

Childminder report

Inspection date: 5 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 experienced well-qualified childminder provides a warm, welcoming and homely environment where children feel safe and secure. Children have formed strong relationships with the childminder and her co-childminders, and demonstrate that they are emotionally secure. They feel comfortable playing alongside adults and enjoy sitting on their laps or nearby, when listening to stories. Effective settling-in processes are in place, and the childminder knows children very well. She can confidently discuss their abilities, likes and dislikes, and family backgrounds. The childminder recognises what children can already do, and identifies their next steps in learning carefully. The childminder has high expectations of children's behaviour, and they behave exceptionally well. Children know how to share and take turns, and play alongside each other very well. They are extremely polite. Children demonstrate respect for adults in the setting. For example, when asked to tidy up, they respond quickly to instructions. The childminder provides children with clear and consistent behavioural boundaries. Therefore, they understand the difference between right and wrong, and avoid conflict and disputes.

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

- There is a strong focus on communication, language and literacy development. Children have numerous opportunities to explore a variety of books and develop an appreciation of reading. They make very good progress with their speech and language, and are confident when communicating with adults and peers. The childminder encourages children to speak in English and French to develop their understanding of both languages. They express their views and opinions with clarity, and have a wide range of vocabulary. Children enjoy looking at books together, and ask questions about the stories. The childminder and her co-childminders provide a range of opportunities for children to listen and participate in stories. They remain focused and engaged, and talk about what they see.
- The childminder builds good relationships with parents. She keeps in regular contact with parents throughout the day and shares photographs and observations of children's learning. Parents describe the environment as 'warm and inviting, where children are nurtured and supported to develop'. They make positive comments about the care that the childminder provides, and say that she offers a 'fantastic range of activities'. They say that her communication is 'constantly detailed' and that she 'takes on children as one of her own'.
- Teaching is effective. The childminder has a good knowledge of the early years foundation stage and uses this to create an exciting and diverse curriculum across all areas of learning so children make good progress, overall. For example, children make marks in various ways, and make comments about what

they draw. Older children learn how to recognise and write their name.

- The childminder has established effective partnerships with local pre-schools. She regularly visits other settings where the children attend, and shares their learning and progress reports. This helps create a consistent approach to children's learning and development, and supports their transition to school or the next stage in their learning.
- Children have plenty of rich opportunities to explore the outdoors and meet new people. The childminder organises regular trips to the local library, parks, toddler groups and playgroups. Children have a safe and secure outdoor garden area, and enjoy exploring a large forest area on their nature walks. Children make good progress with their physical development and exceptional progress with their speech, language and social skills. This is especially the case for the younger children.
- The childminder seeks opportunities to attend training courses. She passes on new information to her co-childminders. For instance, the childminder has developed her knowledge of how to promote open-ended play through her recent training. This supports children's interests. However, there are some inconsistencies with the quality of practice across the provision when co-childminders are working together.
- The childminder has a positive attitude to making improvements to her practice. She evaluates her provision through discussions with her co-childminders and reflecting on her practice. However, she does not use self-evaluation as well as she could to identify ways to improve the quality of her provision to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her knowledge of safeguarding regularly. This helps her to keep up to date with any changes. For example, she completes online training regarding safeguarding and wider child protection issues. The childminder is aware of her responsibility to keep children safe. She has a good understanding of signs that may indicate a child is at risk of harm, and knows what to do if she has any concerns. The childminder makes good use of risk assessment to keep children safe. For example, she practises the emergency procedures and uses stair gates to minimise risks.

What does the setting need to do to improve?

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

- identify a programme of ongoing professional development to raise the quality of teaching across the provision to the highest level
- extend the use of self-evaluation to identify ways to increase the quality of the

provision to an even higher level.

Setting details

Unique reference number	EY348494
Local authority	Ealing
Inspection number	10137885
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	0 to 8
Total number of places	18
Number of children on roll	14
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 2007. She lives in Chiswick, in the London Borough of Ealing. The childminder is a qualified teacher. She speaks fluent French. The childminder regularly works with two other childminders, who also speak French fluently. She offers care from 8am to 6pm, Monday to Thursday, all year round.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- The inspector viewed areas of the house used for childminding, inside and outdoors.
- A joint observation was undertaken by the inspector and childminder to consider the quality of teaching.
- The inspector spoke to parents and took account of their views.
- The inspector checked documents relating to staff suitability for the childminder and her co-childminders, along with any first-aid certificates.
- The inspector checked children's learning and sampled learning and development records.

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 2020