

Childminder report

Inspection date: 26 March 2024

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 provides a very welcoming and home-from-home childcare service. Children build positive relationships with the childminder and demonstrate that they are emotionally secure and feel safe. Young children thoroughly enjoy planned experiences and activities to meet their individual learning needs and interests. They are eager to join in and are happy and thriving in the childminder's care. For example, young children begin to make sense of the world as they create a family home with small-world people and a large wooden doll's house. They act out their own experiences, such as when they push prams and pretend to rock a baby doll to sleep. Children's imagination is supported well by this caring and knowledgeable childminder. She organises the learning environment, indoors and outdoors, to help to promote children's focus on learning.

Overall, the childminder's curriculum is designed to ensure that children have many opportunities to practise skills and build on what they already know and can do. For example, she supports children's independence effectively, in readiness for the next stages in their learning. The childminder encourages young children to help to tidy toys away, put on their boots before they go outdoors and help to wash and chop strawberries for a snack. Young children are very eager to help, and they engage positively with tasks alongside the childminder. Children share and take turns with toys and enthusiastically say, 'It is your turn.' They demonstrate very positive behaviour.

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

- Parents comment highly about the childminder and the constant high-quality care she provides. They appreciate ongoing and regular communication with the childminder to help to provide a consistent approach to support children's learning. The childminder understands the importance of working with parents to help to continue children's learning at home and promote their emotional well-being. Working in partnership with parents is effective.
- The childminder keeps her early years knowledge and skills current. For example, she regularly meets with local childminders and accesses professional development opportunities to help to evaluate her service. The childminder provides high-quality, inclusive care and education to all children.
- Safeguarding children is of high priority to the childminder. She develops her safeguarding knowledge through online webinars and refresher training courses. This helps her to identify, understand and respond to signs of possible abuse and neglect. She knows who to notify if she has a concern about a child's safety and welfare, to help to ensure that children are always kept safe from harm.
- The childminder knows what she intends children to learn. She recognises the importance of identifying gaps in children's learning to help to ensure positive

outcomes for all children. However, occasionally, she does not implement a curriculum to further support children's mathematical development as effectively as she does for other areas of learning.

- Children benefit from lots of fresh air, physical exercise and visits in the local area. For example, the childminder plans trips to a local library to help to support children's love of books. She regularly meets with other local childminders and the children in their care. This also helps to promote children's social skills and their sense of self in the local community.
- Children thoroughly enjoy time in the childminder's garden. For example, they excitedly chase after large bubbles. Children shout out 'pop' and suggest they make a 'big bubble'. The childminder successfully plans opportunities to help to support children's coordination, good health and well-being.
- The childminder supports children's communication and language skills well, overall. However, occasionally, the childminder does not use new words to help to build on children's vocabulary. Despite this, young children speak with increasing confidence and express themselves freely. For example, children enjoy opportunities to role play. They pretend to take the childminder's blood pressure and heart rate. Young children eagerly say, 'Let's listen to your heart beating.' Young children are motivated and show a positive attitude to their learning.
- The childminder implements good hygiene practices. For example, she promotes oral health and encourages children to become increasingly independent and follow good hygiene routines, such as handwashing before a snack.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- make the best use of opportunities to consistently build on children's early language skills so that they learn new words to help to broaden their vocabulary
- tailor the curriculum to further build on children's mathematical development.

Setting details

Unique reference number	EY455223
Local authority	Kingston upon Thames
Inspection number	10316928
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 May 2018

Information about this early years setting

The childminder registered in 2013 and lives in Worcester Park, in the Royal Borough of Kingston upon Thames. She operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Jane Morgan

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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

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