

# Childminder report

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Inspection date: 17 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

The childminder provides a welcoming and homely environment for children. Children settle well and develop strong bonds with both the childminder and her assistants. All staff are good role models, which helps to support children's good behaviour. The childminder offers very flexible procedures to meet the needs of children and their families. She uses her observations and assessments effectively to plan suitable activities. Children make good progress given their starting points. Staff provide some support and encouragement for children to take responsibility for their own care needs. However, routines are not used to best advantage to encourage self-help skills and independence. For example, staff carry out some simple daily tasks that children should be able to manage themselves. Partnerships with parents are good. The childminder keeps parents involved and well informed about their child's progress. For example, she sends them regular photographs and informs them about their children's daily routines and activities. The childminder and assistants regularly access training to extend and develop their professional skills.

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

- The childminder and her assistants provide good care and consideration to children. The childminder is very aware of children's individual personalities and how best she and her assistants can support their emotional well-being. Children show that they feel happy, confident and safe in the setting. This supports their personal development well.
- Children behave well in relation to their ages and stages of development. The childminder and her assistants successfully lead by example and are very kind, calm and well mannered.
- The childminder manages her provision in a safe and efficient manner. Documentation is efficiently organised and kept in line with the requirements of her registration. This helps to safeguard and protect children.
- Children behave well and display good cooperative skills when playing together. They are establishing very good relationships with each other.
- The childminder and her assistants are enthusiastic and have high expectations of themselves and the children in their care. They are all qualified and regularly access training, which has a positive impact on children's learning and care.
- Children make good progress from their starting points. The childminder and her assistants monitor the progress children make. Children develop good communication and language skills and are confident to make their own choices during play. Mathematics is incorporated into everyday play, including, for example, counting and learning about different shapes.
- The progress check at age two is completed and shared with parents and the health visitor. This ensures that any gaps in children's development are

identified quickly to help ensure that children get any additional support they may need.

- The childminder keeps parents accurately informed of their children's achievements and involves them in their children's learning. For example, she shares her observations online and provides a written summary of their child's day.
- Children have opportunities to mix and socialise with others, both indoors and outdoors.
- There are times when the assistants do not encourage children's independence so that they learn to care for themselves, for instance washing children's face and hands, especially after mealtimes.
- Children engage in physical exercise and outdoor play to support their health and well-being well. For example, they enjoy playing in the garden and go on regular outings, such as visits to the local playgroup and park. This helps to promote children's physical health.
- The childminder evaluates most aspects of the provision effectively. She knows what works well and how to improve outcomes for children. However, the childminder does not precisely monitor the impact of her assistants' training to identify gaps in practice and provide support to further develop their skills and knowledge.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistants have a thorough knowledge of child protection procedures. They know the signs and symptoms that might cause concern about a child's welfare. There are appropriate policies and procedures in place. The childminder and her assistants fully understand their roles and responsibilities in protecting children. They attend safeguarding training regularly to update their knowledge. The childminder carries out thorough risk assessments to ensure that children are safe in her home and during outings.

## **What does the setting need to do to improve?**

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

- make the most of everyday opportunities for children to develop their self-help skills and increase their levels of independence
- monitor the impact of the assistants' training more effectively and promptly and identify and address any gaps in the assistants' knowledge and skills through regular supervision.

## Setting details

<b>Unique reference number</b>	EY398302
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10074312
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 3
<b>Total number of places</b>	9
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	10 March 2016

## Information about this early years setting

The childminder registered in 2009. She lives in Hounslow, in the London Borough of Ealing. The childminder operates her service all day Monday to Friday, throughout the year. She works with two assistants.

## Information about this inspection

### Inspector

Karren Thompson

### Inspection activities

- The inspector completed a learning walk of the premises and viewed all areas used by the children.
- The inspector observed the interaction between staff and children and spoke to them throughout the inspection.
- The inspector sampled documentation, including policies, suitability checks, risk assessments and children's records.
- The inspector evaluated an activity with the childminder.
- The inspector spoke to the childminder about her understanding of the early years foundation stage requirements and how she evaluates her provision.
- The inspector spoke to a parent 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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