

Childminder report

Inspection date: 20 April 2022

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

The provision is good

Children enter the setting and are welcomed by the childminder and her assistant into a safe and nurturing environment. Children benefit from the very caring attitudes towards them within the setting. They have secure attachments with the childminder and her assistant. Children are happy and engaged with activities set out. They sit focused on tasks for extended periods of time. Children show resilience when they are unable to complete a shape-sorting task on the first try. They continue to problem-solve and the childminder allows children time but is on hand to step in if needed. Children revel in the childminder's praise for their efforts, turning to her and smiling and clapping themselves.

Children respond to the childminder's high expectations. They benefit from her encouragement to be independent to ensure they are ready for the next stage in their learning. Children learn techniques to put on their coats and shoes, and manage their personal hygiene.

Children's behaviour is good. They follow the childminder's clear rules and understand the boundaries. Children designed the rules with the childminder and regularly review them together. They work cooperatively together, following instructions and taking turns. Children's individual learning styles are incorporated into the childminder's curriculum thinking. Children make good progress.

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

- The childminder knows the children in her care well. She understands their starting points and uses her curriculum to provide thoughtful activities to ensure that they make good progress in all areas of their development. The childminder understands the need to consolidate children's learning before moving onto the next stage of development. Children who excel in certain areas of learning are offered further challenges to develop this set of skills.
- Overall, the childminder promotes children's communication and language well. Children have free access to books and enjoy regular stories and rhymes. The childminder provides a narrative to children's play and extends their vocabulary by providing new words. Children repeat these words as they play. The childminder asks children questions but, on occasion, these only require a yes or no answer. Consequently, she does not fully enhance children's conversational skills and widening vocabulary.
- The childminder's curriculum thinking helps children develop friendships in her home with other children who attend. However, she does not build on children's social confidence, for example in larger groups, in preparation for their move to school.
- Children develop healthy lifestyles. The childminder works in partnership with

parents to ensure children have a healthy balanced diet. Children are encouraged to be physically active, spending time outside daily in the garden and in local green spaces. They use larger play equipment in the local park, and climbing on this develops their large muscles.

- The childminder teaches children about the diverse community they live in. Children learn about different cultures that are important to those around them through stories, craft and role play. With parents' permission, children visit different places of worship, such as the nearby Gurdwara, Temple and Mosque. This helps them to consolidate what they learn about different cultures.
- Partnership with parents is a strength. Parents report being happy with the supportive and creative nature of the childminder. She ensures parents receive regular feedback and sends photographs of children engaged in play via a secure app. The childminder provides parents with regular progress reports about children's development. The childminder and her assistant share ideas with parents to help them to continue and extend children's learning at home.
- The childminder is reflective in her practice. She understands the importance of continuing her professional development. For example, she has attended regular training that has helped her to continue to meet children's individual learning needs. The childminder seeks regular feedback from parents both verbally and through questionnaires. This enables her to evaluate the service she offers and make continuous improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has ensured that she has kept up to date with regular safeguarding training. She is aware of the signs to look out for that indicate children may be at risk of harm or abuse. The childminder is clear about the reporting procedures should she have any concerns. She understands the procedures to follow should an allegation be made against her or anyone in her household. The childminder works in partnership with parents to teach children how to keep themselves safe online. She undertakes regular risk assessments to ensure the environment for children remains suitable.

What does the setting need to do to improve?

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

- increase children's social confidence to support their move to school
- help children to elaborate their ideas, to enhance their conversational skills and growing vocabulary.

Setting details

Unique reference number	EY396791
Local authority	Hounslow
Inspection number	10074293
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	2 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	26 July 2016

Information about this early years setting

The childminder registered in 2009 and lives in the London Borough of Hounslow. She works with her husband, who is also a registered childminder. The childminder operates Monday to Friday from 7am to 7pm, all year round. She has completed a relevant qualification.

Information about this inspection

Inspector

Natalie OLeary

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 around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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