

Childminder report

Inspection date: 20 May 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 experience warm relationships with the childminder. She provides a bright and welcoming environment. Children are happy and settle quickly. The childminder supports children to build strong bonds with other children to support their well-being.

The childminder is ambitious for children. All children make good progress in their learning and development. Children enjoy learning and become absorbed in their play. They keenly observed and remained focused when the childminder modelled cutting vegetables for them to feel and explore. The childminder provides praise and encouragement, which helps to promote children's good behaviour and respect for others.

Children develop a wide vocabulary. The childminder speaks with them continuously. She repeats words and models the correct pronunciation. Children confidently ask for what they want to play with. They show perseverance and patience. For example, children persevered with determination to break celery into small pieces successfully.

The childminder meets children's individual care needs. She makes good use of outings and local areas to enrich children's understanding of the wider world. Children have good opportunities to learn about nature, seasonal change and healthy lifestyles. They enjoy healthy snacks, and picnics in the park.

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

- The curriculum is varied and well structured. The childminder knows the children well. She plans a wide range of activities based on children's interests and stages of development. She observes and accurately assesses children's next steps and uses the information to plan for further learning. The childminder is skilled at adapting activities to meet children's individual needs and interests.
- Children develop their curiosity, imagination and understanding of the world. They make connections with past learning experiences. For instance, children excitedly recognise and select corn from resources and relate it to their experience of eating it.
- The childminder establishes effective relationships with parents and other providers. She gathers pertinent information about children's personalities and needs when they first start at the setting. She also encourages parents to share information about their children's learning at home. The childminder uses the information well to support children's emotional well-being and to plan for their learning. Her effective approach to information-sharing helps to maintain continuity and consistency in children's care and development. Parents comment

that they are happy and 'love the mixture of activities and play' provided.

- Children's communication and language skills are promoted very well. The childminder engages children in conversations and values their contributions. For instance, she listens keenly to children and gives them thinking time to voice their thoughts and opinions. The childminder introduces new vocabulary, such as 'snap' and 'crunchy'. She helps children to notice the sound of the raindrops as they 'drip'. She discusses the 'splashing' and 'whooshing' of the rain when it falls from the umbrella. Children confidently repeat the new words and learn their meaning.
- Young children show enthusiasm and good concentration when listening to stories and singing nursery rhymes from their activity bag. Children learn songs and share favourite stories to foster their communication and early literacy skills. The childminder discusses the activity and asks questions to check the children's understanding. All children learn the skills they need for the next stage of their development and their move to nursery and school.
- The childminder provides good opportunities for children to develop their fine coordination skills. For example, children construct a moving crane out of popular model-making equipment. Children are developing their understanding of cause and effect. For example, they know that when they turn a button on the crane, the basket at the end will move up and down.
- The childminder is well qualified. She evaluates her practice and keeps up to date with developments in the early years. She gathers the views of parents and children and uses the feedback to improve her provision. For example, the childminder has improved her storytelling resources. Children learn a wide range of skills. They enjoy counting during activities and popular nursery songs. Occasionally, the childminder's enthusiasm and keenness to draw children's attention to language mean that opportunities for mathematics are given less emphasis.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has suitable safeguarding training. She has a clear understanding of the potential risks to children's safety and well-being. The childminder has a good knowledge of child protection. She knows who to contact and the actions to take should she have concerns about a child's welfare. Should children be exposed to or drawn into extremist views and behaviours, the childminder knows the signs to look out for and how to report concerns. The learning environment is safe and secure. The childminder completes regular risk assessments, which helps her identify and minimise risks to ensure children remain safe. Children are learning the skills they need to keep themselves and others safe.

What does the setting need to do to improve?

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

- increase the opportunities for children to build consistently on their developing mathematical skills.

Setting details

Unique reference number	EY482920
Local authority	Kingston upon Thames
Inspection number	10231942
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	9
Number of children on roll	12
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2014. She lives in Surbiton, in the Royal Borough of Kingston upon Thames. The childminder works Monday to Friday, from 7am to 5pm, all year round.

Information about this inspection

Inspector

Vicky Forbes

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 provider.
- The childminder and the inspector completed a learning tour of the premises together.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on the children's learning.
- The inspector held discussions with the childminder at appropriate times and jointly evaluated an activity.
- The inspector read the written testimonials from parents and took account of their views.
- The inspector looked at a selection of documents, including evidence of suitability.

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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