

Childminder report

Inspection date: 31 March 2022

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 demonstrate that they are happy and settled in the childminder's welcoming home. They build warm and trusting bonds with her. This enables children to feel safe and they explore and play with confidence. Children show that they enjoy the childminder's company. They have fun playing football with her in the garden and happily involve her in their pretend play. The childminder has high expectations for children, overall. They benefit from the secure daily routines she puts in place, along with consistent boundaries for their behaviour. This helps children to understand what is expected of them and to moderate their behaviour well.

Children clearly enjoy their learning. They are motivated to investigate the resources and confidently make choices about their play. Children show a keen interest in books and focus intently when the childminder reads to them. They are excited to point out familiar animals in the pictures and repeat new words introduced by the childminder. Children demonstrate good physical skills. For example, they competently slot together plastic bricks as they construct a tower. Outdoors, children climb, run and jump confidently.

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

- The childminder continually develops her professional skills and knowledge. She undertakes regular training and uses what she has learned to enhance the curriculum. For example, the childminder describes how she extended her knowledge of using daily routines to support children's counting skills.
- The childminder takes account of children's individual interests and, overall, her curriculum supports their learning well. However, on occasion, she does not fully consider what she wants children to learn from the activities she provides. Some experiences lack clear learning intentions and children's development is not fully extended.
- Children display positive attitudes to learning. They concentrate well on activities and try hard when tasks are challenging. For instance, children focus intently as they thread pieces of pasta onto pipe cleaners or join plastic bricks together.
- Children enjoy being imaginative. For instance, they make up simple storylines as they play with toy vehicles and create marks using felt-tip pens and chalks. However, there are not consistent opportunities for children to explore a wider range of textures, media and materials, to extend their creative development even further.
- The childminder places a strong focus on supporting children's communication skills. She includes opportunities for children to speak and listen throughout the day. The childminder introduces new words as they play and look at books together, which helps them to develop a broad vocabulary. Children, including

those who speak English as an additional language, become confident communicators.

- Children show a 'can-do' approach towards their personal care needs. For instance, they try to put on their shoes independently before they go into the garden and enjoy peeling their bananas at snack time. Children learn to follow good hygiene routines, such as washing their hands regularly and using tissues to wipe their noses.
- Children enjoy being active and spend lots of time playing outdoors in the childminder's garden. They develop their large muscle movements as they jump, play ball games and pedal tricycles. This helps to support their physical health and well-being.
- The childminder works in partnership with parents to support children's physical and emotional health. She obtains lots of information about children before they join her setting, and uses this to provide familiar routines and activities which help children to feel secure. The childminder discusses healthy eating with parents, to ensure that the food they provide for children is healthy and nutritious.
- Parents give positive feedback on the childminder's service. They describe her as 'kind, caring and professional'. Parents state they are happy to have found safe and reliable childcare. They comment that they feel very comfortable leaving their children in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She knows how to recognise signs of abuse and neglect, and what to do if she becomes concerned about a child's welfare. The childminder has a good understanding of a broader range of safeguarding issues, such as the risks of online abuse or radicalisation. She knows the procedure to follow if there is an allegation about herself or another member of her household. The childminder carries out safety checks on her home and garden each day, to help keep children safe.

What does the setting need to do to improve?

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

- plan and implement the curriculum with greater precision, to focus more sharply on the skills children need to learn
- broaden the opportunities for children to explore and experience a wide range of textures, media and materials, to support their creativity.

Setting details

Unique reference number	EY393753
Local authority	Ealing
Inspection number	10119907
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 9
Total number of places	4
Number of children on roll	4
Date of previous inspection	3 October 2013

Information about this early years setting

The childminder registered in 2009. She lives in the London Borough of Ealing. The childminder operates Monday to Friday from 7.30am to 7pm, throughout most of the year.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding. She explained how she organises the environment and plans the curriculum for children.
- The inspector observed a range of activities to assess the quality of education and the impact this is having on children's learning.
- The inspector had discussions with the childminder at suitable times during the inspection to explore issues such as safeguarding and partnerships with parents.
- Parents shared their views on the childminder's provision through their written feedback.
- A range of the childminder's documents were reviewed by the inspector, including her paediatric first-aid qualification and safeguarding policy.

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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