

Childminder report

Inspection date: 9 August 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

Children are happy and enjoy the time they spend with the childminder. They show that they have formed secure attachments to her and are settled in her care. Children spontaneously approach the childminder for a cuddle. They enjoy helping her to carry out tasks. For example, children are eager to help water the garden and accurately recall what they have heard from the childminder about it being a very hot day. They thrive on taking responsibility to look after nature, and they learn new skills and vocabulary through these enriching experiences. Children are confident, resilient and have positive attitudes to their learning. They jump and balance adeptly on outdoor resources, announcing 'I can do it' as they challenge themselves. Children's independence is supported well from an early age. They peel their banana at snack time. They know where to find their shoes and have a go at putting them on before going outdoors. Children are encouraged to persevere when they find things challenging and the childminder gently encourages them to try a different approach. Children respond positively and are keen to involve the childminder in their play.

Children's behaviour is good. They are eager to talk about things they have learned previously and are proud of their achievements. At times, some children struggle to negotiate with others and take turns. However, the childminder swiftly and sensitively intervenes and helps younger children to manage their emotions effectively. Children are developing the skills they need for the next stage of their learning.

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

- Children are developing their communication and language skills. The childminder provides narration as children play, introduces new words and models language. Children eagerly recall the songs they have learned. The childminder has age-appropriate books available, but does not make full use of opportunities to help children develop a love of books and support their language skills. For example, she does not read to children regularly or encourage them to access books freely.
- The childminder extends children's mathematical understanding throughout the day. She introduces children to counting and positional language as they play and sing. Children learn about shape and size as they explore puzzles and compare the sizes of blocks. They eagerly name simple shapes, such as a 'circle' and 'rectangle', in the everyday objects they find in the garden.
- Children's health and well-being are promoted well. They learn about the importance of a healthy lifestyle, such as washing their hands before and after mealtimes. Children gain experience of healthy food choices. They enjoy a wide selection of fruit at snack time and the childminder works with parents to ensure

that children's lunch boxes are healthy and nutritiously balanced. Children regularly drink water throughout the day.

- Children engage in a good range of opportunities that promote their physical development, both in the childminder's garden and on trips out in the local environment. For example, they are skilled at climbing ladders, using swings and riding bicycles and understand what they need to do to keep themselves safe. The childminder provides a wide range of learning experiences for children to extend their fine-motor skills. For example, children fill and empty different-sized cups with water and skilfully use pegs to hang up washing on a clothes line. Consequently, children are becoming competent in using their physical skills and taking appropriate risks.
- The childminder works closely with parents. She gathers information from parents about their children's likes and abilities before they start. Parents are very complimentary about the quality of care and education offered by the childminder. The childminder also works in partnership with the local authority. She gets advice and support to help improve her practice. However, the sharing of information with other settings that children attend is not yet fully effective in promoting a shared approach to children's care, learning and development.
- The childminder has a positive attitude towards continually improving her practice. She invites verbal feedback from parents and uses any suggestions and ideas to help plan continuous improvements at the setting. The childminder understands the impact of professional development on children's ongoing learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard children. She attends regular child protection training to keep her knowledge up to date. The childminder is aware of signs that may indicate a child is at risk of harm. She has a good understanding of the procedures to follow should she have any concerns about a child's welfare. This includes what to do if an allegation is made that she, or a member of her household, has harmed a child. The childminder checks her home each day to ensure children play in a safe environment. She supports children to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- provide children with more opportunities to develop a love of stories and books to further support their communication and language development
- strengthen partnerships with other early years settings children attend to consistently support and complement children's learning and development.

Setting details

Unique reference number	2549519
Local authority	Hounslow
Inspection number	10221543
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 11
Total number of places	3
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Hounslow, in Middlesex. The childminder operates all year round, from 7am until 7pm, Monday to Friday, except for bank holidays and family holidays. She accepts funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Joanne Allen

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 showed the inspector the premises and explained how she supports children's learning and development.
- The inspector observed the quality of interactions between the childminder and children and assessed the impact of these on children's learning.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector read and considered written comments from parents during the inspection.
- 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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