

Childminder report

Inspection date: 12 January 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

The childminder provides a welcoming and homely atmosphere. Children have fun and thrive in this setting. They happily engage with and settle quickly into activities the childminder has planned through her curriculum. Children show that they feel safe and secure in the childminder's care. Activities are child centred, and the childminder has a playful attitude, which the children love. Children engage for long periods of time playing with cars and developing their imaginative skills. The childminder skilfully introduces shapes, colours and numbers into their play. For example, children enjoy counting cars and learning the shapes of the wheels.

The childminder promotes good behaviour. Children say 'please' and 'thank you' and cover their mouths when they cough, as they are learning not to spread germs. Children behave well in this setting. Snack time is a social occasion, and children demonstrate that they are making healthy choices as they discuss their favourite fruits. The childminder uses this time to promote independence as she encourages the children to set up the table, peel their oranges and share them with the group. Children flourish under her calm, kind and friendly care. They take pride in their achievements and benefit from the praise and encouragement the childminder provides.

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

- The childminder's curriculum provides a range of interesting experiences for children. She has a good understanding of how children develop. The childminder gathers detailed information about children and their families from the start. She finds out about children's routines and development at home before parents leave children in her care. She uses this, along with her own assessments of children's learning, to plan for the next steps in their development. Children make good progress from their starting points.
- Children learn about the wider world on their frequent outings. The childminder networks well with other childminders, which gives children good opportunities to socialise with others. Additionally, they plan activities together to help children gain an understanding of the world and community.
- Partnerships with parents are effective. Parents speak highly of the childminder and strongly value the information she shares with them about children's learning. This enables parents to extend children's learning at home even further. Parents say that children have formed close bonds with the childminder. They feel that children are well supported and are progressing extremely well.
- Children practise physical skills in the large garden and on their daily outings. They go to soft-play areas and on long muddy walks in the local woods. They go out into the community regularly. This encourages children to understand their local environment.

- Children have good opportunities to mark make, and this helps to support their early writing skills. Young children make marks with a wide range of objects, including chalk.
- The childminder provides numerous opportunities for children to develop good speech and language skills. She narrates their play and reinforces speech sounds with clear and correct repetition. She encourages children to express their choices and join in conversation as they play. Children learn to listen and quickly become confident communicators. She reads to children to encourage their interest in books and develop their listening and attention skills.
- Children gain a good understanding of healthy lifestyles. The childminder provides healthy snacks and meals and reminds children to drink their water regularly to keep hydrated. She talks to them about the importance of brushing their teeth. They demonstrate good handwashing techniques, as the childminder reminds them to clean between their fingers.
- Overall, the childminder offers good opportunities for children's learning. However, the planning does not always make the most of these opportunities, in order to help children extend their learning further to gain new knowledge and practise their skills.
- The childminder attends regular training, to develop her practice. She evaluates her provision through discussions with parents and reflecting on her practice. However, she does not use self-evaluation as well as she could to identify ways to improve the quality of her provision to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She attends regular online and face-to-face training to ensure her knowledge is up to date. The childminder understands all areas of safeguarding, including county lines. She is confident about the procedure to follow if she has concerns about a child's welfare. The childminder ensures that her home is safe and secure, and she helps children to learn about keeping themselves safe. For example, on trips out, she teaches children about road safety and other potential dangers.

What does the setting need to do to improve?

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

- plan activities fully, to challenge children further and help them build on what they already know and can do so they can make the best possible progress
- extend the use of self-evaluation to identify ways to increase the quality of the provision to an even higher level.

Setting details

Unique reference number	2601083
Local authority	Ealing
Inspection number	10262922
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 2020. She lives in Chiswick, in the London Borough of Ealing. The childminder operates her service from Monday to Friday, 8am to 6pm, all year round.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- This was the first routine inspection of the childminder 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 viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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