

Childminder report

Inspection date: 14 October 2021

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 develop very good relationships with the childminder. They are happy, safe and secure in the warm and homely environment. They show high levels of self-esteem and excitedly make independent choices in their play. Children take pride in their achievements and benefit from the praise and encouragement the childminder provides.

Children access a range of activities to support the development of muscles in their hands in readiness for learning to write. For example, they paint with brushes and confidently squeeze glitter gel from tubes.

Children develop an understanding of the world and what is important to them. They regularly visit the local park and spend time exploring the nearby high street, where they go shopping with the childminder.

The childminder has high expectations for children's behaviour. Children share, take turns and play cooperatively together. When playing in the mud kitchen, children wait for their turn to put the 'mud cakes' into the oven. They understand the house rules and know that they must remove their shoes before entering the house and wash their hands before meals.

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

- The childminder interacts skilfully with children during role play activities. They thoroughly enjoy her participation, hearing and using new words such as 'delicious'. The childminder takes on the role of the customer in the garden kitchen, enhancing children's creativity with her imaginative narrative. Children show their enjoyment by laughing and giggling.
- Partnerships with parents are strong. Parents receive frequent feedback about how their children are progressing. The childminder regularly sends home images of the children playing and completes a daily diary to keep parents informed. Parents are actively encouraged to share their views, such as through questionnaires. They are very happy with the service that they receive.
- Children have opportunities to explore sensory materials and contribute their own ideas and thoughts. For example, they make hedgehogs with chapati dough, skilfully adding spaghetti to make them 'spiky'. However, at times, the childminder misses opportunities to enhance the children's experiences even further. For example, she did not extend the activity to build further on children's existing knowledge of hedgehogs.
- The childminder reflects on her practice and identifies areas for development. She recognises that she would like to seek further training and support to extend her skills to an even higher level. Following the COVID-19 pandemic

restrictions, the childminder identified that children needed extra support with their communication skills. As a result, she places a greater focus on providing interactions that support this area of learning.

- The childminder builds on children's early language skills well. She consistently responds to their verbal and non-verbal communication, encouraging children to engage with her. Children sing along to familiar songs. This helps to extend their vocabulary and develop their confidence.
- Children benefit from being offered a variety of fresh, healthy snacks and meals which help to promote their good health. The childminder encourages them to try different fruits at snack time, drink plenty of water and spend time outdoors. Children enjoy developing their physical skills as they eagerly navigate the pathway on bicycles.
- The childminder collects important information about what children already know and can do when they join her setting. This enables her to construct a high-quality curriculum, designed to meet the unique needs of each child. The childminder considers what she wants children to learn next, planning opportunities that address gaps in their skills and knowledge.
- The childminder has effective systems in place for supporting children with special educational needs and/or disabilities. She communicates well with parents to ensure that she can meet the children's needs in her home. The childminder understands the procedures for accessing support from other agencies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is secure and well organised. She completes risk assessments of the areas that she uses for childminding and for outings. The childminder is committed to helping keep children safe. She knows and understands the signs and symptoms which indicate a child may be at risk of harm. The childminder has a good understanding of the reporting procedures she must follow if she has concerns about a child's welfare. The childminder keeps her knowledge of safeguarding matters up to date through regular training.

What does the setting need to do to improve?

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

- use consistent teaching strategies to extend and challenge children's learning further.

Setting details

Unique reference number	EY320822
Local authority	Kingston upon Thames
Inspection number	10073626
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	5 February 2016

Information about this early years setting

The childminder registered in 2006 and lives in Tolworth, in the London Borough of Kingston upon Thames. She operates all year round, Monday to Friday. She receives funding to provide free early education for children aged three and four years old.

Information about this inspection

Inspector

Louise Drewett

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 her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder provided the inspector with a sample of documents, including evidence of suitability checks for adults living and working in the home.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took into account the written views of parents.
- The inspector carried out a joint observation of an activity with the childminder.

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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