

# Childminder report

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Inspection date: 27 February 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy within the warm environment the childminder provides. On arrival, they actively engage with a selection of resources, while they settle in for the day ahead. The childminder and children have good relationships. Children spend time including the childminder in their play. They show comfort within her care. For example, children often go to the childminder for cuddles throughout the day.

The childminder identifies where children are within their development. She uses this information to plan a curriculum which supports children to make progress. Children show enjoyment when taking part in learning opportunities. They maintain high levels of perseverance. For example, children spend time problem-solving, such as they learn how to fit pieces of pretend toast correctly into the toy toaster. Children stay engaged in activities and continue trying different methods until they achieve tasks for themselves.

Children behave well. They actively help with tidying up the toys when they have finished playing. The childminder encourages children's positive behaviour by using praise, such as 'well done' and 'thank you for helping'. She role models good manners to children. If children become upset or frustrated, the childminder uses a distraction technique. For example, when children become upset, she enthusiastically redirects their attention. Children respond well to this.

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

- Children have opportunities to develop their imaginations. The childminder joins in with children's play as they engage in role-play experiences. For example, children enjoy playing with a selection of pretend kitchen resources. They spend time preparing pretend meals and say 'yumy' as they role play eating what they have made.
- The childminder encourages children to develop their communication skills. She uses a mixture of questions and commenting. Children respond well to this and label items such as 'carrot'. The childminder extends upon this by saying 'orange carrot'. However, on occasion, the childminder does not always use the correct words for items. For example, she says 'nana' instead of banana and 'tato' instead of potato. This does not consistently support children to extend their vocabulary.
- The childminder mainly focuses children's mathematical development on numbers and counting. During activities, she encourages children to count items. Children enthusiastically put five fingers up and say 'five'. However, the childminder does not consistently support children to extend their mathematical understanding by exploring different concepts.

- Children enjoy independently exploring books. For example, they self-select the book that they would like to explore, and spend time looking at the pictures. The childminder talks to children about the images that they can see. This supports children to begin to foster a love for reading.
- The childminder is passionate about building positive relationships with parents and carers. She ensures that she keeps parents informed about their children's development through daily conversations. The childminder explains how she strives to work with parents to support their children with toilet training.
- Children have opportunities to learn about the world around them. They enjoy spending time participating in a matching game, where they identify different animals by name. For example, children look at images, such as elephants, pigs and sheep, and then select the correct stuffed animal that corresponds. This supports children to recognise and identify different animals.
- The childminder focuses her teaching on children learning colours. She spends time labelling different colours during activities to support children within this area. Children happily engage in a selection of activities. They spend time sorting items into the correct coloured pots. This supports children to explore and develop their awareness of colour.
- Parents share how they are happy with the childminding service. They express how they feel the calm and nurturing environment promotes their children's social and emotional development. Parents explain how the childminder spends time learning about each child's needs and preferences.
- The childminder strives to ensure that she provides an inclusive environment for children. She explains how she adapts her practice to support all children to make progress.
- The childminder is reflective. She can identify areas of strength as well as areas where she would like to improve upon. This supports her to continuously develop and make improvements in her setting.

## 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 to develop their communication skills by consistently role modelling language correctly
- extend children's mathematical awareness by encouraging them to explore a range of mathematical concepts.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY268032                                                                          |
| <b>Local authority</b>                             | Ealing                                                                            |
| <b>Inspection number</b>                           | 10376565                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 30 May 2019                                                                       |

## Information about this early years setting

The childminder registered in 2003 and lives in Northolt, Middlesex. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded childcare.

## Information about this inspection

**Inspector**  
Emma Long

### Inspection activities

- 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 how she supports children with special educational needs and/or disabilities.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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.

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