

# Childminder report

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Inspection date: 8 May 2025

|                                              |                        |
|----------------------------------------------|------------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>            |
| The quality of education                     | <b>Good</b>            |
| Behaviour and attitudes                      | <b>Good</b>            |
| Personal development                         | <b>Good</b>            |
| Leadership and management                    | <b>Good</b>            |
| Overall effectiveness at previous inspection | Not Met (with actions) |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are settled and happy. They share close bonds with the childminder and her assistants, who are kind and caring and meet children's needs well. Children receive reassurance and comfort and show they feel secure. As a result, children thrive in this welcoming environment. Children smile as they arrive, and they are eager to explore the activities on offer. They know to take off their shoes and hang up their coats and help tidy away. This helps children develop key skills for the future, including their eventual move to school.

Children benefit from a fun and stimulating curriculum that takes account of their unique interests and individual needs. For example, children develop a curiosity of the world. They listen carefully as the childminder talks about planets and recycling. The childminder recognises different events and festivals throughout the year. This helps develop children's understanding of similarities and differences between themselves and others. All children make progress from their starting points.

Children develop positive patterns of behaviour. The childminder uses picture cards to help children understand and manage their own feelings. They quickly learn to share and take turns. The childminder and assistants are positive role models. They speak politely and praise and encourage children. This helps develop children's confidence and self-esteem.

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

- Since the last inspection, the childminder has made strong improvements. She has addressed all the actions, previously made. The childminder has completed further training to develop her practice. Improvements made to the curriculum has a positive impact on children's learning and development. The childminder, the co-childminder and the assistants work closely together. The childminder ensures that assistants have regular development and training opportunities to build on their knowledge. The childminder works closely with early years advisers to make continuous improvements.
- The childminder plans an effective curriculum across all areas of learning. She observes children and identifies the next steps in each child's development. The environment is organised to enable children to make choices. This helps children to be able to lead their own play and develop their independence. The childminder supports children with special educational needs and / or disabilities. She works closely with parents and external agencies to ensure that children receive the support they need and that no child is left behind.
- Overall, children's communication and language development is supported well. The childminder helps children learn new vocabulary. For example, during an

activity about the natural world, the childminder talks about 'bees' and 'bee hives'. The childminder engages children in back-and-forth conversations and asks questions to help them recap on what they learn. However, at times, the childminder does not always give children time to think and respond to support their communication development further.

- Children's understanding of the importance of good health is well supported. They learn about healthy foods through discussions and activities. For example, children talk about different fruits they see on posters and play with toy fruits using their imaginations. Children learn about good oral hygiene. The childminder provides children with their own toothbrush and encourages them to brush independently. Children have daily opportunities to be physically active and enjoy fresh air outdoors. They thoroughly enjoy running games and planting outdoors.
- Children develop positive attitudes to learning. They show high levels of engagement and concentration. The childminder helps children to recognise shapes and numbers in daily activities. Children love to count and show a good understanding of numbers. For example, they focus as they count the correct number of pegs to correspond with the numbers on circles. They practise and persevere until they get this right. Children are clearly proud of their achievements and show their parents when they arrive.
- Partnership with parents is strong. The childminder shares information on children's development and next steps with parents. Parents speak highly of the childminder and the assistants. They comment the environment is welcoming and nurturing and their children are developing well. The childminder builds links with local schools that children attend. They share information to provide good continuity in children's care and learning.

## 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:**

- support children's communication skills even further by consistently providing them enough time to think and respond to questions.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2663873                                                                           |
| <b>Local authority</b>                             | Hounslow                                                                          |
| <b>Inspection number</b>                           | 10361429                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 0                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 4 June 2024                                                                       |

## Information about this early years setting

The childminder registered in 2022. She lives in Hounslow in the London Borough of Hounslow. The childminder provides care for children from 7am to 6pm, Monday to Friday, all year round. The childminder works alongside another registered childminder and assistants. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

**Inspector**  
Deborah Orchard

### Inspection activities

- The inspector spoke to the childminder, the assistants and the children at appropriate times during the inspection.
- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning.
- The inspector viewed all areas of the childminder's home used for childminding purposes.
- The inspector looked at relevant documentation, including evidence of the suitability of all adults living and working in the home.
- The inspector took account of the views of parents.

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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