

Childminder report

Inspection date:

27 September 2019

Overall effectiveness	Good
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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 are well behaved and happy. They form positive relationships with the childminder, who supports their emotional well-being effectively. The childminder is sensitive and affectionate towards children and is highly motivated to provide good-quality childcare. The well-laid-out environment, indoors and outdoors, supports children's play and learning. For example, resources are easily accessible to enable children to make choices. The childminder fully supports living a healthy lifestyle and teaches children basic yoga to encourage good coordination skills. Children learn about the natural world, such as how things grow. For instance, they learn about different fruits and vegetables, which they help to grow in the garden. The childminder has a good understanding of how children learn. She takes effective action to extend and develop younger children's communication skills. She teaches them colours through, for example, both stories and creative work. However, the childminder recognises that she could focus her planning more on children's next steps in their learning. Children are independent and confident. The childminder's partnerships with parents are good. She shares a range of information with parents about what their children are doing in her home, for example through daily sheets and diaries.

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

- Children build secure attachments with the childminder. She provides a warm and caring environment and gets to know the children well. This ensures that they feel safe, settled and happy in her care. The consistent use of praise and encouragement boosts children's self-esteem and confidence effectively. Children behave well and enjoy each other's company. They interact and play well together.
- The childminder introduces early mathematical language effectively. For instance, as children make a pretend pizza, they count the pieces while placing them in the pan. The childminder describes 'whole', 'half' and 'add' as the pizza is being put together.
- The childminder engages well with children, encouraging them to develop their language skills and vocabulary as they talk about and find objects in a storybook. However, she does not fully support children who speak English as an additional language through, for example, the use of keywords in their home language. Children's attention span is developing well, relative to their age. They are developing the skills they need for future learning. However, the childminder does not always focus her planning sharply on children reaching the identified next steps in their learning.
- Children engage in physical exercise and fresh air to support their health and well-being well. The childminder teaches the children basic yoga such as crawling and easy poses to help with coordination. They listen well and follow

her instructions. Children are keen to join in and demonstrate how they can move their bodies in different ways. They demonstrate confidence and show their physical abilities when climbing the steps for the slide. They regularly attend the local playgroup and go on walks. This helps to promote children's physical health. Children learn to keep safe and assess risks for themselves, such as ways to descend the step to the garden.

- Children learn about healthy lifestyles. For example, the childminder supports children to explore and sample a variety of fruits and vegetables, some of which they have grown in the garden. This also helps children to understand where food comes from. Children participate in good hygiene practices. For instance, they wash their hands with good support and guidance.
- The childminder evaluates her provision effectively. She knows what works well and what she needs to do to improve outcomes for children. She receives feedback from parents to help her to evaluate her setting and make changes to enhance her provision further. This helps to ensure she maintains the good levels of care that she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of how to protect children. She knows how to recognise the signs and symptoms of any welfare concerns. She ensures that she knows how to contact the relevant local agencies to report these concerns. The childminder ensures that her knowledge of how to protect children is up to date. For example, she regularly completes training in first aid and child protection. She assesses the risks to children's safety indoors and outdoors to ensure that children play in a safe environment.

What does the setting need to do to improve?

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

- focus planning to ensure children's next steps are planned precisely to support their ongoing progress
- support fully children who speak English as an additional language.

Setting details

Unique reference number	EY344128
Local authority	Ealing
Inspection number	10073797
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 June 2016

Information about this early years setting

The childminder registered in 2006 and lives in the London Borough of Ealing. She operates Monday to Friday from 8am to 6pm all year round, except for bank holidays and family holidays. The childminder supports children who speak English as an additional language. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Karren Thompson

Inspection activities

- The inspector had a learning walk of the premises and viewed all areas used by the children.
- The inspector observed the interactions between the childminder and children as they played indoors and outdoors.
- The inspector sampled documentation, including policies, suitability checks and children's records.
- The inspector evaluated an activity with the childminder.
- The inspector spoke to the childminder about her understanding of the early years foundation stage requirements and how she evaluates her provision.
- The inspector read testimonials from parents.

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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