

# Childminder report

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Inspection date: 23 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

The childminder provides a safe and happy environment for children. Children are extremely secure and settled within the setting. The childminder and her assistants have developed positive relationships with children. Children come and seek comfort from them throughout the day when needed. They show care and concern for each other. For example, when children arrive, they give each other cuddles and bring others toys to share their experiences.

Most of the children in the setting are bilingual. As such, the childminder places a focus on developing children's communication and language. Children have opportunities to develop their language skills through stories, songs and games. The childminder also promotes children's home languages, alongside English, to ensure all that children have a sense of belonging.

The childminder has high expectations of all children. Even the youngest children attempt to put on their own coats and shoes when going outside. All children try to feed themselves at mealtimes and wash their hands and faces when finished. The childminder teaches children to say please and thank you. Children learn about the importance of sharing and taking their turn.

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

- The childminder has adapted her settling-in processes during the COVID-19 (coronavirus) pandemic to ensure that children and families are kept safe. She has used video calls and outdoor settling-in sessions with parents. During these visits, the childminder collects important background information about children. This enables her to be able to plan effectively for children's next steps in learning from the start.
- Children are eager to join in activities prepared by the childminder and her assistants. The childminder tracks children's progress across all areas of learning. All children make good progress from their starting points in learning. Parents are kept informed of their children's learning and development. The childminder works in partnership with parents to plan what their children need to learn next.
- The childminder provides daily opportunities for children to practise their developing physical skills. She takes children on trips to local parks and green spaces. Children run, walk, climb and explore in different environments. They take part in outside dance and exercise classes, learning how to move their bodies in different ways.
- The childminder encourages children to respect diversity within the setting. Children learn about different festivals and celebrations. Children enjoy arts and crafts activities and the childminder also reads age-appropriate stories to the

children, to help them learn about different cultures and abilities. The childminder is aware of her responsibility to provide an inclusive curriculum for all children.

- The childminder considers children's emotional well-being when dealing with care routines. She changes children's nappies with respect and privacy. The childminder works closely with parents to ensure that children are emotionally and physically ready before starting potty training with them. Sleep times at the setting are a calm and relaxing experience.
- Parents report that they are extremely happy with the communication the childminder provides. The childminder gives parents daily updates verbally and through an online application. She shares information about what their children have eaten, how they have slept and the activities that they have enjoyed. The childminder seeks the views of parents with regards to what further learning opportunities they would like their children to have. For example, she has offered private football coaches and trips to the town hall for rhyme time.
- The childminder is reflective in her practice. She attends events, such as conferences, to ensure that she is up to date with best practice. The childminder also attends regular training online to meet the needs of the children in her care. This recently included behaviour management training and supporting children's early language development.
- The childminder leads and manages her team effectively. They hold regular meetings to discuss plans for individual children and the setting. The childminder supports her assistants to develop their own knowledge through regular training. Staff report feeling listened to and supported.
- Some activities mean that children are waiting for their turn for extended periods of time. This can lead to children becoming frustrated and not focusing on the intended outcome. For example, during a tooth brushing activity, children who have had their turn quickly become disinterested waiting for the tooth model to make its way round the circle. This leads to children wandering away from the circle or rolling around the floor.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities to safeguard children from harm. She understands the different types of abuse and the procedures to follow should she have a concern. The childminder is aware of what she should do in the event an allegation is made against herself or her assistants. The childminder makes sure that her assistants have undertaken relevant safeguarding training. Her assistants demonstrate that they understand their responsibility towards keeping children safe. The childminder is aware of broader safeguarding issues, such as the 'Prevent' duty, female genital mutilation and online grooming. She ensures that she is alert to any changes in children's behaviour.

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

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

- plan transition times and activities more carefully to ensure that children do not spend long periods of time waiting for their turn and becoming frustrated.

## Setting details

<b>Unique reference number</b>	EY558824
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10190529
<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 at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Chiswick, in the London Borough of Hounslow. She operates all year round, Monday to Friday from 8.30am to 6pm, except for family holidays. The childminder offers occasional overnight care. The childminder works with two assistants.

## Information about this inspection

### Inspector

Natalie OLeary

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out observations of activities.
- The inspector observed the interactions between the childminder and children.
- The inspector sought the views of parents.
- The inspector reviewed relevant documentation, including the childminder's paediatric first-aid qualification and evidence of the suitability of the childminder and her assistants
- The inspector spoke with the childminder at appropriate times throughout the inspection.

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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Piccadilly Gate  
Store Street  
Manchester  
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