

Childminder report

Inspection date:

28 April 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, settled and content. The childminder is caring, warm and loving. She forms strong attachments with children and shows them affection. Children seek comfort and reassurance from the childminder when needed. They behave well, listen to the childminder and follow simple instructions.

Children develop their language skills. The childminder uses a visual picture board to encourage children to link pictures of animals with noises and songs. Children begin to make various sounds to communicate. They explore the various resources available. Children enjoy playing in the garden area with balls and games. They have some opportunity to develop physically and improve their balance skills when they play outside.

Children have opportunities to develop their independence. They are encouraged to wash their hands, feed themselves and try to put on their shoes. They freely access drinking water and recognise their own cups. However, the childminder does not use her full knowledge of the curriculum and children's individual learning and development effectively. For example, she provides some activities and resources that are not suitable for children's age and stage of development. As a result, children sometimes lose concentration, and become distracted and disengaged from their learning.

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

- The childminder plans the curriculum to offer children some opportunities to learn about diversity and equality. For example, the childminder supports children to explore some multicultural books, and takes them out for trips to the local library. However, some activities and resources are not suitable for children's age and stage of development. For example, the childminder provides books that are not age appropriate for the children attending. This impacts on the opportunities that children have to engage in their learning and develop their early literacy skills.
- The childminder acts with integrity, and understands when and what she needs to notify Ofsted of. She is organised with her documentation and with the environment available for children to play in. The childminder has processes in place to support children with special educational needs and/or disabilities. She has a knowledge and understanding of the requirements relating to the progress check for children aged between two and three years. She works with parents and other agencies.
- The childminder ensures that she attends training to keep her knowledge up to date with current changes in childcare and education. However, she does not evaluate the quality of her teaching to enable her to put plans for improvements

in place. This impacts on the quality of education that she provides for children.

- Children independently access visual picture cards and picture books. They make sounds and point to the pictures. However, there are times when the childminder offers children too many resources at the same time. This impacts on children's concentration and they lose interest in their play. The childminder models language, repeats sounds and introduces children to new vocabulary, for example, during the song 'Head, shoulders, knees and toes'.
- Children develop their physical skills. They are encouraged to blow bubbles, develop hand-to-eye coordination by stacking ring toys, and go for local walks. Children play and explore with a microphone and musical instruments, and enjoy dancing. They have opportunities to develop their social and emotional skills. Children take turns when they play, and they play alongside each other.
- Children learn through exploring the environment. They enjoy imaginative play in the role-play kitchen, using saucepans, a tea set and pretend food. Children are curious as they open small cupboard doors, and transport toys from one area to another. They are proud of their achievements and smile at the childminder when they achieve a milestone in their learning.
- Parents are happy with the setting. They say that their children are happy and settled. The childminder offers parents monthly meetings to discuss their child's development. She has a knowledge of how long amounts of screen time can impact on children's brain development. However, the childminder uses video lullaby songs on an electronic device for children to watch until they fall asleep. She does not consistently provide parents with further ideas to support their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a knowledge and understanding of safeguarding. She knows who to contact if she is concerned about a child's welfare. The childminder attends training within the local authority to keep herself update with changes in legislation. She has safe COVID-19 protocols in place to minimise the risk of cross-contamination. The resources she provides are clean, and she encourages children to wash their hands throughout the day. Visitors are required to have their temperature checked on arrival. The environment is safe and clear of hazards, and the childminder carries out daily visual safety checks. The childminder supervises children closely and checks them when they are asleep.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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<p>promote children's individual learning and development more effectively, to ensure that children learn across all areas of the curriculum and become more engaged in their learning.</p>	<p>30/06/2022</p>
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To further improve the quality of the early years provision, the provider should:

- evaluate the setting's strengths and identify priorities for further development, focusing on improving the quality of education for all children attending
- build on the current partnerships with parents to help them support their children further.

Setting details

Unique reference number	EY555844
Local authority	Hounslow
Inspection number	10190066
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Feltham, in the London Borough of Hounslow. The childminder offers care from 7am to 7pm on weekdays during most of the year, except for 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 the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to the childminder at suitable times throughout the inspection.
- The inspector observed the childminder and children interacting outdoors in the garden and inside the home.
- The inspector carried out observations of activities.
- Parents' written feedback on the service was reviewed by the inspector.
- The inspector checked evidence of the suitability of adults living on the premises.

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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