

Childminder report

Inspection date: 11 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Met

What is it like to attend this early years setting?

The provision is good

Children are exceptionally happy and secure in this vibrant and inclusive setting. Children's emotional well-being is supported very well. The childminder knows their individual care needs and routines exceptionally well. She is highly attentive to their needs. For example, she quickly recognises when babies are tired or hungry. Children form secure attachments with the childminder. Babies show they are confident to approach the childminder when they need reassurance. Children have time to talk about their feelings and the childminder's caring approach helps all children to settle quickly. The childminder has high expectations of every child and provides a rich curriculum. Children are able to make choices and easily access a broad and interesting range of resources. Activities are based on children's individual interests. For example, babies enjoy playing with cars. Children behave well from an early age. The childminder is a good role model. Children quickly learn to take turns and use good manners. Children who speak English as an additional language are supported well. The childminder finds out about other languages used in the home, including sounds babies make in their home languages. All children make steady progress from their starting points.

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

- The childminder provides appropriate challenges through activities on offer and gets involved in children's play. For example, babies thoroughly enjoy playing imaginatively. The childminder gives them space to explore their own ideas. Babies show curiosity; they smile and show their delight as they manage to open and close doors on the toy microwave. They show they enjoy the childminder's engagement as she pretends to wash their socks and eat the play food. Children are motivated to learn and are well prepared for the next stage in their learning.
- Partnerships with parents are strong. The childminder keeps them well informed about their children's learning. She knows children well and is able to identify the next steps in their individual learning. She shares her assessment records with parents and suggests ways to support their children's learning at home. Parents speak highly of the childminder. For instance, they state, 'She really does go the extra mile, any little one would be happy to have her,' and, 'Extremely happy to have found her.' The childminder exchanges information with teachers at schools children attend, to help provide a consistent approach to their care and learning.
- Children are able to play in a very clean, well-maintained environment. They have a wealth of opportunities to develop their understanding of healthy lifestyles. For example, children benefit from regular physical activity and fresh air. They grow home produce in the childminder's garden and make regular trips to local groups and parks. Babies practise their developing walking skills with increasing confidence, supported by the childminder. Children show high levels

of independence. For instance, babies confidently hold beakers and self-feed. They learn routine hygiene practices, such as hand-washing and nose-blowing from a very early age. The childminder provides very nutritious home-cooked food, which is carefully prepared to meet each child's dietary needs. Older children enjoy being involved in menu-planning.

- Children have fabulous opportunities to develop a rich understanding of people and families beyond their own. Children enjoy trying different foods. They experiment using different utensils, such as chopsticks. A map of the world is used as a discussion point for children to talk about their cultural backgrounds and trips abroad.
- Overall, the childminder supports children's developing communication skills well. She talks to children throughout the day. Babies thoroughly enjoy snuggling up to listen to stories. However, while she is effective in supporting their communication and language, occasionally the pace of language is too complex for babies and is not precisely matched to their level of understanding.
- The professional childminder reflects on her practice and demonstrates a commitment to making ongoing improvements. She meets with other childminders and researches information on relevant childcare sites. She takes account of the views of parents and children to build on her strong practice. However, the childminder recognises that she can extend her knowledge even further, for example developing her understanding of working with children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She has a secure understanding of child protection procedures. She is able to identify possible signs that may indicate a child is at risk of harm, including wider safeguarding concerns such as the 'Prevent' duty. She fully understands reporting procedures to follow if she is concerned about a child's welfare. The childminder provides a safe and secure environment for children. She completes regular risk assessments and supervises children very well. She talks to older children about how to seek help from emergency services and safe use of the internet to help them develop a secure understanding of their own safety.

What does the setting need to do to improve?

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

- increase opportunities for babies to listen to simple words and sounds that are pitched to their level of understanding to further build on their emerging communication skills
- build on professional development opportunities to raise the quality of the

provision to the highest level.

Setting details

Unique reference number	EY476645
Local authority	Ealing
Inspection number	10104518
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 July 2016

Information about this early years setting

The childminder registered in 2014. She lives in Ealing, in the London Borough of Ealing. The childminder operates each weekday, from 8am to 6pm, all year round, except on public Bank holidays.

Information about this inspection

Inspector

Deborah Orchard

Inspection activities

- The inspector observed the interactions between the childminder and the children and considered the impact on their learning.
- The inspector and the childminder completed a 'learning walk' with the childminder and discussed how she organises her setting to meet the needs of children.
- The inspector read feedback from parents and took account of their views.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder at appropriate times during the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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