

Childminder report

Inspection date: 25 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a homely environment. Children settle extremely quickly and are happy to be in her care. The childminder has positive nurturing relationships with them. Children behave well and show kindness and respect towards others. The childminder and her assistants are positive role models and children respond positively to their gentle guidance and quickly learn about the behaviours expected of them. Children develop good communication skills in labelling their emotions and confidently articulate how they feel.

Children have access to a large garden and dedicated playrooms. They are provided with a wide range of resources that stimulate their curiosity. The childminder gives children daily opportunities to spend quality time outdoors. For example, they enjoy going to a forest school for a morning once a week and go on local nature walks. The childminder has a well-thought-through routine and children benefit from independence and healthy, nutritious meals. Children relish in preparing their snack and meals and are happy to taste unfamiliar fruits at snack time. They learn about good oral hygiene and enjoy looking at books which teach them about brushing their teeth and avoiding sugary foods.

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

- The childminder has very good relationships with parents. The parents are clear about their child's development, and any concerns are identified early. Parents are supported with ideas and strategies from the childminder and she communicates well about their child's day. They comment that their children 'absolutely love' attending the childminder's setting.
- The childminder interacts well with the children and engages them throughout a range of planned activities, mostly extending their learning. Children are given plenty of opportunity to explore freely and develop their own interests and ideas. However, sometimes, plans to support children's literacy and mathematics are not as effective as other areas of the curriculum. Sometimes, activities are not age and stage appropriate for some of the children invited into the activity, and therefore children do not always learn what the childminder wants them to learn.
- Children are eager to learn. They concentrate well on activities that they choose, such as completing puzzles or discovering what is inside fruit by peeling it and cutting it open with tools.
- The childminder takes the time to plan activities based on the children's interests, so they are excited to learn. She focuses on children becoming independent by getting them to clean their nose, wash their hands, get ready for snack time and wash their plates after mealtimes.
- The childminder is clear about how to prepare children for the next stage of

their learning and is working hard to develop these skills in the nurturing environment she provides.

- The childminder supports children's communication and language development well. She provides lots of opportunities for children to express their own views and opinions. For example, children enjoy reading stories with finger puppets to act out characters from the story. The childminder supports children to extend their sentences and introduces them to new vocabulary in context. However, sometimes, learning moments are lost by not giving the children enough time to respond to questions from staff.
- The childminder is reflective about her setting and knows what she is doing well and what she would like to do next. She seeks advice from other agencies and gets support in the local area to improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to protect children and keep them safe. She has a strong understanding of the correct procedures to follow and who to contact if she has concerns about children's welfare. The childminder attends regular safeguarding training to stay up to date with key changes in policy. She uses risk assessments effectively to keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- focus even more sharply on what individual children need to learn next, to build on what they already know and can do
- give children the time they need to think about and respond to questions, to further encourage their communication and language development.

Setting details

Unique reference number	EY549622
Local authority	Hounslow
Inspection number	10174100
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 4
Total number of places	16
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Cranford in the London Borough of Hounslow. The childminder operates Monday to Friday from 8am to 6pm, all year round, except for bank holidays and family holidays. She is registered to provide overnight care and weekend care.

Information about this inspection

Inspector

Elly Richfield

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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