

Childminder report

Inspection date: 10 January 2020

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| 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 | Met |
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What is it like to attend this early years setting?

The provision is good

The childminder works with two assistants. She provides a highly stimulating environment, with readily accessible toys. Children show high levels of curiosity and confidence as they choose what to play with. For instance, they show delight as they play together with the puppet show, creating stories using puppets. Their imagination is fuelled by the skilled assistant who helps the children extend their play. The childminder and her assistants work very well together and are positive role models. Children know what is expected of them. They show kindness and respect towards their peers. Older children are very warm and understanding towards the younger ones and their needs. They display patience and kindness towards them. Children are happy in the setting. Their behaviour is very good, and they learn to treat other children with respect. Children grow in confidence and interact freely with adults. They form friendships with other children. The childminder makes excellent use of local amenities. Children go to the park where they can 'plane spot', and to the heath where they have plenty of opportunities to learn about nature. This helps to develop their understanding of the world and gives them opportunities for physical development. While partnership with parents is good overall, the childminder does not gather as much information from parents as she could about their children.

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

- The childminder and her assistants have a good knowledge of the early years foundation stage. They use this knowledge to create an exciting and diverse curriculum across all areas of learning, so children make good progress overall. Teaching is strong. However, the information the childminder gains from parents when children first start does not include details of children's stage of development. It does not provide her with enough information to help her accurately identify the starting points in children's learning, and help her and the assistants to plan more effectively for children's progress.
- The childminder supports her assistants in their work. She closely supervises and mentors them to help enhance teaching and improve the quality of practice. The assistants are encouraged to attend training and they are enthusiastic about their roles. Children clearly feel secure with them and approach them confidently and with affection.
- Children enjoy listening to stories read by the assistant. They discuss pictures in the book and develop their language even further by taking it in turns to read books to one another. The assistant uses books and language from the story to extend children's understanding and vocabulary by asking questions and engaging in meaningful conversations with them. This has contributed to children's strong progress in language and communication.
- Older children count extremely confidently in sequence from one to 10, and they

begin to recognise that smaller numbers make up large ones.

- Children's good health is supported effectively. Children have healthy and nutritious meals, including salads and fruit. Children learn about good hygiene routines. They know to wash their hands before and after mealtimes, which helps to prevent the spread of infection.
- The childminder and her assistants help children to learn key skills that will support them with their move on to school. For instance, children pour their own drinks, and older ones dress themselves in outdoor clothing and footwear. Younger children are supported to develop a can-do attitude and try hard to put on their shoes themselves.
- Overall, partnerships with parents are good. The childminder sends photographs to parents to share children's activities during the day. This allows parents to continue the learning at home. However, the childminder does not succeed in encouraging parents to share enough ongoing information about their children to fully support their needs. In particular, she does not seek enough information to ensure that the needs of children with special educational needs and/or disabilities (SEND) are fully met.
- The childminder has a positive attitude to developing her practice. She links with other childminders and nurseries to share good practice and ideas. She welcomes feedback from parents and children to enhance her setting further. For instance, children help to decide the healthy menu on a monthly basis. This helps to ensure that the childminder maintains the excellent levels of care that she offers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to ensure children's safety. Overall, the childminder's assistants have good safeguarding knowledge. They know how to identify and act promptly upon any concerns that a child may be abused or neglected. The childminder has a secure knowledge of wider safeguarding issues such as the 'Prevent' duty, which enables her to safeguard children from extreme views and behaviours. She is also knowledgeable about the signs to look out for regarding female genital mutilation. There are clear procedures for managing children's accidents, illness and medication that help to ensure children's well-being in her care.

What does the setting need to do to improve?

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

- increase the information gained from parents about children's learning needs when they first start, in order to help establish accurate starting points and further support planning

- guide parents to share more ongoing information about their children, especially those with SEND.

Setting details

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| Unique reference number | EY411080 |
| Local authority | Hounslow |
| Inspection number | 10133370 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 10 |
| Total number of places | 6 |
| Number of children on roll | 25 |
| Date of previous inspection | 12 October 2015 |

Information about this early years setting

The childminder registered in 2010. She lives in Feltham, in the London Borough of Hounslow. She works with two assistants and operates Monday to Friday, from 7am to 8pm. The childminder looks after older children before and after school, and picks up children from the local school in the afternoons. She holds a level 3 childcare qualification.

Information about this inspection

Inspector

Karren Thompson

Inspection activities

- The inspector observed interactions, indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a learning walk of the spaces used by the children and discussed these with the childminder.
- At appropriate times during the inspection, the inspector spoke with the childminder and her assistants.
- The inspector looked at children's developmental records. She tracked children's progress and discussed their individual targets with the childminder.
- A joint evaluation of an activity was completed with the childminder.
- The inspector took account of written comments from parents.

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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