

Childminder report

Inspection date: 24 February 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

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder and her assistant. Children separate well from carers and settle quickly with the childminder. They are confident to express their needs and wants. Children are articulate and talkative, sharing experiences from home and trips out, during social conversations. They are keen to share their news with the childminder and her assistant.

Children behave very well. The childminder and her assistant are positive role models and have high expectations for children's behaviour. The childminder is quick to gently remind children of her expectations when they forget. For example, she prompts them to say 'please' and 'thank you' at the snack table. Children have good independence skills. The childminder encourages them to have a go and they complete small tasks for themselves well. For instance, children peel their bananas for snack and take off their own shoes when they arrive at the setting.

The childminder understands how young children learn. She provides a wide range of experiences and activities that children are keen to explore. The childminder completes observations and plans for children's next steps. However, a more rigorous reflection on children's abilities would enable her to plan targeted next steps which would help children to make outstanding progress.

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

- The childminder supports children to develop their independence and promotes their self-care skills well. Children independently select toys and resources that they want to play with and take a lead in their play. Children manage and attend to their own personal needs. For example, at snack time, they wash and dry their own hands and make choices about which piece of fruit they would like. Children are confident and independent learners.
- The childminder and her assistant support children's speech and language development effectively. The childminder holds lively conversations with children throughout the day. She asks children open-ended questions and gives them plenty of time to speak, extending their vocabulary further. Children sing and dance along with the childminder, singing their favourite nursery rhymes.
- The childminder knows the children in her care well and can confidently talk about their capabilities. She plans a wide range of age-appropriate activities to support and prepare them for their next stage in learning. Overall, children make good progress. Observations and planning could be used in a more targeted way, therefore supporting children's next steps in learning as effectively as possible.

- The childminder plays alongside children, introducing challenge and extending their learning. However, on occasion, she misses opportunities to fully extend and challenge older children to maximise learning opportunities and help them achieve the best possible outcomes.
- Young children and babies have plenty of opportunity for movement and investigation in the learning environment. For example, babies explore and move freely, practise their new walking skills and know that toys make sounds when buttons are pushed.
- The childminder keeps parents informed about their children's achievements and progress. She holds daily discussions and regularly shares her observations with parents. This helps parents to be fully involved in their children's learning. Parents are complimentary about the care the childminder provides.
- Children benefit from fresh air and daily exercise, and they have plenty of opportunity to be physically active. For example, they eagerly join in with an exercise session where they copy the movements of different animals. Children learn about the benefits of healthy eating and good hygiene practices. The childminder encourages children to eat a variety of healthy and nutritious foods, through the home-cooked meals she provides.
- The childminder and her assistant work well as a team. They strive to provide high-quality care. The childminder and her assistant evaluate the quality of their setting through regular meetings. They work hard to improve their practice through training, reviewing and updating their practices, and purchasing new resources.
- The childminder helps children to gain good early mathematical skills. Older children count securely and use mathematical language to describe shape and size. Younger children count to five and are beginning to recognise different shapes.
- Children benefit from a broad range of outings where they learn about the wider community. For instance, they take trips on public transport to museums and visit local parks and playgroups.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of how to protect the children in their care. They are knowledgeable about how they would identify the signs and symptoms of abuse and the procedures to follow to report any concerns. This helps to protect the welfare of all children. The childminder uses robust risk assessment processes to ensure that children are safe and secure on outings and within her home. She ensures that she and her assistant update their safeguarding training on a regular basis to help ensure that their knowledge remains up to date.

What does the setting need to do to improve?

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

- ensure that observations support planned activities effectively and are based on children's individual learning needs, and support what they need to learn next
- strengthen challenging experiences for older children, to continuously build on their increasing abilities in their play and learning.

Setting details

Unique reference number	EY454344
Local authority	Ealing
Inspection number	10075296
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	12
Number of children on roll	10
Date of previous inspection	20 June 2016

Information about this early years setting

The provider registered in 2012. She lives in Hanwell, in the London Borough of Ealing. The childminder operates from 8am until 6pm on weekdays throughout the year, except for family holidays and bank holidays. She works with an assistant. The childminder accepts funding for children aged two, three and four years old.

Information about this inspection

Inspector

Anna Hindhaugh-Feldman

Inspection activities

- The childminder and the inspector completed a learning walk and discussed how the curriculum is organised.
- The inspector held discussions with the childminder and her assistant at appropriate times throughout the inspection.
- The inspector took account of the views of parents expressed in written responses.
- The inspector and the childminder completed a joint observation together.
- The inspector observed the childminder playing with the children during a range of activities and assessed the impact this has on 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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