

# Childminder report

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Inspection date: 2 June 2021

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| <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 | Requires improvement |
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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 has worked closely with parents during the COVID-19 (coronavirus) pandemic to ensure those children who are feeling anxious settle effectively. Both the childminder and her assistant are kind and welcoming, and quickly establish close and secure relationships with the children and their families. Children develop strong emotional attachments with the childminder and her assistant. This helps them to feel secure and confident to express their ideas and feelings and to feel good about themselves.

The childminder has high expectations for all children. She sets clear boundaries and gives children a wealth of praise and encouragement. Children behave well as they play alongside each other. The childminder uses opportunities to reinforce how to share and take turns with resources, and children are kind and considerate.

The childminder plans a broad range of activities based on children's needs and interests that motivate and engage them to learn. For example, older children develop their physical skills as they enjoy using scissors to cut pictures for an art activity. However, the childminder could give children more opportunities to develop their creative skills independently.

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

- Children are resilient and confident individuals who are motivated to explore and learn. They demonstrate good communication and language skills as they engage in conversations with the childminder and her assistant, who act as effective role models. Children are introduced to a new range of words during their play to support their growing vocabulary.
- Children develop their early mathematical skills in daily activities. For example, they count out toys, grouping them together, and correctly compare buckets of water, describing them as heavy or light.
- Children are keen to do things for themselves. The childminder helps them to gain independence in their personal hygiene and self-care. She gives clear explanations to help children understand why and when to wash their hands and encourages them to take on small tasks, such as helping to clean their toys.
- The childminder has a good understanding of how children learn. She uses her ongoing observations to understand children's starting points, interests and learning styles. She incorporates the next steps for their learning into her planning. This has a positive impact on developing children's knowledge and skills across all areas of learning.
- The childminder places a strong emphasis on making the most of any professional development opportunities and uses the information gained to develop her practice and further increase her skills and knowledge. For instance,

following an outdoor learning course, the childminder developed her garden area, creating a water wall for children to explore.

- Children practise their early literacy skills. For example, they explore a wide range of different books and media, and have great fun with water or chalk in the garden and give meanings to the marks they make.
- The childminder builds good relationships with parents. She keeps in regular contact with parents throughout the day and shares photographs and observations of children's activities.
- Partnerships with other settings that 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 is committed to improving her setting. She regularly reflects on her practice, looking at what works well and what needs improving. She takes into account the views and interests of the children when planning activities.
- The childminder and her assistant work well together. The childminder supports her assistant effectively and is a positive role model for good practice. For example, they meet regularly to discuss any updates in legislation and the assistant attends courses to support her professional development.
- The childminder supports children's awareness of healthy lifestyles. For instance, she provides healthy and nutritious meals and shares recipes with parents. Children learn about different food and the importance of drinking water.
- Children enjoy creative activities. However, at times, the childminder does not always give them opportunities to explore the resources on offer themselves and develop their imagination further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of their roles in safeguarding children. They have a secure knowledge of the signs and indicators of harm. The childminder is confident of the procedures to follow, should she have any concerns about a child's welfare. The childminder and her assistant regularly attend safeguarding training and keep up to date with recent issues. The childminder completes robust risk assessments for her home to ensure children play in a safe and suitable environment.

## What does the setting need to do to improve?

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

- give children more opportunities to explore different materials and use their imagination to develop their creative skills independently.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 109495  |
| <b>Local authority</b>                             | Richmond Upon Thames  |
| <b>Inspection number</b>                           | 10112856  |
| <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 at time of inspection</b> | 0 to 3  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 18  |
| <b>Date of previous inspection</b>                 | 16 May 2019   |

## Information about this early years setting

The childminder registered in 1994 and lives in the London Borough of Richmond-upon-Thames. She operates Monday to Friday all year round. The childminder works with a co-childminder and two assistants.

## Information about this inspection

**Inspector**  
Becky Phillips

### Inspection activities

- This was the first routine inspection the setting received since the 2020-21 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 setting.
- The inspector spoke to the children and the childminder at appropriate times during the inspection.
- The childminder discussed with the inspector how the early years provision and curriculum are organised.
- The inspector observed the interactions between the childminder and the children.
- A range of documentation was sampled, including training certificates and children's learning files.
- The inspector and the childminder jointly evaluated a learning activity.

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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