

Childminder report

Inspection date: 29 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is kind, warm and affectionate. Children enjoy exploring and playing in the learning environment she provides. They experience regular visits to local play centres that offer exciting activities in addition to frequent visits to the park. The childminder provides a broad and well-balanced curriculum. Children develop strong physical skills as they play with balls, climb slides and use other large apparatus. Children learn to care for themselves in age-appropriate ways. Babies use their fingers to feed themselves and drink from beakers. Young children independently wash their hands and wipe their faces. They confidently use knives to chop their fruit at snack time. Children make good progress in their language development. The childminder provides one-to-one support for children who have speech delay. She uses distraction techniques for children who are in the early stages of learning to share. Overall, children behave well with her support. However, at times, children receive mixed messages regarding what is expected of them. Children learn about what makes them the same and different to others. They learn about why people from other cultures celebrate festivals, such as Chinese New Year, through art and craft activities.

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

- The childminder is very experienced. She uses her good knowledge of child development to provide interesting activities for children. She ensures that she has plenty of readily accessible toys for children to play with. Hence, children enthusiastically select their own toys to progress or adapt their play. The childminder stays close by to support and extend children's ideas. She narrates their actions and repeatedly emphasises key words. The childminder recognises that different children learn in different ways. She uses her training in speech and language well to support children's language development. Children quickly move from saying single words to speaking in phrases. This is because the childminder provides regular interventions for children that are sharply focused on building their vocabulary.
- Parent partnerships are strong. Parents said they are happy with the good-quality care their children receive, and their children have developed independence skills during their time with the childminder. The childminder makes accurate observations and assessments of children. She identifies clear next steps in their learning and addresses these during their play. For example, children learn to retell familiar events from stories as they act out repeated refrains using props from story sacks. They build strong small-muscle control from playing with construction toys and dough. The childminder introduces early number language by repeating simple words that describe the size and colour of objects. She models counting with cars as children play. Children remember the key words she repeats and use them in their speech at other times.

- The childminder encourages children to look at their photographs from their learning journals. She sits close by and recalls past events and activities they have enjoyed on trips and outings. Hence, children have a strong sense of belonging. Children feel good about their successes as the childminder offers lots of praise and encouragement for their efforts.
- The childminder gives some reminders to children of her expectations and boundaries. She models positive behaviour for children and listens to their views and opinions. However, her approach to communicating expectations for some routines, such as tidying, is inconsistent. As a result, children do not listen as well or follow her instructions as well as they should.
- The childminder self-evaluates her provision well. She knows her areas of strength and where she could make improvements. These include her good rapport with children and her zeal for professional development opportunities. The childminder has met the recommendation made at her previous inspection. For example, she has completed training in speech and language support, 'Chatter Box', and promoting children's ability to become successful learners. The childminder has firm plans to use a professional assessment toolkit with children in the near future. She feels this will assist her early identification of children who may have speech delay.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has excellent safeguarding knowledge. She knows what signs suggest abuse in young children. The childminder is vigilant to any unexplained changes in children's behaviour or circumstances. She has a clear reporting procedure to follow should she have concerns. She updates her safeguarding training regularly. The childminder has a thorough knowledge of both her local council's and the neighbouring borough's referral processes. Children's safety is important to her. She conducts risk assessments for all areas of her home and children's activities. Children are safe in her care as she ensures they 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:

- set and maintain consistent limits for children so they understand the importance of helping out with specific tasks such as tidying up.

Setting details

Unique reference number	116006
Local authority	Hounslow
Inspection number	10138028
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	27 June 2016

Information about this early years setting

The childminder registered in 1997. She lives in Isleworth in the London Borough of Hounslow. The provision operates Monday to Friday from 7.30am to 6pm, all year round. The childminder receives funding to provide places for two-, three- and four- year old children.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The childminder spoke to the inspector about what she wanted children to learn and how she would support them.
- The inspector reviewed a sample of documents, including the childminder's safeguarding policy and first-aid certificate.
- The childminder explained how she builds her partnerships with parents and evaluates the service she provides.
- The learning walk of the childminder's home comprised of a discussion. The childminder explained how she organises the space within her setting to support children's learning.
- The inspector discussed with the childminder how she met the recommendation made at her last inspection.
- Two joint observations took place of activities with the childminder. These were used to determine the overall quality of teaching and learning within her setting.

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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