

Childminder report

Inspection date:

18 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. The childminder provides a wide range of toys and resources for children and makes good use of accessible storage. As a result, children explore their interests with confidence and independently self-select their favourite toys. Children are motivated and eager to engage in their chosen activities. For example, they are keen to listen to musical instruments and eagerly join the childminder when she suggests they make their own shakers. The childminder supports children's communication and language skills effectively. For instance, children learn new words through repetition and singing rhymes and stories.

Children receive good emotional support from the childminder and her assistants. They are highly responsive to children's individual needs. For instance, when children become upset, they provide comfort, reassurance and guidance. Children quickly regulate their behaviour because of the childminder's and assistants' attentiveness and nurturing qualities. However, at times, the childminder can be too quick to carry out tasks which children are able to complete for themselves.

The childminder has high expectations for what the children can achieve. She supports children with special educational needs and/or disabilities (SEND) well. She has strong partnerships with parents and they communicate feedback from other professionals involved with their child. Children are well behaved. They are familiar with the routines and expectations of the childminder. Children demonstrate that they are happy and enjoy their time with the childminder.

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

- The childminder reflects effectively on her practice. She makes good use of evaluation to identify further opportunities to improve her skills. For example, she and her assistants regularly attend the local childminder forum and share ideas and learning.
- The childminder and her assistants actively make time to attend training and build on the quality of their knowledge, skills and practice. For example, they have recently attended a course on physical play and incorporated some of the ideas, such as 'how giraffes drink', into daily activities. Children move and bend in different ways and copy the movements of animals.
- The childminder and her assistants form a strong team. They meet at the end of each day to reflect on the day's activities and plan for the next day. They talk openly and provide support for one another. The childminder values her staff and their well-being.
- The quality of teaching is good. For instance, assistants develop children's

imagination and describe activities in the role-play area, naming the play foods as children play with them.

- The childminder regularly observes children and assesses their learning accurately. She is swift to identify gaps in children's learning. The childminder and her assistants know children well and plan the educational curriculum based on what children know, understand and can do. All children, including those with SEND, make good progress from their starting points.
- Parents speak very highly of the childminder and say they see their children growing in confidence and making good progress. They describe the childminder and her assistants as 'caring and affectionate'. The childminder keeps parents up to date with their child's progress and suggests how they can support this further at home.
- Overall, the childminder helps children to become independent, while making sure they stay safe. However, she does not always help children to learn how to stay safe in the environment. For instance, she does not support children as they climb over the sofa, and jump off, to do so safely. The childminder occasionally does tasks for children which they can attempt for themselves, such as wiping their nose and cutting their toast. This does not support children's already good levels of self-care practice and independence to the highest level.
- Children's communication and language skills are supported very well. The childminder engages them in conversation about their interests, lives and experiences. She extends their language by sharing new words. For instance, young children confidently use words to communicate their needs.
- Children enjoy daily outdoor play and exercise. They have plenty of space to pedal bikes, climb and slide, and run around in the garden. Regular visits to local parks and within the local community encourage children to walk and explore new environments. Children visit the shops and help the childminder with her shopping list. Children learn about leading a healthy lifestyle. For example, they enjoy nutritious snacks and wash their hands before eating lunch.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of a wide range of safeguarding issues, including threats from extremism. She and her assistants attend regular safeguarding training and they understand their role in promoting children's welfare. The childminder is alert to the signs that could indicate that a child is at risk of harm. She knows the procedures to follow to report any child protection concerns. The childminder is extremely vigilant in identifying hazards and taking steps to reduce them to help her to provide a safe and secure environment for children. The childminder ensures her assistants understand their role and she monitors their practice well.

What does the setting need to do to improve?

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

- maximise opportunities to further support children's growing independence, understanding of keeping safe and self-care skills.

Setting details

Unique reference number	EY438910
Local authority	Hounslow
Inspection number	10075013
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	8 June 2016

Information about this early years setting

The childminder registered in 2012. She lives in Hounslow, in the London Borough of Hounslow. The childminder works with family members who are also registered childminders and assistants. A maximum of three childminders and assistants work together at any one time. The childminder offers care every day from 6.30am to 9.30pm all year round, except for family holidays and bank holidays. She also offers overnight care. The childminder accepts funding for children aged two, three and four years. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Anna Hindhaugh-Feldman

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The childminder spoke with the inspector about her curriculum for children's learning.
- The inspector viewed a range of documentation, including the suitability of adults living at the premises, policies and procedures and training records.
- The inspector took parents' views into account by speaking with them and reading their written comments.

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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