

Childminder report

Inspection date: 15 November 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 settled in the home of this nurturing and caring childminder. They arrive excited and eager to play and learn. Children separate from their parents with ease and are pleased to see the childminder, who lovingly greets them. They form close relationships with the childminder, who knows them well and is attentive to their individual needs. Young children begin to form friendships and enjoy spending time together. For example, toddlers kindly pass toys to one another as they learn to share and take turns. They give each other hugs and have beaming smiles as they play cooperatively together. The childminder supports children to behave well through her positive and gentle approach. She gives children lots of encouragement and praise that helps children feel valued and respected. Children develop a strong sense of belonging and emotional well-being.

Children make good progress in their learning. They benefit from the childminder's strong focus on developing their communication and language skills. She reads to children, sings songs and interacts with them in engaging conversations. For instance, the childminder joins in with children and teaches them the names of different types of dogs, such as 'chihuahua', as they pretend their soft toys are pets. Children hear new words and gain a deeper understanding about the things that interest them. They are well prepared with the knowledge and skills they need for their next stage in learning.

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

- The childminder encourages children to develop a love of reading. She talks to them about what they can see in the books they share. The childminder helps children make links between the characters and events and their own experiences. For example, the childminder talks to children about the different families in a story. She helps them think about their own families and how these might be different or similar.
- The childminder provides children with opportunities to be physically active. For instance, children move their whole bodies as they dance to music and copy actions to familiar songs. They develop their coordination and agility as they practise throwing and rolling soft balls through a tunnel. Young children negotiate the space around them as they wriggle and crawl through the tunnel. They explore different ways they can move their bodies and build on their gross motor skills.
- The childminder plans activities based on what children need to learn next. She has clear intentions for all the experiences she provides. Children explore and freely choose what they would like to do. They engage curiously and are interested in the different options. However, at times, they become distracted

and quickly move on to something new. The childminder does not always consider ways to support children to maintain their focus and concentration. Therefore, children do not always extend their learning further.

- The childminder understands the importance of nutrition on children's overall development. She undertakes training and research and shares this with parents. The childminder teaches parents about the impact of children eating a healthy, balanced diet on their sleep, mood and energy. She works closely with parents to develop good routines and provide healthy lunch boxes. The childminder supports children to get the food and rest they need to have plenty of energy and positive attitudes towards their play and learning.
- The childminder encourages children to do things for themselves. For instance, children learn to wash their own hands before meals. Young children practise drinking from an open cup and choose and try new foods. Children begin to develop some independence skills to prepare them for their next stage in learning.
- The childminder makes sure she gets to know children and their families well. She spends time talking to parents and gathers a wealth of information about children's needs, interests, abilities and experiences before they start. This enables her to meet all children's care and learning needs to the best of her ability. She plans individual settling-in periods for each child, to ensure that when they join her setting they are comfortable and secure.
- The childminder is reflective and evaluative of her practice. She makes sure she keeps herself up to date and continues her professional development through attending training and supporting events with her local authority. She uses any new knowledge and skills to improve her provision for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She is aware of the signs that a child may be at risk of abuse. The childminder knows the procedures she must follow to record and report any concerns she might have about the safety or welfare of a child. She keeps her safeguarding training up to date. The childminder ensures her premises are secure and risk assesses her home and any outings to minimise hazards to children. The childminder finds out about any allergies children might have before they attend so that she can safely care for them and meet their needs safely.

What does the setting need to do to improve?

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

- strengthen the organisation of planned activities to encourage children to focus and concentrate for longer and extend their learning further.

Setting details

Unique reference number	2593631
Local authority	Hounslow
Inspection number	10251316
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Feltham in the London Borough of Hounslow. She intends to care for children Monday to Friday, from 8am to 6pm, all year round, except for bank holidays or family holidays. The childminder is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder discussed how she plans her early years curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector carried out a joint observation of and planned activity.

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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