

Childminder report

Inspection date: 6 April 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 of all ages smile, chatter and play well as they spend time in the setting. They settle readily, which shows that they feel safe and happy. Children build strong relationships with adults and their peers. They enjoy spontaneous cuddles and reassurance from adults, which support their emotional well-being effectively.

Children are motivated and active learners. They explore freely and make choices about their play. For example, the younger ones decide to practise and test their emerging walking skills, knowing that there is an adult who is ready to support them. Children learn to carry out manageable tasks, such as helping others to tidy away the toys. Children gain strong levels of independence skills from an early age. Children respond positively to the high expectations from adults. For instance, during the inspection, older children share what they know about the life cycle of a butterfly.

Children's behaviour is good. Older children set a positive example for younger ones to follow. For example, they use polite words and phrases when talking to others, such as 'please' and 'thank you'. Younger children are learning to listen and follow instructions well.

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

- Parents praise the childminder and her team for their continuous support and guidance. They are particularly happy with the information they received during the COVID-19 pandemic. Parents comment that their children are very well cared for and cite that the communication is one of the childminder's strengths. The strong partnership between parents and the childminder has a positive impact on children's learning.
- The childminder continues to provide children with a good quality provision. She works well with her co-childminder and assistants to evaluate what they do and to identify areas for improvement. For example, the childminder acknowledges that she needs to plan and sequence outdoor activities more effectively. This will enable the childminder to better support all children, particularly those who prefer to learn in the natural environment.
- Children receive high-quality care and support overall. However, at times, the childminder does not ensure that younger and less-confident children are as engaged as possible during group activities. Consequently, not all children benefit fully from all learning experiences on offer.
- Children behave well. They take turns, share toys and play harmoniously together.
- The childminder observes and monitors children's learning regularly. She uses this information to identify and refer any gaps in children's development quickly,

such as in speech and language. As a result, children make good progress from their various starting points.

- Children learn, hear and use different languages, such as Italian. This contributes to children's understanding of the differences between themselves and others.
- The childminder is successful in teaching children about basic personal hygiene. For example, she explains to children the importance of handwashing to prevent the spread of infections. This teaches children the links between good hygiene practices and good health.
- The childminder coaches and monitors the performance of her assistants. This ensures children receive a consistent approach to their care and education.
- The childminder reads relevant childcare materials and attends webinars to keep her knowledge up to date. Since the last inspection, she has further enhanced her knowledge of how to reinforce children's positive behaviour. This has increased children's levels of security and well-being.
- The childminder promotes children's communication and language skills in various ways. For instance, she reads story books to children routinely to develop and extend their vocabulary. In addition, the childminder narrates children's play to help them to link words with their actions. This enables children to extend their language acquisition.
- The childminder understands the importance of working with various professionals. For example, she shares information with other settings that children currently attend, to fully support their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a strong understanding of the procedures to follow should they have concerns regarding a child in their care. They complete regular training which helps them to feel confident in spotting possible signs of abuse or neglect, including signs of extremist behaviours. The childminder checks the suitability of all adults she works with to help protect children's welfare. She is vigilant in her supervision of children and ensures the security of the setting.

What does the setting need to do to improve?

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

- make more effective use of observations and assessments to plan and sequence the outdoor activities to better support children's learning, particularly those who prefer to learn in the natural environment
- increase knowledge of how to organise group activities more effectively, in order for all children, particularly younger and less confident, to make the most of all learning experiences.

Setting details

Unique reference number	EY451057
Local authority	Richmond Upon Thames
Inspection number	10232637
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	0 to 4
Total number of places	6
Number of children on roll	15
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Richmond-Upon-Thames. She offers her service from 8am to 6pm, Monday to Friday, except public holidays. The childminder works with co-childminders and her assistants. She holds an appropriate childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the provider 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 provision.
- The inspector observed children's play, inside and outside. She interacted with the children at appropriate times throughout the inspection.
- The inspector took account of parents' views and written feedback left for the inspector.
- The childminder and her co-childminder showed the inspector around the setting and explained how they plan and implement their curriculum. Together with the inspector, they conducted joint observations and evaluated the impact the activities have on children's learning.
- The inspector checked the required documentation, such as the childminder's training certificates and suitability records. She spoke with the childminder and her assistant to assess their understanding of their roles and responsibilities.

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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