

Childminder report

Inspection date: 12 January 2023

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 welcoming home. The childminder works with a co-childminder, establishing strong bonds together, which builds children's emotional well-being effectively. Children are beginning to manage their own feelings and behaviours. They explore the toys and resources the childminder provides for them, so they feel relaxed and positive as the day starts. The children enjoy dancing to music with action rhymes and songs. They sit on the floor rocking together while holding hands, singing 'Row Row Row Your Boat'. This helps children learn about rhythm, vocabulary and cooperating with each other. Children enjoy using electronic devices and press the buttons to hear the animal sounds. They enjoy using the toy mobile phones to talk to each other.

Children behave very well. The childminder sets clear boundaries for good behaviour. Children respond to the childminder's encouragement to take turns and share resources during play. They listen and follow simple instructions, such as to tidy up the toys before they eat. They know exactly where all the toys are kept. Children are becoming resilient and they have a go at completing tasks, with support from the childminder. For example, children persevered peeling stickers to make animal faces on paper plates. They receive positive praise from the childminder.

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

- Partnership with parents is strong. The childminder knows the children and their families well. Parents value the support she has given to them and the experiences that the children enjoy. The childminder gathers detailed information from parents about what children can do when they first start with her, which helps the children to settle quickly.
- The childminder shares information with parents regularly. For example, she reviews children's learning and development with the parents on a regular basis. She knows how to complete the required assessments. She works with professionals, the co-childminder and parents to ensure that children get the support they need.
- The childminder has high expectations of what children can achieve. Children expand their vocabulary and develop good communication and language skills. The childminder plans a wide range of experiences for the children. However, occasionally, she does not ensure the activity is matched to the abilities of the children attending. Some adult-led activities are too difficult, especially for the younger children.
- Children develop good mathematical concepts as they learn about space and numbers. They enjoy matching cards and can count in sequence and understand positional language.

- Children enjoy listening to the childminder read a favourite book, 'Where's Spot?', helping to lift the flaps on the page. The childminder uses lots of expression as she points to the words and pictures. She asks the children simple questions and carefully gives them time to answer.
- The childminder and the co-childminder encourage children to support and help each. For example, children manipulate a large train set, working together to fit the pieces together. The childminder talks with the children about the red stopping light on the track and asks them where they think the train is going. Later, when the children are drawing pictures, they ask questions, such as 'How do I draw a train?', developing their creativity.
- The childminder helps children to learn about healthy lifestyles and to develop self-care skills. For instance, children learn the importance of washing their hands before meals. The childminder provides all of the food given to the children, and she regularly sends a menu to the parents. She encourages children to clean their teeth regularly.
- The childminder has a good knowledge of how to support children if there are concerns that they are falling behind in their development. However, she has not focused on identifying professional development opportunities to extend her teaching skills and improve children's learning even further.
- The childminder is enthusiastic about children's learning outdoors. Children have daily access to fresh air and exercise in the garden or on outings to the local parks. They learn to jump and climb and to manage their own risks as they do this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She has attended safeguarding training to keep her knowledge up to date. The childminder understands the procedures and knows who to contact should she need to report her concerns about a child. She carries out regular risk assessments to ensure her home is safe and suitable for children to play in. The childminder maintains her first-aid training to help her deal with any emergencies involving children. She teaches children how to keep themselves safe and be aware of risks, indoors and while walking along the road.

What does the setting need to do to improve?

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

- review the planning of some adult-led activities to support children's individual needs and to help extend learning
- seek wider professional development and training to strengthen the quality of teaching to the highest level.

Setting details

Unique reference number	EY468102
Local authority	Ealing
Inspection number	10236262
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 7
Total number of places	6
Number of children on roll	9
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 8am to 6.30pm on Monday to Friday, excluding bank holidays and the first three weeks of August. The childminder works with a registered co-childminder.

Information about this inspection

Inspector

Linda Lockie

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 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 evaluated an activity together.
- The inspector observed the quality of education being provided by the childminder, who works with a co-childminder, and assessed the impact that this was having on children's learning.
- Parents shared their views on the childminder's practice 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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