

Childminder report

Inspection date:

5 September 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 safe and nurturing environment for children. She is warm and caring and has formed strong attachments with the children. The children are settled and show they feel secure in the childminder's home. For example, they seek out her company and invite her to join in their play. The childminder is a positive role model for children. She praises the children for their helpful and kind behaviour. This helps to promote their self-esteem.

The childminder supports children's developing social skills effectively. For instance, she takes children out to places of interest, such as local parks, nature walks and the library where children spend time mixing with different children. Children make good progress in their physical development and have plenty of opportunities for fresh air and to be physically active each day.

The childminder plans a curriculum that offers children a broad range of experiences and opportunities based on children's interests. She understands what children already know and what she wants them to learn next. This ensures that all children, including children with special educational needs and/or disabilities, make good progress and are prepared for their next stage of learning.

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

- The childminder knows the children well and works with parents to identify what she would like them to learn. For example, when children have been away on holiday the childminder speaks with parents before they return to gather information or changes to ensure that she meets the needs of the children. She effectively uses this information to plan activities based on children's interests and experiences. As a result, children build their attention and focus as they engage in meaningful activities that capture their imagination.
- Young children are extremely enthusiastic and motivated as a result of the implementation of the well-designed curriculum. The childminder encourages children to use new words, such as 'tractor' and 'cow', to help to extend their vocabulary. Children excitedly clap their hands as the childminder praises when they repeat these new words. This builds children's self-esteem as they gain confidence in using new words.
- The childminder develops children's early mathematical skills well. Through daily routines, the childminder encourages children to develop their understanding of numbers and counting. For example, when children are exploring small-world cars, the childminder supports children to count and name the colours of the cars.
- The childminder enables children to make their own decisions and choices. For instance, they can freely choose where to play and what to play with. However,

at times, the childminder steps in to direct children's play. This does not fully support children to think of their own ideas independently. They do not consistently have opportunities at times to solve some problems that occur as they play.

- Children benefit from plenty of warm praise and encouragement from the childminder as they play and learn. This helps them to develop their self-esteem. They keep on trying, for example when feeding themselves. They show determination and increasing confidence as the childminder praises them for using a spoon to scoop their food independently.
- Children are gaining a good understanding of healthy lifestyles. The childminder encourages them to follow good health and hygiene routines. Children know what is expected of them and readily wash their hands after nappy changing. As they do, the childminder warmly speaks to the children about the importance of hand washing. This helps children develop their understanding of the value of healthy routines.
- Partnership working with other settings that the children attend is effective. For instance, the childminder works closely with the local pre-school to support children with transitions and their next steps in learning. She provides a consistent approach to their learning goals and engages the children in meaningful conversations about their experiences outside of her care.
- Partnerships with parents are well established. The childminder regularly communicates with parents about children's progress and achievements, enabling them to support their children's learning at home.

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:

- provide consistent opportunities for children to develop their own independent thinking and problem-solving skills.

Setting details

Unique reference number	EY463610
Local authority	Kingston upon Thames
Inspection number	10355097
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	2
Date of previous inspection	16 November 2018

Information about this early years setting

The childminder registered in 2013. She lives in Chessington, Surrey. The childminder receives early years funding for children. The childminder offers care from 7.30am to 5.00pm, Monday to Thursday and 7.30am to 9.00am on Fridays, during the term time.

Information about this inspection

Inspector

Megan McClellan

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at relevant documents, including a first-aid certificate, at appropriate times during the inspection.

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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