

Childminder report

Inspection date: 18 March 2025

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 understands children's likes and dislikes and takes these into account when planning activities for their development. This helps her to offer a curriculum that reflects things that they enjoy. Children are happy and secure in her care, and they know that their wishes will be respected. For example, as they finish reading one story with the childminder, they immediately fetch another. They then 'read' the story to her, using the pictures to help them tell the story. This helps them to learn about narratives and increases their understanding of written text to improve their access to future learning.

The children enjoy regular access to a wide range of books, which the childminder regularly rotates to keep their interest. She reads children's familiar favourite stories, such as 'The Very Hungry Caterpillar'. Children predict what is coming next. The childminder asks questions to engage the children in the story, develop their understanding and support their language skills. Children eagerly point out and name the things that they can see. The childminder skilfully teaches children early mathematical skills. She reinforces children's number skills as they count the objects in the picture. This helps children to develop good skills in readiness for their eventual move on to school.

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

- The childminder has well-established strategies in place to promote children's independence. She encourages children to take part in their self-care, such as wiping their noses and washing their hands. Children are learning to help to tidy up the toys.
- The childminder identifies when children have special educational needs and/or disabilities (SEND) and may need additional support. She works together with other professionals and parents to ensure that learning is relevant. Children receive the help that they need to make progress.
- The childminder regularly updates her knowledge and improves her practice. She reflects on her service and identifies areas for development. She researches early years guidance and applies new ideas to support children's progress.
- Children's behaviour is good. The childminder gives clear messages to them to help them to understand rules and boundaries. She is a positive role model and her expectations for every child are high. Children learn to manage their emotions and regulate their behaviour.
- The childminder has created strong relationships with parents. She seeks their views and regularly communicates with them to ensure that children receive consistency between her home and their home. Parents praise how well the children thrive in the childminder's setting and the warm relationships she builds with them and their children. They love the range of activities she provides and

value her care.

- The childminder supports children's physical health and overall well-being effectively. Children are developing their physical skills and coordination, in relation to their age. Children benefit from daily walks to school and regular activities outside, where they enjoy fresh air and exercise.
- The childminder assesses children's development as they play. She quickly identifies any gaps in children's learning and plans activities around children's interests and needs. For instance, children use play dough to help strengthen their finger muscles. However, children who show an interest in early writing do not have enough opportunities to access mark-making resources easily. This reduces children's opportunities to practise the necessary skills they need for early writing.
- The childminder recognises the importance of valuing children's home backgrounds. Children take part in activities about key festivals, such as Christmas. However, their own diverse backgrounds and cultures are not fully celebrated or shared. This means children do not explore what makes them unique, or the similarities and differences between their own and others' experiences.
- The childminder provides a range of toys and resources that engage children in play. She plays with children and follows their interests well, encouraging them to explore happily. However, occasionally, some planned activities are too advanced for children's age and stage of development. As a result, they lose interest in these activities and refrain from engaging in purposeful play.

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:

- extend opportunities for children who show an interest in early writing to use mark-making resources and practise their skills
- provide children with more opportunities to celebrate and share their cultural experiences with others, helping them feel even more valued and unique
- review the planning of activities for children to ensure they are all appropriate for their age and stage of development.

Setting details

Unique reference number	2704343
Local authority	Hounslow
Inspection number	10375999
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the London Borough of Hounslow. The childminder offers care from Monday to Friday, 7.30am to 6.30pm, during term time only. The childminder holds a relevant qualification at level 3. She provides funded early education for children.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the written comments from 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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