

Childminder report

Inspection date: 13 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant have high expectations for children. They spend their time in a safe environment engaging in purposeful play. Children access a good range of resources and activities, which help to build on their experiences.

Children are happy, safe and secure. Babies settle very quickly. They gurgle with content, as they snuggle up for their feed. Children approach the adults who care for them with ease. They let them know what they want to do, such as play outside.

Children develop their communication and language well. Young children thoroughly enjoy joining in with singing and action rhymes. They move their bodies in a variety of ways as they listen and follow the childminder's actions. Babies have fun as they bounce up and down and begin to vocalise the sounds they hear. Young children use their understanding to identify characters and familiar animals. They build on this by collecting props for the stories and rhymes.

Children learn positive patterns of behaviour from an early age. For example, they learn good manners and to share. They follow simple instructions and learn to respect each other and develop positive relationships.

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

- The childminder has made good progress since her last inspection. She has worked with her early years adviser. The childminder has reflected on how to make improvements to the quality of her provision. She knows now what she must notify to Ofsted.
- Overall, the childminder plans effectively for children's individual needs and interests, based on their starting points. She takes time to get to know each child and their interests, right from the start. This helps her know what children like and can do. The childminder uses this information to provide a suitable curriculum to help children to develop and learn.
- The childminder shares very positive working relationships with parents. Together, they frequently share information. This helps provide good continuity in children's care and learning. Parents speak very highly of the childminder and her assistant. Parents comment that they receive very good feedback and that their children progress well and are thriving in the childminder's care.
- Children are acquiring skills to help them prepare for the next steps in their learning, including their eventual move on to school. The childminder encourages children to make choices in their play and initiate their own ideas.
- Children develop self-care skills. For example, children know good hygiene practice and wash their hands independently. The childminder helps children

learn the importance of a healthy diet to maintain a healthy body and teeth.

- All children, including children with any additional needs, are supported well. The childminder makes regular observations of children to know what they can do and what they need to learn next. She establishes effective links with other professionals involved with children's care, working together to identify and close any gaps in children's learning. This ensures the best outcomes for all children.
- Children develop their large-muscle movements. They use wheeled toys and large equipment in the garden. Babies roll and stretch their bodies to reach toys. However, there are less opportunities for children and babies to develop their creativity and small-muscle development.
- Children go on regular trips to local parks and explore the natural world. They thoroughly enjoy blackberry picking and searching for their favourite colour flowers.
- The childminder keeps up to date with relevant information. She shares her knowledge with her assistant, such as the recent reforms to the early years foundation stage. Together they provide a consistent approach for children.
- Children have fun building blocks. They count using their fingers to see how many bricks they use to build a tower. Children squeal with delight as they predict what will happen next before they knock them down.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed child protection training to update her knowledge. The childminder and her assistant have a secure understanding of procedures to follow to keep children safe. They know the signs which may indicate a child is at risk of harm. They are aware of wider issues that can affect children, such as extreme views and behaviours. They understand how to report any concerns. The childminder provides a secure environment for children to play, eat and rest safely. She helps children to learn how to keep themselves safe. For instance, children participate in fire drills and learn what to do in the event of an emergency.

What does the setting need to do to improve?

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

- enhance children's learning opportunities to broaden their exploration and creativity.

Setting details

Unique reference number	117643
Local authority	Ealing
Inspection number	10146315
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 February 2020

Information about this early years setting

The childminder registered in 1996. She works with an assistant from her assistant's home in Greenford, in the London Borough of Ealing. The childminder works each weekday from 8am to 6pm, all year round, apart from Christmas, family holidays and bank holidays.

Information about this inspection

Inspector

Deborah Orchard

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic. The Inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and childminder completed a learning walk. The inspector discussed how the childminder organises her curriculum.
- The inspector completed joint observations with the childminder.
- The inspector obtained parents' views and experiences as part of the inspection.
- The inspector held discussions with the childminder, assistant and 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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