

Childminder report

Inspection date: 27 February 2020

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

The childminder creates a welcoming and homely environment. She has high expectations of the children, and is committed and motivated. She enjoys supporting children's play and learning. The childminder is well organised and demonstrates a professional approach to her role. Children snuggle up to her and enjoy listening to stories. Children are inquisitive and confidently move around the childminder's home, exploring the ample resources on offer. They concentrate well in activities and learn resilience when learning is more challenging. For example, children used weighing scales and moved items from one side to the other, to make them balance. Children form strong bonds with the childminder, and feel safe and secure.

Children benefit from consistently positive interactions with the childminder. This helps them to develop positive attitudes and good behaviour. Children learn to take turns, and share and demonstrate kind behaviour. The childminder gives children lots of praise and encouragement, and congratulates them on their achievements. Children's social skills develop well, and children learn about the local community and wider world through activities the childminder organises. For example, they visit parks, the library and attend local playgroups to meet and play with other children.

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

- The childminder has a nurturing and patient approach. She is attentive, and shows a genuine interest in what children say and do. Children know what the childminder expects and they respond positively to her requests. The childminder encourages children to tidy away toys and resources at the end of activities. Her constant support and encouragement help them to achieve.
- The childminder supports children's language and communication skills well, overall. For example, she talks consistently to children as she plays alongside them, introducing new words such as 'heavier' and 'lighter' to extend their vocabulary. However, at times, the questioning techniques used by the childminder do not probe or encourage the development of children's speaking and thinking skills.
- The childminder knows the children well and uses this knowledge to plan effective educational programmes. She monitors children's progress closely, to ensure that they gain the knowledge and skills to support their successful transition to the next stage in learning or their move to school.
- Children are motivated to learn through the wide range of resources that encourage their development. However, opportunities to practise early writing skills are limited, as young children cannot freely access the mark-making resources for themselves.

- The childminder makes good use of spontaneous opportunities to extend children's learning. For instance, when children saw birds in the garden, she commented that they were collecting twigs to make a nest. Older children confidently talk about the birds having babies, and sing the song about 'Two little dickie birds'.
- Children have plenty of opportunity to develop their physical skills. They have daily access to play in the fresh air in the outdoor space. Children enjoy exploring keys in a lock, and learn to master how to cut pretend food, which helps develop their fine motor skills.
- The childminder helps children to develop their independence as they learn to put on their coats and shoes. They are supported in practising their hygiene and personal self-care skills as they wash their hands and feed themselves at mealtimes. The childminder promotes a healthy lifestyle and encourages parents to send in healthy packed lunches.
- The childminder's teaching is effective. She evaluates her practice accurately. Children have regular opportunities to learn about shapes and numbers, and to develop early counting skills. For example, as children play with pretend food, the childminder teaches them that the pizza is 'round, like a circle' and that 'a slice of pizza looks like a triangle'. They enjoy sharing the pizza, and count how many slices they have.
- The childminder keeps parents informed about their child's progress through a daily diary. She provides parents with regular updates about their child's achievements and their next steps. This enhances parents' understanding of how their child's learning can be best supported at home. The childminder works effectively with other professionals to promote children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a robust understanding of child protection issues. She knows how to identify and deal with any concern about a child's welfare or safety. The childminder is aware of the procedures to follow regarding wider safeguarding issues, including the 'Prevent' duty guidance. The childminder carries out daily risk assessments to minimise any potential hazards. She maintains a safe and secure environment for children to play and learn in. She supervises them well, including when on outings away from home.

What does the setting need to do to improve?

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

- strengthen the use of questioning, to challenge and extend children's speaking and thinking skills
- ensure that resources for children to practise their early writing skills are readily

available for them to select independently.

Setting details

Unique reference number	EY433840
Local authority	Kingston upon Thames
Inspection number	10063934
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 2011. She lives in Chessington, in the Royal Borough of Kingston upon Thames, Surrey. The childminder is available Monday to Friday, from 7.30am to 5pm, term time only.

Information about this inspection

Inspector
Frances Oliver

Inspection activities

- The inspector completed a learning walk with the childminder and discussed how she organises her provision.
- The inspector spoke to children during the inspection.
- The inspector observed the childminder interacting with children and considered the impact of teaching strategies on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including children's records and the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

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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