

Childminder report

Inspection date: 11 November 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 develop affectionate bonds with the caring childminder and demonstrate that they feel secure in her care. They happily engage with the childminder during their play and are confident to express their thoughts and feelings. Children benefit from the childminder's consistent praise and her clear expectations for behaviour. They understand what is expected of them and behave well. The childminder has high aspirations for all children and works well to meet their individual needs. Children are provided with a variety of experiences and activities, which enhance their all-round development. They eagerly participate and demonstrate positive attitudes to learning. For example, children concentrate as they create models of hedgehogs from play dough. They show attention to detail as they add features, such as feet and prickles. Children speak confidently about what they are doing. They make links with previous experiences, as they tell the childminder about seeing hedgehogs in their garden. Children demonstrate a keen interest in books and literacy. They know how to handle books carefully as they 'read' independently. Children listen well when the childminder reads to them and are keen to share their questions and comments about stories.

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

- The childminder provides a balanced curriculum, which supports all areas of children's learning. She monitors their progress and works with parents to help close any gaps in their learning. The childminder provides excellent support for children who have special educational needs and/or disabilities. She follows advice given by other professionals to further enhance their learning and development. Consequently, all children make good progress from their starting points.
- There is a strong focus on children's speech and language development. For example, the childminder talks, reads and sings with children throughout the day. Therefore, children become confident talkers and have good communication skills in relation to their age and stage of development.
- The childminder knows the children well and uses their interests and experiences as the starting point for activities. This helps to ignite children's love of learning and ensures that they build on what they know and can do. For example, the childminder uses children's love of football to support their mathematical development. Children compare the size of footballs and enthusiastically count how many goals they have scored.
- Overall, children develop their independence skills well. For instance, they wash their hands and feed themselves during mealtimes. However, the childminder does not ensure that younger children can consistently access and choose from the resources, to help them develop their independence further.
- Children demonstrate positive attitudes to their learning. They concentrate for

long periods of time and are eager to explore new experiences. For instance, children focus intently as they make patterns by pressing leaves into play dough.

- The childminder promotes healthy lifestyles for children well. She provides them with healthy meals and encourages them to try a wide range of fruit and vegetables. The childminder ensures that children have lots of exercise and play outdoors each day, which supports their physical health and well-being.
- Children enjoy a variety of outings to help them learn about the wider world. For example, they go to the library, local parks and toddler groups. The childminder understands the importance of helping children to learn about different people, cultures and beliefs. For example, the childminder talks to children about different countries and ways of life, as they explore an interactive globe.
- The childminder has a professional and enthusiastic approach to her role. She seeks out relevant information and training, to constantly develop her professional skills and knowledge. The childminder reflects on the needs of the children and how she can improve her practice to support them.
- Partnerships with parents are strong. The childminder knows children and their families very well, and some have used her childcare service for many years. She keeps parents well informed of children's progress and offers ideas for learning that they can carry on at home. Parents comment warmly about the childminder and how their children learn through the engaging activities she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her safeguarding responsibilities. She is vigilant about the signs of abuse and neglect and completes regular training to keep her knowledge up to date. The childminder knows what to do, should she have any concerns about children's safety or if there is an allegation made against her. She is aware of issues that may compromise children's welfare, such as the effects of radicalisation and domestic abuse. The childminder supervises children well. She regularly assesses safety in her home to remove or reduce any risks.

What does the setting need to do to improve?

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

- develop further the opportunities for younger children to make independent choices about their play.

Setting details

Unique reference number	117748
Local authority	Ealing
Inspection number	10234100
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 9
Total number of places	4
Number of children on roll	15
Date of previous inspection	24 November 2016

Information about this early years setting

The childminder registered in 2001. She lives in Hanwell, in the London Borough of Ealing. The childminder operates her service Monday to Friday, from 8am to 6pm, throughout most of the year. The childminder offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 this into account in her evaluation of the setting.
- The childminder showed the inspector the areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The childminder ensured that her documents were available for the inspector to view. This includes her paediatric first-aid certificate.
- The inspector took account of parents' written feedback, she also observed and spoke to children, to find out about their experiences with the childminder.

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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