

# Childminder report

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Inspection date: 3 February 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

Children are extremely secure and confident in the childminder's home. Children thrive in this exceptionally nurturing and stimulating learning environment. The childminder provides an extensive range of resources and plans the environment well to offer children excellent experiences inside and outside. Activities arise directly from children's interests and offer deep, meaningful learning opportunities. Children eagerly move around the setting to explore the activities provided and lead their own learning.

The childminder sensitively supports children to have a go at new skills and to keep on trying. The childminder provides opportunities for independence often. This means children are learning the important skills of putting their own shoes on, putting their coat on, brushing their teeth, washing their hands and making their own healthy snacks with cooking tools.

The childminder reinforces the children's developing knowledge of numbers and shapes as children complete their cooking activity. This leads to children using their learning spontaneously in their play. Children are eager to learn, inquisitive and want to explore and investigate. They use their imagination well. For example, the children made a treasure map and then marked out a route to find the treasure chest at the end of the garden.

Children behave exceptionally well. They keenly follow instructions and rules, which they remember over time. For example, they learn how to wash their hands in the sink independently when they come into the house from the garden, before a meal or after bathroom use. Children gain all the skills they need ready for school.

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

- The childminder has an ambitious curriculum which is delivered effectively, teaching children early mathematics and communication and language skills to an outstanding level. Children are confident speakers. They talk enthusiastically about a space project activity using language like 'thrust', 'universe' and 'galaxy'. Children cuddle up with the childminder in a relaxed space as they listen intently to stories about the universe. They sing songs about going to space and act out being a spaceman in the box rocket ship they had made as an art activity.
- Children concentrate for long periods as they explore activities. They are intrigued by the different colours of rice that they had made the day before and use these to count out how many grains there are. They demonstrate their knowledge of different shapes and sizes through their play. The childminder is consistent in using excellent teaching skills and knows how to extend the children's learning. Children are highly motivated and are very eager to join in.

They have consistently positive attitudes to their play and learning.

- The childminder accesses excellent opportunities to ensure continuous professional development. She has accessed and attended many training courses and puts her learning into teaching practice with the children. This helps raise teaching skills to a very high level.
- Children make excellent progress from when they first start to attend the setting, particularly in their physical skills and early communication and language development. Partnership with parents is excellent. Parents collaborate with the childminder to work on their children's next steps of learning. Parents state that the childminder knows their children very well and that their children have progressed extremely well in the childminder's care. Parents comment that their children have made significant progress in their confidence, independence and mathematical skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

Children's safety is of the highest priority and is threaded through the day within the setting. The childminder has a robust knowledge of safeguarding children and child protection issues. The childminder knows how to identify and report her concerns about children's welfare. Children show a comprehensive understanding of how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	EY321199
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10138026
<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>	2 to 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	14 July 2015

## Information about this early years setting

The childminder registered in 2006. She lives in Isleworth, in the London Borough of Hounslow. The childminder offers care each weekday, from 8am to 6pm, throughout the year.

## Information about this inspection

### Inspector

Elly Richfield

### 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector carried out a joint observation together.
- The inspector assessed the effectiveness of safeguarding and care procedures.
- The inspector spoke with parents to get feedback and their comments were taken into account.
- The childminder spoke to the inspector about her intentions for children's learning, and the inspector observed the quality of education.

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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