

Childminder report

Inspection date: 12 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 to go to the childminder and they settle quickly. The childminder is warm, welcoming and attentive. This supports children to feel secure and attach to her. Children have strong relationships with the childminder and each other. Children behave well, following the good example set by the childminder. They learn how to find solutions to any minor quarrels. The childminder swiftly intervenes in a calm and caring way.

Children learn to become independent and responsible for their own actions. They choose their own toys and resources from a variety of boxes. Children tidy away before selecting something new. They always carry water bottles with them and do not have to ask for a drink. The childminder supports younger children to learn to feed themselves. She provides healthy food for children to make their own choices.

The curriculum is well thought out and follows children's interests. This helps them to develop their concentration skills over long periods. For example, children 'feed' their stuffed toys in their own kitchen area for an extended time. They get plenty of fresh air and exercise. Children go on walks daily into the community. They play in the garden where they can climb or use a trampoline. Children learn about the world around them and how to keep themselves safe. They confidently demonstrate road safety skills.

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

- The curriculum is strong and children follow their own interests. The childminder designs themed boxes to meet all their learning needs, including problem-solving puzzles and imaginative play resources. In the garden, the children thoroughly enjoy water play. Children's communication skills are developing well. The childminder continuously talks to the children and gives them thinking time to answer questions. The children learn new vocabulary, which the childminder reinforces with plenty of age-appropriate stories and visits to the library.
- The childminder tracks and closely monitors children's progress. She observes them as they play which helps her to address gaps in children's knowledge and then plans their next steps in learning.
- The childminder takes every opportunity to develop children's language skills. She encourages discussions during their outside walks and mealtimes. This helps children to understand their world and their place in it. Her running commentaries of what children do, teach them the correct language structure. This supports their increasing verbal development.
- Children engage in deep concentration for extended periods. The childminder makes the most of these occasions by skilfully incorporating her learning intentions. For example, younger children build and fit blocks into towers and

shapes. The childminder names the colours and objects and supports their persistence with praise.

- Children develop their memory by reliving experiences. For example, the childminder helps them to recall planting blackberry seeds in the garden. Children enjoy remembering nurturing, picking and eating the fruit. The childminder uses this time to capture children's understanding. She then fills in the gaps in their knowledge and introduces new vocabulary.
- Expectations for children's behaviour are high. The childminder allows them to choose what they want to play and expects them to tidy up before choosing something new. This encourages them to become independent and responsible for their own actions.
- Children learn how to share their toys. The childminder speedily resolves disagreements and she patiently role models conflict resolution. If a child wants to play with the toy that another child has, the childminder calmly explains what to do. She tells them that their friend had it first, but they will share it when they have finished with it. Children return to their play without any fuss and find out how to respect each other.
- Parents speak very highly of the service the childminder provides. They are extremely complimentary and call her a 'blessing.' They comment that communication is strong. The childminder discusses their child's learning journey and emotional well-being. Parents report that their children are happy and contented and often do not want to leave. Parents with children who speak English as an additional language comment favourably. They say the childminder meets their child's needs and celebrates their culture.
- The childminder is keen to develop her provision. She recognizes that there is potential to enhance the provision of resources and activities in the outdoor area to offer even greater challenge to children's learning. The childminder aims to stock the playhouse with resources so that the children can continue their imaginative role play outside as successfully as they do inside.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant about protecting the children she cares for. She understands the signs and symptoms of abuse and knows how to report concerns to her local authority. She engages in ongoing training and is knowledgeable about all areas of safeguarding. The childminder knows how to provide a safe environment. There are rigorous risk assessments in place to promote health and safety. The childminder closely monitors the children in her care to support their welfare. The childminder ensures that she keeps up to date with current safeguarding issues by regularly doing online courses.

What does the setting need to do to improve?

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

- capture opportunities to extend children's learning potential in the outside environment.

Setting details

Unique reference number	2522633
Local authority	Hounslow
Inspection number	10208144
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 4
Total number of places	6
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Feltham, Middlesex. The childminder operates Monday to Friday, 8am to 6pm. She opens for most of the year, with the exception of bank holidays and family holidays.

Information about this inspection

Inspector

Kay Beckwith

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 provider.
- The inspector viewed all the areas of the setting.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector joined the childminder and children on a walk locally.
- The childminder and the inspector completed a joint observation together.
- Relevant documentation was checked.
- Children were observed and their views sought by the inspector.
- The inspector had a leadership discussion with the childminder.
- Parents were spoken to by the inspector and their views were listened to and taken into account.

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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