

# Childminder report

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Inspection date: 21 November 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

Children feel safe and secure in the childminder's home. Children who are new to the setting quickly settle and form strong attachments. The childminder has high expectations of children and provides them with an inviting environment to help them achieve well. There is a wide range of resources that are used effectively to support children's learning. Children receive lots of praise and encouragement for their achievements and efforts. This helps them to develop good self-esteem. Children behave well and their physical skills are promoted well. For example, the childminder organises the environment to encourage younger children to move around safely. She encourages children to share, to be respectful and caring. The childminder encourages children to develop their communication skills well. However, at times, she does not use opportunities consistently to enhance younger children's awareness of the sounds they hear in the environment, to help extend their language skills further. The childminder encourages children to follow their interests. This helps them to develop positive attitudes to learning.

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

- The childminder provides a homely and stimulating environment. Toddlers thrive in her care. She provides a range of exciting resources that support children's learning across all areas of the early years curriculum. For example, children enjoy rolling toy cars down the ramp of a toy garage and observe how they work. The childminder does not routinely use resources to enhance younger children's awareness of different textures.
- The childminder uses information from children's starting points to track their learning. She identifies gaps in children's development and tailors activities to support learning. However, the childminder does not consistently help children to learn about different textures. For example, there are not routine opportunities for children to explore objects with different exteriors or that feel different.
- Children develop good listening skills. The childminder uses words to describe younger children's actions to help them to learn. She asks simple questions to encourage their thinking and to solve problems. The childminder encourages children to join in stories. For example, they point to the pictures and talk about them. This helps to support children's understanding and speaking skills well. However, occasionally, the childminder does not identify opportunities to help support younger children's ability to recognise and respond to familiar sounds. This does not ensure children's listening and attention skills are fully enhanced.
- Children learn to match and sort, with the childminder's support, as they play with puzzles. The childminder sings counting rhymes as children play, and she introduces the concept of size, such as 'big' and 'small'. Children who crawl, practise their skills confidently and safely. For example, they pull themselves up

into a standing position and walk, holding on to furniture. The childminder promotes children's health and well-being effectively. For instance, she supports children to develop good hygiene practices and encourages them to be active, eat a balanced diet and have time to rest and sleep.

- The childminder has high expectations of all children. She explains clearly why certain behaviours are right or wrong in a respectful manner. This contributes to children behaving well and having a positive approach to simple boundaries.
- The childminder reflects on her practice to identify areas to improve her provision. For instance, she plans to bring in more natural resources to improve learning opportunities for children. She attends childminding forums where good practice is shared. This helps to enhance her knowledge to improve the quality of teaching further.
- The childminder works successfully with parents to provide prompt support and care. She gathers information on children's entry so she knows what they already know and can do, and shares information to help parents support children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a strong understanding of safeguarding and knows the actions to take if she has any concerns about a child's welfare. She is vigilant and keeps children safe in the setting. For example, she understands how to keep children safe when using electronic devices. The childminder carries out regular risk assessments of the home to ensure she provides a safe environment for children to play. She completes regular training to keep her knowledge of local child protection procedures up to date. The childminder ensures children are constantly supervised.

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

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

- extend opportunities to encourage younger children to learn about different sounds in the environment, to help enhance their listening and attention further
- encourage young children to interact with different textures to enhance their curiosity and ability to experiment even further.

## Setting details

<b>Unique reference number</b>	EY462995
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10075463
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	15 March 2016

## Information about this early years setting

The childminder registered in 2013. She lives in the London Borough of Hounslow. She is available for work Monday to Friday from 8am until 6pm throughout most of the year. She offers funded places for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Marvet Gayle

### Inspection activities

- The inspector and the childminder held a discussion to explore how the early years provision and curriculum are designed.
- The inspector discussed the needs of individual children with the childminder and talked with her about their learning.
- The inspector viewed and discussed relevant documentation and reviewed evidence of the suitability of all adults living at the premises.
- Parents provided written feedback about the childminder's service, which the inspector took into account.
- The inspector undertook a learning walk with the childminder. She spoke to the childminder and children 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  
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Manchester  
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