

Childminder report

Inspection date: 15 June 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

The childminder provides a safe and homely environment for children to thrive in. She has a good understanding of the starting points of children and understands what skills and behaviours need to be learned at different stages to help children succeed. As a result, children are settled, curious and confident in their environment.

The childminder is able to use the resources available to have meaningful interactions with the children and is attentive to their needs. She role models good behaviour and language, which results in the children being cooperative, calm and eager to explore. For example, intimate care routines like nappy changing are used as an opportunity to teach babies about self-care. Clear language is used to communicate with babies, who get involved in their nappy changing routine. This provides a nurturing learning experience for them, promoting independence and personal development.

Children develop a love for books. They point to them, turn pages and babble as they recognise the drawings on familiar pages. For example, the childminder organises books based on children's interests, which encourages them to make choices and learn through repetition. The children repeat sounds and actions and smile joyfully when the childminder engages with them.

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

- The childminder forms positive relationships with children. She joins in their play with enthusiasm and interest. For example, she speaks to babies at their level and reads to them about animals, which leads to the babies making sounds and repeating learned actions.
- The childminder models good behaviour. She teaches the children to be respectful by modelling good manners, saying 'please' and 'thank you' from an early age. Children behave very well at this setting.
- Children's communication and vocabulary are supported at this provision. Children who speak English as an additional language develop their home language as well as their English. The childminder makes an effort to incorporate words from children's homes into her setting.
- The childminder has a good understanding of child development, which she uses to provide a tailored curriculum to each child's needs. As a result, all children make progress in her care. For example, she encourages babies to develop their motor skills by crawling, pulling themselves up to stand, feeding themselves and turning pages in books. Older children are given more opportunities to socialise with children of similar ages at the local library.
- The childminder has developed better partnership working with parents. Parents

speak to the childminder daily and she gives them detailed feedback on their child's progress and next steps. Parents speak highly of the flexibility and care offered by the childminder. The childminder intends to further strengthen parents' understanding of early years to promote continuity of care and the curriculum.

- Children have regular opportunities to explore their local community. The childminder plans activities outside the home to give children new social experiences, especially after the COVID-19 pandemic. For instance, children go on trips to the park and library and visit a host of local attractions and other childminders.
- Following the COVID-19 pandemic, the childminder has an understanding of the expected gaps in children's learning, and her planning for each child addresses these. However, she has a limited understanding of how technology can be embedded into her curriculum in an age-appropriate way and the challenges it presents to children with increasingly frequent access to screens and tablets.
- The childminder has regard for challenging views that are not supportive of an inclusive and diverse Britain. She ensures children respect and develop an understanding of cultures and religions different to theirs. This teaches tolerance and respect and prepares children for their next stage.
- The childminder has worked on updating her knowledge and communication with the local authorities. She does, however, need to develop her self-evaluative process in order to continually improve her teaching and ensure it is in keeping with latest guidance to best meet the needs of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of what it means to keep children safe. She has robust knowledge of how different types of abuse can be presented and is knowledgeable on local protocols to raise any concerns and record them. She values diversity and has an understanding of wider safeguarding concepts, including the 'Prevent' duty framework. Her setting is secure and enables children to comfortably and safely explore it and grow within it. She involves parents in risk assessments of outdoor venues and considers the risks involved when visiting new locations, as well as those visited regularly.

What does the setting need to do to improve?

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

- strengthen opportunities for children to engage with modern technology and embed age-appropriate and safe use of such technology into the curriculum
- make better use of self-reflection to identify a more targeted plan for professional development to increase knowledge and skills further and raise the

quality of teaching to the highest level.

Setting details

Unique reference number	116095
Local authority	Hounslow
Inspection number	10072287
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	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 January 2016

Information about this early years setting

The childminder registered in 2000. She lives in Chiswick in the London Borough of Hounslow. She offers care from Monday to Thursday, from 8am to 6pm, for 48 weeks per year. The childminder offers overnight care. The childminder is registered to accept funded nursery education places for children aged two, three and four years.

Information about this inspection

Inspector

Sana Foss-Smith

Inspection activities

- The inspector discussed the impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the provider about the intent and impact of her curriculum and how her provision provided age- and stage-appropriate learning to children.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents to gather feedback.

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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