

Childminder report

Inspection date: 17 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children have developed extremely secure attachments to the childminder. Children who are new to the setting settle incredibly well. They excitedly explore the environment with confidence. The consistent and reliable routines contribute to children's emotional security. Children benefit from skilful teaching from both the childminder and her co-childminder. They are curious and excited by the high-quality activities and become deeply engaged in play and learning. Children are extremely independent learners. They learn to put on their coats and boots and make decisions about what they want to do, such as play with water. For example, they fill a bowl with water from the outside tap and empty into the water tray. When they have finished playing, they carry the water in jugs to water the plants to conserve water.

Children's behaviour is exemplary. They rarely have tussles, and when they do, the childminder helps children to negotiate and find solutions. They are respectful, share and cooperate with their friends. Children persist when they find things difficult. For example, they try hard to open a yoghurt sachet. When pulling does not work, the childminder suggests trying to cut it open with scissors and gives clear step-by-step instructions. Children beam when they are successful and enjoy the praise they receive for their achievements. Children love listening to stories. They quickly learn new vocabulary, because the childminder immerses them in language and explains unfamiliar words. Children build very strong foundations for their future learning.

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

- The childminder actively seeks out professional development and strives to provide the very best care and education. She reads, attends webinars and training courses, which enhance her teaching and the outcomes for children. For instance, she has recently attended training to understand how to build children's emotional resilience. This training has helped her to support children who did not attend her setting during the COVID-19 pandemic to feel safe and ready for learning. The daily routine was slowly re-established, to develop children's confidence to join in social activities.
- The childminder accurately evaluates teaching and the provision she offers. For example, after an activity at the water tray, she identifies the strong teaching practice of her co-childminder. Children learn to fill and empty jugs and look surprised, when they force water out of a jug with a ball, giggling when it splashes them. The co-childminder explains and demonstrates the difficult concept of the ball making room for itself in the jug, pushing the water out of the way.
- The childminder's knowledge of what children know and can do is intuitive. She

observes children's progress closely and provides superb opportunities for them to practise and refine skills. She knows specifically what each child is capable of achieving and looks objectively at what children need to learn over the coming months. For example, she provides lots of activities to strengthen the muscles in children's hands to support skills required for later writing.

- The childminder skilfully uses information shared from home and seamlessly adds to the curriculum, to enhance what she offers children. While children play with dolls and a first-aid kit, she shows them how the doctor will use a syringe to administer the flu vaccine. Children experiment with the syringe and learn that the vaccine will go up their nose.
- Partnerships with parents and the childminder are strong. Parents highlight how happy their children are and that they feel well supported too. They appreciate the daily feedback and photos of their children engaged in exciting activities. Parents value the wide experiences their children have each day. For example, they comment that their children benefit from visits to different outdoor environments, which help to improve their confidence and social skills.
- Children take regular outings to the park, where they learn about small animals that make their home in the woodlands. These real-life experiences make learning relevant and memorable for children, as they develop respect for nature. While children scoop seeds out of a pumpkin, the childminder explains animals like to eat the seeds. Children excitedly talk about taking the seeds to feed the squirrels and rabbits at the park.
- The childminder is adept at reading children's facial expressions and gestures. For example, she interprets a pout and a foot moving forward and anticipates an attempt at pushing the boundaries. The childminder is quick to defuse the situation with gentle reminders of the rules.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an excellent understanding of child protection and knows where to report any concerns for a child's welfare. She is aware of an extensive range of safeguarding matters. For example, recognising changes in family circumstances and the impact these may have on children. The childminder understands her responsibility to report any allegations against a household member or her co-childminder to the relevant authorities. The childminder is highly vigilant and teaches children the importance of managing risk and learning to do things safely, for example, when using scissors. She is confident to talk to older children about the risks in the community. Teaching children they should walk away if they feel threatened or intimidated and speak to a trusted adult.

Setting details

Unique reference number	EY408477
Local authority	Hounslow
Inspection number	10235400
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 2010. She lives in Feltham in the London Borough of Hounslow. She works Monday to Friday, from 8am to 5pm, all year round, except bank holidays. The childminder receives funding to provide free early education for children aged two and three. She is eligible to receive funding for children aged four too. The childminder holds a relevant early years qualification at level 3. She works in partnership with her sister, who is also a registered childminder.

Information about this inspection

Inspector

Ruth George

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 discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting in writing.

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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