

Childminder report

Inspection date:

26 September 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children feel safe and secure in the care of the warm and kind childminder. They receive cuddles and reassurance when they need it, which supports their emotional well-being. The childminder uses picture cards to help younger children to understand these routines. This helps children to develop an understanding of the routine of the day and helps them to feel secure in her care.

The childminder has developed a curriculum that helps all children to progress well. She uses her setting and a wide variety of places in the local community to engage children in their learning. For example, the childminder incorporates play sessions with other children at local playgroups to support their social skills and confidence. She uses the local parks to promote children's understanding of the world and their physical development. The childminder identifies how she can best use these opportunities to support children's individual learning needs.

The childminder is a good role model. She provides children with regular praise and encouragement for their achievements. This helps to promote children's positive attitudes to learning and motivates them. For example, she praises children to help them to stay motivated when they find activities challenging. Younger children respond well to this and develop their perseverance as they learn how to sort shapes into slots.

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

- The childminder plans her environment to enable children to make independent choices about their play and learning experiences. She assesses children's levels of development effectively. This includes completing the progress check for children between the ages of two and three years. The childminder uses this information to plan for what children need to learn next and in her interactions with them.
- The childminder adapts activities to meet the needs of all children. She carries out assessments to identify children's starting points in learning. The childminder monitors each child's individual development. She plans activities that challenge children to reach their developmental goals. However, at times, opportunities for children to develop their concentration and focus on chosen tasks are not yet consistent. This is because, at times, the childminder in her enthusiasm interrupts children's play to take part in other activities.
- The childminder teaches children about healthy lifestyles. She offers praise and encouragement to help children to develop their independence. For example, the childminder gives younger children plenty of time to develop their hand-eye coordination as they scoop fruit into their bowl. Children demonstrate their confidence and trust in the childminder's care. When they are reluctant to try a

new fruit, she offers reassurance. As a result, children readily try the new fruit and explore the texture and tastes.

- The childminder understands that some children may need additional support with their learning. She supports children who speak English as an additional language to learn and use English vocabulary. The childminder works with parents to learn key words and phrases in children's first language. She uses these words to support children's communication in her interactions. The childminder understands how to make links with professional partners to support children's development.
- Children develop a love of books. The childminder reads children familiar stories, leaving off the familiar words for them to finish. This helps to maintain children's focus and engagement.
- Children have opportunities to develop the muscles in their hands in preparation for early writing skills. For instance, they use mark-making materials imaginatively to draw patterns and shapes.
- The childminder understands how to help children learn how to manage their feelings and behaviour that is relevant to their age and stage of development. For example, she helps younger children to learn to share and take turns through modelling and encouraging turn-taking.
- The childminder works in partnership with parents to provide them with regular updates about their child's day. Parents comment favourably about the childminder's setting. They notice how their children are flourishing, which parents attribute to the quality of care the childminder provides. However, the childminder does not make the best use of her meetings with parents to develop their comprehensive understanding of their children's next steps in development 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 more consistently to develop their focus and concentration
- work even closer with parents when children first start to gain a comprehensive understanding of their starting points in development.

Setting details

Unique reference number	EY222885
Local authority	Hounslow
Inspection number	10355398
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2002. She lives in Brentford in the London Borough of Hounslow. The childminder operates most of the year, from 8am to 6pm, Monday to Friday, except for family and bank holidays. She provides funded care and early education for children.

Information about this inspection

Inspector

Megan McClellan

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The inspector looked at relevant documents, including a first-aid certificate, at appropriate times during the inspection.

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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