

Childminder report

Inspection date: 28 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has formed strong bonds with the children. By working with parents, she knows each child's interests before they start. The children are happy and settled. The childminder has built an ambitious curriculum. She plans for children's next steps according to their interest and age of development.

The children enjoy imaginative and creative play with each other, pretending to be superheroes, drivers and shopkeepers. The childminder supports the children's language development by introducing new words through story time, rhymes, and puzzles. She listens to them very carefully and engages in conversations throughout the day. As a result, children communicate well with each other.

The environment is very clean and tidy, and areas are clear of hazards. Children have opportunities to develop physical skills. For example, they access an outdoor patio area and a private outdoor communal play area, and they ride bikes and scooters. This helps children to improve balance and develop gross-motor skills.

The children behave well, listen to simple instructions, share, and take turns during their play. The childminder supports their independence by encouraging them to feed themselves and put jackets on. However, the children need further support in learning about their health and self-care, including through regular handwashing.

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

- The children engage with various conversations with the childminder, who is caring, listens to them and maintains good eye contact. They are confident to explore technology resources, such as pretending to use a computer and enjoying exploring the use of walkie-talkies. The children develop knowledge about the world around them and learn technology skills through play.
- The children enjoy playing with a doctor's kit, pretending to be doctors and nurses as they learn about people who help them in the community. The childminder promotes diversity through celebrating various festivals, for example Diwali. However, the childminder has not thought of providing wider opportunities to explore children's similarities and differences to enhance their understanding of different cultures and beliefs within their community.
- There is a variety of books available for the children to support literacy and their home language. This provides opportunities for children who learn English as an additional language to develop and use their home language in play and learning. The children know how to identify their names. They develop empathy for each other and care for each other's feelings. The childminder encourages positive behaviour by praising children and using a reward system with stickers. The children feel proud of their achievements.

- The childminder has strong partnerships with parents, who are extremely happy with the services. They receive clear feedback about their child's development and their learning each day, for instance through receiving videos and photos. The childminder carries out regular meetings with parents to ensure they know about their children's development and how to support them at home.
- The childminder has high expectations for every child attending her setting. For example, she wants them to speak in full sentences and make sure that their communication is fully developed before they start school. She supports this by encouraging them to take part in storytelling and rhyme time, which helps them to develop communication and language skills. The childminder has helped the children to close the gaps in their learning, after the lifting of earlier COVID-19 restrictions, by introducing activities to support their physical and social skills. This has had a positive impact on their development.
- The children have opportunities to develop mathematical skills through everyday tasks and during their play. For example, during an art and craft activity children learned additions and commented that two add another two will make four.
- The childminder ensures that she has updated knowledge about new regulations and legislation by attending various training. She also attends the local childminder forum every term to ensure knowledge is shared with other local childminders. The training has had a positive impact on her services. For example, the childminder has gained more in-depth knowledge about a child's feelings during settling in. As a result, she has reviewed this process to support children during such transition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust safeguarding process in place. She identifies any safeguarding concerns and knows who to report them to. Fire drills are carried out frequently. This helps the children to learn how to keep themselves safe during an emergency. The childminder keeps chemicals out of children's reach, and risk assesses all the areas. This helps to ensure the environment is safe. She carries out daily visual checks, and removes any hazards. COVID-19 protocols are in place. For example, all children and parents have their temperature checked on arrival. To minimise cross-infection, parents do not enter the setting.

What does the setting need to do to improve?

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

- consider further ways to teach children about health and self-help skills
- widen opportunities for children to explore their similarities and differences to enhance their understanding of different cultures and beliefs within their community.

Setting details

Unique reference number	EY551210
Local authority	Hounslow
Inspection number	10174021
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Hounslow, in the London Borough of Hounslow. The childminder intends to offer care each day from 8am to 6pm all year round, excluding Christmas, bank holidays and family holidays.

Information about this inspection

Inspector

Angelica De Assis

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of childminder.
- The inspector observed the activities indoors and outdoors and the interactions between the childminder and the children.
- The children interacted and spoke with the inspector at appropriate times during the inspection.
- The childminder and the inspector completed a joint observation.
- The parents spoke with the inspector, who took account of their views.
- The inspector held a meeting with the childminder. The inspector looked at relevant documentation and evidence of the childminder's suitability.

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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