

Childminder report

Inspection date: 16 March 2020

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 nurturing and safe home environment. Children settle quickly and form strong attachments to the childminder. For example, children seek cuddles and reassurance from the childminder and respond well to the daily care routines. Parents describe the childminder as 'very attentive' and praise the level of care given to their children. The childminder provides a wide range of resources; however, these are not always easily accessible for the youngest children. Children enjoy a range of regular activities outside of the home. Activities such as trips to the library and the local park help children to meet with other children to develop their emerging social skills. Children are given choices to promote their independence. For example, children choose what afternoon activity they would like to set up or whether they want to eat their fruit or yogurt first. The childminder has high expectations of children's behaviour. They understand they must sit at the table if they want to continue eating. Older children share cooperatively with those that are younger.

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

- The childminder knows the children well. Children have a settling-in period to develop a strong relationship with the childminder. This time enables parents to also give the childminder lots of information to ensure a smooth transition. The childminder spends time getting to know the children's likes and interests so they can be promoted effectively.
- The childminder understands children's starting points and plans appropriate activities to support their learning. Children make good progress and are ready for the next step in their learning when they move on to school.
- Partnership with parents is strong. The childminder provides parents with a written diary for younger children to ensure they are kept informed. The childminder provides regular updates for parents on their children's learning and development, including supporting them with their child's learning at home.
- The childminder models language well to children. She uses repetition across activities, which helps to expose children to new words to build on their existing vocabulary. For example, when playing with musical instruments, as well as demonstrating the action, the childminder repeats the action word, such as 'twist' and 'shake'.
- Overall, children have access to a wide range of stimulating resources. Resources are separated according to children's age, although younger children cannot always access these easily. Activities and resources aim to cover all areas of the early years foundation stage. However, the childminder sometimes misses opportunities to fully develop children's mathematical knowledge of numbers, size and shape as they play.
- Children become independent in self-care through well-established hygiene

routines. Older children take themselves to the bathroom independently and wash their hands before and after meals. Younger children cooperate well with care routines such as nappy changing and washing their faces after meals. Children are taught how to stay healthy through conversations about healthy food choices and daily outings for fresh air and exercise.

- Children are confident to share their ideas during play and use their imagination. During a play dough modelling activity, children created a seaside scene including pebbles and sharks.
- The childminder enables children to have thought-provoking conversations regarding people's different religions and cultures. She promotes fundamental British values and helps children understand the difference in religion they learn about at school. She talks to them about having respect for other people's culture and celebrating diversity.
- The childminder accesses local childminding courses and wider networks to stay informed of good practice and changes. For example, for the last three years she has attended a childminder network briefing. This supports her continuous development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of safeguarding requirements. She has attended refresher courses to ensure her safeguarding knowledge is kept up to date. She is aware of the signs and symptoms of abuse and knows the channels to follow for reporting any concerns. Older children are taught how to stay safe while using technology. The childminder also informs parents of how they can be alert to online dangers with younger children. There are suitable procedures in place for accidents and medication administration to ensure children's welfare.

What does the setting need to do to improve?

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

- make more effective use of opportunities to challenge children's mathematical knowledge during activities
- enable easy access to resources for all children to encourage their independence and free choice.

Setting details

Unique reference number	EY272154
Local authority	Ealing
Inspection number	10073280
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 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 July 2016

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Ealing. The childminder is available to work from 8am to 6pm, Monday to Friday. She operates her service all year round, except for family holidays and bank holidays.

Information about this inspection

Inspector

Natalie OLeary

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children.
- The childminder and inspector conducted a learning walk together to discuss the curriculum intent of the setting and how this is delivered.
- The inspector and childminder conducted a joint observation.
- The inspector took account of parents' views through written feedback.
- The inspector spoke with the children at the setting.
- The inspector held a leadership discussion with the childminder.

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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