

Childminder report

Inspection date: 3 June 2025

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 provides a safe and welcoming home-from-home environment. She places a strong emphasis on supporting children's emotional well-being, offering them reassuring words and cuddles when needed. This helps children to settle and build strong bonds with the childminder. The childminder is extremely responsive to children's needs. She encourages children to make decisions about their care and learning. For instance, children choose their own healthy sandwich fillings and decide if they wish to play indoors or outdoors. This boosts children's self-esteem and sense of belonging. Children confidently explore the resources and express their views as they play.

The childminder has high expectations for children. She is clear about the boundaries in place and provides lots of positive praise and encouragement, which motivates children to do well. Children willingly assist with tasks, such as tidying up the toys and clearing the table after meals, showing pride and satisfaction in being helpful. The childminder provides an ambitious curriculum to support children at each stage in their development. There is a strong focus on developing children's self-confidence and independence. As a result, children consistently demonstrate a 'can-do' attitude as they tackle tasks and challenges, such as completing jigsaw puzzles or balancing along a raised beam.

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

- The childminder is a skilful teacher and consistently extends children's knowledge and thinking skills as they play. For example, she encourages children to count and to compare sizes and quantities throughout daily routines and activities. This helps children to develop their understanding of mathematics. The childminder uses her good knowledge of child development to identify what children are ready to learn next. Children make good progress and consistently build on what they know and can do.
- The childminder supports children's communication and language very well. She introduces new vocabulary, such as by looking at books and singing songs together. Children spend much of the day engaged in meaningful conversations. This helps them to become wonderfully confident in their communication skills. For instance, the childminder introduces the names of the birds and small creatures that visit her garden. Children are delighted when they spot jays and pigeons and ponder whether they are pecking in the grass for worms, ants or slimy slugs.
- The childminder understands that young children learn best through first-hand experiences. Therefore, her curriculum offers children a wide variety of hands-on learning. This includes regular visits to local parks, woods and zoos, where they discover animals, plants, the weather and changing seasons. Children enjoy

reflecting on these rich experiences and demonstrate a breadth of knowledge about the world around them.

- Children learn to lead healthy lifestyles with the childminder. They enjoy nutritious meals and have plenty of opportunities to be active, indoors and outdoors. The childminder encourages children to manage their own personal care and hygiene. Therefore, children become confident with tasks such as using the toilet and putting on their coats and shoes. This sets them up well for starting school.
- The childminder visits local playgroups with children, which enables them to socialise with a wider range of people and feel part of the local community. She also explores a variety of multicultural events with children throughout the year. However, the childminder does not consistently consider how to enhance children's understanding of diversity more consistently throughout her provision.
- Children build lovely friendships and generally play harmoniously together. The childminder focuses on the positive behaviours children display, helping them to feel good about themselves. She supports children to understand the emotions they feel and how they might express themselves in ways that do not harm others. Children show genuine affection and empathy towards their friends. For instance, after a disagreement, they offer each other a cuddle and agree to share the toys.
- The childminder gets to know families very well and promotes a shared approach to nurturing children's well-being and learning. For instance, she supports children through important changes and transitions in their home lives, such as moving house or having a new sibling. Parents are extremely complimentary about the childminder's provision. They describe the secure attachments between the childminder and their children, and recognise the positive impact she has on their children's development.

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:

- build further on the opportunities to help children to understand diversity and explore their similarities and differences.

Setting details

Unique reference number	EY270301
Local authority	Ealing
Inspection number	10392101
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	3
Date of previous inspection	2 August 2019

Information about this early years setting

The childminder registered in 2003 and lives in the London Borough of Ealing. She operates her provision from 8am to 6pm, Monday to Thursday, throughout most of the year. The childminder offers government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The childminder showed the inspector the areas of her home used for childminding. She explained the curriculum and how she organises her provision to support children's learning and welfare.
- The inspector observed a range of routines and learning experiences, to help evaluate the quality of education and the impact on children's learning.
- The inspector took account of parents' written feedback. She observed and spoke to children, to help assess their experiences with the childminder.
- The childminder ensured that relevant documents were available for the inspector to view.

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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