder. They work well together as they 'cook vegetables' and 'make tea' for the baby dolls. Children have good levels of imagination.
- The childminder uses the outdoor space well to support children's health and

physical skills. Children delight as they practise their balance and coordination. However, at times, the childminder misses opportunities to encourage them to take age-appropriate risks.

- There are close relationships between children and the childminder. The interaction between them is one of kindness, warmth and respect. Children receive good supervision throughout their play. As a result, they behave well.
- The childminder's strong partnerships with parents are evident in parents' written feedback. Parents speak highly about the service that they and their children receive. They find that the childminder provides their children with 'lots of love and care'. This strong partnership has very positive impact on children's all-round development.
- The childminder reflects on her practice to bring about positive improvements. Since the last inspection, she has increased the resources to help raise children's understanding of technology.
- The childminder liaises with other registered childminders and completes short courses to keep her knowledge up to date. For example, following online training, she gained ideas of how to set up activities more creatively to captivate children's imaginations.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes safeguarding training to keep her knowledge of child protection issues up to date. She knows how to identify and report any concerns to protect a child's welfare. Children are supervised closely. They play in a safe and secure environment. The premises, equipment and resources are checked regularly for possible hazards to minimise risks to children. The childminder follows consistent hygiene practices to promote children's good health. She knows the action to take should she identify hazards, such as choking.

What does the setting need to do to improve?

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

- involve children in planning the daily routines to fully support their learning and enjoyment
- encourage children to take more age-appropriate risks, particularly outdoors, to maximise their learning.

Setting details

Unique reference number	EY430150
Local authority	Richmond Upon Thames
Inspection number	10074831
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Richmond Upon Thames. She operates from 8am until 6pm, Monday to Thursday, all year round. The childminder holds a relevant childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector observed the childminder's interactions with the children, inside and outside.
- The inspector conducted a learning walk with the childminder and discussed how she organises the early years curriculum. She interacted with the children at appropriate times during the inspection.
- The inspector looked at children's records and a sample of other documentation, including evidence of the childminder's suitability, training, policies and procedures.
- The inspector took into account the written views of parents.
- The inspector discussed the process of self-evaluation 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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