

Childminder report

Inspection date: 18 October 2021

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 emotionally secure and happy. They are confident and eager to start exploring the resources and become inquisitive learners. The childminder skilfully helps children to settle through reassurance and by providing them with their favourite toys. The childminder provides a well-resourced environment, where children are confident to make choices for themselves or to ask for what they need. All children are developing good skills, are curious, and concentrate well, appropriate to their age. Children listen to and follow instructions effectively. They enjoy their learning and are pleased with their achievements. Children have good relationships with each other and the childminder. She supports them successfully to think of others and be positive about people's differences. The childminder has high expectations of behaviour. Children behave well, have good manners and are beginning to understand right from wrong.

Parents confirm that they are very happy with the childminder's provision. They describe her as caring and compassionate. Parents no longer enter the premises as they did before the COVID-19 pandemic. They now share any relevant information on arrival and at pick up at the door, and through technology. Parents state they appreciate the way that the childminder works successfully with them to be consistent in children's care and development.

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

- Children's language and communication are progressing well, including children who speak English as an additional language. The childminder models the correct use of words; she speaks clearly, with lots of repetition, and engages children in meaningful conversations as they play. Children have regular opportunities to read stories and sing nursery rhymes.
- The childminder helps children to prepare for starting school. She has a clear understanding of what skills she wants children to be confident in. The childminder provides lots of opportunities for children to practise these. For example, she encourages children to hold their pencil correctly to help to develop their early writing skills.
- Children are supported by the childminder to learn about other cultures, traditions and beliefs beyond their own. She provides resources to help children to develop a deeper understanding about other communities and their religious festivals, throughout the year.
- The childminder regularly reflects on her practice and identifies ways she can further improve. She attends regular training to improve her practice, and quickly identifies areas for improvement. She ensures that she offers children high-quality care and education.
- Children take part in a range of activities outside in the childminder's garden.

They learn to control their movements and balance as they ride on push-along toys. Children enjoy sensory experiences and develop their small-muscle skills as they use spoons to fill and empty containers with scented water.

- Children's knowledge of mathematical concepts is developing well. The childminder introduces positional language during play and encourages children to identify shapes. Children recognise written numbers and can confidently count to 10. For example, they bring their learning into their independent play as they count pom-poms.
- The childminder is highly organised and has high aspirations for the level of care and education that she provides. She seeks written feedback from parents to ensure they are happy with her service. Parental feedback is positive. Parents show particular appreciation for the good level of communication during settling-in periods. Parents comment on the childminder's 'dedicated and trustworthy nature', and value the broad range of activities that she provides.
- Children become independent in their self-care skills. They tidy up their toys and wash their hands before eating. The childminder supports children well in managing their clothes when potty training. However, she does complete tasks for children during activities, such as pouring their drinks and cutting up fruit. The childminder passes them pens, without encouraging them to try first.
- The childminder knows the children well and understands what she needs to do to help them move on to the next stage of their learning. She identifies any gaps in children's learning and plans focused activities to address them. However, the childminder does not routinely offer sufficient challenges for children to build on and extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She holds comprehensive policies and procedures, and is confident in her knowledge of when and how to report any welfare concerns. The childminder keeps her safeguarding knowledge up to date through attending regular training and reading current guidance. She has a clear awareness of wider safeguarding issues. The childminder assesses the safety of her home to identify and eliminate any potential risks. Consequently, children play in a safe and secure environment.

What does the setting need to do to improve?

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

- support children even further in doing as much as they can for themselves in order to enhance their independence skills
- deepen children's learning by providing them with additional challenge in their play and their tasks.

Setting details

Unique reference number	EY484915
Local authority	Hounslow
Inspection number	10076385
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	2 to 3
Total number of places	5
Number of children on roll	2
Date of previous inspection	11 April 2016

Information about this early years setting

The childminder registered in 2014. She lives in Brentford, in the London Borough of Hounslow. The childminder works Monday to Wednesday, from 7.30am to 5.30pm, for 50 weeks of the year. She has a relevant childcare qualification. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Rizwana Nagoor

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning. They carried out a joint observation.
- Children spoke to the inspector during the inspection, and the inspector took account of their views, together with their parents' written views.
- The inspector spoke to the childminder about the management of her setting, and assessed her safeguarding knowledge.
- The inspector observed activities in the setting and considered the impact this was having on children's learning.
- The childminder provided the inspector with key documents, 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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