

Childminder report

Inspection date: 9 June 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 show that they feel safe and secure in a friendly and welcoming environment. The childminder quickly comforts them if they become upset or unsettled. Children are happy and confident in the childminder's home. They smile and laugh as she plays and interacts with them. Children engage in their learning and are engrossed in play, such as when they access the many resources available to them. Children behave well. The childminder is a positive role model and maintains high expectations for children. She provides encouragement to guide children's behaviour, such as facilitating sharing toys by promoting an awareness of fairness among children.

Children benefit from many opportunities to support their communication and language skills. For example, during activities, the childminder provides a commentary, models good conversational skills and introduces new vocabulary. Young children are vocal and repeat familiar words and phrases in response to the childminder's warm interactions. For example, children join in when singing familiar songs and take great pride in naming and identifying objects in books.

All children make good progress in their learning and development. They are well prepared for their next stage of learning. The childminder plans exciting experiences for children in their local community with her co-childminder. The curriculum has a focus on supporting children's knowledge about the natural world through regular outings, such as visits to local gardens and parks.

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

- The childminder provides children with a high-quality, well-designed curriculum. There is a clear intent for children's learning. The childminder understands the importance of evaluating how activities impact on children's learning. She has a good knowledge of each child's stage of development and next steps in learning. For instance, at lunchtime, children practise their fine manipulative skills as they use tongs to serve vegetables. They have a wonderful sense of achievement as they learn to persist with this.
- The childminder encourages children to eat nutritious and healthy foods. She is consistent in her expectations that children have access to a well-balanced diet. This supports children's physical health and skills. The childminder encourages very young children to crawl and build their confidence. For example, she encourages them to consider their safety as they move. Children begin to learn how to manage risks for themselves.
- Children are guided to become confident communicators. The childminder speaks clearly and repeats new words, such as 'larvae' and 'cocoon', for children to learn. This helps children to develop a broad vocabulary. Overall, the

childminder has lovely conversations with children to support their learning. However, at times, she does not consistently enable older children to think further and develop their own questions and ideas.

- Children listen attentively as the childminder reads stories to them. She engages them with an interesting voice, and children confidently join in with the parts of the story they know. The childminder fosters a love of books in children. She recognises that reading to children helps them to gain a knowledge and understanding of experiences beyond their own.
- The childminder works with children to encourage their mathematical skills. She counts with them and uses activities to promote an interest in numbers and shapes. For example, children identify numbers on discs and match these to small cones that they count. Children then relish in the praise the childminder gives them when they recognise the quantity in groups of objects without counting.
- The childminder ensures that older children are ready to move on to the next stage of their life by being independent in their self-care. She provides children with opportunities to complete everyday tasks for themselves. For example, the childminder praises children as they tidy up blocks and play with stones outside. This gives children a sense of achievement and raises their self-esteem.
- The childminder is very reflective and knows her own strengths and areas she would like to develop further. She attends a range of training that is relevant and supports her own continued professional development.
- Parent partnerships are strong. The childminder takes the time to provide detailed feedback to parents and carers about their child's learning and progress. Parents describe the childminder as dedicated, nurturing and professional. They notice their children grow in confidence and become more independent. Parents say that their children love going to the childminder and spend time talking about their experiences, such as baking activities.

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:

- recognise when to extend older children's learning further, so that they develop their thinking skills during their play.

Setting details

Unique reference number	EY429633
Local authority	Ealing
Inspection number	10388241
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 July 2019

Information about this early years setting

The childminder registered in 2011 and lives in the London Borough of Ealing. She works with another registered childminder. The childminder offers care all year round, from 7.30am until 6pm, Monday to Wednesday. She provides government funded childcare for children aged from nine months to four years.

Information about this inspection

Inspector

Mrig Divecha-Talker

Inspection activities

- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and progress, with a particular focus on what they remember.
- The views of parents were obtained through written feedback.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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