

Childminder report

Inspection date: 18 November 2021

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	Not Met (with actions)
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What is it like to attend this early years setting?

The provision is good

Children enjoy a wide range of imaginative, engaging activities, which the childminder carefully plans to help them make progress. Children eagerly greet their friends and join in their play. Older children show kindness and consideration for those younger than them. They offer to share their toys or give them a gentle hug. Children particularly enjoy outdoor play. They create muddy pies in the garden, adding mud, leaves and water to a pot and prepare a meal for the adults. Young children enjoy toddling around outside, splashing in water and exploring the natural world.

Children are eager to try new activities and have a go at new things. The childminder reminds children to take turns and listen to each other's ideas and suggestions. Children are developing their listening and social skills very well. Children develop an interest in literacy from an early age. They love books and use them often. Children ask questions and point out pictures in the books. They recall previous experiences, such as going to the dentist, and talk about how to keep their teeth healthy and clean.

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

- The childminder is enthusiastic about developing her provision and enhancing her teaching practice. She regularly researches ways of supporting children's learning and different techniques to do this. She understands the importance of a varied and focused curriculum and ensures the activities on offer align to support children's next steps. She assesses children's learning frequently, recognising new skills and areas where they may need additional support. This means the childminder quickly identifies any gaps in children's learning.
- The childminder works closely with parents to help them support their child's learning at home. For example, she shares ways they can promote self-feeding for young children and how to promote their independence and self-care skills. Parents report how pleased they are with children's rapid progress.
- Children love to be active. They eagerly follow action songs, giggling and jumping around. Young children develop their balance as they toddle around with a pushchair and walker. Children have opportunities to practise and refine their skills regularly.
- Mealtimes are very social and happy occasions. Children enjoy being independent as they spread butter on their bread and pour drinks from small bottles. Children enjoy chatting as they eat. They visibly enjoy each other's company. Children listen to the childminder who models language and conversation skills.
- As the childminder monitors children's learning so carefully, she is in a good position to support children with special educational needs and/or disabilities

(SEND). She understands the benefits of working with other professionals and agencies and is eager to work with parents to support children with SEND, if required.

- The childminder supports children's understanding of number very well. Children count easily and recognise the numbers one to 10. They make simple calculations as they sing rhymes and songs. The childminder provides imaginative props and resources, which capture the interests of all children.
- Children have a thirst for learning. They are eager to take part and, in most cases, they receive appropriate levels of challenge. However, at times, quieter or younger children have less time to respond to the childminder's questions, as others have already responded.
- Children are developing their confidence, due to positive interactions with the childminder. She is enthusiastic and cheerful, giving eye contact and lots of praise when children try something new or share their ideas.
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Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection issues. She has attended relevant training to update her awareness. The childminder has clear procedures to follow if she had concerns about a child. She recognises signs that a child may be at risk. Children learn about keeping themselves safe. For example, they know to hold on the handrail when walking downstairs to the garden. The childminder reminds children about taking appropriate risks and is on hand to help if they need her.

What does the setting need to do to improve?

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

- review the effectiveness of group activities to ensure all children can fully participate in line with their age and ability.

Setting details

Unique reference number	EY367235
Local authority	Hounslow
Inspection number	10091325
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 3
Total number of places	4
Number of children on roll	2
Date of previous inspection	23 November 2015

Information about this early years setting

The childminder registered in 2007. She lives in the London Borough of Hounslow. She works Monday to Friday, from 8am to 6pm. The childminder has an appropriate early years qualification. Access to the childminder's home is via two flights of stairs.

Information about this inspection

Inspector

Amanda May

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 inspector considered the views of parents and spent time interacting with the children.
- The childminder and inspector completed a learning walk and discussed how the curriculum was planned and implemented within the setting.
- A joint observation was completed by the inspector and childminder, where they evaluated an activity together.

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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