

Childminder report

Inspection date: 18 July 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily at the childminder's home. They excitedly run to the garden to splash in the water tray. They concentrate intently as they empty and fill containers. Children use mathematical language, such as 'heavy' and 'light', as they compare the weight of the watering cans. Children learn how to keep themselves safe in the sun. For example, the childminder reminds children why they need to wear sun cream and tests their knowledge through her use of questions. Children are comfortable and confident in the care of the childminder. They benefit from her playing alongside them and enhancing their learning. This helps children to make good progress and prepares them for the next stage in their education.

Children are learning to take turns and share resources. When they struggle, the childminder swiftly intervenes and encourages them to be kind. The childminder consistently reminds children to use good manners and ask questions politely. Children show high levels of perseverance when completing tasks that are challenging. For example, they work hard to push string through holes on a threading board. When they find it difficult, they remain determined to succeed. Children welcome the childminder praising them as she says, 'bravo'!

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

- The childminder has developed an ambitious curriculum, overall, to help children succeed to their full potential. She recognises each child as a unique individual and understands the different ways that children learn. The childminder teaches children about the world around them. For example, she explains where food comes from and gives children opportunities to plant and grow foods, such as strawberries.
- The childminder makes good use of her interactions with children to extend their learning. She uses her ongoing observations and knowledge of child development to decide what children need to learn next. This helps to ensure any possible gaps in learning are closed.
- Children are encouraged to problem-solve and test out their ideas. For example, when children struggle to fill up a container with water, the childminder asks children if they have a solution and suggests they have a try to see if their solution works. This helps children to develop their problem-solving skills.
- The childminder supports children to keep healthy and safe. She provides them with plenty of opportunities to be outside in the fresh air. Children go on regular walks in the local community and visit local parks where they can play on large climbing equipment. The childminder provides nutritious meals and snacks.
- The childminder works in partnership with parents. She shares information with them about their children's development. Parents value the childminder and state that they view her as part of their 'extended family'. The childminder

understands the importance of working with other early years settings that children attend and shares relevant information when children move on to school.

- The childminder regularly liaises with other childminders to share ideas. She engages with professional development opportunities, such as online training, to refresh her knowledge and skills. The childminder evaluates her setting well and has identified ways in which she would like to further improve.
- Older children are confident communicators. They talk about their families at home and recall their previous experiences, such as going to the beach. The childminder interacts with children during their play. However, the childminder has not yet implemented effective strategies, such as commenting and repetition, to support children's developing communication and language. This means, at times, their learning is not extended to the highest levels.
- Children are motivated and eager to learn. The childminder teaches children how to describe their emotions and encourages them to be respectful towards each other. This creates a positive learning environment. Children praise each other for their achievements. For example, when children complete a puzzle, other children say, 'that is amazing!' Children are developing a sense of confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth knowledge of the possible signs and symptoms of abuse and how to keep children safe. She understands a wide range of safeguarding issues, including female genital mutilation. The childminder keeps her mandatory training up to date, including first aid and safeguarding. This helps the childminder know how to respond to an emergency incident and how to raise a concern about a child. The childminder ensures her home is clean and well maintained. She regularly reminds children to drink their water so that they stay hydrated in the warm weather.

What does the setting need to do to improve?

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

- strengthen the strategies used to support children's developing communication and language to help them make even better progress.

Setting details

Unique reference number	EY442437
Local authority	Kingston upon Thames
Inspection number	10231813
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	2 to 8
Total number of places	3
Number of children on roll	6
Date of previous inspection	8 September 2016

Information about this early years setting

The childminder registered in 2012. She operates from her home in the Royal Borough of Kingston upon Thames. The childminder provides care Monday to Friday, from 8.45am to 5pm. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Jade Orosz

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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