

Childminder report

Inspection date: 25 October 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	Good
----------------------------------------------	------

What is it like to attend this early years setting?

The provision is good

Children are very settled and eager to explore. They move confidently around the play area, investigating their surroundings. Children make decisions about their play as they choose books to look at. The childminder and her assistant encourage children to persevere when tasks are challenging, such as when younger children struggle to turn pages in books. Children demonstrate that they feel secure in the way that they react to activities. Babies gurgle and babble as they use their senses to explore building blocks, while older children smile in delight during nursery rhyme sessions.

The childminder has high expectations, supporting the children to manage their behaviour. Older children share resources with babies and offer them toys to play with. Children are encouraged to respect each other and take turns with play activities through the childminder's consistent role modelling and praise. Children are involved in care routines and independently select and carry their clean nappies to the changing area when it is time to do so.

Children have varied opportunities to develop physical skills and explore nature during regular outings to a private garden. Children learn social skills during regular trips to local playgroups and playdates with other childminders.

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

- The childminder supports babies and children to develop communication and language skills, while echoing and extending their language. For example, during story time, when children point to a tractor, the childminder repeats, 'Yes, a blue tractor.' The childminder describes textures the children touch when interacting with sensory books in order to model new language. Children hear passing emergency vehicles, and the childminder encourages them to listen to, identify and name what they hear and see, linking the object to illustrations.
- Children learn good self-care habits and develop independence. They help themselves to water bottles, and older children are encouraged to help babies find their beaker. They know where to return them to when finished. Children wash their hands on arrival, after garden play and before and after mealtimes.
- Children are kind and respectful to each other. They receive lots of praise when sharing toys and carefully walk around crawling babies, being mindful not to push or knock them. Children wait for their turn to be read to and have cuddles with the childminder and her assistant, who divide their time equally between the children. Children develop positive behaviour as they are taught to use 'gentle hands' when interacting with each other and putting resources away. They are mindful that if they throw or drop objects into a box, they may land on and hurt someone's hand.

- Children have ample opportunities to develop physical skills, particularly as they play in the garden. Children use tools to explore sand and earth, digging and transferring them into moulds to make various impressions. Children develop their fine motor skills as they engage in bark rubbing. The childminder builds on children's interests, providing opportunities to develop schematic play such as throwing, kicking and rolling balls.
- The childminder regularly evaluates some areas of her practice and works closely with parents to achieve good outcomes for children. Parent views are canvassed through regular questionnaires, and as an example, changes to menus are made to encourage children to eat a varied healthy diet, which supports personal development. However, the childminder does not always reflect on her teaching practice effectively. As a result, children's interests are not always included as well as they could be.
- Children learn about a range of cultures through celebrations and festivals. This helps them to understand the diverse world in which they live. Although the childminder promotes inclusivity through menu choices and varied resources such as dolls representative of ethnic minorities, she does not celebrate the identity of children who speak English as an additional language effectively.
- Parents report that their children are happy in the warm and loving care of the childminder and her assistant. The childminder sends regular video footage and messages to parents through an online messaging platform. This gives parents insight into the children's daily care and activities. Parents report that they find this reassuring and insightful, providing them with a clear picture of the children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a sound understanding of safeguarding and continually update their knowledge to ensure correct procedures are followed. The childminder can recognise signs of abuse and knows how to keep children safe from harm. The childminder understands who she should contact if she has concerns about a child or if an allegation is raised against her or her assistant. The childminder and her assistant regularly attend first-aid training, enabling them to respond quickly and effectively to emergencies.

What does the setting need to do to improve?

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

- reflect on and develop teaching strategies to ensure all children's interests are followed and learning needs are met
- develop resources and opportunities for all children to celebrate their heritage.

Setting details

Unique reference number	EY290750
Local authority	Hounslow
Inspection number	10234851
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	0 to 1
Total number of places	6
Number of children on roll	5
Date of previous inspection	19 January 2017

Information about this early years setting

The childminder registered in 2004. She lives in Isleworth, in the London Borough of Hounslow. The childminder's husband is a registered assistant. The childminder works Monday to Friday, from 7.30am to 6.30pm, except for bank holidays and four weeks for family holidays. The childminder receives funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector
Jill Pearce

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 childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder, the assistant and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to parents and took account of their views.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

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

© Crown copyright 2022