

Childminder report

Inspection date: 20 January 2020

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 happy and settled in the childminder's home. They demonstrate good social skills, enjoying the interaction with other children and with the childminder, who knows them well. She can confidently talk about children's abilities, likes and dislikes, and family backgrounds. She recognises what children can already do and identifies their next steps in learning accurately. Children make good progress. Children are provided with a good variety of play and learning opportunities, which have been organised to follow children's individual interests across the seven areas of learning. Children have a positive attitude to learning and persevere at new skills. They demonstrate good small-muscle skills. For example, the childminder excitedly encourages children to pick up objects, using tweezers. Children persist for long periods of time to achieve this and take great pride in themselves when they accomplish their goal. This helps children to develop resilience. Children receive huge encouragement and praise from the childminder. The childminder is skilled at helping children to take turns. She has a calm approach and clearly explains to children how to share using age-appropriate language. Children behave well and respond attentively. The childminder has high expectations for all children. She works effectively in partnerships with parents and regularly shares information about children's development and activities.

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

- Children benefit from a cosy and stimulating play environment. The childminder considers which activities will engage children and keep them motivated. Children are encouraged to build up their small-muscle skills and coordination. Children explore sensory materials, such as ice and cotton wool. They enjoy using the wooden hammers to free the miniature penguins inside the ice. They have fun as the ice slides around their hands and they discover that as the ice melts it gets easier to break the ice.
- Younger children enjoy reading familiar stories with the childminder, showing interest in pictures and making speech sounds. Older children use their imaginations to tell stories through their play. The childminder supports children to develop their early mathematical skills by providing opportunities for them to learn to count in their everyday routines and activities. For example, she skilfully uses children's interest in penguins to explore the concept of size and encourages them to count the penguins in the story, pointing to each one.
- Children are happy, settled and keen to learn. The childminder is sensitive to children's needs, which fosters their security and emotional well-being. For example, younger children happily explore their environment and are reassured that the childminder is nearby. The childminder is attentive to children's needs and helps them learn how to keep themselves and others safe. Children enjoy a wide range of activities and are becoming confident and independent learners.

- Children have a good understanding of language and demonstrate confident communication skills. Younger children follow simple instructions and use sounds and gestures to make their meaning clear to others. Older children use sentences and learn new vocabulary. For example, when playing with the penguins, childminder introduces words such as 'igloos' and 'Antarctica'. Children use words to explain their actions. The childminder is enthusiastic in supporting children's language development. However, sometimes, she answers her own questions before giving children time to respond and develop their thinking skills further.
- The childminder ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and visit local parks. She encourages self-confidence and independence by providing opportunities for children to complete age-appropriate tasks for themselves. For instance, at snack time, children learn to peel satsumas and to use a knife safely to cut up their banana.
- Partnerships with other professionals are good. The childminder meets regularly with other childminders in the area to share ideas. Children also get to socialise with children of their own age, to support their confidence and to form close friendships.
- The childminder demonstrates a commitment to ongoing improvement and actively seeks the views of parents and children to achieve a good level of provision. However, she does not have a targeted programme of professional development in place to help raise the quality of teaching further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role in protecting children who may be at risk of harm. She is alert to possible indicators of when a child may need help and knows the relevant agencies to contact for guidance. The childminder is aware of the correct procedure to take should there be an allegation. She vigilantly monitors children's safety and demonstrates good standards of hygiene when carrying out care routines. Children are encouraged to keep safe within the environment, for instance by tidying toys away and sitting down when eating. The childminder completes effective risk assessments and the premises are secure.

What does the setting need to do to improve?

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

- give children enough time to process their thoughts, to enable them to respond to questions and express their ideas
- make the most of all opportunities for professional development, to enhance knowledge and skills to help improve children's learning.

Setting details

Unique reference number	EY441447
Local authority	Hounslow
Inspection number	10075065
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 2012. She lives in the London Borough of Hounslow. She operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Laxmi Patel

Inspection activities

- The inspector and childminder completed a learning walk of the childminder's home to understand how the early years provision and curriculum are organised.
- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.
- The inspector held discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.
- The inspector talked to children at appropriate times during the inspection.
- The inspector took account of parents' views through written testimonials and feedback.

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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