

Childminder report

Inspection date: 4 March 2024

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 secure in this homely environment. Children who have recently joined the childminder look to her for reassurance and seek cuddles from her. The childminder has warm and nurturing relationships with the children and is responsive to their needs. She gathers information about what the children are interested in from parents before the children start. She uses this to help children settle in and feel safe.

Children enjoy problem-solving as they play, creating structures out of magnetic blocks. They are able to access other resources, such as small world figures, and use these to make up stories. The childminder challenges the children to extend their play. For example, she encourages them to try different shapes to see which ones can come together to make a roof for the house. She praises children's efforts, which helps them develop a positive attitude to learning.

The childminder uses gentle guidance to remind children of the expectations for how to behave. She encourages children to share and acts as a good role model. When they are reluctant to tidy up, she turns it into a game and motivates children to look after the resources and space around them.

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

- The childminder knows what she wants children to learn. She encourages children to explore and think as they play. For example, she supports younger children to open doors on a toy using different strategies. Overall, teaching is sequenced well so children build on what they already know. However, on occasion, her plans for children's next steps in learning are too challenging, which means children lose interest and are not motivated to learn.
- Children develop a real love of books and develop early literacy skills. They choose to look at books independently and carefully turn the pages. They bring them over to the childminder to share and ask her to read them. The childminder explores the illustrations and repeats words as she reads. She brings books to life, and children listen intently and finish off her sentences.
- The childminder is very responsive to children, including babies. She responds to their non-verbal interactions and develops a back-and-forth conversation, encouraging babies to answer and make choices. She talks to children about what they are doing in their play. However, the childminder has not considered how continuous background music makes it harder for children to tune in to speech to further extend their language skills.
- Children are able to be active inside and outside. For example, the childminder challenges children to crawl through tunnels. She rolls balls to babies and supports them to roll it to other children. This helps children to move and

develop coordination. The childminder takes children outside daily to the park and on walks. She encourages them to take appropriate risks in their play. For example, she teaches them how to use the play equipment, such as the climbing frames. This helps children develop self-confidence in their own abilities.

- The childminder skilfully builds children's mathematical development. She names the shapes of blocks and describes their properties. She counts throughout the day, both in play and during everyday routines. For example, she counts how many pieces of fruit are left at snack time and children join in. The childminder uses language such as 'longer' and 'wider' when playing with construction resources. This helps children extend their mathematical language.
- Partnerships with parents are strong. The childminder gathers information from parents every morning about how their children have been. Parents value the support the childminder gives them. They say how happy and confident their children are. Parents say they receive regular updates from the childminder.
- The childminder understands her role in keeping children safe. She attends regular training to keep her knowledge up to date. She identifies risks to make sure the environment is safe for children. She helps children learn how to keep themselves safe. For example, she introduces road safety when playing with small figures. She then shows children how to behave around traffic when they go on walks. This supports children's growing independence.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan more effectively to ensure activities to support children's next steps in learning are suitable for their age and stage of development
- consider the impact of background noise on children's ability to listen to others speaking.

Setting details

Unique reference number	2651922
Local authority	Hounslow
Inspection number	10332912
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	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered October 2021. She lives in Brentford. She operates from 8am until 7.30pm, Monday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jenny Selvakumaran

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 inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the provision with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024