

Childminder report

Inspection date: 29 March 2023

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 warm, attentive care of the childminder and her assistant. They demonstrate positive attitudes towards learning and are keen to engage in the range of interesting toys and activities which the childminder provides. The childminder and her assistant provide lots of encouragement and warm praise which encourages children to keep trying to master new skills. For example, children develop important hand-to-eye coordination skills as they attempt to throw different-coloured hoops onto the matching coloured cones. Young children demonstrate high levels of concentration as they attempt to use scissors to cut shapes during creative activities. They use different craft materials and squeeze glue to stick brightly-coloured materials onto paper, and show great pride in their creations.

Children behave well and show a clear understanding of expectations for behaviour which are gently reinforced by the childminder and her assistant. The childminder and her assistant provide children with daily opportunities for fresh air and exercise. This includes providing children with access to ride-on toys and climbing equipment in the garden. Children have immense fun dancing and singing with the childminder and her assistant, as they choose their favourite nursery rhymes. They enthusiastically move their bodies to the beat of the music. They learn the importance of movement, breathing and relaxation during regular yoga activities.

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

- The childminder demonstrates a good understanding of how to support children's overall development. She monitors their progress closely and knows what children need to learn next to move on to the next stage in their learning. She plans a broad range of interesting learning opportunities indoors and outdoors. However, she does not always focus planning precisely enough to meet children's individual learning needs to help them make the highest rates of progress.
- Partnerships with parents are very positive. The childminder provides them with regular feedback about their child's development and ideas of ways in which they can support their child's learning at home. Parents feel their children make good progress in their learning and are becoming well-prepared in readiness for school.
- Children develop a good understanding of mathematical concepts. The childminder and her assistant use a range of mathematical language during their interactions. Consequently, children are learning the concepts of time as they play with an interactive clock. The childminder encourages children to make comparisons of size as they connect different-shaped and coloured parts together to build objects. Children visit local shops and engage in baking

activities where the childminder teaches them about quantity and weight.

- The childminder and her assistant are committed to providing a high standard of care and learning. The childminder has undertaken a wide range of professional development since being registered, to broaden her overall knowledge and skills. This includes attendance at training and online webinars.
- Children enjoy reading stories with the childminder and choose their favourite books to read together. The childminder models language well as she reads to children, introducing vocabulary and asking them questions about the stories to encourage them to express themselves. However, at times the childminder does not make the most of all opportunities to extend children's learning during her interactions with them. For example, on occasion she asks questions which are pitched too easy, or which require single-word answers.
- The childminder plans a range of outdoor activities to support children's all-round development. For example, she takes children to group activities at the local venues, including the library, where they can meet other children and build on their social skills. She takes children to local parks and nature reserves where they learn about the different seasons, the weather and the wildlife. Children nurture and grow plants from seeds and feed the birds in the childminder's garden.
- Children are growing in independence and learning the skills they need in readiness for school. For example, they understand the importance of good hygiene routines, such as washing their hands after messy activities and before meals. Children follow instruction well, such as when they help to tidy away toys in between activities. They know to fetch their own drinks when they are thirsty. Older children are well supported with toilet training and independently take themselves to the toilet.
- The childminder and her assistant use a range of positive strategies to support children's behaviour and to help them to learn how to take care of themselves. As a result, young children learn the importance of sharing and taking turns. The childminder provides children with opportunities to understand and talk about their feelings and emotions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular safeguarding training to keep her knowledge up to date. She makes sure that her assistant has a clear understanding of the policies and procedures in place to keep children safe. Both the childminder and her assistant have a good understanding of the signs which could indicate a child is at risk of harm or abuse. They demonstrate a confident knowledge of the reporting process they must follow if they have any concerns about a child's welfare. The childminder provides a safe and secure environment for children to play in. She and her assistant are alert to hazards to children's safety and supervise children closely at all times.

What does the setting need to do to improve?

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

- enhance planning to ensure that activities have a clear intention for children's learning which meets their individual needs in order to help them make the highest rates of progress
- develop existing practice to make the most of all opportunities to build on and extend children's existing knowledge and skills during interactions with them.

Setting details

Unique reference number	2599926
Local authority	Hounslow
Inspection number	10262836
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	4 to 4
Total number of places	5
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is based in the London Borough of Hounslow. She operates from 8am to 6pm, Monday to Friday, all year round. The childminder works with an assistant several days of the week.

Information about this inspection

Inspector

Carla Roberts

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 provider and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector in writing.
- The childminder provided the inspector with a sample of key documentation on request, including records of paediatric first aid and public liability insurance.
- The inspector spoke to the assistant at appropriate times during the inspection and clarified their understanding of the safeguarding policy and procedure.

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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