

Childminder report

Inspection date: 17 December 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

Children are cared for in a warm, welcoming, safe and secure environment. They behave well because they are happy and receive clear messages of what is expected of them. Children enjoy looking at books and listening to stories. They are good at recalling favourite stories, for instance about the elephant with a 'big trunk'. Children develop a positive sense of themselves and others. They are beginning to make observations about similarities and differences between people. For example, they proudly share that their 'mummy, daddy and grandad wear glasses'. The childminder has high expectations for all children's communication and language development. She makes effective use of everyday language to widen children's vocabulary. This helps children to become confident communicators. They are keen to share their own ideas and listen well. Children have a variety of opportunities to play with other children, developing their personal and social skills. For example, the childminder takes children to playgroups regularly to play and sing nursery songs and rhymes. Children, including those who have recently joined the setting, make good progress from their starting points.

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

- The childminder observes and monitors children's play closely to help plan different learning experiences for them. She places a strong emphasis on supporting children's personal, social and emotional development. This supports the rest of children's learning, which gives them the confidence to 'have a go' at things.
- The childminder develops children's love of reading, and she reads a variety of age-appropriate books that capture their interest. Children listen well and focus for long periods of time as the childminder reads to them.
- Children learn about textures and materials, for example when they play with sand. They become excited about their ideas and offer to pull their friend's car when it gets stuck in the sand during play. The childminder knows when to join in, which adds to children's enjoyment. She incorporates counting as part of children's early mathematical development. Children show good levels of concentration.
- Children are physically active. They talk excitedly about 'going fast' as they navigate pull-along toys along the floor. Children laugh and make interesting observations, such as, 'The crocodile is wagging his tail,' and, 'The duck is moving.' Children have positive attitudes and are motivated to play.
- The childminder forms a strong relationship with the children. She shows children good levels of affection and care. This builds on children's self-esteem and confidence. However, the childminder has not fully developed effective partnerships with all parents to ensure continuity in their children's care and

learning.

- The childminder manages children's behaviour well. She ensures that messages are clear and explains her expectations in a way that children understand. Children learn to say 'please', 'thank you' and 'pardon me' in the right context. They are polite and well mannered.
- The childminder supports children's good health effectively. For example, she prepares healthy and nutritious meals including fruit and vegetables. Children learn about good hygiene routines. They know how to wash their hands before and after mealtimes, which helps to prevent the spread of infection. Children of all ages are independent learners.
- The childminder's self-evaluation process is ongoing. She reflects on her practice to help identify strengths and areas for improvement. The childminder attends mandatory training, such as safeguarding and first-aid, to keep her knowledge up to date. However, the childminder's professional programme is not focused precisely on enhancing her teaching skills to the highest standards.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the processes to follow should she have any concerns about a child's welfare. She practises fire evacuation procedures with the children to teach them what to do in the event of an emergency. The childminder maintains a daily record of the names of the children looked after on the premises and their hours of attendance to monitor patterns of absence. The childminder teaches children about personal safety. For example, she fastens their harness as children sit in the highchair so that they remain safe during mealtimes. Children are supervised at all times.

What does the setting need to do to improve?

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

- explore additional ways to engage all parents in their children's learning and development
- build on professional development to help raise the standards of teaching to the highest level.

Setting details

Unique reference number	117960
Local authority	Ealing
Inspection number	10071595
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 August 2015

Information about this early years setting

The childminder registered in 1995 and lives in the London Borough of Ealing. She offers her service from 8am until 6pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- The inspector observed care routines and indoor activities. She discussed with the childminder how she meets children's individual needs.
- The inspector discussed with the childminder how she organises the early years curriculum.
- The inspector checked evidence of safeguarding procedures, the suitability of adults living on the premises and training certificates.
- The inspector interacted with the children 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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