

Childminder report

Inspection date:

14 December 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy to come to the childminder. She greets them with a smile and supports their independence by helping them to take off their shoes and coats. The childminder has created a warm, home-from-home environment where children feel safe and secure. She offers children cuddles throughout the session to further support their emotional development. Parents are extremely happy with the childminder and feel fully involved in their children's learning. She provides advice for parents on how they can support development at home, in particular supporting them with potty training.

Children behave well. They respond to the 'tidy up' song, and quickly put toys away in preparation for the next activity. They follow clear routines and help the childminder to put aside the small play furniture to create a space for circle time.

The childminder has a language-rich learning environment which supports children's communication and language development. She has clear labelling on all resources, she uses pictures to introduce children to new vocabulary and she supports their language alongside their play. She uses her assessments effectively to ensure all children make good progress, including children with English as an additional language and children with special educational needs and/or disabilities (SEND).

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

- The childminder has a large indoor area for children to negotiate space. Children enjoy singing and dancing to a range of songs. They jump, hop and skip to music. They clap their hands and use their arms to make gross motor movements. The childminder encourages daily exercise as part of a healthy lifestyle.
- The childminder models turn-taking and the language of 'please' and 'thank you'. Children respond well and show high levels of respect for the childminder and each other. The childminder offers children praise for their positive behaviour. Children put their names onto a smiley face, when they have demonstrated kindness or followed the childminder's instructions. This helps children to understand her expectations and reminds them of the importance of caring for one another.
- The childminder promotes a love for reading. She has a wide variety of books for children of all ages to enjoy. She shares stories with children and teaches them individual sounds that make up small words. She operates a library system so children can take books home to share with their family.
- The childminder has clear systems in place to teach children the importance of good personal hygiene practices. She uses a fun, child-friendly poster to remind

children of the stages in hand washing. Children sing along to 'happy birthday' to understand how long they need to take when washing their hands properly. Children are supported in blowing their own noses. She models 'catch it', 'bin it' and then wash hands. This supports children in becoming independent in health and self-care.

- The childminder provides activities for children to engage in a range of arts and crafts and mark-making opportunities. Children enjoy copying letters of their name, making handprint Christmas cards and cutting out and sticking photographs onto calendars. This develops their small-muscle skills in preparation for writing.
- Children enjoy all the activities that the childminder provides. They attend well and are keen to engage. However, more time is needed for children to lead their own learning through child-initiated activities. This would further support them in developing their problem-solving and imaginative skills.
- The childminder works well alongside her co-childminder. This provides opportunities to engage in professional dialogue. She keeps her knowledge up to date by engaging in a range of training opportunities. She works closely with the local authority in supporting children with additional needs. She uses effective assessment procedures to ensure children are ready for their next stages in learning, as they transition to nursery or school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of daily risk assessments to ensure children are safe in her home. The childminder has robust procedures in place for reporting on accidents and incidents. She recognises the signs when a child may be at risk of abuse and understands her duty to report on any concern she may have. The childminder understands the importance of the safe preparation of food and has engaged in food hygiene training. The childminder understands the importance of teaching children how to stay safe online.

What does the setting need to do to improve?

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

- ensure there is a balance between adult-led and child-initiated play to provide further opportunities for children to develop their problem-solving and imaginative skills.

Setting details

Unique reference number	EY468089
Local authority	Ealing
Inspection number	10236261
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in the London Borough of Ealing. She offers her service from 8.30am to 7pm, Monday to Friday, excluding bank holidays and the first three weeks of August. She works alongside another registered childminder. The childminder holds a level two early years childcare qualification.

Information about this inspection

Inspector

Penny Harman

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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the childminder about how she meets the needs of all learners, to include those with SEND.
- Parents shared their views of the setting with the inspector.
- 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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