

Childminder report

Inspection date: 7 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder has warm, happy relationships with children. She helps to ensure that children settle well, for example, by finding out about their interests and home routines. The childminder uses this information to provide enjoyable activities and familiar routines. Children settle securely. The childminder values each child highly as an individual.

Children have good independence skills. For instance, older children put on their coats independently and the childminder supports younger children to gain these skills. She manages children's behaviour successfully. For example, she gives children time and space to reflect on their behaviour and supports them to make the right choice of how to act. The childminder uses praise well to promote positive behaviour. She has high expectations of children. Children play cooperatively together. They learn to share and to take turns, for instance, as they play with resources outdoors. The childminder helps children to learn about and respect difference. For example, she talks to children about special cultural and religious events, such as Chinese New Year, Diwali and Eid. Children take part in a range of art activities to celebrate these occasions.

The curriculum is comprehensive. Children learn valuable skills in preparation for school.

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

- The childminder provides a wide selection of interesting activities linked to children's interests. She observes children regularly and uses this information well to ensure that children have the right challenges. All children make good progress.
- The childminder supports children's creative development well. For instance, they knead, roll and squeeze play dough to create their own models. The childminder talks to children about their creations and provides a wide range of tools to support the development of their small muscles effectively.
- The childminder teaches children good early mathematical skills. For example, children count objects securely as they play. The childminder teaches children mathematical vocabulary to describe shape and size.
- Children gain a good understanding of the world around them. For instance, the childminder explains how tractors are used in the real world as children play with toy tractors in the garden. She teaches them the names of different dinosaurs as they play with them in the sand tray.
- Children learn to manage their feelings. The childminder talks to children about how they are feeling each day and teaches them the names of different emotions. She helps children to develop good physical skills. For instance, they

learn to steer and negotiate space well on ride-on wheeled toys. Children climb, run, jump and balance with increasing skill, using a range of equipment in the outdoor area, such as frames and scooters.

- Children have a good understanding of the natural world. For example, the childminder plants and grows vegetables with children. This helps children to understand where food comes from. She points out the effects of different weather, such as how a bamboo tree sways in the strong wind in the garden.
- The childminder works well with parents. She gives them regular updates on children's progress. The childminder provides effective ways for parents to support their children's learning. For instance, she suggests home activity ideas for parents to do with their children.
- The childminder understands the importance of keeping her skills and knowledge up to date. She has attended various courses, including a course on behaviour management, to promote best outcomes for children.
- Overall, children gain good communication, language and literacy skills. They learn new words while the childminder sings a range of songs and rhymes to them. She talks to children throughout the day and questions them effectively. However, the childminder does not successfully engage all children's interest in books to enhance their love of reading.
- The childminder provides nutritious snacks for children and stores their packed lunches appropriately. However, she has not fully developed ways for children to understand the value of eating healthily.

Safeguarding

The arrangements for safeguarding are effective.

The childminder prioritises children's safety. She is aware of the possible signs and symptoms that a child could be at risk of abuse or neglect. The childminder has a good understanding of the procedures to follow to report her concerns. She is vigilant to the possible signs that a child or their family could be at risk of other people's extreme views and radicalisation. The childminder knows how to report her concerns to ensure that she protects children from harm. She keeps her home clean and checks to ensure that all areas are free from hazards to keep children safe.

What does the setting need to do to improve?

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

- explore ways to develop children's interest in books to enhance their early literacy skills
- help children to understand the value of eating well.

Setting details

Unique reference number	EY279293
Local authority	Hounslow
Inspection number	10138013
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 November 2015

Information about this early years setting

The childminder registered in 2004. She lives in Feltham, in the London Borough of Hounslow. The childminder provides care for children from Monday to Thursday from 7.30am to 5.30pm, all year round except on public bank holidays. She receives funding to provide free early years education for children aged two, three and four years. The childminder holds a qualification in childcare at level 3.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while the inspector viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the interaction between the childminder and children and discussed their progress.

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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