

Childminder report

Inspection date: 14 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 childminder is patient and caring with children and ensures that she gets down to their level to play. She provides a stimulating environment where children can develop their independence as they help themselves to toys and resources. Children build secure attachments with the childminder. This ensures that they feel safe, secure and are happy in her care. Children are keen to learn and explore. They enjoy dancing around the room to favourite farmyard nursery rhymes. Children imitate the noises the animals make and tell the childminder what the animal is. Children hunt through boxes of toys, choosing their favourite trucks and cars which they push around the floor. They engage well in the variety of activities on offer. The childminder has high expectations of what children can achieve and builds on their interests and experiences. Children behave well. They learn to use good manners as the childminder encourages them to be polite. The childminder uses praise with children, promoting their self-confidence and self-esteem. The childminder has developed good partnerships with parents that contribute towards a consistent approach to meeting children's needs. She gathers useful information from parents about their children's routines before they start. This helps children to settle quickly and feel secure at the setting.

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

- The childminder is experienced and demonstrates a strong commitment to improving children's learning and care. All children, including those who speak English as an additional language, make good progress from their starting points. The childminder uses observations to identify children's individual interests. However, at times, ongoing assessments are inconsistent, and therefore some gaps in learning are not identified.
- The childminder encourages children to explore early mathematics, such as counting and naming shapes and colours. She finds ways to promote children's mathematical development, following their interests. For example, children confidently count, and name different-coloured blocks.
- Children listen intently to stories. The childminder reads with enthusiasm, altering her tone and pitch to bring the story alive. Children are supported to talk about what they see on the pages of the book. They develop a positive attitude towards learning.
- The childminder places good emphasis on promoting children's communication and language skills. Children are eager to copy new words and engage in simple conversations with the childminder, who asks appropriate questions and gives children time to think and respond. Children communicate well and eagerly respond to simple questions and instructions.
- The childminder ensures that children have a wide range of experiences to encourage them to be physically active. For example, they play outdoors and

visit local parks. The childminder provides children with healthy snacks and uses everyday routines to teach them the importance of following good hygiene practices, such as washing their hands before meals.

- Children listen attentively to the childminder and respond positively to her nurturing interactions. The childminder balances promoting independence and supporting children to understand about personal safety. For example, she gives children opportunities to explore and to learn to climb up onto appropriate equipment, such as the slide, but reminds them how to do this safely.
- The childminder is quick to recognise that children may be hungry or tired and responds well to their individual needs. They approach the childminder for comfort and reassurance, snuggling in when they feel sleepy.
- The childminder evaluates her provision well. When reflecting on her practice, she considers the views of parents and children. This helps her to raise the quality of the provision and children's overall learning experiences.
- The childminder works in partnership with parents effectively. She enhances parents' understanding of how their child's learning can be supported at home, for instance through daily chats and the sharing of photographs and information about children's achievements. Parents are complimentary about the childminder and the good progress their children make.
- Although the childminder's skills and knowledge are good, she has not considered further ongoing and continual professional development opportunities to improve the quality of her teaching.

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 childminder ensures that hazards are minimised and conducts risk assessments both at home and for outings. This helps her to ensure children's safety at all times while they are in her care. Children learn about their own safety. For example, they know how to tidy toys away, so they do not trip over them.

What does the setting need to do to improve?

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

- ensure systems are in place for checking children's progress so that any gaps in their learning can be identified as quickly as possible
- explore further professional development opportunities that focus more precisely on raising the quality of teaching and children's learning.

Setting details

Unique reference number	EY364188
Local authority	Hounslow
Inspection number	10071622
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	2
Date of previous inspection	8 October 2015

Information about this early years setting

The childminder registered in 2007. She lives in Brentford in the London Borough of Hounslow. She operates Monday to Friday, from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laxmi Patel

Inspection activities

- The inspector and the childminder viewed the areas of the home used by children and discussed how the curriculum is organised.
- The inspector observed the interactions between the childminder and children and considered the impact on their learning.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- The inspector held discussions with the childminder and jointly evaluated the effectiveness of an activity. The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.
- The inspector took account of the views of parents from written feedback.

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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