

Childminder report

Inspection date: 28 June 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 are happy and secure in the childminder's home. The childminder and her assistant are kind and attentive to children's individual needs, which helps children feel at home and develop close relationships with them. Children understand expectations and learn to help tidy up and share. They learn about life in modern Britain, such as similarities and differences, and develop respect for each other. Children learn about feelings and the impact of their behaviour on others. During story time, they talk about the importance of saying sorry and being kind.

Children develop good language and listening skills. They practise and repeat new words. However, the childminder has not fully considered ways to enhance opportunities for children to practise languages they speak at home. Children show high levels of confidence. They approach adults with ease. Children are excited to show they are enjoying and achieving. For example, they proudly show their handprint pictures. Children thoroughly enjoy their time with the childminder and quickly become engrossed in activities. They have great fun as they run around in the garden. Children develop their physical skills as they jump, bend and stretch as they try to catch bubbles. They sequel with delight when they achieve this.

Overall, children benefit from a well-thought-out, age-appropriate curriculum that supports their learning well. They persist as they try to master new skills and concentrate during activities. For example, they work out how to fit shapes into posting boxes and puzzles. This helps children acquire skills in preparation for the next stage in their learning. However, the childminder has not fully explored ways to share ideas with parents, to help extend children's learning even further.

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

- The childminder has high expectations for all children. She implements an effective curriculum to support children's learning. Overall, all children are supported very well. The childminder finds out about children's unique needs and interests and observes and monitors their progress. She knows how to identify and close any gaps in children's learning and what they need to learn next. She helps children develop skills for their next stage of learning. For example, she encourages children to make independent choices during play. Children engage well and are motivated to learn.
- The childminder works in partnership with parents. Parents speak highly of the childminder and comment on how well their children are supported and are progressing. Although the childminder shares information about their children's development, she has not fully considered ways to help parents extend their children's learning at home. The childminder understands the benefits of working with other professionals, if the need arises, to close any gaps in learning

and ensure the best outcomes for all children.

- The childminder and her assistant are responsive to each child's needs. For instance, they recognise when children are tired or may need support. They help children feel emotionally secure. The childminder supports children's health. For example, children enjoy using wheeled toys and make trips to the park that help enhance their physical skills. They learn about the wider world as they look for flowers and natural resources during trips out. Children learn to recognise different fruit and vegetables as they water and care for these in the childminder's garden. The childminder helps children understand what food is good for them and talks about the importance of regularly drinking water. Children learn why they need to use sun cream in hot weather.
- The childminder helps children's development of communication and language skills. For example, she teaches children new words as they become highly engrossed in printing and painting. Young children talk about the paint being 'wet' and 'messy', and they name the colours they use. Children join in enthusiastically as the childminder and her assistant read stories. The childminder builds on what children already know and encourages them to think about what might happen next. She engages children well. Children offer their own ideas and use their imagination as they act out what hear. This supports their language and creativity well. However, the childminder has not fully considered ways to enable children who speak additional languages to be able to hear these languages in her home.
- The childminder reflects on her practice. She continues to extend her knowledge through research and reading, and shares this knowledge with her assistant. The childminder is committed to continuous professional development to enhance the service they provide. She recognises that she can further develop her curriculum to enhance opportunities for children, such as those who speak English as an additional language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of the procedures to keep children safe. They know the signs that may indicate a child is at risk of harm. They are aware of safeguarding issues that can affect children, such as extreme views and behaviours, and they understand how to report concerns. The childminder provides a secure environment for children to play, eat and rest safely. She helps children to learn how to keep themselves safe. For instance, she helps children to become aware of their environment in the home and on outings.

What does the setting need to do to improve?

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

- provide opportunities for children to be able to hear and see their home language, to further support their development of speech
- build on the good partnership with parents so that all parents consistently receive suggestions about how they can support their child's learning at home.

Setting details

Unique reference number	2514400
Local authority	Ealing
Inspection number	10207861
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in West Ealing, in the London Borough of Ealing. She provides care from 7.30am until 5.30pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Deborah Orchard

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 and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and curriculum are organised. The inspector viewed the toys and resources and areas of the premises that are available for children's use.
- The inspector completed joint observations with the childminder.
- The inspector held discussions with the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector obtained the written views and experiences of parents as part of the inspection.

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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