

Childminder report

Inspection date: 21 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have strong, close relationships with the childminder. They are happy and confident. The childminder interacts warmly with children. For example, she uses lots of eye contact and a warm tone of voice. The childminder takes time to get to know children well. She provides familiar routines to help children to settle well. The childminder values each child as an individual. She has high expectations of children. The childminder provides a balanced curriculum which helps children to progress in their learning. Children gain valuable skills in preparation for school.

Children have good understanding of and respect for difference. For example, the childminder provides dolls of different cultures, races and disabilities. Children know and learn about special religious and cultural events. The childminder teaches children about these occasions and children carry out creative activities to develop their understanding. Children have good independence skills. For instance, they fetch their own drinks and learn to dress themselves. Children act in positive ways. They learn to share and to take turns well. For example, by sharing tools and materials during creative activities. Children show kindness and consideration to each other. They play in a safe environment.

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

- The childminder provides a broad variety of interesting activities based on the areas of learning. She considers children's current skills and provides activities to help them to move on in their development.
- The childminder supports children's creative development. For instance, children enjoy making marks on paper using paint, crayons and pencils. They make models from play dough, and use tools and materials well.
- The childminder helps children to gain good early mathematical skills. For example, they sort and group coloured toy eggs to match to corresponding egg cups. The childminder counts objects with children as they play. She points out and names different shapes in the environment.
- Children have good understanding of the world. The childminder plants and grows vegetables in the garden with children. This helps children to understand how things grow and where food comes from. She takes children to the local park to observe the different seasons and talks to them about the changes in nature.
- Children have good understanding of their emotions. The childminder talks to children each day about how they are feeling. She uses stories and songs to help children to understand their feelings.
- Children gain good communication, language and literacy skills. The childminder reads lots of books with children and children engage well with stories. They make comments and ask questions. The childminder sings lots of nursery

rhymes and songs with children to help them to learn new words.

- The childminder works well with parents. She provides daily updates on children's progress. The childminder uses different ways to meet parents' needs, such as secure electronic communication and daily verbal feedback about children's care and learning. She suggests ways for parents to support their children's learning, such as ideas and activities to carry out at home.
- The childminder is committed to improving her skills and knowledge. For instance, she reads specialist early years publications covering different topics. The childminder has attended online webinars, such as how to support children's communication and language skills, which has led to improved outcomes for children.
- Overall, the childminder supports children's physical development. Children gain good small-muscle control. For example, as they use different tools and materials in creative activities. However, the childminder has not fully considered ways to support children's large-physical skills.
- The childminder promotes good awareness of oral hygiene for children. However, she does not consistently help children to gain understanding of the value of eating nutritious food.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives a high priority to children's safety. She knows the possible indicators which suggest that a child could be at risk to abuse. The childminder has a good knowledge of the procedures to follow to keep children protected from harm. She is vigilant to signs that a child might be at risk to extreme ideas or behaviours. The childminder is aware of the relevant agencies to report her concerns to keep children safe. She cleans and checks all parts of her home to reduce the risk of cross-infection and minimise hazards.

What does the setting need to do to improve?

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

- think more carefully about what children need to learn next in their physical development
- help children to understand and learn about the value of eating healthily.

Setting details

Unique reference number	116152
Local authority	Hounslow
Inspection number	10138027
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 1999. She lives in Isleworth in the London Borough of Hounslow. The childminder cares for children during term time from 7.30am to 5.30pm, Tuesday to Friday. She offers early funded education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

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 setting.
- The childminder talked to the inspector about how she organises her provision and her curriculum intent while they viewed the premises.
- The inspector observed an activity and evaluated this with the childminder.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector observed the interaction between the childminder and children, and discussed their progress.
- The inspector read and considered written comments from parents during the inspection.

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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