

Childminder report

Inspection date: 20 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children develop a strong bond with the childminder and her assistant. They know the daily routines and settle quickly. For example, they hang their coats and take off their shoes when they enter the cabin. Children make themselves understood whether they are non-verbal and using gestures or talking. They enjoy singing songs and enthusiastically do the corresponding actions. Children who speak English as an additional language benefit from the childminder using words in their home language to support their understanding.

Children enjoy stories read by the assistant, who is a good storyteller and captures their interest. Children understand what is happening in simple stories. They listen to the assistant's questions and excitedly point to where the boy in the story is hiding. Babies enjoy looking at the pictures and turning the pages of the book.

Children benefit from the childminder and her assistant's praise and respond positively to their expectations. They listen to the childminder's gentle guidance about behaviour and quickly learn what she expects of them. For instance, children tidy up toys and put them away to prevent trips and falls, before they sit down for circle time. All children develop good foundations for their learning, guided by the childminder and her assistant, in preparation for starting nursery or school.

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

- The childminder is ambitious for the children's learning. She focuses her curriculum on the youngest children's communication, physical and social development. The childminder encourages the older children's confidence and independence in readiness for school.
- All children, including those who learn English as an additional language and children who receive funding, make good progress. The childminder identifies children with any delay and discusses this with their parents. Together they seek professional help, such as speech and language therapy to help children get the support they need to catch up.
- The childminder meets with her assistants fortnightly. They discuss the well-being of each other and the children. The childminder identifies online and local authority training. They enjoy attending together and putting into practice new learning to help improve children's outcomes. In addition, the childminder encourages the assistants' professional development to gain higher qualifications.
- The childminder and her assistants know their key children well. They discuss what the children know and can do and what they need to learn next. For example, when children recognise their nappy is wet, they work with parents to introduce toileting.

- Children are learning early mathematical language. While they fill and empty buckets and moulds in the sand tray, they count and learn about volume and capacity. However, although babies are curious and enjoy the sensory experience, their exploration is limited. The childminder is overly cautious and does not give them the freedom to stand or sit alongside the other children with support, to explore more freely.
- Children enjoy pretend play. In the mud kitchen, for example, they scoop earth from the ground into a pan and carry to the kitchen hob. They add more soil to the pot and stir it to make muffins. Although the childminder joins in their play, sometimes there is little narrative to describe what children are doing, to help extend their vocabulary and conversations.
- The childminder provides consistent, warm and responsive care to help babies settle and adjust to the visiting inspector. With reassurance their confidence grows, and they even invite the inspector to play. Babies develop physical skills, such as passing a ball from hand to hand. They throw the ball up and wait for the inspector to pass it back.
- The childminder and her assistant model particularly good hygiene practice. Children learn to wash their hands thoroughly clean while singing a song, '... Rub the top, rub the bottom, and rub them in between'.
- The childminder works with parents, encouraging them to provide healthy and nutritious snacks and lunch. She obtains information about children's dietary requirements, preferences and food allergies and is aware of how to keep children safe when eating. For example, she cuts grapes and sausages to an appropriate size to prevent choking.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their safeguarding training up to date. They are confident in the signs and symptoms that may indicate a child is at risk of harm. The childminder understands wider safeguarding concerns, such as those linked to the 'Prevent' duty. She is aware of local issues, such as county lines and drug abuse. The childminder and her assistants know where to report any concerns they may have, to protect children's welfare. The childminder follows robust recruitment procedures when employing an assistant to ensure they are suitable to work with children. She teaches children to keep safe. They practise how to evacuate the cabin in the event of a fire. The childminder helps children to identify hazards, such as an uneven pavement slab when walking to the park.

What does the setting need to do to improve?

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

- enhance the narrative alongside children's play to help extend conversations and

build on children's language development more effectively

- give babies more freedom to move freely and explore their surroundings, to stimulate touch and all their senses.

Setting details

Unique reference number	EY410161
Local authority	Ealing
Inspection number	10074485
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 4
Total number of places	9
Number of children on roll	7
Date of previous inspection	21 January 2016

Information about this early years setting

The childminder registered in 2010. She lives in Greeford, in the London Borough of Ealing. The childminder operates each weekday from 7.45am to 6.30pm, during term time only. She has an early years qualification at level 3 and works with two assistants. The childminder is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Ruth George

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to the assistant at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an oral health activity with the childminder.
- 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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