

Childminder report

Inspection date: 3 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have very strong bonds with the childminder, who is patient, kind and nurturing in her approach. This supports children to develop confidence and strengthens their emotional well-being. Children settle quickly and know familiar routines, which help them feel comfortable and secure.

Children's communication and language skills are promoted at every opportunity throughout the setting. The childminder introduces new vocabulary to support children's understanding. They learn through repetition, simple sounds and the use of songs. For example, younger children learn the names of animals and the sounds they make. They sing songs about farm animals to embed the learning of new words. This helps children's early language development. Children love to explore different sounds. For example, they beam with smiles as they make loud and quiet sounds banging a metal tin.

The childminder has high expectations for children's behaviour. From a young age, children are shown how to care for animals and learn to be gentle around them. This helps them learn about the needs of others, as they listen to the childminder and are respectful, as they gently stroke the cat. Children show a great level of respect for others and the environment. Children's behaviour is good.

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

- The curriculum is well sequenced and offers a range of learning opportunities. The childminder focuses her curriculum on children's social, emotional, communication and language skills and their physical development to support their future learning. She has developed a curriculum which builds on what the children already know and enjoy.
- Children benefit from the effective settling-in arrangements. The childminder collects detailed information about children's care routines and stages of learning when they first start at the setting. She uses this information to plan according to the children's own experiences and starting points. For example, the childminder plans familiar care routines, and selects play equipment to help children settle in quickly from the outset.
- Children develop a real love of books and reading. For example, they choose their favourite story and snuggle with the childminder. Children listen intently as the childminder reads to them. She reads to children in an animated way and encourages them to turn the page and lift the flaps. This supports their early literacy.
- The childminder interacts well with the children throughout a range of planned activities. Overall, children are given plenty of opportunity to explore freely, such as exploring the role play resources. This supports their early imaginative play.

Children are eager to learn. However, on occasion, the childminder does not follow younger children's varying interests. This means they sometimes lose concentration.

- The childminder supports children's good health. She provides children with healthy and nutritious meals and snacks. Young children feed themselves and drink from training cups. The childminder is attentive and gentle when attending to children's personal care. She teaches young children how to remove their socks, which supports their growing independence.
- The childminder regularly takes children out for walks in the local community. They visit the shops, play in the park and attend sessions at toddler groups. These experiences help children to meet with larger groups of children and develop confidence in social situations.
- Parents are very complementary and report their children 'flourish' with the care and education the childminder provides. The childminder communicates effectively with the parents. She completes regular observations and shares these with parents discussing their children's progress. This supports parents to continue their children's learning at home.
- The childminder regularly reflects on her own skills and knowledge to help evaluate her practice. She uses the knowledge gained from training to plan activities and support children's progress. However, the childminder does not sharply focus her professional development on helping her develop her knowledge and teaching skills and support younger children's development even more successfully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of child protection issues and ensures that all her policies are updated to reflect these. This helps her to keep children safe from harm. The childminder knows the possible signs and symptoms of child abuse and fully understands how to report child protection concerns. She implements detailed policies and procedures to keep children and her home safe. The childminder carries out daily safety checks, indoors and outdoors, to help reduce hazards and minimise accidents. This helps her promote children's safety and welfare to a high level.

What does the setting need to do to improve?

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

- adapt teaching more swiftly during activities, in response to younger children's interest and varying levels of concentration and engagement
- focus training on developing knowledge and understanding of how younger children learn, to help promote their development even further.

Setting details

Unique reference number	EY458023
Local authority	Kingston upon Thames
Inspection number	10236064
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 October 2016

Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Kingston. The childminder works from 8am to 6pm, Monday to Thursday, excluding bank holidays and family holidays. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Lane

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.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- The childminder discussed the curriculum intent and how the provision is organised during a learning walk with the inspector.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household and first-aid certificates.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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