

Childminder report

Inspection date: 8 August 2022

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 are happy and settled in the cheerful and affectionate childminder's care. They form strong bonds with her, ensuring that children feel safe and secure in her welcoming home. Children confidently communicate their needs, which are met promptly and sensitively by the childminder. They turn to her for cuddles when they need reassurance and are keen for her to join in with their play. Children respond positively to the childminder's high expectations and behave well. They listen to the childminder and follow simple instructions, such as helping to tidy up after play. Children benefit from the childminder's consistent guidance, which supports them to be kind, share and take turns.

Children benefit from a wide range of activities and meaningful experiences. They are engaged and concentrate as they explore water. Children show fascination as they scoop it up in watering cans and watch as it hits the ground. The childminder is passionate about providing healthy and nutritious meals for children. She plans meals from around the world and children relish the range of different food and flavours they receive at mealtimes. Children comment on the food as they eat, saying: 'This is delicious, I like this.'

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

- The childminder's experience and enthusiasm for her role is evident as she interacts with the children in her care. She sits alongside children as they play and gets involved with activities. Children hear new words as the childminder talks to them about what they are doing. This helps to promote children's acquisition of language from an early age.
- The childminder provides an interesting and ambitious curriculum. She organises children's learning well so that they constantly build on what they know and can do. For instance, the childminder provides lots of opportunities for children to grasp and manipulate small objects, such as puzzle pieces. This helps to develop their coordination and strengthen the muscles in their hands so that they have strong foundations to support handwriting. However, when involved in planned activities, the childminder generally tries to cover too many areas of learning at one time to fully support children's learning. This means that the intent for these activities is not always clear or developed.
- Children are very well behaved. The childminder sets clear boundaries and is an excellent role model for the children in her care. Children are kind and supportive towards their friends. They play well together and develop kind and caring relationships. For example, as they fill watering cans, children ask each other, 'Can I fill mine now, have you filled yours all up?'
- The childminder supports children to manage their own personal care needs. For example, she teaches them to wash their hands thoroughly and encourages

them to dress themselves. This helps to boost children's independence and self-esteem.

- Children learn about healthy lifestyles. They enjoy nutritious meals and snacks and have plenty of opportunities for physical play. The childminder uses mealtimes as learning opportunities to help children understand about the nutritional value of eating healthy food. She talks about food and brushing teeth, encouraging children to make links between them for good oral hygiene.
- The childminder works collaboratively with other settings that children attend. She has developed a close relationship and shares information with them in order to provide consistent care for children. This means that children are supported well and continue to thrive. The childminder sometimes works with an assistant. Both the childminder and assistant attend regular training to ensure their practice is kept up to date.
- The childminder seeks parents' views on her service. Parents comment positively on her communication and say they are regularly kept up to date and are pleased with the progress their children are making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge and understanding of her role and responsibility to safeguard children. She has clear policies and procedures and knows what to do if she has any concerns. The childminder is confident in recognising the possible signs of abuse. She ensures that her own knowledge of safeguarding and that of her assistant's is regularly updated, such as by completing a range of courses. She carries out assessments of her home to ensure that she provides children with a safe and secure environment. The childminder keeps effective records of any accidents and incidents and monitors these regularly.

What does the setting need to do to improve?

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

- enhance the planning and delivery of adult-led activities to help ensure a clear focus for learning is developed.

Setting details

Unique reference number	132047
Local authority	Kingston upon Thames
Inspection number	10231688
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	0 to 3
Total number of places	12
Number of children on roll	4
Date of previous inspection	19 September 2016

Information about this early years setting

The childminder registered in 2000. She operates from her home in Old Malden, in the Royal Borough of Kingston upon Thames. She works Monday to Thursday, from 8am to 5.30pm all year round. The childminder holds a relevant early years qualification at level 3. She occasionally works with an assistant and receives government funding to provide free nursery education for children aged two, three and four years.

Information about this inspection

Inspector

Natalie Atkins

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 her evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and secure.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while they are with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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