

Childminder report

Inspection date: 31 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Outstanding
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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 experienced childminder provides a warm and welcoming, homely environment, where children feel safe and secure. Children develop close and trusting relationships with the childminder. Children have access to a wide variety of interesting resources that have been specifically selected to inspire their curiosity, awe, and wonder. For example, children work together as they participate in an activity about brushing teeth. The childminder introduces new language, such as 'plaque' and 'floss', to help children understand the importance of good hygiene practices. The childminder provides support and guidance to help children to become independent. Children attend to their own self-care needs, such as washing their hands at the low sink provided for them.

The childminder's own passion and dedication is reflected in the children's attitudes and behaviour. The childminder has high expectations for all children's learning from the start, based on accurate assessments. Children remain highly focused and concentrate for long periods of time. Children behave extremely well. They are kind and considerate towards others, including the childminder's pet dog. The environment is well organised to enable children to make independent choices in their play. The childminder provides a range of outdoor resources and opportunities to challenge and support children in all areas of learning. For example, children can choose to paint, play in the outdoor kitchen, explore different natural textures, or develop their physical skills on bikes, trikes and ride-on toys. The childminder is a very positive role model for children and nurtures respect and kindness. Children learn to take turns, share, and develop good manners. The childminder gives children continuous encouragement and praise for their achievements. This helps to develop their self-esteem and the confidence needed to progress well in the next stage of learning, including school.

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

- The childminder clearly enjoys her work and her enthusiasm for children's achievements encourages them to persevere and develop new skills. For example, older children smile with delight as they master cutting vegetables with a knife to make a 'magic stew'. The childminder skilfully weaves more complex mathematical concepts into children's play. They learn that cutting fruit in the middle will make two halves and cutting those halves will make quarters.
- The childminder identifies what children know and can do. She plans activities that support their next steps in learning, to close gaps in their knowledge. All children make good progress. The childminder plans a good range of activities, indoors and outside, that reflect the children's interests and individual needs.
- Children have good opportunities to learn about the world around them. They celebrate festivals, explore books and other resources to develop their

understanding of the diverse lives and cultures of people in the wider world. The childminder plans a variety of outings to local places of interest. She networks with other childminders to promote children's socialisation and friendships even further.

- Children learn about healthy eating. The childminder provides positive messages and talks to the children to build on their growing understanding of the importance of making healthy choices. The childminder provides children with healthy meals and snacks.
- The childminder has a fun and energetic personality. She is enthusiastic and helps children to foster a love of learning. Children giggle together as they play and work well as a team, such as taking turns to pour glitter and water into glass tubes to make a potion. Children have fun and thoroughly enjoy the experiences that are provided for them.
- Partnerships with parents and other professionals are good. The childminder works closely with parents to help all children accomplish key developmental milestones and skills and make the best possible progress. The childminder shares information with the teaching staff when children move on to school.
- The childminder gives her ongoing professional development good priority. She values support from other childminders to share new ideas and best practice. The childminder regularly accesses training online and carries out research to keep her knowledge up to date. She reflects on her practice and the quality of care and education she provides. This contributes to the excellent behaviour, attitudes and positive personal development that children display.
- Parents are highly complimentary about the childminder. Parents say that they are kept informed about their children's development and what is happening at the setting through daily chats and messages. They comment on the positive progress their children have made. They describe how fortunate they have been to find such a caring and attentive childminder.
- The childminder knows about child development. She is involved in children's play and interacts positively with them. She gets down to their level to give them her full attention and listens carefully to what they say. However, there are times when the childminder does not use questioning effectively to develop children's thinking and problem-solving skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her roles and responsibilities to keep children safe from harm. She can identify the signs and symptoms that may suggest a child is at risk from harm and knows the procedures to follow should she have a concern about a child in her care. The childminder keeps her knowledge current with the latest safeguarding updates and regular child protection training, including wider safeguarding issues such as the 'Prevent' duty. She completes effective risk assessments of the areas she uses for childminding and on outings, and demonstrates a strong focus on helping to keep children safe. The childminder's home is secure and well organised.

What does the setting need to do to improve?

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

- develop the use of questioning techniques to allow children enough time to think and respond to the questions they are asked, further promoting their thinking and problem-solving skills.

Setting details

Unique reference number	132185
Local authority	Kingston upon Thames
Inspection number	10072382
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	2 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder registered in 1991. She lives in Tolworth, in the Royal Borough of Kingston upon Thames. She provides childcare Monday to Thursday, from 7.30am to 5.30pm, all year round. The childminder has a level 3 qualification. She provides care for funded two-, three- and four-year-olds.

Information about this inspection

Inspector

Frances Oliver

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The childminder carried out a learning walk with the inspector and discussed how she organises her provision.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including the suitability of members of the household and the childminder's paediatric first-aid qualification.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector spoke to parents and took account of their 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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