

Childminder report

Inspection date: 5 December 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming home-from-home environment. Children are happy, comfortable and develop confidence as they build strong bonds with the childminder. The childminder gets to know children well. She plans and provides activities to gain children's attention and nurture their interests. Children make choices in their play and are confident to ask for support when they need it.

Children have a keen interest in books. They enjoy listening to stories in the childminder's home, or during planned visits to the local library. Children develop their social skills. For example, they enjoy attending weekly stay-and-play sessions. On occasions, the childminder organises to meet with other childminders and their minded children, to enable children to interact socially within a larger group.

The childminder uses snack times and mealtimes to encourage children to make healthy choices. Children discuss their favourite fruits. For example, they comment that pears are 'nice', strawberries are 'sweet', and request 'crunchy' apples. The childminder also uses these times to promote children's independence. For example, she encourages children to peel satsumas and cut up fruit to share. Children's behaviour is good. Young children positively respond to practising taking turns to reinforce sharing. They develop their manners, using 'please' and 'thank you'.

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

- The childminder skilfully supports children's communication and language. She consistently narrates what children are doing, using their home languages and English to extend their vocabulary. Young children recognise and name a range of food, fruits and vegetables. For example, children happily recognise 'cheese' when the childminder takes a container out of the fridge. The childminder asks questions and talks to children during their play. This helps to build children's confidence and supports them to become effective communicators.
- The childminder knows the children in her care extremely well. She plans next steps for each individual child's learning. The childminder instinctively adapts activities to follow children's interests. For example, she plays nursery rhymes for children to sing along to. Children join in with the actions and ask for musical instruments to shake as the childminder sings.
- The childminder supports children's emotional well-being well. She works with parents to plan children's move into her care. The childminder develops bonds with children, using information from parents to provide activities that she knows children enjoy. She uses stories and emotion cards to enable children to identify different emotions through facial expressions. The childminder comments on what children are feeling. For example, when children struggle to find a favourite

doll, she acknowledges that they are upset and looks for the doll with them.

- Children have planned daily outings to local playgroups or parks. They also spend time outside in the childminder's garden. The childminder provides outdoor activities, which are a mix of planned and spur of the moment experiences as the childminder follows children's requests. Children move between standing to exploring different textures, and the childminder creates large bubbles using a wand. However, on occasion, the childminder does not think about how to organise equipment to extend children's engagement in activities. For example, young children's play is interrupted as they are unable to manoeuvre quickly enough around equipment and resources to pop the bubbles before they blow away.
- Parents are full of praise for the childminder. They appreciate the progress that their children make while in her care. The childminder works with parents to develop their children's key skills, such as toilet training. She swiftly addresses any concerns relating to delays in children's development. The childminder follows local procedures to get a referral for early help and support. She uses her experience to devise strategies to help, using children's interests, ensuring that children and families are supported during the referral process.
- The childminder has cemented her links with the local authority early years advisory service for guidance and training since her last inspection. She has developed her understanding of the curriculum and has evaluated her practice to incorporate detailed plans for the next stage of development for each individual child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that might indicate a child is at risk of harm. She understands the local safeguarding partnership's procedures for reporting concerns and where to seek advice and guidance about children's welfare. The childminder is also aware of how to report any potential allegations made about her practice. She takes appropriate steps to prevent the spread of infectious illnesses. The childminder uses risk assessments to help to keep children safe from harm.

What does the setting need to do to improve?

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

- ensure that equipment and resources are organised in a way that promotes children's engagement in activities.

Setting details

Unique reference number	2565952
Local authority	Ealing
Inspection number	10307362
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	26 June 2023

Information about this early years setting

The childminder registered in 2019 and lives in the London Borough of Ealing. She offers care from 8.30am to 6pm, Monday to Thursday, during school term time, and from 9am to 5pm, during the school holidays.

Information about this inspection

Inspector

Bernie Dunne

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector discussed how the childminder has met the actions set at the last inspection.
- The inspector looked at documentation, and discussed the systems the childminder uses to observe and record children's progress.
- The inspector observed the quality of education indoors and outdoors, to assess the impact on children's learning.

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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