

# Childminder report

---

Inspection date: 11 October 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

Children are happy and settled. They enjoy their time in the childminder's home. The childminder works in partnership with her assistant, who provides support when needed. They plan enjoyable and stimulating activities in three dedicated playrooms. Children have access to a wide variety of interesting resources that support their learning and development. For example, children enjoy fitting blocks together, while strengthening their manipulative skills. The childminder encourages children to identify colours and count the blocks together.

Children begin to develop their independence skills as they carry out age-appropriate tasks, such as helping to put away toys and cut their fruit for snack time. The childminder offers praise and encouragement, which helps to support children's emotional well-being.

Children show high levels of concentration in the activities that the childminder plans. For instance, they are highly engaged for extended periods as they make pictures out of glue and glitter. They particularly like watching the glitter fall and feeling it between their fingers. Children's behaviour is good. Well-established routines help them to feel emotionally secure. The childminder has high expectations of what children can achieve and is a good role model. Children behave well and play happily alongside the childminder, who sensitively supports, encourages and guides their learning.

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

- The childminder plans activities to progress children's development and close any gaps in their learning. For example, young children explore mark making as they draw and paint, which promotes the development of their small-muscle skills in preparation for writing. The childminder carries out progress checks for all children at aged two. However, these do not always detail children's progress across the prime areas of learning.
- Children enjoy being physically active. They are provided with lots of opportunities to develop their large-muscle skills in the well-equipped physical activity room, the outdoor space, and on trips to nearby Kew Gardens. Children enjoy water play. Young children smile as they delight in filling and emptying containers and splashing the water with their hands.
- The childminder is inclusive in her practice. Children have access to a wide range of books and dolls to learn about similarities and differences in themselves and others. The childminder promotes children's understanding of the world around them. Children learn about nature, seasons, animals and plants.
- The childminder understands the importance of healthy eating. Children enjoy a range of home-cooked and nutritional meals and snacks. The childminder

teaches children the importance of following good hygiene practices, such as washing their hands before meals. The children are learning to understand the importance of oral health and brushing their teeth.

- The childminder makes good use of singing and music to promote children's development. She develops children's language and communication skills well, overall. She introduces new words to help them broaden their vocabulary. For instance, she teaches younger children to name colours and recognise numbers. However, sometimes, the childminder does not adapt the language she uses when talking to younger children, to help them speak more consistently and make the best possible progress in their language and speaking skills.
- The childminder reflects on her practice. She accesses a wide range of training to keep up to date with current practice. The childminder has a clear view of what skills she wants children to learn. She regularly observes and assesses children at play. She provides activities that interest children, and she uses the activities to build for their next stage of development.
- Parents comment positively and are happy with the service the childminder provides. The childminder informs parents about their children's learning. She sends them messages and photos of the children during activities, and talks to them at drop-off and collection times. Parents are happy with the progress their children are making.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe from harm. She can identify possible areas of abuse and knows the procedures to follow should she have any concerns about a child's welfare. She has a confident understanding of a wide range of safeguarding issues, including the 'Prevent' duty and female genital mutilation. The childminder keeps her training up to date and reviews her policies to ensure that they support her in keeping children safe. She maintains a safe environment and carries out daily risk assessments of the areas she uses for childminding.

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

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

- ensure the progress check for children aged two years includes a summary of each child's development across the prime areas of learning
- strengthen ways to support younger children's communication and language development.

## Setting details

<b>Unique reference number</b>	EY550773
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10143505
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She lives in Brentford, in the London Borough of Hounslow. She provides childcare from Monday to Friday, from 8am to 6pm, all year round. The childminder has a level 3 qualification. She has occasional support from an assistant childminder.

## Information about this inspection

### Inspector

Frances Oliver

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The childminder explained to the inspector how she organises her provision and curriculum to support children's learning. This included providing photos as further evidence of her curriculum.
- The inspector and the childminder evaluated the effectiveness of teaching on children's learning during an activity delivered by the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documents, including evidence of the suitability of the childminder and her assistant to work with children, and their paediatric first-aid qualifications.
- The inspector spoke to parents and considered written feedback from them to take account of their views.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021