

Childminder report

Inspection date: 23 May 2023

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

Children are happy and settled in their environment. They form secure attachments with the childminder, who is warm, caring and responsive to their needs. The childminder is a positive role model who shows children high levels of respect. She treats all children as individuals and takes an interest in what they have to say. Children are confident communicators. They excitedly shout out the phrases they know from their favourite books as they read together with the childminder. Children enjoy warm interactions with the childminder and their peers.

The childminder provides a bright, welcoming and stimulating environment for children to play in. As a result, they are keen to play, learn and explore. Children immerse themselves in sensory play as they explore a range of interesting resources in the 'treasure basket'. They are starting to use early mathematics in their play. For example, they focus as they skilfully stack blocks and make a tower. The childminder calmly helps children to understand her expectations for behaviour. Consequently, children understand the importance of taking turns and sharing. They listen and respond to instructions. The childminder helps children to build their confidence through offering new experiences and giving them plenty of praise and encouragement.

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

- Children's physical skills are good. They spend time each day in the local park, practising their large-muscle skills. They run, climb and jump in the fresh air. The childminder teaches children the importance of regular physical exercise and eating healthy food.
- The childminder ensures that the daily routine meets children's needs. Healthy mealtimes, sleep and good hygiene practices are well established. This contributes to children's good health and the smooth running of the setting.
- The childminder has a positive attitude to further improve her practice. She regularly reads publications and updates to enhance her knowledge. The childminder reflects on her practice and keeps her professional skills and knowledge up to date. She accesses online training and meets with other childminders to share ideas.
- Partnerships with parents are good. Parents appreciate the support and advice that the childminder provides. They say that their children love spending time at the childminder's home and feel they are progressing well. The childminder regularly exchanges ongoing information with parents about their children's experiences, routines and achievements.
- The childminder has strong links with other settings that children attend as well as local schools that they move to. The exchange of information about children's progress is effective, as all involved with children work together on the same

next steps of learning. This helps to support children's continuity of development.

- Children are provided with good opportunities to explore the local environment with the childminder. They visit the local shops, parks and woods. These help to support their understanding of the wider world effectively.
- The childminder manages children's behaviour effectively. She recognises promptly when children become unsettled and require help to solve problems. Children behave well and use good manners. They demonstrate this when they spontaneously say 'please' and 'thank you' to each other during their play and the routines of the day.
- The childminder is successful at promoting children's language skills. Children are learning to speak well and are able to ask questions. They touch different textures, such as a feather or a brush, to compare how they feel.
- The childminder assesses children's development as they play. She quickly identifies any gaps in children's learning and plans activities around children's interests and needs. For instance, children use play dough to help strengthen their finger muscles. However, there are not enough opportunities for children to easily access mark-making tools. Children are not fully able to develop the necessary skills for early writing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She keeps her safeguarding knowledge up to date. The childminder knows how to recognise safeguarding concerns, including exposure to children from extremist views and behaviours. She understands local procedures to report concerns about a child's welfare. The childminder works effectively to identify and take steps to minimise hazards to children. She supervises children constantly as they play, indoors and outdoors, and while they are eating. This ensures children's safety while they are in her care. The childminder understands the importance of supporting families to ensure children's well-being.

What does the setting need to do to improve?

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

- support children to manage small tasks for themselves so they become more independent in their learning
- provide further opportunities for children to draw and write, to extend their literacy skills even more.

Setting details

Unique reference number	EY335700
Local authority	Ealing
Inspection number	10285622
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	16
Date of previous inspection	12 October 2017

Information about this early years setting

The childminder registered in 2006 and lives in Northolt in the London Borough of Ealing. She operates all year round, except bank holidays and family holidays. The childminder offers care from 7.30am until 6pm from Monday to Friday.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents' written views of the setting were taken account of by the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder to work with children.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on the children's learning.

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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