

Childminder report

Inspection date: 24 January 2020

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 provides a safe and secure setting for children to learn and develop in. Resources are easily accessible to enable children to confidently move around and choose their preferred activities, such as playing with puzzles, sharing role-play toys or looking at books with the childminder. The childminder takes an active role in the children's play and learning. For example, she gets down to their level and supports the children in their play. She offers reassurance, encouraging smiles and cuddles, when needed. Children form warm, secure and trusting relationships with the childminder and the minded children. They are very happy, confident and thoroughly enjoy their time together. They display high levels of emotional well-being. The childminder takes children on outings to places of interest. For instance, she takes the children to the local park and local children's groups. This promotes children's enjoyment of learning and their social skills as they play with larger groups of children, in addition to supporting their physical development. The childminder has high expectations of children and gives gentle reminders to guide their behaviour. She helps children to learn about their feelings and emotions, and how to share toys and resources. She offers praise and encouragement when children tidy away. This helps to support children's self-esteem.

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

- The curriculum is broad and planned well by the childminder. She observes children and tracks their progress effectively, especially through photographs. She then uses this information well to plan activities that are based on children's interests and to support their next steps in learning.
- Mathematics is promoted well throughout the day. Older children make shapes as they mould dough, pretending to make a snowman. They use dry spaghetti to make patterns and use their small-muscle skills to thread hoop-shaped cereal onto the spaghetti. The childminder encourages the children to count in sequence, recognise shapes and explore size and capacity. She supports children to recognise which one is 'higher', 'shorter' and 'taller'.
- Children develop good communication and language skills. Young children communicate well and eagerly respond to simple questions and instructions. They excitedly join in singing songs and enthusiastically copy the actions to their favourite songs, such as 'Head, shoulders, knees and toes'. Older children are eager to engage in simple conversations with the childminder, who asks appropriate questions and gives children time to think and respond.
- Children develop good early literacy skills. For example, they enjoy books, learn the sounds letters represent and are eager to name objects on visual cards. The childminder is skilful at extending the children's vocabulary and introducing new words.

- Children have good opportunities to be creative and imaginative. Children freely express themselves in a wide range of role play, such as making ice cream with the ice-cream cart and making cups of tea. Children explore the marks they make in interesting ways, such as using chunky crayons on large pieces of paper, helping to develop their small-muscle skills.
- The childminder helps children to learn many skills for their future lives at school. For example, she encourages children to manage tasks independently and to take care of their personal care needs, such as encouraging them to wash their hands before eating, and she works in partnership with parents to support children who are toilet training.
- The childminder understands the importance of promoting healthy lifestyles for children. She works alongside parents to ensure that children's packed lunches are balanced and contain a good range of healthy foods.
- The childminder knows the children well and provides them with a range of interesting experiences and activities. However, occasionally, activities are not organised well enough to make sure that all children taking part are fully engaged and challenged at the highest level.
- Partnerships with parents are good. The childminder works closely with parents to find out information about children's care needs and interests before children start attending the setting. Parents are complimentary about the service that the childminder provides. They feel that they are kept well informed about their children's learning and how to improve this further at home.
- The childminder develops effective relationships with other professionals. For example, she discusses good-practice ideas and makes good use of these relationships to help her reflect on and improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding, the indicators of abuse and how to protect children in her care. She is aware of the signs that may indicate a child is at risk of harm. She has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child. The childminder completes thorough risk assessments to include all areas of practice, including trips and outings. She closely supervises children as they play and teaches them how to keep themselves safe at home and when they go on outings.

What does the setting need to do to improve?

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

- provide more support when needed so all children stay focused and engaged in their learning.

Setting details

Unique reference number	116066
Local authority	Hounslow
Inspection number	10072285
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 March 2016

Information about this early years setting

The childminder registered in 1997. She lives in Brentford in the London Borough of Hounslow. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder receives funding to provide free early education for children aged two, three and four years. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Laxmi Patel

Inspection activities

- The inspector carried out a learning walk with the childminder and discussed the curriculum she provides for the children. The inspector viewed the areas of the childminder's home that children use.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. The inspector and the childminder reflected on a learning experience for children.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents, including evidence of training and the suitability of those living on the premises.
- The inspector took account of the views of parents from written feedback provided.

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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