

# Childminder report

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Inspection date: 28 January 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled in the childminder's care. She is kind and welcoming. The childminder quickly establishes strong emotional attachments with children and their families. This helps them to feel secure and confident to express their ideas and feelings. The well-organised environment supports the needs and interests of children of different ages. The childminder encourages children to make choices as they play, giving them time to explore and follow their interests. Young children enjoy exploring the texture of pom-poms and correctly match colours as they post them down tubes. The childminder effectively extends the activity to make it more challenging by introducing tweezers to pick up the pom-poms. This helps to further develop children's physical skills.

Children behave well and use good manners. The childminder models good behaviour and has high expectations for children. She offers continual praise and encouragement throughout the day, which helps raise their self-esteem. Children have plenty of fresh air, physical exercise and opportunities to learn about the world that they live in. For example, they regularly visit local parks and playgroups and meet up with other minded children, further supporting their social skills.

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

- The childminder has a good understanding of how children learn and follows their lead in play. She creates and plans a broad range of activities based around children's interests. She adapts these skilfully for each child's age and stage of learning.
- Children have a good attitude towards learning. They are curious, inquisitive and keen to take part in activities. They show high levels of concentration as they play. For example, young children spend a long time exploring the cars. They carefully take them out of the box, naming the type and colour before putting them back.
- The childminder observes children routinely and assesses their abilities well. All children make good progress. This is closely monitored by the childminder who uses this information to effectively identify where children may need further support.
- Parents' feedback is very positive about the childminder. They say their children enjoy their time with the childminder and they are making good progress in her care. The childminder effectively keeps parents up to date with their children's learning. For instance, she regularly shares learning records and photo books with them and gives them ideas of how they can support children's learning at home.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She makes improvements for the benefit of the children in her care,

taking into account the views of parents. She meets with other childminders to share good practice and to develop her knowledge and skills.

- The childminder promotes children's healthy lifestyles well. She provides children with nutritious meals and snacks and makes full use of opportunities to develop children's independence. For example, children confidently wash their own hands before mealtimes and have a good understanding of why this is so important.
- The childminder effectively supports children's early literacy skills. Young children enjoy cuddling up to the childminder and listen to a favourite story. They are focused and show high levels of concentration as they look through books, turn the pages and identify objects that they recognise.
- The childminder supports young children's early speaking skills well. She listens to them, valuing what they have to say. She enthusiastically talks to them as they play, describing what they do and can see.
- Although the childminder's skills and knowledge are good, she has not considered further ongoing and continual professional development opportunities to improve the quality of her teaching to an even higher level.
- Overall, the childminder encourages children to develop their mathematical understanding. However, at times, she misses opportunities to introduce number language to younger children through play.
- The childminder has established good partnerships with other settings children attend. She regularly shares information with them to ensure there is consistency in children's learning and care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding, the indicators of abuse and how to protect children in her care. She is aware of the signs that may indicate a child is at risk of harm. She has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child. The childminder ensures her knowledge is up to date by attending regular safeguarding training and she maintains her first-aid qualification. The premises are safe and secure and the childminder carries out regular checks of the environment to ensure it remains safe for children to use.

## What does the setting need to do to improve?

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

- make the most of all opportunities for professional development to enhance knowledge and skills to help improve children's learning
- provide more opportunities for young children to learn about numbers during play to build upon their mathematical knowledge.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY441818                                                                          |
| <b>Local authority</b>             | Richmond Upon Thames                                                              |
| <b>Inspection number</b>           | 10065604                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 9                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 8                                                                                 |
| <b>Date of previous inspection</b> | 16 November 2015                                                                  |

## Information about this early years setting

The childminder registered in 2012. She lives in Twickenham, in the London Borough of Richmond. The childminder offers care Monday to Friday from 7am to 6pm, during term time only. She receives funding to provide free early education for children aged three and four years.

## Information about this inspection

### Inspector

Becky Phillips

### Inspection activities

- The inspector observed the quality of teaching and the curriculum during activities and assessed the impact of this on children's learning and progress.
- The inspector looked at a sample of documentation, including children's assessment records, policies and procedures and evidence of the suitability of adults living in the household.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents in written feedback provided.
- The childminder and the inspector held a joint observation.

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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