

Childminder report

Inspection date: 12 September 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and nurturing home-from-home environment. She spends time getting to know children and their families well. This helps children settle in quickly. They form warm, nurturing relationships with the childminder and show they feel safe and secure in her welcoming setting. For example, they seek out the childminder for cuddles and reassurance and show their obvious delight while in her company. The childminder prioritises children's emotional well-being and provides them with lots of attention. They implement flexible routines that enable them to meet children's personalised care routines, particularly those of younger children.

The childminder organises a wide range of outings to enhance the curriculum and children's learning experiences. These include visits to playgroups, the library and parks, which help promote children's social skills. These opportunities also teach children to learn about their diverse surroundings. Children develop a love of books and stories. They enjoy sharing their favourite books and identifying the characters and what happens next. The childminder provides opportunities for children, from an early age, to develop their awareness of language and numbers, including simple counting and naming colours and shapes. Children learn to identify objects that are 'bigger' and 'taller' as they build bridges for their train tracks.

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

- The childminder is skilled in supporting children's communication and language. She gets down to their level, makes good eye contact and speaks to them clearly. To encourage accurate pronunciation, the childminder repeats words correctly back to children. She models how to extend sentences, uses effective questioning techniques and gives children time to think and respond. This helps children to become confident communicators.
- The childminder prepares children well for the next stage of learning and school. She helps them make marks and recognise their names when they are developmentally ready. She also promotes independence. Children learn to dress themselves and use the toilet on their own.
- The childminder finds out what children can already do when they start. She uses this information and her own observations to identify what they need to learn next. She is aware of any emerging gaps in learning and focuses her teaching on these areas. This ensures that gaps are identified and that children are supported to make progress.
- Partnerships with parents are good. The childminder keeps parents well informed about their children's learning and development. She liaises with parents to ensure that they receive daily information about their child's day. Parents appreciate the good care and interesting experiences that the

childminder provides for their children. Parents comment about the care and good progress that their children have made.

- The childminder recognises children's good behaviour and uses praise consistently. Children show a positive attitude towards activities and behave well. They receive plenty of warm praise and encouragement. The childminder gives clear explanations, so children understand what is expected. For example, they help tidy away before starting the next activity.
- The childminder ensures that children have daily fresh air and exercise. She makes very good use of her garden, and children enjoy their time outside. They develop physical skills as they ride on toys and benefit from a wide range of opportunities to build these skills.
- Children learn about foods that keep their bodies and teeth healthy. They are well supported to develop an understanding of healthy lifestyles and enjoy a varied, home-cooked diet. The childminder also teaches them the importance of habits such as regular handwashing. However, good hand hygiene is not always consistent in daily routines, which gives children mixed messages about its importance. While they enjoy nutritious meals, the childminder sometimes offers snacks high in salt or sugar, which do not support good oral health.
- The childminder reflects on her practice and keeps her mandatory training up to date. Although the childminder has undertaken professional development, she has not fully embedded the learning into her practice. In addition, she has not encouraged any assistants she works with to access the same training to support her in providing consistently high-quality childcare. This means knowledge of current legislation and guidance is not fully applied in practice.

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:

- consistently strengthen hygiene routines and review food choices to promote children's awareness of healthy eating and good oral health
- focus on professional development, for both the childminder and any assistants, to strengthen knowledge of teaching, learning and current legislation so that practice continues to benefit children's outcomes.

Setting details

Unique reference number	EY377171
Local authority	Ealing
Inspection number	10414983
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	12 October 2022

Information about this early years setting

The childminder registered in 2008. She lives in Northolt, in the London Borough of Ealing. The childminder works from Monday to Friday, from 7.30am to 6pm, all year round, except for bank and family holidays. She holds a relevant childcare qualification. The childminder works with assistants. She provides government-funded childcare.

Information about this inspection

Inspector
Rizwana Nagoor

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that these are safe and suitable.
- The inspector observed activities indoors and outdoors, and assessed the impact these have on the children's learning. She talked with the childminder about how the early years provision is organised.
- The childminder and the inspector discussed and reviewed activities.
- The inspector viewed relevant documentation, including the safeguarding procedures and the suitability of the assistants and household members.
- Parents shared their views of the setting with the inspector.

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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