

Childminder report

Inspection date:

26 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 are very settled, happy and content. They develop very strong bonds with the childminder and feel safe and secure. Children are curious and explore the activities and experiences available. For example, they eagerly explore with paint and talk about how the colours change as they mix them together. Children delight in their ability to roll a dice and count. They are supported well to build their language skills rapidly. For instance, they are introduced to a broad range of vocabulary and the childminder clearly repeats what younger children say to help them learn the correct pronunciation.

Children thoroughly enjoy playing with the wide range of interesting experiences provided, although there are times when some children lose focus. They develop the small muscles in their fingers through playing with a variety of tools while taking part in activities such as painting, drawing, gluing and sticking. The childminder praises children for their efforts and achievements and they beam with pleasure. However, opportunities to introduce children to shapes are sometimes missed. Children listen and take turns with each other. They enjoy snuggling next to the childminder as she reads to them and talk about what makes them happy and sad. Children behave very well.

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

- The childminder gains useful information from parents about what children know and can do when they start to attend her setting. She uses this and her own knowledge of children to tailor her care and teaching to each child's needs. The childminder identifies most skills that children need to learn next. She shares this information with parents, which helps to promote continuity in children's learning and strong parent partnerships.
- The childminder builds strong relationships with the children. They seek her out for reassurance and cuddles. The childminder has clear boundaries in place, which helps children to understand behavioural expectations. She teaches children to share, take turns and to be respectful of others. They play well together and behaviour is good.
- Children have lots of opportunities to be outside. For example, they play in the garden and visit a range of parks and playgroups, which helps to promote their physical well-being and awareness of living a healthy lifestyle. Children show their developing understanding of the daily routine and know to wash their hands before they eat. They carry out this task confidently and independently.
- Children join in repetitive verses as they listen to stories and pretend to write their name. They enjoy singing and movement, and enthusiastically join in jumping and dancing as they play rhymes on the musical toy. The childminder encourages the children to explore numerous activities, which they willingly try.

However, at times, children who quickly lose their focus and concentration are not supported as well as possible to enhance their engagement and extend their learning.

- Parents' written reviews speak positively about the childminder. They state they have peace of mind that their children are safe and well cared for. Parents say that the childminder provides them with good information on how their children are learning and developing, and what they can do to support learning at home. For example, about potty training.
- The childminder evaluates and reflects on the quality of her service and practice well. Since her last inspection, she has developed how she involves parents in their children's learning. For example, she gains more information from parents about what their children learn at home, to support children's learning and progress even further. The childminder identifies and attends training to support her professional development and helps maintain her good-quality teaching and care.
- Overall, the childminder supports children well to develop their mathematical skills and knowledge. For instance, she plays games with the children, which encourages them to count and to learn about quantities. The childminder introduces mathematical language, for example 'bigger', 'smaller' and 'more'. However, she misses some opportunities to help children learn about the simple shapes they make as they play and extend their learning to higher levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has strong knowledge of different safeguarding concerns. She confidently identifies signs and symptoms that may indicate a child is at risk of harm. The childminder understands wider safeguarding concerns, such as exposure to extreme views and her responsibility to report any concerns. She confidently explains her understanding of working with outside agencies to help protect children's welfare. The childminder regularly attends training, which helps to keep her knowledge updated. She diligently checks her home to help minimise any hazards and ensure that children can play safely indoors and in the garden.

What does the setting need to do to improve?

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

- help children to develop their knowledge and awareness of shapes to further extend their mathematical skills
- provide more support to help children develop their ability to concentrate and focus more during activities, in particular group activities.

Setting details

Unique reference number	EY335503
Local authority	Hounslow
Inspection number	10073679
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 6
Total number of places	4
Number of children on roll	3
Date of previous inspection	12 January 2016

Information about this early years setting

The childminder registered in 2006 and lives in Isleworth, in the London Borough of Hounslow. She operates Monday to Thursday from 7.30am until 5.30pm, for most of the year. The childminder has a childminding qualification.

Information about this inspection

Inspector
Marvet Gayle

Inspection activities

- The inspector joined the childminder in a learning walk of all areas of the childminder's home that children use and discussed how children access the curriculum. The inspector also discussed safeguarding with the childminder.
- The inspector spoke to children and the childminder at convenient times.
- The inspector and the childminder discussed children's learning and progress and evaluated the learning activities.
- The inspector took account of parents' views through written references.
- The inspector observed the childminder interacting with the children during activities.

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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