

Childminder report

Inspection date: 6 May 2022

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 safe and happy. They seek reassurance and comfort from the childminder, who provides nurturing care when they are nervous. The warmth and kindness which children receive enables them to gradually relax. Children take part in a variety of activities that help them to make good progress in their learning. They are motivated to learn and keen to join in. The childminder is a positive role model. She has high expectations of children and supports them to learn to share. This helps children to learn to care for each other. Children benefit from consistent praise from the childminder, which boosts their confidence effectively. The childminder guides children to become increasingly independent. For example, children are keen to feed themselves healthy and nutritious snacks.

The childminder knows children well. She requests starting information about each child from their parents. The childminder uses this knowledge as the basis for her own assessment of their development. She plans activities based on children's interests to extend their learning further. For example, children use soap bubbles to wash a play car outdoors. Children are excited to read books. They choose favourite stories for the childminder to read. She reads clearly and with great expression. This helps to ensure that children remain focused and interested. Children remember familiar words and phrases from favourite stories. They enjoy saying these words when they see the pictures that accompany the written words.

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

- The childminder actively promotes children's language development throughout the day. Children and the childminder sing songs together. The childminder uses props and actions to support those children with limited language. Children become excited as they get a chance to choose the next song. The childminder introduces a wide vocabulary, models good language skills and repeats words back correctly to the children as they are playing. For example, children show a strong urge to communicate as they play peekaboo and talk with the childminder.
- Children are confident to explore the environment and make choices about their play. They develop good levels of independence and demonstrate positive attitudes to their learning. The childminder reflects on the toys and resources she offers children. However, she does not consistently think about how she can offer repeated and varied opportunities to develop children's hand precision and control.
- The childminder focuses on her professional development and seeks out new training. She responds quickly to changes and updates in the latest guidance and legislation. The childminder reviews and reflects on these changes to develop her provision. She is aware of the areas that children need extra help

with. For example, the childminder describes how she provides children with extra support through balancing on large apparatus in the parks. She explains how this helps children to manage risks and learn about safety.

- Children are well behaved. They listen carefully to the childminder and willingly follow her instructions. The childminder supports children's emotional development well. For example, she comments, 'I can see you are worried.' This helps children to recognise their feelings and emotions, and to understand how to express themselves appropriately. The childminder helps children to understand what makes them special and unique. She learns children's words in the languages that they sometimes hear at home. For example, she uses Italian words for 'water' and 'sleep'.
- Children have regular opportunities to be physically active in outdoor spaces, which helps to support healthy lifestyles. The childminder takes children into the local community to play in parks and attend groups, where they can play with others. Children also enjoy special outings for nature walks. They see different people and different places. This supports children to learn about the wider world and make progress in their social development.
- Partnerships with parents are good. The childminder shares daily information with parents. However, she does not consistently share ideas with parents about how they can support their children's learning at home. Parents speak very highly of the childminder. They appreciate the effective way in which their children are settled in her care. Parents comment that their children feel secure with the childminder and love attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her cause for concern about a child's welfare. The childminder is familiar with the correct procedures to follow to keep children safe from harm. She knows when to monitor minor issues and how to make a referral of more serious concerns to the appropriate agencies. The childminder regularly carries out training to keep her knowledge up to date. She supervises children vigilantly. The childminder teaches children how to stay safe, for example when crossing roads and using climbing equipment in parks.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their small-muscle strength and coordination
- help parents more consistently to support their children's learning and development at home.

Setting details

Unique reference number	EY463659
Local authority	Ealing
Inspection number	10075481
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 June 2016

Information about this early years setting

The childminder registered in 2013 and lives in Acton, in the London Borough of Ealing. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mrig Divecha-Talker

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding. She explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and the interactions between the childminder and children, to help evaluate the quality of education.
- The childminder and the inspector held discussions at relevant points throughout the inspection.
- The inspector took account of parents' views from phone conversations.
- A range of the childminder's documents were reviewed, including her first-aid qualification and safeguarding training.

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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