

Childminder report

Inspection date: 31 January 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children feel welcomed in this warm and nurturing environment. They show that they feel settled and secure. Children make close bonds with the childminder and other children attending the setting. They benefit from an individualised curriculum which the childminder tailors to their needs. Children engage in their play at their own pace. The childminder enriches children's learning with activities to promote their physical development, emotions and communication. For example, children engage in messy play and are encouraged to use a variety of tools to promote their fine motor skills.

The childminder helps children to value stories as she places a key role on them within the curriculum. Children benefit from a multitude of books which help them to learn about the world around them. They also read and refer to books which teach them how to behave well. Children respond positively to the childminder's caring approach. The childminder praises children for trying activities and for independently demonstrating positive behaviours. As a result, children actively share, take turns and praise each other during their play.

Children frequently visit the local environment and playgroups with the childminder. This helps to support children's social skills and an understanding of the world around them. The childminder enriches children's skills through additional experiences outside her setting. She carefully chooses each class to develop the specific skills that children need to develop.

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

- The childminder gathers information from parents before their children start. This supports her understanding of children and how to support their development. The childminder maintains partnerships with parents through close communication with parents each day. Parents speak highly of the childminder and are very happy with her setting.
- The childminder supports children to develop their communication skills. For example, during mealtimes, the childminder discusses healthy eating. Children say that they enjoy eating 'aubergines' and a variety of other vegetables, which they identify as healthy food. The childminder promotes children's speech well when they play. For instance, she encourages children to use a range of vocabulary to describe the texture of the cornflour and water mixture.
- The warm and supportive childminder models respectful relationships between herself and children. Consequently, children use good manners and speak respectfully to each other. They independently say 'please' and 'thank you', as well as taking turns with resources. Children behave well and learn the expectations for their behaviour in the setting. The childminder responds to

children's behaviour with care and respect. She reminds children how their choices impact others. Children respond well to encouragement from the childminder.

- The childminder understands the importance of getting children ready for school. She provides a variety of activities that support their fine motor skills. Children practise holding their pencil correctly and making zigzags and circles on the page. This helps to support their pre-writing skills.
- The childminder helps children to understand mathematical concepts throughout the day. Children learn to count, enjoy singing number songs and add quantities together with the support of the childminder. This supports children's understanding of early mathematics and builds their strong understanding of number.
- The childminder provides a curriculum which allows children in the setting to be valued. She supports children to explore their individuality and cultures through daily teaching and purposeful resources. This supports children to develop a positive view of diversity.
- Children understand the daily routine well as they transition to each part of the routine with ease. However, the childminder does not use routines to support children's independence. At times, the childminder completes simple tasks for children, such as putting away their coat and putting on aprons. This does not fully support children to become independent.
- The childminder attends mandatory training, such as paediatric first aid. However, she does not fully engage with other professional development opportunities to further strengthen her teaching practice and build her knowledge over time.

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 within the daily routine to support children's independence skills
- seek professional development opportunities to enhance knowledge and develop teaching skills even further.

Setting details

Unique reference number	EY233797
Local authority	Ealing
Inspection number	10304928
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	2
Number of children on roll	2
Date of previous inspection	6 February 2018

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Ealing. She operates all year round, from 9am to 5pm, Monday to Friday, except for six weeks in the summer. The childminder receives free early education funding for children aged three and four years old. The childminder holds a relevant early years qualification.

Information about this inspection

Inspector

Samantha Danison

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 their evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024