

Childminder report

Inspection date: 19 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the childminder's setting. She ensures they feel welcome and at home in her care. Children play excitedly and are enthusiastic learners. They benefit from a broad range of engaging activities. Children freely explore the learning environment and choose resources independently. They involve the childminder in their play and frequently seek her out for interactions. Children enjoy plenty of visits to local groups, parks and places of interest. They have close bonds with the childminder. Children learn aspects of healthy lifestyles as they help grow vegetables in the childminder's garden. They demonstrate highly impressive levels of independence for their ages. Young children skillfully chop their own fruit at breakfast time. They competently handle cutlery and manage their personal hygiene very well. The childminder has high expectations of children's behaviour. Children learn to negotiate with each other. They remember the strategies that the childminder models for them to promote positive relationships. Therefore, young children learn why some actions are hurtful to others. They learn to play together in cooperative ways. Children willingly tidy up and understand the overall expectations for behaviour. They enjoy listening to stories, singing familiar songs and expressing themselves to music.

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

- Parent partnership working is very effective. Parents say they are pleased with the high standard of care their children receive and that their children enjoy plenty of enrichment trips. The childminder values parents' suggestions. She incorporates their views in her plans for further improvement.
- The childminder makes precise observations of children's starting points and developmental progress. She uses this information well to determine children's next steps in learning. The childminder provides engaging activities that align with children's interests. She ensures they are sharply focused on what children need to learn next. As a result, children make good progress. The childminder seeks advice and works closely with other professionals. She quickly identifies areas where children are making less than expected progress. She willingly supports parents with referrals to external professionals. Children learn many skills associated with the successful transition to formal schooling. For example, they learn to recognise letters and initial sounds, and handle writing tools well.
- The childminder promotes good communication skills. She routinely asks children open-ended questions during discussions and at story times. Children confidently recall familiar events in their lives. The childminder encourages them to speak in complete simple sentences. Children learn early mathematical skills very well. For example, they learn to count down as they carefully descend the childminder's numbered staircase. They routinely problem-solve as they calculate how many pieces of fruit they each need as a topping for their

breakfast. Children learn to recognise different colours as they compare objects to the childminder's poster displays.

- The childminder teaches children the language of emotions effectively. This helps them clearly express themselves and learn to maintain their composure when their wishes cannot be met immediately. The childminder conducts ongoing and regular risk assessments to all areas of her home. She identifies potential hazards and takes swift action to address these. Children have a secure knowledge of how to keep themselves safe. They know what to do in the event of an emergency. However, the childminder could make better use of spontaneous opportunities to teach children how to use the resources without hurting themselves
- The childminder knows that her effective communication with parents and approachable manner are her areas of strength. She is committed to attending ongoing training to develop further skills in baby signing, for example. The childminder has successfully addressed the recommendation made at her previous inspection. As a result, she has adopted additional ways to work with parents. This has benefited children's further learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The childminder knows what signs suggest a child is suffering harm and abuse. She has a clear procedure to follow for reporting her concerns. The childminder is committed to updating her safeguarding knowledge. This is because she understands the importance of keeping herself informed of any developments in practice. The childminder ensures that children are aware of 'stranger danger'. Children know they need to stay close by on trips and outings. The childminder ensures children always remain supervised. She does not allow unauthorised persons to have access to children in her care.

What does the setting need to do to improve?

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

- make better use of spontaneous opportunities to teach children how to safely use resources.

Setting details

Unique reference number	EY416742
Local authority	Hounslow
Inspection number	10138035
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 January 2016

Information about this early years setting

The childminder registered in 2010 and lives in the London Borough of Hounslow. The childminder offers care from 8am to 6pm on Tuesday, Wednesday and Thursday, all year round. She holds a relevant early years qualification at level 3. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector spoke to parents to gather their views.
- A learning walk with the childminder clarified how she uses each area of her home to support what children are expected to learn.
- A sample of the childminder's documents and children's records was examined by the inspector.
- A joint observation of an activity took place.
- The inspector held a leadership discussion with the childminder to determine the effectiveness of her self-evaluation.
- The inspector spoke to children at appropriate times and observed their interactions with the childminder.

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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