

Childminder report

Inspection date: 16 February 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children develop well in the welcoming, safe and homely environment that the childminder has successfully created. They demonstrate their close relationship with the kind and caring childminder. She quickly recognises when children need extra emotional support and offers them cuddles, comfort and reassurance. Children learn to be polite and kind. Toddlers say 'please' when asking for more snack. A consistent routine supports children to feel secure and understand what is expected of them. Children are praised for their achievements and have high levels of self-esteem. They play cooperatively together and are aware of how the childminder expects them to behave. Children attempt to put their own coats and shoes on and pour their own drinks. They develop independence skills that help them to prepare for their transition to school.

The childminder supports children to develop their physical strength. Children have access to a large outdoor space where they can run, climb and explore. Children enjoy their time outside as they play on ride-on toys. They learn how to cross the roads safely when they visit local parks. Children are kept healthy with a range of healthy snacks and plenty of fresh air and exercise. The childminder helps to broaden children's experiences with visits to gardens, playgroups and museums. This helps children to develop an awareness of what it is like to live in modern Britain.

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

- Children have positive attitudes to learning. The childminder has high expectations of children, and they are eager to have a go and rise to a challenge. For example, the childminder helps to develop children's mathematical skills as she asks them to count the scoops of rice and estimate how many will fill the pot. She introduces positional language, for example placing toy animals 'inside' the rice and 'in front' of each other. However, sometimes, the childminder is not fully confident in implementing and adapting activities to meet the individual needs of children. This means that learning opportunities are not maximised for all children.
- Overall, the childminder has a good understanding of what the children know and need to learn next. There is a focus on communication and language, which are promoted successfully. The childminder models language to children. For example, when children are playing with a toy helicopter, she asks them what is on the top moving round. The childminder uses the correct term 'propeller' when children are playing with them. As a result, children are exposed to new vocabulary that helps to develop their speech and language. The childminder regularly reads stories to children. However, the childminder does not always enable young children to access and choose books independently to help further

promote their literacy development.

- The childminder is reflective and often evaluates her own practice. She is eager to constantly evolve and improve. To support this, she engages with regular training and uses her new knowledge to further raise the standards of care and education she provides. She identifies areas for improvement and then actively works to enhance these areas. This has a positive effect as she is able to refine her approaches, ultimately raising the quality of education for children. This supports children's development as all children make good progress towards their goals.
- Parents speak highly of the caring childminder and the service she provides. They say that their children are settled, happy and making good progress. The childminder provides support and advice and communicates effectively. Parents are regularly updated about their children's achievements and next steps. The childminder shares ideas to support children's learning at home, which enhances continuity in learning. Parents comment on the positive and happy environment which has helped their children to develop into confident and sociable individuals.
- The childminder's nurturing approach enables children to happily talk about their family and home-life experiences. This gives them a good sense of their own identity and of belonging. The childminder helps children to learn about different cultures and people. Children explore different festivals. They take part in craft activities to celebrate the different festivals. Children develop a good understanding of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect children's safety and welfare. She is aware of signs and symptoms that may indicate a child is at harm and knows who to contact to report any concerns. The childminder regularly updates her safeguarding training, so she is familiar with any changes to safeguarding requirements. She understands the possible risks of children and their families being exposed to extreme views and practices. The childminder uses risk assessments and daily checks of her home effectively to help keep children safe. She supervises children well, ensuring they are always within her sight or hearing.

What does the setting need to do to improve?

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

- review planning to identify more precisely what children need to learn from an activity so that their learning is maximised
- build on the strategies to encourage children to develop their love of books, to further support their literacy development.

Setting details

Unique reference number	EY101078
Local authority	Hounslow
Inspection number	10264070
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 2002. She lives in Isleworth in the London Borough of Hounslow. She works Monday to Friday, from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector
Suzy Marsh

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 her evaluation of the childminder.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and the inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching on children's learning.

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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