

Childminder report

Inspection date: 13 September 2023

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 feel happy, safe and secure in the childminder's welcoming home. The childminder is sensitive and responsive to their individual needs. Therefore, they settle well and form strong attachments with her. Children demonstrate these affectionate relationships as they chat happily with the childminder and invite her to join in with their play.

The childminder has high expectations for children's behaviour and learning. She teaches them a wide range of skills and knowledge in readiness for the next stages in their education. Children develop good independence with their personal care. For instance, toddlers learn to use the potty independently and to wash their hands at appropriate times. Children learn a wide range of words. They enjoy songs and stories and express their needs and ideas confidently.

Children benefit from a well-organised learning environment with lots of interesting activities and resources. This ignites their curiosity and helps them to become enthusiastic learners. For example, children are keen to build 'sandcastles' using the dry porridge oats provided by the childminder. They confidently go to find suitable containers. Children remember and use the skills they have learned previously, as they fill the containers and tip them upside down. When this does not work, they are eager to experiment further, by adding water to the oats.

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

- The childminder has a clear idea of what she wants children to learn. This includes a strong focus on developing children's emotional security, so that they become confident about what they can do. The childminder monitors children's progress effectively and identifies what they need to learn next. She plans activities which engage and interest children. This helps them to enjoy their learning and make consistently good progress.
- Children behave well. They listen to the childminder and respond positively to her gentle reminders, which teach them to share and to be kind to others. Children follow consistent routines, which help them to feel secure and to understand the childminder's expectations. For instance, they remember that they must wash their hands after using the potty and before eating.
- The childminder ensures that children have opportunities to explore their local area, such as through visits to parks and playgroups. This helps children to feel confident in different social situations and to build a broader range of relationships. However, the childminder could do more to help children learn that there are people, communities and ways of life beyond their own experiences.
- The childminder promotes children's physical health well. She provides

nutritious, well-balanced meals and encourages children to sample a wide range of foods. This supports them to make healthy choices about food as they grow up. The childminder ensures that children are physically active as they play. This includes daily outdoor activities and opportunities to exercise their larger muscles, such as by climbing, running and playing ball games.

- Children show positive attitudes to learning and focus well on the activities. For instance, children demonstrate fascination as they investigate how water flows in different ways. They try pouring from various containers, such as a teapot and colander. Children are confident to explore their own ideas and show energy and enthusiasm during their play.
- The childminder organises her provision well and ensures that her professional knowledge continually develops. For example, she has focused on supporting children's learning 'in the moment', by introducing new ideas and resources in response to their play. Therefore, children develop excellent concentration skills and consistently build on what they know and can do.
- The childminder understands the importance of effective partnerships with parents. She ensures that there is a good exchange of information to support children's care and learning. For example, she has regular discussions with parents and provides photographs of children's daily activities via an app.
- Parents describe how the childminder has helped their children grow in confidence and develop into 'well-rounded' young people. They report that they leave their children with 'complete peace of mind', as they know that they are happy, safe and well cared for.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children from harm. She attends training to strengthen her knowledge of safeguarding. Therefore, she knows about a wide range of issues that may affect children's safety and welfare. The childminder can identify the signs of abuse and knows how to respond if she has concerns about a child. She understands the procedures to follow if there is an allegation made about her. The childminder uses risk assessments effectively and regularly checks her equipment and resources, to maintain a safe and secure environment for children.

What does the setting need to do to improve?

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

- develop further the opportunities for children to learn about people, communities and ways of life outside of their own experience.

Setting details

Unique reference number	EY469902
Local authority	Richmond Upon Thames
Inspection number	10289234
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 November 2017

Information about this early years setting

The childminder registered in 2013. She lives in Twickenham in the London Borough of Richmond-upon-Thames. The childminder operates her service throughout most of the year, from 8am to 6pm Monday to Thursday and on alternate Fridays.

Information about this inspection

Inspector

Sarah Crawford

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 her evaluation of the provider.
- The childminder showed the inspector the areas of her home she uses for childminding and explained her curriculum for children.
- The inspector observed a range of learning experiences and had discussions with the childminder, to help her evaluate the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback, she also observed and spoke to children, to help assess their experiences with the childminder.
- The childminder ensured that relevant documents were available for the inspector to view.

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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