

Childminder report

Inspection date: 15 May 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

Children are extremely confident within the setting. They actively engage in conversations about different aspects of their home lives. They show enjoyment while sharing their experiences with the childminder. Children develop strong and positive relationships with the childminder. They will often cuddle into the childminder when taking part in play ideas together. The childminder uses a calm voice when speaking to children. This supports children to feel comfortable and helps them to feel safe and secure within the setting.

The childminder has high expectations for children's behaviour. She reinforces the setting's rules throughout sessions. The childminder also encourages children to tidy up after themselves. For example, she makes tidy up time into a game. Children enjoy racing to be the first to put the toys away. The childminder explains why children need to tidy up. She reminds children that if the toys are on the floor, these could cause them to trip over. This helps to ensure that children know what is expected of them and develops their understanding of risks.

Children enjoy learning opportunities. They show excitement as they take part in a range of different activities. Children show great interest in the bubble machine. They spend extended periods of time playing with sand and show great enjoyment when making volcanos.

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

- The childminder is passionate about messy play opportunities. She explains how this promotes children's language development and offers sensory opportunities. Children show great interest in making volcanos. They develop their hand muscles as they use different equipment to mix the ingredients together to achieve the desired effect.
- Children have opportunities to develop their physical skills. They spend time in the garden, joining the childminder in a game of hopscotch. Children are encouraged to move in different ways. This supports them to develop their large physical skills.
- The childminder encourages children to develop their recall skills. She asks questions and explores different topics. For example, she speaks to children about the fire drill process that they have previously taken part in. Children also enjoy retelling stories using visuals. This gives children opportunities to remember and build upon what they already know.
- The childminder supports all children with their communication development. She gets down to the children's level to ensure that they can see her face when she speaks to them. This supports children to be able to hear and understand what is being said. The childminder also uses simple signs alongside spoken

language to support children's understanding. This enables all children to develop their communication skills.

- The childminder is passionate about providing an inclusive environment for all children, including those with special educational needs and/or disabilities (SEND). She has attended training sessions that have supported her to extend her skills in this area. She explains how she implements new learning and skills into the setting to help ensure that all children make good progress from their individual starting points.
- The childminder supports children to count and identify numbers. However, when children show confidence within this area, the childminder does not always extend learning opportunities. This means that children do not always have opportunities to further develop and explore their mathematical understanding.
- Children develop their imagination skills. For example, they enjoy spending time playing with sand. They explore mixing sand and water together to create a different texture as they pretend to make cakes. They use the pretend cooker to cook the mixture that they create. This supports children to use their imaginations and explore textures.
- The childminder is reflective. She identifies areas that work well within the setting and areas that she would like to improve upon. She uses feedback from parents to help her to enhance her practice and make improvements.
- The childminder knows children well. She identifies where children are within their development journeys and can also identify areas of concern. She uses this knowledge to encourage and support children to make achievements.
- Parents have very positive views of the setting. They share how they feel the childminder provides a nurturing, inclusive environment where children feel valued and supported. Parents speak about the support that the childminder gives to children and the development that the children make within her care.

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:

- explore techniques and ideas to further extend children's mathematical understanding.

Setting details

Unique reference number	EY428307
Local authority	Hounslow
Inspection number	10388177
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 4
Total number of places	5
Number of children on roll	8
Date of previous inspection	1 July 2019

Information about this early years setting

The childminder registered in 2011. She lives in the London Borough of Hounslow. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder offers government funded places for childcare. She childminder holds an appropriate early years qualification at level 3. The childminder occasionally works with an assistant.

Information about this inspection

Inspector
Emma Long

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about how she supports children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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