

Childminder report

Inspection date: 28 October 2019

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 confident and explore their environment with curiosity and enjoyment. Babies enjoy mark making with hand crayons and are proud of their achievements. The childminder praises children to encourage them to persist at activities. She provides a broad curriculum which sees children participate in a variety of physical activities outdoors and in the local community. Babies explore mark-making resources and engage in sensory play independently.

The childminder provides a rich language environment for children. She interacts skilfully and enthusiastically to help build children's understanding and speech. Consequently, children are making progress in language acquisition.

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

- The childminder provides a homely experience for children. She is aware of her responsibilities to minimise risks to children in her home and when on trips in the local area. Children play and learn in a welcoming, safe and secure environment.
- Partnerships with parents are good. The childminder promotes a continuous two-way flow of information with parents to help support their children's learning. Parents say that the childminder's setting is like a 'home away from home' for their children. They say that the childminder is 'kind', 'nurturing', 'approachable' and 'trustworthy'.
- The childminder supports younger children's communication and language skills effectively. For example, she sings nursery rhymes, reads books and provides interaction with babies during activities. Occasionally, the childminder misses opportunities during activities to further extend children's language acquisition.
- The childminder provides a wide range of toys and resources. Babies actively explore the rich, varied and stimulating environment. They concentrate as they explore and investigate a wide range of resources that ignite their interest and stimulate their sensory skills. For instance, babies explore sensory bottles, 'touch and feel' books and miniature animals.
- The childminder does not target professional development opportunities enough to help raise the quality of teaching to an even higher level.
- The childminder has high expectations for her own practice and the children in her care. She reflects on the service she provides and acts upon feedback from parents and children.
- The childminder promotes children's emotional well-being very well. She offers settling-in sessions before children start. This helps children to become familiar with the environment and build secure attachments with the childminder from the very start. Children separate from their parents with no anxiety.
- Children learn good hygiene practices. For instance, babies watch as the

childminder cleans her hands before preparing snacks, and they participate in washing their hands before meals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates awareness of the signs and symptoms which would cause her concern about the well-being of children. She is fully aware of the procedures to follow if she has a concern about the welfare of children in her care. The childminder risk assesses her immediate environment, as well as outside trips that children go on. She is aware of wider safeguarding issues and has reviewed her policies to reflect these.

What does the setting need to do to improve?

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

- strengthen strategies that prepare children for what comes next, such as nappy changing, to help them understand the transition from their play
- focus professional development more effectively to enhance practice and raise the already good-quality learning experiences for all children to the best possible level.

Setting details

Unique reference number	EY434435
Local authority	Ealing
Inspection number	10074928
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	9 February 2016

Information about this early years setting

The childminder registered in 2012. She lives in Acton, in the London Borough of Ealing. The childminder is available to work Monday to Friday from 7.30am to 6.30pm, for most of the year. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Komla Dartey-Zaffar

Inspection activities

- The childminder and the inspector conducted a learning walk to view the provision and discuss the planning for children's learning.
- The inspector spoke with parents and reviewed written testimonials.
- The inspector looked at documentation, including the safeguarding policy, training certificates and children's learning records.
- The inspector spoke to the childminder about the activities that she plans and how these activities benefit children's learning and development.
- The childminder and the inspector conducted a joint observation of the childminder's teaching and considered how this supports children's learning.

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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