

Childminder report

Inspection date: 12 November 2019

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

The childminder has a robust settling-in procedure. She works closely with parents to identify children's initial starting points and capabilities. The childminder encourages parents to bring their children for settling-in visits before children start. This supports children's sense of belonging. Children enjoy the time they spend with the childminder and their friends. They are warmly welcomed by the caring childminder and made to feel at home. Children confidently choose which toys they would like to play with. The childminder involves children in making decisions. She asks them what activities they would like to take part in, and she respects and values their choices and ideas. Children are encouraged to be independent and to have a go at things for themselves. Older children help younger children with tricky tasks. The childminder is always close by to offer support when needed and to ensure children are safe. Children are kind to one another and show respect and consideration for the childminder and their friends. The childminder knows children very well and is sensitive to their individual needs. She provides a good range of activities and experiences that are tailored to each child's interests and development needs.

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

- Parents' feedback is very positive about the childminder. Parents share their views through daily discussions. They say that their children respond well to the childminder and they are making good progress in her care.
- The childminder does not make enough use of self-evaluation to identify aspects of her practice that could be better. As a result, she does not have a clear vision of how to improve her service. However, she has a clear view of her strengths.
- Children learn good manners and how to communicate positively and effectively from the childminder, who is a good role model to them. For example, they say 'please' and 'thank you', often without prompt, and treat toys with care and respect.
- The childminder supports children to develop their mathematical skills. Older children learn to recognise and use numbers and colours in their everyday routines. Children show high levels of curiosity and gain essential skills that they need to prepare them for future learning.
- Children's physical development is well supported. Children have exciting opportunities outside the setting that expand their range of experiences. For example, they visit playgroups and parks, where they take part in activities such as feeding the ducks. The childminder encourages children to lead a healthy and active lifestyle. She supports them to follow good hygiene practices and provides them with healthy home-cooked food.
- The childminder uses her ongoing observations to understand children's level of achievement, interests and learning styles. She incorporates their next steps in

learning into her planning. Overall, this has a positive impact on developing children's knowledge and skills across the prime and specific areas of learning. However, at times, the childminder does not identify opportunities to offer even greater challenges for children, to consistently extend their learning even further.

- The childminder supports children to develop a good understanding of their personal safety. She encourages them to help her assess risks and hazards on their walks to and from school. The childminder provides children with boundaries and helps them to understand the consequences of their actions. This has a positive impact on keeping children safe.
- The childminder shares stories with enthusiasm, which sparks children's interest. Children remain focused and engaged. They are eager to make animal sounds and show confidence in naming some animals. Children love singing time, and they show their excitement and understanding as they do the actions when the childminder names the song. Younger children clap and cheer after they finish each song, showing they are proud of their achievements.
- The childminder develops effective relationships with other professionals. For example, she discusses good-practice ideas and compares teaching techniques with other childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her responsibilities associated with child protection. She is confident to identify and swiftly respond to any safeguarding concerns in an appropriate manner, if required. She has a suitable safeguarding policy and procedures in place and attends refresher training to make sure that her knowledge is up to date. The childminder understands how to recognise children who may be at risk of harm, for example from extreme behaviours and views.

What does the setting need to do to improve?

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

- use the good-quality teaching to the highest level to identify how children's learning can be extended even further to provide additional challenge and help them to achieve the highest levels of learning
- extend the process of self-evaluation to highlight more clearly the strengths and weaknesses of current practice and continually drive forward improvement.

Setting details

Unique reference number	118029
Local authority	Ealing
Inspection number	10106172
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	25 June 2015

Information about this early years setting

The childminder registered in 1997. She lives in the London Borough of Ealing. She operates Monday to Friday from 7am to 6.30pm, all year round, except for bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Rizwana Nagoor

Inspection activities

- The childminder showed the inspector around the areas of her home that are used by the children. They discussed how the childminder organises her setting and plans the experiences and opportunities on offer.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to parents and took account of their written views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.

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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