

Childminder report

Inspection date:

15 November 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a safe and stimulating home environment. She is kind and caring. This helps children feel emotionally secure and settle in quickly when they first start. Children develop strong bonds with the childminder and approach her for cuddles when they are tired or distressed. This shows they have developed strong attachments with the childminder.

The childminder knows children well and has high expectations of what individual children can achieve. Children thrive in the childminder's care and make good progress from their starting points. The childminder focuses on building on what children already know. For example, she uses her skills and holds meaningful conversations with children to extend their listening, attention and communication skills. Children enjoy joining in with rhymes and listen attentively when the childminder reads them a story. All children, including those who speak English as an additional language (EAL), learn skills to prepare them for the next stage in their learning.

The childminder promotes positive behaviour, including through praise and encouragement. She teaches young children good manners, such as 'please' and 'thank you', during daily routines and play. Children learn to share and kindly pass toys to the childminder.

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

- The childminder has developed her knowledge and skills since the last inspection and improved the overall quality of the provision. She gained advice from a local authority adviser and attended training courses, which helped her develop better a understanding of child development.
- Children benefit from a range of learning opportunities to help them develop new skills. The childminder regularly reviews each child's development and knows what they need to learn next.
- The childminder has improved the curriculum for communication and language development. For example, she communicates with children at their level and models language clearly as she extends children's vocabulary. However, children who learn EAL do not often use or hear their home language in their play and learning. Nevertheless, the childminder values each child's differences and teaches children to celebrate their uniqueness.
- The childminder has formed strong partnerships with parents, and they regularly share information about children's care and learning. This helps to provide consistency in children's development. However, the childminder has not yet developed as effective partnerships with the staff from other settings that children attend. Currently, they do not share information as regularly as possible

to ensure the best continuity in children's learning and development.

- Children learn how to keep themselves safe because the childminder gives them clear messages. For example, she shows young children how to put away books and toys to prevent trips and falls. Children also learn about the importance of regular handwashing, including before mealtimes. This supports their good health.
- Children regularly play in the garden, local parks and playgrounds. This contributes to their good health and provides them with fresh air and opportunities to build on their physical skills.
- The childminder knows how to identify children with possible special educational needs and/or disabilities (SEND). She collaborates with parents and other professionals to provide a consistent approach to supporting their development. This helps children to develop skills they are lacking and helps them make the best possible progress.
- The childminder ensures that she supports children's physical development. Children have plenty of space to move around and build on their large muscle movements. Children also practise small-muscle movements during play. For example, as they open and close the playhouse and a range of containers and as they have a go at threading beads.
- Children develop skills, including growing independence, to help them prepare for the next stage in learning and readiness for school. All children, including those who learn EAL and those who have SEND, make good progress in learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure safeguarding knowledge. She regularly updates her knowledge and understanding of child protection. For example, she attends regular training, which includes matters such as protecting children from extremist views. The childminder understands how to raise her concerns about children's welfare to the correct agencies. She carefully follows children's dietary requirements to keep them healthy and safe from any allergic reactions. The childminder is vigilant and completes safety checks to ensure that her premises are safe and secure for children to play and learn.

What does the setting need to do to improve?

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

- build on current opportunities for children who speak EAL to hear and use their home language in their play and learning to enhance their communication and language skills even further
- establish even stronger links and more regular information sharing with staff

from other settings that some children attend to provide greater consistency in children's learning and development.

Setting details

Unique reference number	EY482161
Local authority	Hounslow
Inspection number	10269660
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	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	25 November 2022

Information about this early years setting

The childminder registered in 2014. She lives in Isleworth, in the London Borough of Hounslow. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 the early years foundation stage curriculum.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023