

Childminder report

Inspection date: 28 January 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder provides a broad and well-balanced curriculum. The activities she offers engage children well. Children are confident, happy and settled. They demonstrate a strong sense of belonging. Children form excellent relationships with each other and the childminder. For example, they share toys and take turns. Children are highly motivated and enjoy initiating their own play. They learn to persist with activities until they have completed them, although at times the childminder interrupts the flow of children's play by intervening to suggest her own ideas. They confidently make requests in their play to follow their interests. For example, children ask to complete writing workbooks and play dressing-up games. They develop their imaginary play by building on their original ideas and adapting them further. Children enjoy plenty of enrichment activities as the childminder takes them on outings to places of interest. For example, they visit the nearby botanical gardens and go on nature walks. The childminder speaks clearly, promoting children's good communication skills. They articulate their thoughts well and speak in full sentences to describe their interests and experiences. Children help to tidy up after they finish playing. For example, they place used plates and bowls in the sink and fold their aprons after messy play.

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

- Children are very polite. The childminder is a good role model for children to emulate. She listens to children's views and responds in a gentle manner. The childminder has well-established daily routines for children's activities, so that they know on which days they go to playgroup or the park.
- Children have plenty of opportunities to learn to write and recognise their names. Children enjoy mark-making activities and tracing letters. They build small-muscle control as they play with dough. This helps children become proficient in their grasp of tools for writing. The childminder skilfully sources books that link to the initial letters in children's names. Hence, children quickly learn to spell their names. The activities the childminder provides are exciting and engage children very well. She links activities to what children need to learn next. For example, children learned to consolidate their knowledge of primary and secondary colours by scooping brightly coloured jelly into pots. They learned to count as they calculated how many scoops were needed to fill different-sized containers.
- The childminder ensures that children have a good balance of child-initiated and adult-led activities linked to different areas of learning. During adult-led activities, the childminder introduces additional resources to encourage problem solving and investigation. However, she does not give most-able children sufficient time to test their ideas independently and so develop their critical-thinking skills.

- Partnerships with parents are very strong. The childminder regularly provides parents with up-to-date information regarding the progress their children are making. Parents said they are very happy with the good-quality care their children receive. They said the childminder provides their children with a rich set of experiences that develop their social interactions very well.
- Hygiene routines are of a high standard. Children wash their hands before eating and after messy play. The childminder works closely with parents to support children's toilet training. Children learn to dispose of their used tissues after blowing their noses. Children learn to carry out small self-help tasks, such as peeling their own fruits at snack time.
- The childminder is a reflective practitioner who evaluates the effectiveness of her provision well. She has addressed the recommendation made at her previous inspection. Hence, children now have more opportunities for calculation in mathematics. She correctly identifies the areas of strength of her provision. These include the good relationships with parents and the wealth of activities she provides for children. The childminder acknowledges that, at times, she can be overly helpful and this occasionally alters the natural course of children's play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that suggest a child may be at risk of harm. She has a clear procedure to follow should she need to report a concern. The childminder understands her responsibilities for safeguarding, including with regard to the 'Prevent' duty. She keeps children safe by not allowing unsuitable persons to have access to the premises. The childminder adheres to parents' preferences for their children's restricted internet use.

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 most-able children to think deeply and apply problem-solving skills
- follow through with her intention to stand back and allow children to experience periods of uninterrupted play.

Setting details

Unique reference number	EY273783
Local authority	Ealing
Inspection number	10137882
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 March 2016

Information about this early years setting

The childminder registered in 2003. She lives in the London Borough of Ealing. She operates her service from Mondays to Thursdays, from 8am until 6pm, all year round.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- A discussion was held with the childminder. This helped the inspector understand how well the childminder reflects on the strengths and any areas of improvement for her provision.
- The inspector observed the quality of interactions between the childminder and children.
- Parents were asked for their views on the quality of childcare the childminder provides.
- A sample of the childminder's documents, including children's records, policies and procedures, was examined by the inspector.
- The inspector held a discussion with the childminder about how she uses the different areas of her home to support children's learning.
- The inspector spoke to children at appropriate times.

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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