

# Childminder report

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Inspection date: 10 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy and settled in the childminder's care. She is kind and welcoming. The childminder quickly establishes strong emotional attachments with the children and their families. This helps them to feel secure and confident to express their ideas and feelings. Children are confident to lead their own learning. They independently choose from a range of resources available to them and make choices in their play. Children enjoy involving the childminder, who supports and extends their learning effectively.

Children have a positive attitude towards learning and persevere at new skills. For instance, they spend a long time during sensory play transferring cereal into different containers and exploring different tools and real-life equipment. Children persist for long periods of time to fill different pots and take great pride in their achievements. The childminder offers lots of praise and encouragement throughout, effectively supporting children's self-esteem and confidence. The childminder supports children's emotional development well. Children enjoy looking through photos of activities they have previously done with the childminder and confidently point out their favourite things. The childminder has high expectations for all children. She sets out clear boundaries and children behave well. They listen carefully to instructions and help with daily tasks, such as tidying up.

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

- The childminder has a good understanding of how children learn. She provides activities based around children's interests and what they need to do next. Regular observations and assessments support this and the childminder closely monitors children's progress to ensure there are no gaps in their learning. As a result, all children are making good progress and are well prepared for the next stage in their learning.
- The childminder provides a constant running commentary for children's play. She models language well, asks questions and introduces a wide range of new words. This helps to extend children's communication skills.
- Partnerships with other settings children attend are good. The childminder exchanges information frequently so that all those involved in children's care are updated about activities and routines. This helps to support consistency of care and learning for all children.
- The childminder follows a programme of professional development. She attends regular training and meets with other childminders to share ideas and keep up to date with legislation. This helps the childminder to improve her teaching practice. For instance, she recently completed training to support two- and three-year-old children. As a result, she has introduced more natural and sensory resources for them to explore.

- Partnerships with parents are strong. The childminder keeps parents up to date with their child's learning. Parents comment on how much they value and appreciate the good care, support and varied activities the childminder provides for their children.
- The childminder supports children's awareness of healthy lifestyles. For instance, she helps them to wash their hands before mealtimes and encourages them to be independent as they confidently feed themselves.
- Children have plenty of opportunities to explore the outdoors, engage in physical activity and meet new people. The childminder organises regular trips to local parks, libraries, playgroups and soft-play centres. Children have a safe and secure outdoor garden area and enjoy exploring a range of resources to support their physical development.
- Children develop their mathematical skills in daily activities. For example, they compare objects, looking at their size. However, the childminder misses some opportunities to support children's understanding of numbers and counting.
- Overall, the childminder reflects well on her practice and evaluates the effectiveness of her provision. She makes plans to improve her setting for the benefit of the children in her care. However, she misses opportunities to collect feedback from parents in order to further support her improvements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training. She has a good understanding of how to keep children safe, the indicators of abuse and how to protect children in her care. She is aware of the signs that may indicate a child is at risk of harm. She has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child. The premises are secure and the childminder carries out checks of the environment to ensure it remains safe for all children to use.

## 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 parents to contribute their views to help improve practice
- provide more opportunities for children to use numbers and counting through play, to build upon their mathematical knowledge.

## Setting details

<b>Unique reference number</b>	160874
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10072463
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	11 April 2016

## Information about this early years setting

The childminder registered in 2001. She is located in New Malden, Surrey. The childminder operates her service from 8am until 6pm on weekdays, all year round. The childminder holds a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Becky Phillips

### Inspection activities

- The inspector observed the childminder interacting with the children.
- The childminder and the inspector held a joint observation.
- The childminder and the inspector discussed matters relating to safeguarding, the self-evaluation process and the activities provided for children.
- The inspector looked at relevant documentation, such as training certificates, public liability insurance and policies and procedures.
- The inspector read written reviews and statements from parents to gain their views of the childminder's provision.

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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