

Childminder report

Inspection date: 21 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 thrive in this warm and nurturing environment. They form close bonds with adults and feel very comfortable. Children respond well to the calm and positive interactions from the childminder and assistants. Children behave very well and engage fully in the stimulating range of activities on offer.

Children understand the routines in the setting extremely well. For example, after finishing lunch, children sit and read a book or go and have their nap. This helps children to feel safe and secure as they know what will happen each day.

Children develop important self-care skills. For example, they use the water machine to fill up their cup when they are thirsty, learn to brush their teeth and put on their own shoes well from a young age. Confidence in these skills helps the children to be well prepared for the next stage of their learning journey.

Children benefit from the high expectations that the childminder and assistants have for their learning and development. The childminder and assistants know each child extremely well. They understand each child's interests and personality well and carefully consider these when planning learning opportunities. Children make good progress because the childminder and assistants understand each child's next steps and how to support children to achieve them.

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

- The childminder has a clear understanding of what she would like the children to achieve in the communication and language curriculum. The childminder and assistants get down to the child's level and use repetition to extend children's language. For example, adults repeat 'splash, splash' as babies splash in the water. This teaches children to associate their actions with new vocabulary. The childminder and adults support pre-schoolers to improve their spoken sentence structure by modelling extending the sentence as they repeat it back to them.
- The childminder is ambitious of what children should learn in their personal and social skills. The childminder and assistants teach children to understand their emotions and the reason why they feel this way. Adults name what children are feeling and show children visual images of these feelings. They help children to express the reasons why they feel like this. The childminder and assistants teach children the skills they need to interact well with their peers. Children learn to take turns as they play board games together or share the toy car outside. Children make good progress in their personal, social and emotional development.
- The childminder carefully considers what she would like children to achieve in their physical development. Children develop their hand-to-eye coordination well

as they scrub pots or scoop sand from one container to another. This helps babies to learn to feed themselves with a spoon from a young age. The childminder creates many opportunities for children to develop their balance and move their bodies in different ways. Children learn to climb the steps and go down the slide. They dance, ride bicycles and balance on obstacles. Children make good progress in their physical skills.

- The childminder builds strong parent partnerships. She communicates well with parents to keep them up to date with the progress children are making in the setting. The childminder works closely with families and offers them any support that they need. For example, parents often ask for advice about an area of their child's home life and value the guidance that the childminder gives. This strong parent partnership helps children to transition well between home and the setting.
- The childminder ensures that she is up to date with good practice by accessing plenty of professional development opportunities. This helps her to continuously improve her practice and ensure that she and her assistants provide consistently good-quality teaching and care for the children.
- The childminder has a good understanding of how to identify concerns, if there are any, about a child's development. She works closely with parents and external professionals to provide extra support where necessary. This helps all children to make good progress towards their individual targets.
- Occasionally, the childminder and assistants ask children too many closed questions about animals, numbers or colours. Their questioning does not always help children to extend their ideas and thoughts.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of processes to follow if she has concerns about a child. She understands the procedure to follow if an allegation is made against her or an assistant or member of the household. The childminder displays key safeguarding information and provides regular safeguarding training to her assistants so that they also understand how to keep children safe.

The childminder ensures that children understand how to keep themselves safe in an emergency. For example, children clearly explain what to do if there is a fire.

The childminder makes good use of ongoing risk assessments to ensure that children are safe and secure while at the setting.

What does the setting need to do to improve?

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

- consider how to use questioning more effectively to support children to develop their ideas further.

Setting details

Unique reference number	2545542
Local authority	Ealing
Inspection number	10215539
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 4
Total number of places	9
Number of children on roll	9
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 8am until 6pm, Monday to Friday, all year round, except for family and bank holidays.

Information about this inspection

Inspector

Jenny Gordon

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 childminder.
- The childminder and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the childminder.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The inspector observed the interactions between the childminder, assistants and children.
- The inspector had discussions with assistants and parents and took their views into account.
- The inspector held discussions with the childminder about practices and procedures.

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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