

Childminder report

Inspection date: 10 May 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children settle quickly when they arrive in the setting. This is because they have strong and trusting relationships with the childminder. Children have plenty of time to play, as well as the opportunity to rest and relax. This supports children's physical and emotional well-being effectively. Children's behaviour is good. For example, they listen and follow instructions well. They show that they are happy and feel secure.

Children learn to love different types of books. In particular, they enjoy looking through books about dinosaurs. Children gain much from talking to the childminder about what they know and responding to questions. They demonstrate their strong mathematical skills as they count with confidence and talk about size, shape and measurement. Children receive plenty of praise and reassurance, which motivate them to play and learn.

Children respond well to the high expectations from the childminder. They carry out manageable tasks, such as taking off their shoes and going to the toilet independently. Children have a good understanding of how to manage their personal safety. This was demonstrated well during their walk. For instance, children stopped and looked for cars before crossing roads. Children gain important skills for their future education.

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

- The childminder's self-evaluation is effective. She continues to review the quality of the provision and involves parents in the process.
- Children make good progress in their learning and development. This is because the childminder observes and assesses children's learning well to help plan age-appropriate activities.
- The curriculum for communication and language development is a particular strength. The childminder models language effectively and engages children in meaningful conversations. This encourages children to express their thoughts and it extends their vocabulary.
- The curriculum for literacy also features highly in the educational programmes. The childminder makes effective use of opportunities to help develop children's knowledge of phonics as they explore sounds and letters. Children are learning to write their name, draw detailed pictures and give meaning to their work. For example, they comment proudly that they have drawn 'a chocolate monster with many eyes'.
- Children enjoy taking part in art and craft activities. They make collages and seasonal cards, which supports their imagination and creativity. However, children have limited access to malleable materials, which prevents them from

extending their exploratory and sensory skills.

- Partnerships with parents are strong. Parents speak highly of the childminder. For example, they comment that the childminder has a 'lovely and calm nature' and creates a 'comfortable and homely environment' for their children. However, the childminder has not yet established a working partnership with all early years settings that the children attend. This does not fully promote a consistent approach to children's learning and development.
- Children receive clear boundaries and expectations of how to behave well. As a result, they are polite and respectful of others and their environment.
- Children gain a strong awareness of similarities and differences between themselves and others. They access a good selection of cultural and diversity-based play resources and talk to the childminder about their personal experiences. Regular visits to playgroups, parks and shops contribute to children's understanding of the physical world and their community.
- The childminder helps children to focus and develop their concentration further. For example, during an activity, she encourages children to persevere while describing and re-creating various three-dimensional patterns. Children respond positively to this.
- The childminder is successful in promoting her professional development effectively. She completes online training and listens to digital audio files to strengthen her teaching practice. Recently, the childminder has enhanced her knowledge of how to support children's thoughts and feelings. This has had a positive impact on children's ability to cope with life's challenges.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes online training to keep her knowledge of safeguarding up to date. She knows how to identify the signs and symptoms of abuse and how to report concerns to outside agencies. The childminder is also fully aware of how to identify if a child is at risk of being drawn into extremist groups. She records children's daily attendance to monitor patterns of concerns. Children receive good levels of supervision. This gives children the confidence to explore the play areas freely and safely.

What does the setting need to do to improve?

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

- extend the opportunities for children to develop their exploratory and sensory skills
- develop a working partnership with all early years settings that children attend to ensure a consistent approach to their learning and development.

Setting details

Unique reference number	403857
Local authority	Richmond Upon Thames
Inspection number	10065610
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	27 April 2016

Information about this early years setting

The childminder registered in 2001 and lives in the London Borough of Richmond upon Thames. She provides care from 8am to 6pm, Monday to Wednesday, all year round except for bank holidays and family holidays. The childminder holds an early years qualification at level 4.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the childminder received since the 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 childminder and the inspector completed a learning walk and discussed how the early years provision is planned and implemented to support children's learning.
- The inspector observed children's learning inside. She accompanied the childminder and the children on their walk from another early years setting.
- The inspector scrutinised the required documents. She talked to the childminder and engaged with children at appropriate times during the inspection.
- The inspector read written feedback from parents and took this into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022