

# Childminder report

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Inspection date: 11 February 2020

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a safe, warm and welcoming environment for children to play and learn. Children benefit from time for independent exploration. The childminder ensures there is a plentiful range of toys and resources that promote children's development across the seven areas of learning. The curriculum is broad and balanced, and includes activities that align with children's interests. Children develop excellent bonds with the childminder and her assistant. They enjoy high-quality interactions as they play and learn. Older children willingly share toys with younger children. Babies learn to take turns, and enjoy adults' gentle praise and encouragement. Children make independent decisions as they play, and remain deeply immersed for extended periods of time. Children show high levels of respect for adults, and the toys and resources. They enjoy helping to tidy up after they finish playing. Overall, children demonstrate many independence skills. Babies finger-feed confidently at snack time. Older children peel their own fruit and manage their personal hygiene and toileting needs very well. The childminder routinely stands back to allow older children to put on their coats and shoes, and attempt fastenings, unaided. However, she does not ensure this approach is shared by her assistant. As a result, older children do not routinely demonstrate the levels of independence of which they are actually capable.

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

- The childminder is very professional. She manages the general duties of her assistant very well. Her assistant is committed to her role and closely adheres to the childminder's directives. They both attend regular training to keep abreast of developments in childcare practice. As a result, they have a good understanding of how children learn. Children are well cared for and fully supervised at all times. Parent partnerships are strong. Parents say that the childminder is kind and caring and that she keeps them well informed regarding their children's developmental progress. They are very happy with the quality of childcare that the childminder provides.
- The childminder and her assistant model effective communication. They give very clear narrations of children's activities. They extend older children's vocabulary by introducing new words during conversations. For example, they provide alternative words for children to use to describe the weather. Babies learn intentional babble as they attempt to copy the childminder's repetition of key words. Children keenly listen to stories. Babies display high levels of engagement as they sit close by. The adults regularly pause to give children opportunities to contribute to events. Children develop good comprehension skills. They learn to speak in simple sentences as they respond to open-ended questions from the adults.
- Babies and young children develop good small-muscle control as they build with

stacking rings and thrust nets to catch toy butterflies, for example. Older children develop good control by cutting with scissors during arts and crafts. Children of all ages learn to recognise their names through daily self-registration during circle-time songs and discussions. They learn to count and recognise numbers. Older children learn to add 'one more' to small quantities, as they catch butterflies.

- The childminder accurately observes and assesses what children know and can do. She uses this information to determine their next steps, and provides activities to help children meet them. Next steps are shared with parents to support children's learning at home. All of this helps children to make good progress.
- Children are extremely well behaved. They are guided well by adults' effective role modelling of positive interaction. As a result, children play harmoniously together and have high regard for each other's needs. Daily routines are organised and embedded very well. Children know when it is time to eat, rest and play. They help to lay out their bedding, and recognise when they are tired.
- All children enjoy dressing up during role play. However, there are times when adults assist children too much when they try on the costumes. This means older children are not always developing the ability to dress and undress themselves as they do at other times.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant know the signs which might suggest a child is suffering from abuse. There is a clearly established procedure to follow for reporting concerns. The childminder ensures that she and her assistant access regular safeguarding training so their knowledge remains up to date. They know their responsibilities under the 'Prevent' duty and children's online safety. The childminder ensures all planned activities are thoroughly checked and that any potential risk is immediately addressed. For example, she minimises children's risk of slipping by ensuring the floor remains free from spillages during indoor water play.

## **What does the setting need to do to improve?**

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

- promote children's self-help skills at times when they are learning to dress or undress themselves.

## Setting details

<b>Unique reference number</b>	EY472821
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10138034
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	13 June 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Chiswick, in the London Borough of Hounslow. She operates from 7.30am to 6.30pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder holds a level 3 childcare qualification and works with an assistant. She provides funded education for two-, three- and four-year-old-children.

## Information about this inspection

### Inspector

Olivia Awolola

### Inspection activities

- A learning walk of the childminder's home took place. This clarified how each area is used to support children's learning.
- The inspector took account of parents' views via their written references.
- A joint observation of an activity took place between the inspector and the childminder.
- The inspector sampled a range of documents, including children's records and the childminder's policies.
- The inspector held discussions with the children, the childminder and her assistant at appropriate times.
- The inspector observed interactions between adults and children.

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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