

# Childminder report

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Inspection date: 29 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 enjoy the homely environment that the childminder creates. They develop close relationships with the childminder, who has a warm, kind and caring nature. The childminder has high expectations for all children. She knows the children well and children demonstrate that they feel safe and secure in the childminder's home. The childminder joins in with their play and offers children comfort and cuddles as they listen to songs and rhymes.

The childminder helps children to learn the importance of sharing toys and resources and is a good role model. Children behave well and learn how to be courteous and polite through the childminder's positive interaction with them. They happily choose from a wide range of activities and resources, engaging enthusiastically with the childminder, who extends their learning successfully. For example, she introduces paint pens for the children to explore mark making. Children enjoy their time with the childminder, and she helps them to learn how to keep themselves safe as they explore their environment.

The childminder provides opportunities to extend children's experiences, with visits to the local park, garden centre and playgroups. This helps to develop children's understanding of the wider world and community. Parents comment about the care and good progress their children have made.

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

- The childminder collects detailed information about children's routines and what they can do when they first start. She uses her observations of children's play to help her to identify their next steps for learning and plan interesting activities.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She takes part in online training and attends childminding forums to develop her practice. However, she has not reflected closely on her skills and knowledge in order to confidently understand the areas of learning she teaches.
- Children are keen to look at books and share stories with the childminder. She supports children to develop their language skills through talking about the stories and the pictures and singing nursery rhymes. For example, she talks to children as they play and uses opportunities to introduce new words and asks questions to help children develop their speech.
- The childminder helps children to understand potential dangers and how to keep themselves safe. For example, older children learn they must keep small toys on the table because babies put toys in their mouths.
- Young children and babies have plenty of opportunity for sensory exploration and investigation in the learning environment. For example, babies explore different textures and know that toys make sounds when buttons are pushed.

They show great interest in books and giggle with delight as they interact with each other.

- The childminder keeps parents informed about their children's achievements and progress. She holds daily discussions and regularly shares her observations with parents. This helps parents to be fully involved in their children's learning.
- Children have good opportunities to develop their mathematical skills. The childminder creates activities to help children learn to count and to recognise shapes and numbers. Children learn how to develop their problem-solving skills and small-muscle skills. For example, young children spend time trying to fit all the pencils into the pencil pot.
- The childminder provides a range of toys and resources that engage children in their play. She plays with children and follows their interest well, encouraging them to explore happily. However, at times, the floor space becomes overcrowded with toys and resources, which means children do not always have the space they need to develop their play ideas fully.
- Children benefit from fresh air and daily exercise and have plenty of opportunity to be physically active. Children learn about the benefits of healthy eating and good hygiene practices. The childminder encourages children to eat a variety of healthy and nutritious foods, through the home-cooked meals she provides and by encouraging them to try new foods.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to safeguard children and the procedures to follow should she have any concerns about a child's welfare. She can identify when a child may be at risk and has a safeguarding policy with relevant contact numbers she can access when necessary. The childminder keeps her training up to date. The childminder conducts risk assessments to minimise potential hazards in her home.

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

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

- use self-evaluation to identify areas for improvement and strengthen knowledge and skills, particularly to further develop teaching of the seven areas of learning and development
- review the organisation of the learning environment to consistently provide children with the space that they need to move around freely and try out their play ideas.

## Setting details

<b>Unique reference number</b>	115967
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10072283
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	27 January 2016

## Information about this early years setting

The childminder registered in 1996. She lives in Isleworth, in the London Borough of Hounslow. She operates on Monday from 3pm to 6pm and Tuesday to Thursday from 7.30am to 6pm.

## Information about this inspection

**Inspector**  
Frances Oliver

### Inspection activities

- The inspector completed a learning walk with the childminder and discussed how the curriculum is organised.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector took account of the views of parents expressed in written responses.
- The inspector looked at relevant documentation, including policies and children's records.
- The inspector observed the childminder playing with the children during a range of activities and assessed the impact this has on children's learning.

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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