

# Childminder report

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Inspection date: 24 May 2022

<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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children's good behaviour shows that they feel safe and secure. They play happily and treat their environment with respect. Children listen to what is asked of them and understand the routines of the setting. For example, they know that they must wash their hands before handling food and after using the toilet. This promotes children's good health and prevents the spread of infections. Children form strong relationships with the childminder. They benefit greatly from the nurturing and caring interactions, which supports their emotional well-being. Children respond well to the high expectations for their learning. For instance, older children show that they are able to answer questions and recall previous learning. Children delight in listening to stories and singing nursery songs, which supports their speech development. They are motivated to learn and show positive attitudes. Children enjoy many local outings, such as to parks and playgroups. They socialise with other children from different settings and backgrounds. Children learn about various religious and cultural celebrations, such as Easter and the Queen's platinum jubilee. They also dress up in their pyjamas to raise money for a charity. Children develop an understanding of the wider world and differences in people.

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

- The childminder works well with parents and other professionals who are involved in children's care. Parents are very happy with the service they and their children receive. For example, they write that the childminder communicates effectively with them, which supports a consistent approach to children's learning.
- The childminder observes and monitors what children know and can do. She makes good use of the information collected to identify and address any gaps in children's learning. For example, the childminder acted promptly when she had concerns about children's physical skills. As a result, children received the additional support they needed. This helps children to progress well from their various starting points.
- The childminder knows the importance of developing children's communication and language skills. She talks to children, introduces new words and explains their meaning to extend their vocabulary. However, at times, such as during group activities, the childminder does not differentiate her teaching. This prevents her from supporting and extending all children's learning as effectively as possible.
- The curriculum for mathematics and literacy is strong. Children hear numbers during play and develop a good understanding of phonics, which helps to prepare them for school.
- Children are independent learners. For example, older children take responsibility for their care needs, including toileting. Younger children help to

tidy away toys, which helps them to learn how to look after their environment.

- Children behave well. They listen attentively and play alongside other children in the setting.
- Children are physically active. Younger children practise and test their early walking skills with increasing confidence. Older children show good levels of balance and coordination.
- Healthy snacks support children's growth and development. For example, the childminder offers children a selection of fruit and vegetable sticks. She ensures that children have plenty of fresh drinking water throughout the day. In addition, the childminder talks to children about the effect that food has on their bodies. This teaches children well, and they proudly say, 'Cheese is good for our teeth.'
- The childminder is very knowledgeable about each child's background and family circumstances. She displays positive photos of children and the people who are important to them. Children develop a strong sense of belonging.
- The childminder completes training and reads relevant publications to enhance her knowledge and skills of early years. For example, she has learned how to make use of wooden and natural resources to promote children's creative and imaginative play. This has had a positive impact on children's learning.
- The self-evaluation process is effective. The childminder has identified strengths and areas for development. For instance, she is interested in exploring other behaviour management strategies to strengthen her teaching practice further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder follows effective strategies to help keep children safe. For example, she practises regular fire drills with the children to teach them what to do in the event of an emergency. The childminder keeps her safeguarding knowledge up to date and is aware of wider child protection issues. She knows the signs and symptoms which might indicate a child is at risk of harm, including if they are being drawn into extremist groups. She knows how to raise concerns about children's welfare to external agencies. Children receive good levels of supervision during play and sleep times.

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

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

- differentiate teaching, particularly during group activities, to ensure that all children's learning is fully supported and extended.

## Setting details

<b>Unique reference number</b>	EY282221
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10138018
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	22 April 2016

## Information about this early years setting

The childminder registered in 2004 and lives in the London Borough of Richmond upon Thames. She operates for 48 weeks a year from 7.30am to 5.30pm, Monday to Thursday. The childminder holds an appropriate qualification at level 3.

## 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 explained the curriculum intentions to the inspector during a learning walk of the setting.
- The childminder and the inspector carried out a joint observation and discussed the impact the activity has on the children.
- The inspector read written feedback from parents and took account of their views about the setting.
- The inspector discussed safeguarding issues with the childminder. She checked the required documentation, such as evidence of the childminder's suitability and training certificates.
- The inspector interacted with the children at appropriate times during the inspection.

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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