

Childminder report

Inspection date: 14 February 2023

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

The childminder provides a welcoming and safe environment for children. Effective settling-in sessions provide opportunities for children to move into the setting at their own pace. The childminder is patient and caring. She demonstrates polite and encouraging behaviour, which helps children to develop high levels of confidence and self-esteem. The childminder has high overall expectations of what children can achieve, particularly around their behaviour. The childminder instils positivity in children. She gently explains to children what is expected of them and offers occasional reminders to share and take turns. Children understand the routines of the setting. They help to tidy away toys and respond quickly to the childminder's clear and consistent instructions.

Children independently select what they want to play with from a range of high-quality resources. The atmosphere is calm and supportive. Children are gaining skills in readiness for school. They are building their concentration skills and enjoy the opportunities to make marks on paper with a variety of pens and pencils. This helps children to improve their dexterity and strengthen the small muscles in their hands. Children are taught about shape and size to support their early mathematical understanding. For example, the children learn to differentiate between their 'small' and 'tall' towers.

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

- The childminder completes assessments and has discussions with her assistants, which help her to incorporate children's interests into planning. However, at times, the childminder does not adapt activities to encourage younger children to participate. For instance, during a sticking activity, the childminder introduces too many concepts in a short period of time. For example, using vocabulary related to size and shape, counting objects and naming colours. This means that, sometimes, children lose interest and their learning is not maximised.
- The childminder monitors her own and her assistant's practice consistently. She identifies areas of training that will improve knowledge and have a positive impact on children. She works with the local authority, so she is kept up to date with changes in policy and practice. The childminder liaises well with the local school and pre-school, when they share care and education of the same children.
- Children have a good understanding of the world around them. They learn about their local community on outings using the bus. They enjoy singing 'The Wheels on the Bus' and delight as the other passengers join in. The childminder supports children to have a broad understanding of similarities and differences beyond their own experiences. For instance, children enjoy taking part in a Bulgarian tradition, where they learn about traditional food, wrist decorations for

'Baba Marta' and culture. Children are well-rounded individuals, who are well prepared for life in modern Britain.

- The childminder supports children's emerging communication and language skills well. During activities, she narrates children's play, which helps to give meaning to what they are doing. Furthermore, this ensures children hear a rich variety of vocabulary. The childminder is playful in her approach. She asks children questions and gives them time to think and respond, listening attentively to their ideas and suggestions.
- The childminder teaches children about keeping themselves safe. For example, children learn about road safety during outings. They carefully use scissors when cutting paper plates and understand the importance of using this equipment. The childminder promotes healthy eating by offering a variety of food. This helps children learn about the importance of being healthy.
- The childminder has built good relationships with parents. She engages with them on a daily basis, sharing information about their child's day through written reports or sending photographs. Parents give positive feedback about the childminder and the service she offers. However, the childminder does not always consider ways to further support parents to continue children's learning at home.
- The childminder is aware of how to support children with special educational needs and/or disabilities. She knows who to contact should she need to seek additional support for children who may require it. Consequently, children make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in protecting children from harm. She has a strong awareness of child protection issues, including how to manage any allegations made against her and how to report concerns about a child's welfare or the practice of her assistants. The childminder completes regular safeguarding training to ensure that her knowledge and understanding remains up to date. The childminder ensures her home is safe and secure for children and she carries out regular checks to minimise any potential hazards. For example, the childminder completes a thorough risk assessment given that she has a family pet. This helps to ensure that children are able to play in a safe and secure environment.

What does the setting need to do to improve?

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

- tailor activities more precisely to suit the learning needs of younger children, to maximise their learning
- build on the good partnerships with parents further to help them continue

children's learning at home.

Setting details

Unique reference number	149798
Local authority	Hounslow
Inspection number	10264111
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2001 and lives in Feltham, Middlesex. She operates all year round, from 6.30am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Suzy Marsh

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the interactions between the childminder and children and the impact this has on their learning and development.
- Parents shared their views of the setting with the inspector.
- Children communicated with the inspector during the inspection.
- The childminder shared documentation with the inspector. This included her records of paediatric first-aid training, and evidence of the suitability of those living on the premises and her assistants.

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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