

Childminder report

Inspection date: 25 August 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this vibrant, stimulating, language-rich environment. They are extremely well settled and show that they feel at home. They build warm, trusting relationships with the childminder, who has a kind and nurturing manner. They are confident to go to her whenever they need help or require emotional support. The childminder knows everything about the children and uses this knowledge to plan exciting activities to extend their learning. She tailors her teaching and language exceptionally well to the needs of each child.

The childminder plans an ambitious curriculum which is designed to give the children a wealth of rich experiences. Children start the day by deciding what they want to do and setting up the activity with the childminder. They also share how they are feeling and why. They quickly become engaged in their play, exploring resources, trying new things and interacting with each other. The childminder listens to the children's ideas and offers them activities based on their interests. Children thoroughly enjoy the freedom to choose and do things on their own and show pride in their accomplishments. They engage in meaningful conversations with the childminder as they play, learning new vocabulary and developing new concepts. The childminder regularly takes children out to explore the local surroundings.

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

- Children are highly motivated and consistently demonstrate positive attitudes as they play. They are active and engaged in their learning. They confidently share their interests with their peers and the childminder.
- Children develop new mathematical concepts and skills through their play, participating in well-planned activities that follow their interests. For example, the children count how many cups they have filled with cereal during sensory play and estimate how many cups they would need to fill a large paper bag.
- The childminder skilfully models language, introducing new vocabulary in conversations. She describes what the children are doing and asks open-ended questions, giving them time to think and reply. Children develop exceptional speech and language skills with the childminder.
- The childminder helps children develop their emotional intelligence, giving them the vocabulary they need to express their feelings. She role models good behaviour, conflict resolution strategies and how to speak respectfully to everyone. The childminder also promotes their independence, teaching them how to use tools safely on their own, how to set up their play area, tidy up and change clothes.
- The childminder develops the children's cultural capital by constantly teaching them how the world works. The play opportunities are inspirational. Children

learn about nature and their natural environment as they develop their motor skills in the outdoors. The childminder introduces them to important topics such as droughts and recycling. Children benefit greatly from time spent outdoors and during many outings enjoyed with the childminder.

- The childminder teaches children about healthy lifestyles. The children learn about healthy foods and willingly eat different foods at mealtimes.
- The highly experienced childminder continues to complete training and review the latest guidance to enhance her skills and knowledge. She speaks about child development with confidence, expressing the next steps of learning for each of her children. She determines clear learning objectives driven by what the children already know and do and what the children need to learn next.
- Parents are extremely happy with the high-quality service they receive. They say it feels like having an extended family and they are extremely positive in their feedback. The childminder has developed a close relationship with them, with two-way communication even while children are on holiday. Parents and childminder work together to support children in their learning and development. Parents emphasized how lucky they feel to have found her.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding and child protection. She ensures that her knowledge is up to date by reading, researching new guidance and attending regular training. She is confident to share her knowledge with the relevant professionals to ensure that children are kept safe from harm. The childminder knows the procedures to follow if there is a safeguarding concern. Risk assessments are carried out in order to remove or minimise any potential hazards. Children are extremely well supervised. Children know what to do in case of a fire or an emergency and they communicate the steps they would follow clearly and confidently.

Setting details

Unique reference number	117676
Local authority	Ealing
Inspection number	10234098
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	1 to 5
Total number of places	4
Number of children on roll	2
Date of previous inspection	20 October 2016

Information about this early years setting

The childminder registered in 2003. She lives with her husband and two adult children in Chiswick, within the London Borough of Ealing. She is currently minding two children in the early years age group, one of whom also attends reception in the mornings. She provides her service during the day for most of the year. She has relevant qualifications, including those related to paediatric first aid.

Information about this inspection

Inspector

Isabel Torres Rodriguez

Inspection activities

- This was the first routine inspection of the childminder 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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning and curriculum organisation.
- The inspector observed the quality of teaching during indoor activities, and assessed the impact this has on children's learning.
- Parents shared their views with the inspector via a telephone call.
- 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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