

Childminder report

Inspection date: 17 June 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thrive in this happy, caring and stimulating environment. The childminder and her team are attentive and sensitive to children's needs. For instance, they recognise when children are tired and follow children's routines from home. Children show they feel safe and share positive relationships with the childminder and her team. The childminder helps children feel safe and secure with visitors. For example, she makes introductions and explains the purpose of the inspector's visit. The childminder helps children develop positive patterns of behaviour. She encourages children to greet people politely and to use good manners. Children manage their care needs well; they learn to develop their independence skills from an early age. They quickly develop skills with self-dressing. They know to wash their hands and tidy up. This helps prepare children for the next stage in their education, including their move to school.

Children benefit from a well-planned curriculum that captures their unique interests and needs. The childminder provides lots of interactive activities for children to explore their imaginative ideas, such as cooking. The childminder is ambitious for all children. She identifies any gaps in children's learning to make sure no child is left behind. All children make progress from their starting points.

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

- The childminder knows the children well. She observes children's play and assesses their development. This enables her to identify the next steps in each child's learning and helps children meet their developmental milestones. The childminder works closely with parents and recognises the importance of working with other professionals when the need arises. This helps provide continuity in children's care and learning.
- Overall, children's communication and language development is supported well. Children repeat familiar words as they join in with action songs and rhymes. The childminder reads children their favourite stories, which helps support early literacy skills, and children develop a love of books. She helps children make links between stories and their own experiences. The childminder introduces new vocabulary during play. For example, she explains how to 'mould' balls of sand and asks which is 'small' and 'large'. At times, the childminder does not give children enough time to think and respond to questions, which reduces children's opportunities to share their ideas and develop their learning even further.
- Children develop a positive attitude to learning. They show curiosity and are inquisitive during activities. For example, they are fascinated by the dinosaur footprints they make in the 'magic' sand. They listen carefully as the childminder explains how to use different tools. The childminder has high expectations for

children's behaviour. She gently reminds them of the importance of playing safely and how their behaviour can impact on others. This helps children understand boundaries. Children are encouraged to join in with new experiences. They receive frequent praise and encouragement, and this helps develop their self-esteem.

- Children's understanding of good health is supported well. They learn about the importance of a healthy diet and enjoy a variety of home-cooked foods. They learn where food comes from, as they grow fruit and vegetables in the childminder's garden. Children have regular opportunities to be physically active and enjoy plenty of fresh air and exercise. They make trips to the park and play in the childminder's garden.
- Partnership with parents is strong. Communication with parents is particularly effective. Regular discussion and electronic communication help ensure parents are kept well informed. The childminder regularly provides ideas of ways parents can support children's learning at home. Parent feedback is very complimentary. They comment their children are very well supported and make great progress. They appreciate the childminder's dedication and the support she provides.
- The professional childminder and team work closely together. The childminder demonstrates a strong commitment to making ongoing improvements. She makes the most of regular training and development opportunities. For example, following recent training, the childminder reflected on her practice and now considers every interaction with children as a teaching opportunity, thereby improving outcomes for children. She provides support for her team, which helps them to build on their knowledge and skills.

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:

- provide children with more time to think and respond to questions to support their communication further.

Setting details

Unique reference number	EY319940
Local authority	Ealing
Inspection number	10392311
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	15 August 2019

Information about this early years setting

The childminder registered in 2006. She lives in the London Borough of Ealing. She works each weekday from 8am to 6pm, throughout most of the year, apart from family and bank holidays. The childminder works with assistants. She holds a relevant childcare qualification at degree level. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspector

Deborah Orchard

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder, assistants and the children.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector carried out a joint observation of an activity.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025