

# Childminder report

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Inspection date: 28 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Met
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## What is it like to attend this early years setting?

### The provision is good

Children settle well and form strong attachments with this caring childminder. They are happy and enjoy the time they spend in her welcoming home. The childminder has high expectations of all children and makes good use of ongoing opportunities to support their learning. For example, when children see workers cutting tree branches on the street, the childminder explains to the children about growth and decay. Children have ample chances to play outdoors and to be physically active. They learn to manage risks safely as they confidently climb, bounce and balance on apparatus.

The childminder sets clear, age-appropriate boundaries for children and gently reminds them of these throughout the day. Children develop good manners and learn to negotiate the use of toys. In addition, the childminder teaches children strategies, such as breathing exercises, to calm down when they are feeling angry or frustrated. As a result, children's behaviour is good. Children are motivated to learn and show a positive attitude to their learning. The childminder gives children praise for their efforts and achievements. This helps to promote their self-esteem and confidence. Children regularly interact with different people and see different places. They meet with other childminders and their children at play centres, the library or the local park. This helps them to develop good social skills and an understanding of the wider world.

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

- Parents describe the childminder as a 'dream' and are very happy with the care that their children receive. They report that their children are more confident and their social skills are much improved since attending. The childminder knows the families well and regularly exchanges information regarding children's progress and well-being. This helps to ensure a consistent approach to children's learning and development.
- The childminder encourages children's personal independence through daily routines. For example, she involves them in preparing their lunch. Children spread the homemade tomato sauce on their 'Mexican pizza' and add their favourite toppings.
- The childminder actively promotes healthy lifestyles. She provides nutritious meals and talks to the children about the importance of eating healthy foods and brushing their teeth. Children enjoy spending lots of time outdoors in the fresh air. They develop excellent physical skills and benefit from regular exercise.
- Children's communication and language are well supported. The childminder talks to children and listens to their response. She adapts language to support children's understanding and repeats words, modelling the correct pronunciation. Children enjoy singing nursery rhymes. They have favourite songs

and delight in making sounds. Children eagerly use a ball as a percussion instrument to beat the rhythm when singing 'Five Little Monkeys'.

- The childminder supports children's knowledge of mathematics and counting. For example, she encourages children to identify shapes and numbers in the environment, such as on road signs and doors.
- On the way to the park or local playgroups, children learn about road safety. The childminder gives them the responsibility of telling her when it is safe to cross. Children look for traffic and stay close to the childminder. This helps them to learn how to keep safe.
- The childminder teaches children literacy well. Children engage in various opportunities to practise their early writing and give meaning to the marks that they make. In addition, they enjoy listening to stories and look at books independently in a cosy tepee tent.
- The childminder has a clear vision of what she wants children to know and do before they move to school. She assesses children's development well and she uses this information to plan what they need to learn next. As a result, all children make good progress from their starting points.
- The childminder reflects on ways she can improve her provision and continually develops her practice. For example, she has completed training on play therapy, to increase her knowledge of how to help children to understand more about their feelings and thoughts.
- The childminder has a wide range of play materials and resources. Overall, these are readily available to encourage children to make independent choices in their play. However, on occasions, the childminder does not think about how she can support children to explore and lead their own play. For example, some resources are not always within easy reach of the children, which limits their ability to extend their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently recognises the signs and symptoms that may suggest a child is at risk of harm. She understands broader safeguarding issues, such as the 'Prevent' duty, and knows when and how to refer any concerns. Additionally, the childminder knows how to report any allegations made against herself or her family. She maintains a clean and tidy home, and supervises children well. This helps to provide a safe environment for children to play in. The childminder keeps her paediatric first-aid and safeguarding training up to date, further promoting children's welfare.

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

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

- strengthen opportunities for children to explore and lead their own play, to extend their learning further.

## Setting details

<b>Unique reference number</b>	EY419476
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10104659
<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>	4
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	29 September 2015

## Information about this early years setting

The childminder registered in 2010. She lives in Chiswick in the London Borough of Hounslow. She operates all year round from 7.30am to 4.30pm, on Monday, Tuesday and Thursday, except for bank holidays and family holidays. The childminder has an appropriate qualification in childcare at level 3.

## Information about this inspection

### Inspector

Damiana Cornacchia

### 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 their evaluation of the setting.
- The childminder showed the inspector the areas of her home used for childminding. She discussed her curriculum and how she operates her practice.
- The inspector observed the quality of education provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views through written feedback. The inspector took these views into account.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder.

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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