

Childminder report

Inspection date: 22 October 2019

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

The childminder places a strong focus on providing a welcoming and inclusive environment for all children. She recognises the uniqueness of each child. She carefully plans activities which reflect children's individual interests and needs. A current interest is creative play. The childminder provides resources, such as paints and role play, to enable children to develop their imagination and creativity. Children thoroughly enjoy experimenting and investigating with different materials. They learn about the natural world, digging in the sand and mud. They have great fun hiding objects in trays of shredded paper and dry lentils. Children are very happy and form secure attachments with the childminder, who is nurturing and reassuring. She encourages children to join in and has high expectations of what they can achieve, and she provides encouragement as they play. Activities and resources capture children's interests and entice them to learn. For example, children become engrossed in their Halloween activities. They look in wonder as they use torches to make pumpkin patterns on the ceiling and have great fun dancing to songs about skeletons. Children behave very well. They use good manners and learn to share and be kind to others. Children learn to develop respect for others different from themselves. They recognise different festivals and go on trips in the community.

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

- All children make good progress in relation to their starting points. The childminder uses her observations and assessment of children to check their progress and identify the next steps in their learning. She evaluates how well activities support children to develop the key skills they require, in preparation for the next stage of their learning and to succeed in life. This has a positive impact in developing children's skills and helps her identify and address any possible gaps in their learning.
- The childminder reflects on her practice and demonstrates a commitment to make ongoing improvements. She completes training and uses relevant internet sites to research ideas and improve practice. Since the last inspection she has enhanced opportunities for children to explore and investigate during play, improving outcomes for children.
- Children are confident communicators. They listen well and follow instructions. The childminder extends children's language well. For example, she talks about 'rolling' and 'flattening' the play dough. She uses effective strategies, such as asking open questions during activities. Children eagerly respond by explaining the dough is 'glittery' and 'smooth'.
- Children benefit from a balanced diet and regular exercise. They enjoy going for walks and collecting conkers and leaves. They have opportunities to develop their coordination and large-muscle skills. For example, they attend activity

groups and use wheeled toys in the childminder's garden.

- The childminder regularly communicates with parents. She shares information about children's progress and activities children enjoy. Parents comment they are very happy with the care their children receive. They say children participate in a wide range of activities and the childminder supports their children's learning and care needs effectively.
- Children are motivated and eager to learn. The childminder helps children learn about their own safety. During a cooking activity, she explains the oven is hot. The childminder helps deepen children's awareness by linking safety issues to their current interests. For example, children learn to look and not touch pumpkin lanterns, as the childminder explains these can burn.
- The childminder works effectively with other professionals. She communicates with schools children also attend. She shares information to complement what children do in school and provide good continuity in their care and learning.
- Children are happy, confident and eager to independently explore the interesting environment. However, the childminder sometimes offers support with their self-care needs, before giving children the opportunity to try to do things themselves, for example putting on their shoes and cutting up food.
- The childminder understands her responsibility to notify Ofsted of significant matters, which reduces any impact on children. She has a good understanding of the requirements of the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs which may indicate a child is at risk of harm. She understands her responsibilities to record and report concerns. She ensures she keeps her safeguarding knowledge up to date. She has a good understanding of wider safeguarding issues, including the 'Prevent' duty. The childminder completes regular risk assessments of her home, garden and on outings to ensure children remain safe. The childminder keeps her first-aid training and public liability insurance up to date.

What does the setting need to do to improve?

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

- increase opportunities for children to build on their independence skills during daily activities.

Setting details

Unique reference number	EY267315
Local authority	Ealing
Inspection number	10071597
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 4
Total number of places	5
Number of children on roll	5
Date of previous inspection	11 September 2015

Information about this early years setting

The childminder registered in 2003. She lives in Hanwell, in the London Borough of Ealing. The childminder offers care from 8am to 6pm on Monday to Friday, during term time only.

Information about this inspection

Inspector

Deborah Orchard

Inspection activities

- The inspection was conducted following Ofsted's risk assessment process.
- The inspector and the childminder completed a learning walk across all areas of the home and garden to understand how the early years provision is organised. The inspector spoke to the childminder about the activities she plans and how these support children's development.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector observed children during activities indoors and outdoors, and assessed the childminder's interaction.
- The inspector looked at a sample of the childminder's documents. This included policies and procedures, and evidence of suitability and training.
- The inspector spoke to parents as part of the inspection and took account of their views.

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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