

Childminder report

Inspection date:

5 February 2025 - 21 May 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder takes great care to ensure that children settle in and are happy. She finds out about children's care routines and interests and links them to activities that children thoroughly enjoy. The childminder has high expectations of children, and she manages their behaviour very well. Children behave exceptionally well. For example, when the childminder sings the tidy-up time song, children independently pick up and put away all resources in preparation for their snack. The childminder highly values children and interacts with them warmly. She gets down to children's level and uses a soft tone of voice to which children positively respond.

The curriculum is well-planned and comprehensive. All children make good or better progress. The childminder supports children's understanding of the world extremely well. She cares for tadpoles, and children observe them turning into frogs. The childminder teaches children about the life cycle of frogs. Children point to pictures to share how frogspawn becomes tadpoles, and tadpoles grow into froglets. The childminder further develops children's interest and understanding by visiting a pond to explore the frogs' natural habitat. She also plants sunflowers with the children and teaches them how things grow.

The childminder introduces children to mathematics in effective ways. She integrates teaching into all activities and routines. For example, children count the number of seeds and hold up three fingers to demonstrate they have three seeds. The childminder teaches children a number of words, such as 'large', 'huge' and 'gigantic', to describe how big sunflowers can grow. Children gain good language skills and are confident speakers. The childminder encourages children to share how they feel. She uses books to help children to recognise, understand and manage different emotions.

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

- The childminder teaches children good communication, language and literacy skills. She makes the most of opportunities throughout the day to talk to children and teach them new words. The childminder questions children effectively, giving them time to think and respond. She provides a wide range of high-quality books, which children enjoy having read to them, and children will happily self-select and spend time browsing through these.
- Children are learning to understand that print conveys meaning. They confidently point out to share familiar letters in their environment. The childminder provides opportunities for children to make marks. They access pencils and paper, proudly sharing how they can draw and identify some letters and the sounds in their names.

- Children learn to do things for themselves. Younger children fetch their coats and shoes. The childminder offers children opportunities to try by themselves before extending guidance or asking if they need help. Children confidently attempt and persevere at tasks, and they know they can seek help if needed.
- The childminder meticulously monitors outcomes for children. She ensures that all children make excellent progress by quickly identifying and addressing any gaps in their development. Children benefit from exceptional levels of individual attention and interaction with the childminder. This helps them to develop excellent language and vocabulary. As a result, children are very well prepared for the next stage in learning as their natural curiosity is fostered and supported.
- Children are motivated to learn and eager to share their experiences with adults. For example, they delight in having discussions with the childminder as they talk about their interests and favourite activities. They excitedly recall travelling on a train and going to the park. The childminder actively seeks children's views by offering choices and incorporating their choice into her planning. As a result, children are exceptionally well prepared for the next stage in learning as their natural curiosity is fostered and supported.
- Parents wholeheartedly share how the childminder fosters children's learning and a 'deep love of books. This is evident in how children communicate and the vocabulary they use. They admire how she develops children's interests by threading opportunities for new learning into all activities and praise her as a strong 'role model' for learning for them and their children.
- The childminder offers an extensive range of resources and information for parents to support children's learning at home. She plans to provide more guidance for parents as children prepare for the transition to school.
- The childminder is highly reflective about the quality of her practice. She regularly evaluates her work to drive improvement and ensure she consistently maintains the highest possible standards for the children in her care.
- The childminder has high expectations for children's learning. She evaluates her observations and teaching to assess the impact on the progress children make. The childminder keeps her own knowledge up to date by attending courses, listening to podcasts and researching to ensure she is knowledgeable on how to support children to become confident and independent learners.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2690570
Local authority	Hounslow
Inspection number	10372424
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 2
Total number of places	4
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 Isleworth in the London Borough of Hounslow. The childminder provides care for children from Tuesday to Friday, from 7.30am to 5.30pm, during term time only. She accepts government funding for childcare places. The childminder holds qualified teacher status.

Information about this inspection

Inspectors

Jenny Beckles
Bernie Dunne

Inspection activities

- The childminder talked to the inspector about how she organises her provision, and her curriculum, while the inspector viewed the premises.
- The childminder carried out an activity and evaluated this with the inspector.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed some documentation and held a discussion with the childminder.
- Parents shared their views of the setting 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.

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