

# Childminder report

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Inspection date: 21 January 2020

<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 are happy and settled in the childminder's care. She is kind and welcoming. The childminder quickly establishes close and secure relationships with the children and their families. Children develop strong emotional attachments with the childminder. This helps them to feel confident to express themselves. Effective settling-in arrangements ensure that the childminder knows in detail about children's preferences. She adopts a flexible approach to ensure these individual needs are met. However, partnership with other early years providers that children also attend is not yet fully established, to help extend children's learning. The childminder has high expectations for all children. However, there are minor weaknesses in teaching that the childminder acknowledges. For example, on some occasions, she does not use questions well enough to encourage children's thinking. The childminder sets clear boundaries for behaviour and gives children a wealth of praise and encouragement. This helps to build their confidence and self-esteem. The childminder uses opportunities to reinforce how to share and take turns. For example, children discuss what they would like to do so everyone can take part. Children have plenty of fresh air, physical exercise and are independent. For instance, older children put their shoes and coat on by themselves, while younger children are guided by the childminder.

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

- The childminder supports children's imagination well. She provides a good range of materials for children to choose from and engages in their pretend play. For example, children enjoy having conversations on the phone as they pretend to talk to someone else. They then give the childminder the phone to have a go. Older children help the younger ones, who play alongside each other cooperatively.
- The childminder has a good understanding of how children learn. She gains information from parents and uses her ongoing observations to understand children's starting points, interests and learning styles. This helps her to accurately tailor children's learning. Children make good progress. However, occasionally, the childminder does not use opportunities to maximise children's learning as well as possible. For instance, she does not consistently use skilful questions to enhance older children's thinking.
- Children persevere well with activities and receive huge encouragement and praise from the childminder. For example, children play on the balancing beam and show their pride in what they accomplish. The childminder supports children's confidence effectively, helping them to believe they can succeed in their goals.
- Partnerships between the childminder and other early years settings that children also attend are not fully effective. This does not promote secure

information sharing to continually support children's care and learning.

- The childminder supports younger children's communication skills effectively. She speaks clearly, introduces new words to develop their vocabulary and asks simple questions to extend their learning. Children are encouraged to contribute when reading stories and to share their thoughts and ideas.
- Children have good attitudes to learning. They are curious, inquisitive, and keen to take part in activities. They show high levels of concentration as they play. Children develop their independence skills well. For example, they feed themselves at mealtimes and respond well to encouragement to manage their own care needs.
- The childminder is committed to continually improving her setting. She regularly reflects on her practice and takes full advantage of opportunities for professional development to support children's learning. For example, she attends regular childminder forums.
- The childminder supports children's awareness of the importance of living a healthy lifestyle. For instance, she reminds children that they need to wash their hands before eating.
- The childminder builds strong relationships with parents. She keeps in regular contact with them throughout the day and shares photographs and observations of children's activities. This helps parents understand how to support their children at home.
- Children demonstrate good fine motor skills. For example, they pick up counters and put them on pegs and use mark-making tools well. The childminder also supports them well by introducing language to develop their numeracy skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attendance at training courses. She can identify signs and symptoms which may indicate that a child is at risk of harm. She is also aware of wider safeguarding concerns and who to contact if she is concerned about a child in her care. The premises are secure and the childminder carries out regular checks of the environments to ensure they remain safe for children to use. She helps children to learn how to keep themselves safe, such as when crossing the road.

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

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

- strengthen partnerships with other early years providers that children also attend to support and complement children's care and learning experiences
- make the most of opportunities to support and challenge children and extend their learning even further.

## Setting details

<b>Unique reference number</b>	EY464649
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10075494
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	15 June 2016

## Information about this early years setting

The childminder registered in 2013. She lives in Isleworth, in the London Borough of Hounslow. She operates Monday to Friday from 7.30am until 6pm all year round. She provides funded places for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Marvet Gayle

### Inspection activities

- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to the childminder about the activities she plans and how they benefit children's development.
- A range of documentation was sampled, including training certificates, suitability checks and paediatric first-aid certificate.
- The inspector spoke with children during the inspection and took the written views of parents into account.
- The inspector completed a tour of the learning environment with the childminder.

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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