

Childminder report

Inspection date: 6 December 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

The childminder is kind and loving in her interactions with children. She creates a homely and welcoming atmosphere where children feel happy and relaxed. Children demonstrate they feel at home as they move freely between the different rooms to choose what resources they want to play with. They remember to use good manners and are considerate to each other. Parents appreciate that their children visit the library and park, and go to a playgroup. This helps children to socialise with unfamiliar children and adults. Children show they are confident as they eagerly interact with visitors and tell them about their favourite toys.

The childminder plans a broad and varied curriculum that helps children to gain the skills they will need for the future. She allows children to bring toys from home and adapts planned activities to incorporate their preferences. For example, children bring in a play dough smoothie maker and delight in squashing the play dough into cups. The childminder takes the opportunity to pretend they are in a cafe and models how to queue up and place an order. Children happily take part in back-and-forth interactions while pretending to serve her smoothies. This helps children learn how to take turns, as well as helping them to develop their imaginations.

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

- The childminder knows children well. She uses ongoing assessments to identify what children need to learn next. The childminder carefully observes children's play and progress, tailoring activities to support their individual development. The childminder completes statutory assessments, such as the progress check when children are aged between two and three years, and shares this information with parents. This ensures that children receive the right support to build on their skills and knowledge effectively.
- The childminder supports children's language development by modelling new words well. For example, she asks if children want 'tiny sprinkles' or 'confetti'. The children enthusiastically use these words as they play. The childminder uses opportunities in children's daily routines to help build on their vocabulary. For example, she challenges children to guess what they have for their snack by describing it as 'crunchy' and 'long'. However, the childminder does not always give children the time they need to think and respond to questions asked. As a result, children's communication skills are not consistently supported.
- The childminder is skilful at supporting children's emotional development. She points out a smiling toy and asks children how they think the toy is feeling. The childminder explores what makes children feel happy. This helps children to develop an awareness of emotions and supports them in expressing their feelings.
- Children develop their creativity. The childminder encourages them to explore

ideas and test new connections through open-ended activities. For example, children use loose items, such as sticks, pine cones, spoons and shells, to create a robot in a picture frame. The childminder encourages children to solve problems. For example, she wonders whether the dry sponge would clean chalk, and then gives children the opportunity to try this out for themselves. This helps children to experiment with new ways of doing things.

- The childminder prioritises children's physical well-being and development. For example, she encourages children to balance on beams in the garden. Children delight in the hopscotch game that the childminder draws for them. Inside, the childminder encourages children to flap their arms like birds. This supports children's balance and coordination and encourages them to enjoy active play.
- The childminder reinforces healthy routines and care practices. For example, she ensures that children wash their hands before eating and praises them for their efforts. She supports children to put their shoes on by themselves, offering encouragement when they become stuck. Children help to grow different fruits and vegetables in her garden, which encourages them to try a variety of food. This promotes good habits for the future and develops their self-care skills.
- The childminder actively seeks training opportunities to further improve her practice. For instance, she recently completed a special educational needs coordinator qualification at level 3. When children in the childminder's care used sign language, she also learned how to sign. This commitment ensures that children benefit from high-quality teaching strategies.

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:

- provide children with more time to think and respond when asking questions to support their language development further.

Setting details

Unique reference number	2679853
Local authority	Hounslow
Inspection number	10368054
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	2 to 3
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 2022. She lives in Feltham, in the London Borough of Hounslow. She operates term-time only, from 8am to 4.15pm, Monday to Friday. The childminder holds an early years qualification at level 3. The childminder offers government-funded childcare.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The inspector and the childminder held a discussion to help the inspector understand how the early years curriculum is organised.
- Parents spoke to the inspector and shared their views of the childminder.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The children communicated with the inspector during the inspection.
- The childminder talked about the activities she plans and how they benefit the children's development.

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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