

Childminder report

Inspection date: 29 September 2021

Overall effectiveness	Good
------------------------------	-------------

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 develop strong bonds with the childminder. She knows the children well and has a caring and positive relationship with them. Some children have been with the childminder since they were very young. They feel secure and relaxed in her care. The childminder is attentive to children's individual needs. She quickly recognises when young babies need their bottle or if they are ready to sleep. Children benefit from an interesting curriculum. The childminder has a clear understanding about what she wants children to learn. Children know where the wide range of toys and resources are kept and they independently help themselves from the toy boxes. Children behave well and learn right from wrong. They have a good awareness of safety when outside, always holding onto the pushchair while walking.

The childminder was open for some time during the COVID-19 (coronavirus) pandemic when restrictions allowed. She adapted her practice in line with government guidelines. For example, she offered to meet new parents in the local park where she gathered information from them to support children to settle in.

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

- The childminder gathers a range of information from parents when children start with her. She finds out about children's routines, likes and dislikes and what they can do. She uses this information to plan for children's next steps. She knows to focus on the prime areas of learning for the youngest children. Although the childminder has access to equipment to support young children's early walking skills, she does not always ensure these are available.
- Children's communication and language development is, overall, supported well. The childminder engages in meaningful conversations with older children. She talks to young babies and sings rhymes with them. They show delight and begin to dance to known songs. During the inspection, the childminder was not heard to engage with babies when they are babbling to support them to hear words and begin to repeat back.
- Children play happily with toys that capture their interest, such as with toys that make a noise. Young babies' concentration is rapidly developing. They spend long periods of time engaged, posting a ball and turning a wheel so the ball goes down the slide.
- The childminder provides a range of experiences for children to learn about the world around them. Children enjoy visits to the local park and visiting toddler groups in the community. The childminder has discussions with children to help them learn about similarities and differences in people.
- Parents speak positively about the childminder and the service that she provides. Some parents have used the childminder over several years with older siblings

and are very happy. Newer parents also say they are happy. They have found the settling in of their children to be a positive experience. The childminder keeps contact with parents and has daily discussions with them during drop-off and collection times at her front door.

- The childminder works effectively with other professionals, such as the teachers at the nursery some children attend. Parents share the nursery newsletters and planning with her; this enables the childminder to plan similar learning experiences to build on what they are learning at nursery.
- The childminder encourages children to lead a healthy lifestyle. They enjoy a range of home-cooked meals. Children have access to their own water beakers and are encouraged to have a drink regularly. The childminder helps children to understand about good oral hygiene and supports them with tooth brushing before school.
- The childminder keeps up to date with changes to legislation. She regularly speaks with other childminders to share support with each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable knowledge of her safeguarding responsibilities. She is aware of possible signs of abuse and knows the procedures to follow if she has any concerns about a child's welfare. The childminder is looking forward to refresher training for safeguarding and this being face-to-face training. The childminder supervises children carefully. She checks her home daily to ensure it is safe. Children learn how to keep themselves and others safe. For example, older children know to sit at the table away from young babies if playing with play dough or other small items.

What does the setting need to do to improve?

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

- plan more precisely for each child to ensure appropriate equipment is made available to support and extend children's development further
- enhance teaching to support early communication and language, to help children hear and copy sounds and words.

Setting details

Unique reference number	117545
Local authority	Ealing
Inspection number	10071593
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	1 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	24 September 2015

Information about this early years setting

The childminder registered in 1999. She lives in the London Borough of Ealing. The childminder cares for children all day, Tuesday to Friday, throughout most of the year.

Information about this inspection

Inspector

Jenny Devine

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 provider and has taken that into account in their evaluation of the childminder.
- The inspector observed the quality of teaching and discussed the childminder's teaching practice.
- The childminder spoke to the inspector at convenient times during the inspection.
- The inspector looked at children's records and a range of other documents, including policies and procedures.
- Parents sent letters which the inspector reviewed in order to obtain their views on the service the childminder provides. She also spoke with one parent.
- The inspector viewed the areas of the childminder's home and garden that children use.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021