

Childminder report

Inspection date: 13 February 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 friendly childminder provides a warm and welcoming environment. She establishes secure and trusting relationship with children. They benefit from her kind and calm approach. Children giggle as she lifts them up and down, laugh in hysterics as she tickles them and enjoy reassurance as they are offered a cuddle. The well organised and fully resourced playroom is stimulating and exciting. This motivates children to explore and engage in the creative experiences on offer. For example, children focus for periods of time as they fill and empty pots with dried rice. Children show they are confident and comfortable in the childminder's home. They self-select toys, make their own decisions and play happily. Children thoroughly enjoy familiar songs and do actions with high levels of enthusiasm and excitement. The childminder supports children to develop their social skills and teaches them about emotions. Children take turns, share and cooperate well together during play. They display friendly behaviour. For example, they initiate imaginative role play with their friends as they pretend to cook. The childminder has high expectations for good behaviour, and children have a clear understanding of what is expected of them. The childminder praises children at every opportunity, which helps motivate them to learn.

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

- The childminder makes regular assessments of what children know and can do. Children are confident to try new things and eager to learn. Children develop the skills that they need to be ready for the next stage of learning and for school.
- Communication and language skills are supported well. The childminder supports younger children effectively to learn new words and develop their use of simple sentences, for example, by repeating back the words or adding words to sentences as children play.
- Children eagerly choose books to share with the childminder or to read themselves. This helps to promote children's early literacy. The childminder's interactions help to promote children's knowledge of relative size. For example, they talk about filling the big-, middle- and small-sized containers with rice.
- Children make good use of the floor space to create a road track. The childminder support children as they play. Children are encouraged to work out how to prevent the cars from crashing when they meet on the track, each going in a different direction. The childminder uses these opportunities to build on children's understanding of positional language, such as 'over' and 'under'. Children get creative and decide that the cars can go under the tunnel, which solves the problem.
- The childminder plans experiences to help children to recall previous learning. This helps children to learn new words, such as 'submarine' and 'pilot'. However, she does not take into account the abilities of individual children to engage and

challenge them even more effectively.

- Children develop close and affectionate bonds with the childminder, which helps underpin their emotional well-being. Children have opportunities to refine their large-muscle skills when they use play equipment in the garden, and during visits to nearby parks and local playgroups. The childminder swiftly and hygienically addresses children's personal care needs, such as nappy changes. She provides children with nutritious snacks and healthy home-cooked meals.
- Partnerships with parents are strong. The childminder gathers information from parents about their children's routines, interests and abilities before they start. She uses this information effectively to plan for children's individual learning. However, she has not developed systems to consistently share next steps in learning for their children to support them to make the best possible progress.
- The childminder shares a frequent flow of information with staff at other settings who care for the same children. She speaks to children's key person about their development so that she is able to offer children similar levels of support. Children flourish under the consistent care routine.
- The childminder evaluates her practice effectively and consults parents and children about any potential improvements. She attends training and meets with early years professionals, including other childminders, for discussions and updates. Parents speak extremely highly of the care their children receive and appreciate the wide variety of experiences their children enjoy with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection matters. She knows what signs to be concerned about in relation to a child's welfare and is aware of the relevant agencies to contact if she has any concerns. The premises are secure, and the childminder supervises children well. She completes daily risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use. The childminder encourages children to keep safe. For example, she explains why they need to tidy up toys to help avoid trip hazards. Children respond to instructions and help to put them away.

What does the setting need to do to improve?

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

- develop systems for engaging parents to understand the next steps in learning for their children, to support them to make the best possible progress
- take into account the abilities of individual children during activities, to engage and challenge them even more effectively.

Setting details

Unique reference number	EY381685
Local authority	Hounslow
Inspection number	10106508
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	5
Number of children on roll	2
Date of previous inspection	13 October 2015

Information about this early years setting

The childminder registered in 2008. She lives in Feltham, in the London Borough of Hounslow. She operates Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Laxmi Patel

Inspection activities

- The childminder completed a learning walk and joint evaluation of an activity.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children and interacted with them during the inspection.
- The inspector took account of the views of parents through 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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