

Childminder report

Inspection date:

21 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision requires improvement

The childminder has high expectations of children and for what they can achieve. She provides a wide range of natural and everyday items to ignite children's curiosity. Parents talk highly of this approach and how the childminder has shared information with them so that they can extend it at home. Children demonstrate high levels of enthusiasm for the many interesting and exciting opportunities the childminder provides for them. They persist and concentrate well during activities and are motivated to learn. However, the childminder does not maintain compulsory records about children's development. This means that she is not sharing relevant and important information with parents or other professionals.

Children form strong relationships with the childminder, who knows them very well. They are confident to ask the childminder for help when needed. For example, they ask her for lunch when they are hungry. The childminder treats children with respect. For instance, at tidy up time, she tells them, 'Thank you very much for helping'. This motivates children to behave well. However, care practices do not always support children's well-being. This is because the childminder does not record and retain essential information about children and their attendance.

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

- The childminder has a good overall understanding of how children learn. She provides many opportunities for children to play, inside and outside, and experiment with the materials available to them. Children receive plenty of praise for using their imagination. For example, when children discover that the properties of chalk change when they accidentally become wet, the childminder remarks, 'Oh, clever you!' The childminder is skilled at tuning into children's fascinations to promote their learning and vocabulary. For instance, she introduces new language, such as 'pasty', and encourages children to experiment with combining the colours to observe the effects.
- The childminder's curriculum supports children to develop many of the skills that they will need in preparation for school. For instance, she plans activities to help children develop strength in their hands and arms to ensure they are ready to learn to write. She successfully introduces mathematics into activities by commenting on number and shapes as children play. For instance, when children make three pretend cupcakes from play dough, she praises them for this and for sharing them equally.
- Children enjoy handling books. The childminder provides good-quality books with puppets that excite and engage children. The childminder comments on the books that children show her. However, at times, opportunities for them to sit and read a story with her are missed.
- The childminder promotes children's healthy lifestyles. For instance, she

discusses oral health with parents and works in partnership with them to encourage children to form healthy eating habits. Children's physical development is supported during outings to the local park every week. They benefit from visits to toddler groups, which supports their developing social skills.

- The childminder provides an inclusive environment where the achievements of children with special educational needs and/or disabilities are celebrated. For instance, she takes children in her care to watch the local disability football team play. Children take part in activities that help them learn about significant events in their own culture, such as Easter and The Queen's Platinum Jubilee. However, there are fewer opportunities for children to learn about cultural differences between themselves and others to further support their positive sense of identity.
- While the childminder recognises the weaknesses in her organisation of the provision, she has not taken sufficient action to address them and secure improvement. For example, the childminder's own children, who are now adults themselves, left the family home and the childminder has neglected to inform Ofsted of changes to the people that live on the premises, despite being given advice to do so. The childminder attends some training courses, but those attended online have had no impact. At the time of the inspection, the childminder could neither remember the intent of training attended, nor its content. She has little understanding of recent changes to regulation or guidance that impact on her childminding practice.
- The childminder has not met a number of legal requirements, such as completing the statutory progress check for children between the ages of two and three years old. Records relating to the children attending the setting have not been completed satisfactorily. The childminder has failed to record the date of birth of children that attend. However, the impact on the children is small. This is because the number of children attending the setting is low and the childminder knows them well. She ensures she discusses children's progress with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to safeguard children's welfare. She knows what to do if she is concerned about a child's safety, and the steps to take should an allegation be made about her or her family. The childminder keeps children safe in daily activities and communicates this to them. For example, she reminds children to be careful when using scissors. The childminder updates her paediatric first-aid qualification in a timely manner to ensure her knowledge is current. The childminder knows how to respond in the event of an accident. She maintains her insurance.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the progress check for children aged between two and three years is completed and a record of them is kept	30/06/2022
ensure that all required documents are retained and made available for inspection	30/06/2022
ensure that essential information relating to children attending the provision is recorded	30/06/2022
inform Ofsted of changes to people living on the premises.	30/06/2022

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

- undertake professional development opportunities to keep knowledge and skills up to date, so that practice continually improves
- extend opportunities for children to share stories and books during daily routines
- consider ways to support children to learn about differences between themselves and others, to further support their positive sense of identity.

Setting details

Unique reference number	EY369674
Local authority	Hounslow
Inspection number	10120606
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	3 to 12
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 April 2016

Information about this early years setting

The childminder registered in 2008. She lives in Feltham, within the London Borough of Hounslow. The childminder offers care from 7.30am to 6.30pm, Monday to Friday, all year round. The childminder receives funding to provide free early education to children aged two, three and four years. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Elizabeth Shack

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 childminder.
- The childminder showed the inspector the setting and discussed how they ensure it is safe and suitable.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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