

Childminder report

Inspection date:

27 September 2022

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 enjoy very close relationships with the childminder. This enables them, including those who have recently started, to feel increasingly happy and confident. Children respond positively to the high expectations for their learning. For instance, they show good concentration as they explore malleable materials, such as dried pasta and rice, during play. Children receive clear and consistent messages about how to behave well. They are reminded gently to share toys and take turns. This helps children to manage their feelings effectively. As a result, young and older children play well together.

Children are motivated learners. They particularly enjoy listening to stories being read to them while snuggling comfortably with the childminder. Children receive plenty of praise and reassurance from the childminder, which helps them to feel safe and secure. Children show an interest in numbers. For example, the older ones count aloud from one to nine. With the childminder's help, they are able to make simple additions and subtractions. Children benefit from consistent procedures to maintain their good health. They learn to wash their hands before handling food to minimise the spread of viruses and infectious illnesses. Children enjoy regular opportunities to have fresh air and exercise.

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

- The childminder has a warm, loving and friendly approach. She gives children lots of cuddles and plenty of attention throughout the day. Children respond positively to this, which shows the close relationships they have with the childminder.
- The childminder has a strong partnership with parents, which contributes to children's good progress. From the outset, she provides parents with relevant information to help establish a consistent approach to children's care and education. Parents feel well informed about their children's learning and are able to share their children's experiences at home. The strong partnership between the childminder and parents helps to meet children's individual needs.
- The childminder observes and assesses children's learning well. She follows children's interests to deliver a broad and rich curriculum. For example, during one of the planned activities, children learn about animals under the sea and explore play dough to develop their creativity and imagination. However, on some occasions, the childminder does not differentiate her teaching to enable her to fully support and extend children's learning.
- Children initiate their own play. For instance, they explore various musical instruments, while singing and moving along to music. Young children babble and the older ones use a good vocabulary to express their enjoyment.
- The childminder completes relevant training regularly to develop her knowledge

and skills. For example, since her last inspection, she has enhanced her understanding of how to support children to manage their emotions. As a result, children are learning to express their feelings in a more positive manner.

- Children develop important skills that prepare them for their future education. For example, they take responsibility for tasks such as toileting and at mealtimes. Children become independent from an early age.
- There is a strong focus on promoting equality, diversity and inclusion in this setting. The childminder has successfully created a warm and welcoming environment. She teaches children to respect and celebrate each other's differences. In addition, the childminder offers children a wide range of additional activities and events. For example, she organises visits at various playgroups and takes children to local parks. These experiences contribute to children's understanding of the world around them.
- Children's behaviour is good. They learn to share and help one another, for example a child spontaneously offers a baby doll to their friend during play. Children use polite words, such as please and thank you, when interacting with each other.
- The self-evaluation process is evident. The childminder has taken positive steps to address the previous recommendations. For instance, she has increased children's access to the wide range of technology toys in the setting. This helps children to understand cause and effect as they operate toys to control sounds and lights.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes children's safety and welfare seriously. She has a strong knowledge of how to protect children from possible harm, including extremist views. The reporting procedures she has in place are very clear and suitable to help ensure children's safety. The childminder provides children with a safe and secure environment. She conducts risk assessments to identify and minimize possible hazards to children. The childminder supervises children well. For example, she ensures that children are always within her sight and hearing. This helps children to feel protected and reassured.

What does the setting need to do to improve?

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

- differentiate teaching, particularly during group activities, to ensure that all children's learning is fully supported and extended.

Setting details

Unique reference number	EY451490
Local authority	Kingston upon Thames
Inspection number	10235921
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	4 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in the London Borough of Kingston upon Thames. She offers her service from 8am to 6pm, Monday to Thursday, all year round. The childminder holds an appropriate childcare qualification.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The childminder showed the inspector around the setting and explained to her how she plans and delivers the early years curriculum. Together, they carried out a joint observation and evaluated the impact the activities have on children's learning.
- The inspector observed children's play indoors and outdoors. She interacted with children at appropriate times during the inspection.
- The inspector held discussions with the childminder about a range of topics, including safeguarding issues. She checked all required documents during the inspection, such as the childminder's suitability and training certificates.
- The inspector read written feedback from parents, including questionnaires, to gain their views on the quality of the provision.

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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