

Childminder report

Inspection date: 27 November 2019

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, warm and welcoming home environment for children to learn and develop. Children are happy in the childminder's care, and enjoy spending time together. They lead their own play and quickly become absorbed in imaginative activities. The childminder is a good role model who is nurturing and supportive. She treats children with kindness and respect, and helps them to respect and value the differing needs of their friends.

Children are keen to participate in a broad range of planned activities and demonstrate a positive attitude to learning. The childminder engages young children in singing popular nursery rhymes and songs, and uses finger puppets to capture their attention. Her positive interaction supports children's growing confidence, and helps them to gain an understanding of what makes them unique. The childminder supports children's mathematical development well. She encourages them to count at every opportunity. For example, children enjoy counting and sorting the fruit they need for a dolls' picnic.

The childminder has built strong relationships with children and their families. She shares information with parents to help them be fully involved in their children's learning.

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

- The childminder observes and assesses children's progress and plans for their future learning with knowledge of what they already know and can do. Children, including funded children and those with special educational needs and/or disabilities, make good progress in their learning through a wide range of stimulating activities and experiences.
- All children are supported well. Their emotional needs are met through the strong attachments they form with the childminder. She offers reassurance, encouraging smiles and cuddles, when needed. This enables them to settle well.
- At times, the childminder is overly attentive and completes tasks for children without allowing them the time and space to try for themselves. This prevents children from developing their independence at the highest level.
- The childminder supports children to develop their literacy skills. For example, she encourages them to use pencils and paper to make marks and helps children to link sounds to letters to spell out their name.
- Parents receive daily information about their child's day and the achievements they have made. Parents spoke highly of the childminder and the service she provides.
- Young children are confident communicators, and receive good support to learn new words as they play. The childminder talks to children constantly, and asks

questions to encourage their language development. For example, they pretend to prepare a pizza in the play kitchen and cut and count the pieces they have.

- Children develop well in the stimulating environment, which is carefully organised to support their learning and development. The childminder observes children during play, and adapts her teaching to help them move on to the next steps in their learning. For example, she supports children to cut with scissors and place pegs in a board to develop their fine motor skills in preparation for writing.
- The childminder makes good use of community facilities. She regularly takes the children to playgroups, music sessions, parks and places of interest. Children have good opportunities to build wider friendships and develop their social skills. These opportunities also increase children's awareness of the wider world and their understanding of their community.
- The childminder promotes good manners and the importance of being polite. She has clear expectations for behaviour, which she consistently communicates to children. She has a positive approach to managing children's behaviour, and supports children to learn to take turns and share.
- Children enjoy a range of healthy home-cooked meals and snacks. This helps to promote their good health and well-being. Children have daily opportunities to be physically active in the outdoor space, parks and local soft-play centres.
- The childminder regularly meets with other childminders to discuss and share ideas to enhance children's learning. She evaluates her setting well, and keeps up to date with required training to maintain her early years knowledge through additional online training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by regularly attending training. She has a clear knowledge of the signs that may indicate children are at risk of harm. The childminder understands her responsibility to protect children and knows how to report any concerns about a child's welfare. The childminder completes safety checks on her home and on outings to ensure that children are kept safe and secure.

What does the setting need to do to improve?

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

- extend children's independence skills further still, and enable them to undertake everyday routine tasks for themselves.

Setting details

Unique reference number	109425
Local authority	Richmond Upon Thames
Inspection number	10065582
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 September 2015

Information about this early years setting

The childminder registered in 1998. She lives in Twickenham, in the London Borough of Richmond. She works Monday to Friday, for most of the year.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- The inspector carried out a learning walk with the childminder to establish how she plans and delivers the curriculum.
- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- Relevant documentation, training certificates, policies and procedures were reviewed by the inspector.
- The inspector took account of parents' views.

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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