

Childminder report

Inspection date: 4 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have close attachments to the childminder. They engage happily in play and are confident to ask for help. Children enjoy listening to stories, which help to enhance their growing vocabulary. While children play with dough, they recall earlier learning. They make the link between the smell of lemons and point to a slice of lemon in a water bottle. Children take great joy in playing games together. They take turns to throw a die and find the corresponding coloured counter. Older children read the number on the counter and count alongside younger children up to four.

Children benefit from the childminder's outdoor curriculum. They spend lots of time in the fresh air and visiting local parks. Children develop physical skills, such as climbing and balancing and learn to ride bicycles. In the garden, they learn about the concepts of growth and change. They grow and harvest their own herbs and salad. They wash and eat what they have grown, for example chives and radishes.

Older children understand and follow good hygiene procedures. They take their shoes off when entering the home, and comment why 'To keep the floors clean'. Children's behaviour is exemplary. They benefit from the childminder's positive role model. For example, children learn rules and to be kind and considerate to each other.

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

- Since registration, the childminder has continued to enhance her professional development by completing online courses. For example, she attended an online seminar to learn how to keep children and families safe during the COVID-19 pandemic. She followed the guidance and continues to supply sanitiser for hands, on entry to her home.
- When children first start, the childminder talks to parents about what their children know and can do. She makes observations as they settle in to help her organise the curriculum to meet their needs. The childminder assesses children's ongoing development and monitors their achievements and progress.
- The childminder promotes children's sense of belonging. She uses her knowledge of being bilingual and shares this with children. She helps children to understand what makes them unique and the similarities between their families. Children recognise they speak different home languages but speak English together.
- The childminder supports children's imaginary play. They make ice creams and learn to pay for them with money. Children begin to understand the concept of time. For example, they look at the pretend clock, move the hands and say, 'It is ice cream time'.

- Children enjoy sensory play. For instance, they fill and empty buckets in the sand pit and add water to the dry sand. The childminder supplies more resources, such as a sieve. She talks to the children about the speed of the water as it runs through the sieve, like rain. Older children make comparisons and talk about 'light' and 'heavy rain'.
- Children develop good mathematical skills. Older children learn to recognise numerals in their play and count confidently. They name shapes, such as square, circle and triangle, and identify them in the environment. Young children practise counting in everyday activities.
- Children learn a sense of respect for their environment. For instance, the childminder explains if the toys are broken children cannot play with them. Children learn to handle toys gently and to play carefully with them.
- The childminder builds good partnerships with parents. They comment on the risk assessments the childminder makes and the high safety standards. Parents are very happy with the care provided. They feel informed about the children's day and the progress their children make.
- The childminder meets with other childminders to provide children with opportunities to socialise. They enjoy time in parks and playing games together.
- Children gain skills for early writing. For example, they make marks outside with chalk. The childminder shows children how to form the letters of their name. Older children recognise the initial letter of their name and the sound it makes.
- The childminder's curriculum thinking focuses on building children's independence and confidence to enhance their learning. However, she tends to lead play or do things for the children rather than give them time to practise, explore and have a go.

Safeguarding

The arrangements for safeguarding are effective.

The childminder puts children's safety first. She completes thorough risk assessments of her home and removes any hazards. The childminder updates her knowledge of safeguarding regularly. She knows where to report any concerns she may have, to protect children's welfare. The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She is aware of the 'Prevent' duty guidance and knows how to respond to support children or their parents not being drawn into terrorism. The childminder understands that she must report and seek advice from the local authority designated officer if she receives an allegation against her or a household member. The childminder teaches children to keep safe. They know the boundaries and rules in the childminder's home, such as not going upstairs or climbing on furniture.

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 independence and give them time to play freely and become deeply involved in their learning as they explore and investigate.

Setting details

Unique reference number	2502418
Local authority	Ealing
Inspection number	10205220
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the London Borough of Ealing. She provides care from 9am until 5pm, Monday to Friday, all year round, except for family and bank holidays. The childminder receives funding to provide free nursery education for children aged three.

Information about this inspection

Inspector

Ruth George

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a play dough activity with the childminder and evaluated the impact for children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of household members.

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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