

Childminder report

Inspection date: 3 February 2025

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy in the warm and nurturing environment that the childminder strives to provide. She is passionate about creating a safe space where children are respected and cared for. This supports children to feel safe and secure in the setting. Children have formed close attachments with the childminder. They show confidence and will ask for help and support when needed. For example, when completing a puzzle, children ask the childminder for help to find the missing pieces. The childminder supports children by using calm tones when communicating. She responds to children's individual needs. The childminder provides opportunities for children to rest, as well as engage in play opportunities, throughout sessions.

Children behave well. They happily and actively engage in play ideas with their peers. Children show high levels of concentration as they complete activities. They respond well to the childminder, who is a good role model for children. The childminder supports positive behaviour. For example, she encourages children to take turns. Children show an understanding of the setting's rules. The childminder encourages them to tidy up activities before moving on to something new, and she gives children prompts. This ensures that children know what is expected of them.

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

- The childminder plans her curriculum to ensure that children have plenty of opportunities to develop their independence skills. Children are consistently encouraged to try to complete tasks for themselves. When children find tasks difficult, the childminder will support them by asking questions and giving encouragement.
- The curriculum for mathematics is challenging and ambitious. Children spend time completing floor puzzles based on numbers. The childminder supports children to identify the different numbers and complete the puzzles as a team. Children also have opportunities to learn about different mathematical concepts. The childminder plans activities to support children to learn about size and quantity. This supports children to develop their mathematical awareness.
- The childminder is reflective. She reviews the activities that she provides to further improve her practice. She gathers and considers the parents' and children's feedback to support her in her role. The childminder has attended a selection of different training opportunities.
- The childminder is passionate about providing an inclusive environment for children, including those with special educational needs and/or disabilities. For example, she completes small group activities with children, by using advice and strategies provided by specialist outside agencies. The childminder speaks favourably about the Makaton training that she has attended and how this has

supported her work with children in the setting.

- Children have opportunities to develop their fine motor skills. They spend extended periods of time focusing as they spoon lentils into different-sized containers. This supports them to develop their hand muscles. However, the curriculum for gross motor development is not as well established. Children have fewer planned opportunities to further their development in this aspect of learning.
- Although children do have some opportunities to make marks, these are not provided consistently. This means that children do not routinely explore a range of mark-making activities to support them to develop their pre-writing skills.
- The childminder communicates well with children. She uses a range of open-ended questions. Children spend time communicating with peers and the childminder about different topics. She encourages conversation by talking about children's interests. For example, they spend time talking about the image of the roundabout in the puzzle that they have completed and name items such as 'juggling ball'. The childminder speaks enthusiastically about children developing their conversational skills. She role models active listening to help children develop their listening skills.
- The childminder has a good understanding of where children currently are in their development. She ensures that her teaching is planned to meet children's individual needs and supports all children to make progress.
- Parents speak highly of the setting and the childminder. They explain how children feel comfortable in her care. Parents say how the childminder shows kindness and respect to all children.

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:

- plan a range of opportunities to support children to further develop their gross motor skills
- regularly provide a range of mark-making opportunities to support children to develop their pre-writing skills.

Setting details

Unique reference number	EY369936
Local authority	Ealing
Inspection number	10368334
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	15 March 2019

Information about this early years setting

The childminder registered in 2008 and lives in West Ealing, in the London Borough of Ealing. She operates on Monday and Thursday afternoons only. The childminder operates during term time.

Information about this inspection

Inspector

Emma Long

Inspection activities

- 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 childminder spoke to the inspector about children's learning and development with a particular focus on independent skills.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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.

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