

Childminder report

Inspection date: 20 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	Good
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What is it like to attend this early years setting?

The provision is good

Children have trusting, warm relationships with the childminder, who interacts positively with them. For instance, she uses lots of eye contact and a warm tone of voice. The childminder ensures that each child settles gradually until they feel secure and happy. She values each child and has high expectations of them. The curriculum is broad and balanced. Children enjoy taking part in lots of different activities. They learn good mathematical skills. For instance, older children count securely and can recognise and put numbers in order of sequence. The childminder teaches younger children about quantities, such as 'big' and 'small'.

Children have good opportunities to develop their physical skills. Younger children practise crawling through tunnels and pull themselves up securely. Older children learn ball skills, run and climb. Children gain good small-muscle control through creative activities, such as painting and drawing. They behave well. The childminder praises children for their positive behaviour and teaches them to be kind to each other. Children learn about their feelings. For instance, the childminder talks to children about how they are feeling, teaches them the names of different emotions and reads stories about feelings.

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

- The childminder offers children a wide range of activities and experiences. She keeps a close eye on children's progress and ensures that activities match their abilities. All children make good progress in preparation for school.
- Children gain good communication and language skills. For instance, the childminder sings children's favourite nursery rhymes and action songs, when they learn new words. She reads books to children in lively tones to gain their interest and support their vocabulary.
- Children gain good independence skills. They take off their shoes and put them away when they arrive and fetch their own drinks whenever they choose. Older children take off and put on their coats.
- Children are confident and keen to learn. They get fully involved in activities and concentrate well. Children learn to share well, for instance they take turns using resources during group play activities.
- The childminder supports children's creative development successfully. For example, children enjoy experiencing the different textures of pasta and rice, and skilfully scoop them into containers. They take part in a range of mark-making activities, such as drawing and painting.
- Children gain a good understanding of the world. The childminder points out and discusses interesting things in the natural environment, such as spiders' webs and seasonal changes. She plants and grows vegetables with children and teaches them how things grow.

- The childminder reviews her work and modifies activities to promote best outcomes for children. She is keen to make ongoing improvements and sets clear goals. For example, she plans to attend a course on healthy eating for children aged under five years to promote best practice in this area.
- The childminder is keen to keep her skills and knowledge up to date. For instance, she meets up with other childminders to share best practice and read early years articles.
- Children behave in safe ways. For instance, the childminder teaches them how to act with care and caution in her home, such as how to use the garden steps safely. She helps children to learn about road safety and to behave safely while outdoors.
- The childminder prepares freshly made nutritious meals and snacks for children. She ensures that children have daily opportunities for physical exercise.
- The childminder supports children's oral hygiene effectively. Children brush their teeth after lunch and she reads books on oral hygiene to promote good care of children's teeth and gums.
- Overall, the childminder has good links with parents. She keeps parents up to date about their children's progress in effective ways, such as daily diaries and verbal feedback. However, she has not fully developed ways to help parents to support their children's learning further.
- Generally, the childminder helps children to gain an awareness of diversity. For example, she has some resources that reflect different races. The childminder ensures that all children have equal access to all toys and resources. However, she has not fully developed this area to enhance children's understanding of the differences between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder views children's safety with high importance. She has good understanding of the possible signs that a child might be at risk of abuse. The childminder is familiar with procedures to follow to report her concerns and protect children from harm. She knows how to identify and report concerns related to a range of safeguarding issues, such as when a child might be witnessing domestic abuse. The childminder reviews all areas of her home, including the garden, to ensure that they are safe for children's use.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to support children's learning further
- enhance children's understanding of the differences between themselves and others, to support their personal and social development further.

Setting details

Unique reference number	EY459757
Local authority	Richmond Upon Thames
Inspection number	10236103
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	6
Number of children on roll	5
Date of previous inspection	4 November 2016

Information about this early years setting

The childminder registered in 2013. She lives in Hampton, in the London Borough of Richmond upon Thames. The childminder provides care for children all year round, from 8.30am to 5.30pm, Monday to Thursday, except for bank holidays. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 provider and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interactions between the childminder and children, and discussed children's progress.
- The inspector read and considered written comments from parents 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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