

Childminder report

Inspection date: 3 July 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder forms warm relationships with children. She gets down to their level and interacts with the children in warm and engaging tones. Children feel happy and comfortable at the setting.

The childminder has high expectations of what children should achieve in their learning and development. She plans many interesting and engaging learning opportunities for the children. For example, children explore nature and observe the changing of the seasons at the local parks. They enjoy participating in science experiments, such as exploring what happens when they mix water with various colours. Children participate enthusiastically in all the opportunities the childminder offers. They make good progress in their learning and development.

The childminder supports children to understand the routines of the setting well. For example, children take their shoes off and put them away when they come in the house. They understand the routine to follow before eating and happily help set the table and wash their hands. Secure routines such as these help children feel safe, confident and happy in the setting.

The childminder supports children to develop their understanding of the local community through regular visits to local places of interest. For example, children have recently visited the local hairdresser and church. This supports children to understand the world around them.

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

- The childminder supports children in their communication and language well. She talks to them throughout the day about what they are doing. The childminder uses a wide variety of books and songs to support children in their language development. Children really enjoy listening to the stories and joining in with the actions to the songs. The childminder uses a range of interesting and exciting words while talking to children, which they then use in their play. For example, the childminder repeats 'wobble, wobble' to young children as they put books away on the bookshelf. Children then use this language as they are sitting down in their chair for their snack. The strategies that the childminder has in place help children to make good progress in their communication and language development.
- On occasion, the childminder speaks to children too quickly or shifts topics too abruptly. This can limit children's ability to process what is being said and respond. As a result, children may miss opportunities to fully engage with the interactions or explore ideas in greater depth.
- The childminder carefully considers how to support children to develop their

physical skills. For example, she ensures that children stand up for activities such as mixing. This is well thought out, in order to support children to develop their strength and coordination. The childminder provides children with many opportunities to develop their hand-eye coordination and fine motor skills. For example, children screw and unscrew lids, squeeze bottles and pour liquid. These learning opportunities help children to make good progress in their physical development.

- The childminder supports children to develop their independence skills very well. For example, children get their own plate and cup from the cupboard and carry these to the table. They wipe the table after eating and take their plate to the sink. Learning these independence skills helps to prepare children for the next stage in their learning journey, such as school.
- The childminder knows the children who attend the setting very well. She carefully considers their individual needs and interests, in order to ensure that they feel safe and comfortable at the setting. The childminder has a good understanding of the progress children are making and the next steps in their learning. She uses children's interests to plan learning opportunities to support children to make good progress on their individual learning journey.
- The childminder forms very positive parent partnerships. Parents feed back that they greatly value the caring nature of the childminder and the range of interesting activities that she plans for children. The childminder communicates regularly with parents about what their children have been learning about at the setting. These positive parent partnerships support children to transition well between the setting and home.
- The childminder ensures that she keeps her understanding of good practice up to date. She attends regular professional development opportunities with the local authority and other agencies. The childminder implements what she has learned in training, which contributes to good outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the quality of adult-child interactions by consistently allowing children sufficient time to process and respond to questions, instructions and comments.

Setting details

Unique reference number	160936
Local authority	Hounslow
Inspection number	10392108
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	2 August 2019

Information about this early years setting

The childminder registered in 2001 and lives in Feltham, in the London Borough of Hounslow. She operates Monday to Friday, from 7.30am to 6pm, all year round, apart from family holidays and bank holidays. The childminder holds a relevant qualification in childcare at level 3.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector in writing.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025