

Childminder report

Inspection date: 12 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides an exceptionally warm, safe and welcoming environment where children are calm and extremely happy. They have formed excellent attachments to the childminder. She understands the children's needs and interests well, so her curriculum and resources accurately build on what they know and can do. The childminder expertly builds on children's experiences to support their learning. For instance, a visit to a historic garden provided children with experiences they later talked about during their conversation about plants. The childminder's consistent and skilful teaching strategies support children to understand behavioural boundaries and manage their feelings extremely well. She skilfully adjusts her approach to be age-appropriate and precisely matched to the needs of individual children. Children demonstrate excellent skills in negotiating and modifying their own behaviour to accommodate the needs of others. They independently and confidently choose toys and resources to play with. They delight in playing games and singing songs with the childminder, who shares their fascination and sense of wonder in the world. Children excitedly explore and make discoveries as they share experiences that stimulate their senses. For example, children made their own pizza for lunch and chose to try different vegetables.

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

- The childminder dedicates herself to providing children with the highest quality care and education. Her attention to meeting children's individual needs is outstanding. She works very closely with the other early years settings children attend and with parents. This helps her to reflect on the experiences children have and to organise her curriculum. Parents are extremely positive about the childminder's 'kind and thoughtful' care.
- The childminder accurately assesses what children know, understand and can do as the basis for planning their learning. She identifies precise targets to extend their knowledge. All children make excellent progress from their starting points.
- Children are exceptionally self-confident and motivated. The childminder stimulates their love of learning by paying meticulous attention to their interests and providing new and exciting experiences.
- Children learn to think about others and share. They develop excellent imagination and include each other in their play. The childminder helps children to learn language that expresses their feelings and emotions, such as what they like and do not like. She broadens their understanding of the world as they learn about other children and families that are different from their own.
- The childminder supports children's communication and language skills extremely well. She speaks clearly so that young children can hear and repeat new words. For example, when on a outing, the childminder introduced words to describe the different surfaces on the pavement, such as 'smooth', 'rough' and

'bumpy'. Older children eloquently express their ideas and can recall stories and memories to link what they are learning.

- The childminder introduces children to mathematics in meaningful ways. She skilfully notices when children are interested in signs and patterns in the environment and in counting objects around them. For example, children talked about the number of daffodils that they had planted which were growing. They also measured the ingredients they put on their pizza. The childminder extended this by asking older children to add and subtract different amounts.
- Children's care routines support them to become healthy and active. For example, children know how to wash their hands properly before eating. They have plenty of fresh air and exercise, such as joining in actions for songs and rhymes.
- Children practise skills that will support their future learning. Older children very competently spell out words they see and sound the letters. Younger children practise mark making. They concentrate and persevere extremely well at new tasks. For example, older children learn to do up buttons on their clothes, while younger children put on their coat and shoes without help. Children are potty trained. They expertly and confidently manage their personal care needs. New children settle very quickly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her training so that she can recognise when a child's welfare is at risk. She is confident about the procedures to follow if she is concerned about a child, and knows who to share information with. She understands the roles of other professionals who are involved in children's care. Her policies and procedures are shared with parents as soon as children join the setting. The childminder has an excellent understanding of wider safeguarding issues that might affect children. For example, she shares information with parents regarding the safety of children within the community.

Setting details

Unique reference number	EY402479
Local authority	Hounslow
Inspection number	10138033
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2010. She lives on a barge moored in Chiswick, in the London Borough of Hounslow. The childminder operates Monday to Thursday from 7.30am until 6pm throughout the year. She holds a relevant childcare qualification at level 3 and is registered to accept funding to provide free education for children aged two, three and four years.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector viewed all the areas of the house where childminding activities take place and discussed children's safety.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the children and parents during the inspection, including a telephone conversation with a parent.
- The childminder spoke with the inspector about her curriculum for children.
- The inspector viewed a range of documentation, including children's records, policies and procedures.

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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