

Childminder report

Inspection date: 27 May 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

On arrival, children are quick to become engaged in activities and separate from their parents with ease. Children clearly enjoy the time that they spend with the childminder. They skip up and down with excitement at the activities she prepares for them. Considering children's views is a strength of this childminder. She consistently offers children choices throughout the day and during activities. Children develop a sense of autonomy over their own learning. They are motivated to learn as they make independent choices from the wide range of stimulating toys and equipment on offer.

Children benefit from plenty of praise and encouragement from the childminder, who regularly tells them how proud she is of them. This helps to support their self-confidence and self-esteem. The childminder is an excellent role model and, as a result, children develop good social skills. For example, during a painting activity, children offer the childminder resources so that she can join in. The childminder has high expectations. Children learn to respect their environment and happily tidy up after activities. They listen to the childminder's instructions and behave very well. Children regularly go on outings with the childminder. They develop confidence in social situations, for example when they visit the local children's centre and library.

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

- The childminder knows children and their families very well. She gathers information from parents when children first start. This helps the childminder to understand what children can do and enjoy doing. Parents and children benefit from visits prior to joining her. Parents state that these visits provided them with an explanation of the daily routines and allowed children to adjust to the setting. Parents comment that the childminder is 'very loving'. They feel very confident in leaving their children in her care, and say that 'nothing is ever too much trouble' for the childminder.
- The childminder understands how to promote young children's learning. She skilfully introduces new words during activities to support children's language development. For example, as children mix paints, they remark that the colour has turned brown. The childminder extends this by talking about 'coppery brown' and 'yellowy brown'. She repeats new words frequently and encourages children to think about where they might have heard words before, such as on outings that they enjoyed with their parents.
- The childminder attends mandatory training, such as paediatric first aid and child protection. However, due to taking a break from childminding during the COVID-19 pandemic, she has not extended her knowledge of changes in legislation and guidance relevant to her childminding practice. The childminder acknowledges

that she needs to attend further training to develop her knowledge and skills further.

- Children benefit from ample opportunities for fresh air and exercise. They become absorbed in transporting carts full of water and balls around the spacious garden. Children learn about nature as they grow plants and tend to the garden with the childminder.
- Children enjoy singing rhymes and songs. They have plenty of space to sit, look at a books and relax during the day. The childminder skilfully helps children to understand about writing. For example, she shows and discusses the flyer which older children have made to advertise a local street party. The childminder talks to children about the numbers they can see when visiting shops. This supports children's emerging mathematical and literacy understanding well.
- Children benefit from the continuity in their learning between home and the setting. Parents comment that the childminder's communication is very good. They receive feedback about their child's progress regularly and enjoy good support from her for their parenting. For instance, the childminder provided advice while children were toilet training and on how to reduce the use of dummies.
- Children enjoy a variety of healthy snacks throughout the day. They demonstrate an understanding of how to keep themselves healthy. For instance, they remember to sneeze into their elbow. The childminder praises children for 'remembering to cover their mouth'. Children learn to manage their own personal care needs, such as washing their hands and using the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to protect children from harm. She can describe the signs and symptoms that might indicate a child is at risk. The childminder knows the procedure to follow should she have concerns about the welfare of a child. She ensures that she has the relevant contact details for the local safeguarding team. The childminder understands the importance of supporting families to ensure children's well-being. She practises the emergency evacuation procedure with children to develop their understanding of what to do in the event of an emergency.

What does the setting need to do to improve?

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

- focus professional development opportunities to extend knowledge of teaching and learning further.

Setting details

Unique reference number	117696
Local authority	Ealing
Inspection number	10072310
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	2
Date of previous inspection	12 April 2016

Information about this early years setting

The childminder registered in 1999 and lives in Greenford, Middlesex. She cares for children during term time from 8am to 5.30pm, Monday to Friday.

Information about this inspection

Inspector

Elizabeth Shack

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed some documentation during the inspection, including training certificates, the attendance register and the insurance certificate.
- The inspector and the childminder carried out a joint observation together to reflect on 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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