

# Childminder report

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Inspection date:

25 February 2020

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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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

The childminder knows the children she cares for very well and offers them a welcoming and organised home-from-home environment. She gathers plenty of information from parents when their children join the setting. She uses this information effectively to build a picture of children's home life experiences and special people. Activities are planned with children's interests in mind and are adapted well to the differing ages of children. Children develop strong relationships with the childminder. They are happy and demonstrate that they feel very safe and secure. For example, younger children explore the childminder's home with confidence and show curiosity as she sets up activities. Older children ask lots of questions to help to develop their understanding of the world around them. Children particularly enjoy engaging in play of their own choosing. They behave well and show positive attitudes to their learning. The childminder supports their problem-solving abilities and encourages them to keep on trying if their chosen task proves difficult, offering suggestions but not taking over. She provides them with lots of praise and encouragement to help build their self-esteem. Children learn about being kind to their friends and how to share and take turns in their play.

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

- The childminder knows the children very well. She can communicate their individual needs and the progress they have made since being with her. The childminder knows their interests and what they enjoy doing. She plans activities that she knows children will enjoy and that will promote their next steps in learning. However, she misses opportunities to consistently teach children how to use mathematical learning during their everyday activities.
- Children are supported to develop good communication skills. The childminder introduces new words that younger children repeat to help increase their widening range of vocabulary. For example, younger children assertively use words and gestures to communicate their needs well. Older children are confident speakers, with a strong vocabulary. Children develop a love of reading from an early age through engaging story times. The childminder is skilled at making stories interesting, such as by using props, different voices and encouraging children to think about the storyline. Children happily choose their own books and join in excitedly as the childminder reads the story.
- The childminder is kind, caring and attentive. She quickly notices when children are tired or hungry and responds sensitively to their individual needs. She offers plenty of reassurance and praise throughout the day, which promotes children's emotional well-being effectively.
- Partnerships with parents are strong. The childminder ensures an effective two-way flow of communication, which helps to provide consistent care and learning

for children. This includes regular discussion of children's next steps in learning. The childminder offers suggestions of how parents can continue to support these at home. Parents state they are very happy with the childminder and the care and attention she provides.

- The childminder supports children to develop their own independence and promotes their self-care skills well. Children independently select toys and resources that they want to play with and take a lead in their play. Children manage and attend to their own personal needs. For example, at snack time, they wash and dry their own hands and cut their own fruit with a knife. Children are confident and independent learners.
- The childminder ensures that children have a range of experiences to encourage them to be physically active. For example, they roll dough, go for walks in the local community and visit local parks. The childminder has recognised and has plans in place to ensure the outdoor area is more challenging and exciting to meet the children's all-round development.
- The childminder plans well for her own professional development. She updates her knowledge and understanding in various ways, such as attending training courses, carrying out research and reading books.
- Partnerships with other professionals are good. The childminder meets regularly with other childminders in the area to share ideas. Children also get to socialise with children of their own age to support their confidence and to form close friendships.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs that may indicate that a child is at risk of harm and has a good understanding of wider safeguarding issues. She is confident with the procedures to follow to act on any concerns about a child's welfare. The childminder ensures that she keeps her safeguarding knowledge up to date through regular training. She supervises children well throughout the day and maintains a safe environment. She knows how to identify and minimise risks, such as making sure all toys and resources are suitable for the youngest children.

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

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

- maximise the opportunities to promote children's mathematical learning during everyday activities
- implement the plans to widen opportunities for children to continue their learning and development outdoors.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY340599  |
| <b>Local authority</b>             | Hounslow  |
| <b>Inspection number</b>           | 10071621  |
| <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 8  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 6   |
| <b>Date of previous inspection</b> | 14 December 2015  |

## Information about this early years setting

The childminder registered in 2006. She lives in Feltham, in the London Borough of Hounslow. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Laxmi Patel

### Inspection activities

- The inspector completed a tour of the premises with the childminder and children and discussed how the childminder organises her setting.
- The inspector spoke to children during the inspection. She observed the quality of care and assessed the impact of the childminder's interactions on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and looked at relevant documents, including evidence of the suitability of persons living in the household.
- 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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