

Childminder report

Inspection date: 1 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the childminder's home. They develop warm and affectionate bonds with the caring childminder. This helps them to feel safe and secure. Children are highly motivated to learn, and they explore the toys and play activities with confidence and enthusiasm. They enjoy the positive interactions with the childminder and are eager to learn from her. For example, children ask the childminder to be a patient, as they pretend to be doctors. They listen as she explains how the resources are used to monitor people's health. This teaches them about how their bodies work and about the people in society who help us.

The childminder is a positive role model and has high expectations for all children. Children learn to be kind and respectful to others and use good manners during their interactions. They show that they understand the boundaries for behaviour, as they tidy away their toys and wash their hands before eating. The routines are well organised and promote children's physical health and well-being effectively. For example, children have daily opportunities for walks in the community. They visit the local park, where they enjoy plenty of vigorous exercise.

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

- The childminder has a clear idea of what she wants children to learn. She provides a broad curriculum, to help prepare children for starting school. There is a good focus on developing children's independence, language and social skills. Children make good progress from their starting points.
- The childminder ensures that all mandatory training is up to date, to help her keep children safe. She is reflective in her practice and identifies further training, to help her improve the curriculum for children. For example, the childminder describes how a course on 'healthy early years' has helped her to teach children about oral hygiene and healthy eating.
- The childminder knows the children well and skilfully weaves learning opportunities into the activities they enjoy. For example, as children play with toy vehicles, the childminder encourages them to count, compare and categorise them. This helps children to develop positive attitudes to learning.
- There are many opportunities for children to be independent. For example, they learn to manage their personal care and look after their own belongings. This increasing independence helps children to feel confident as they transition to school.
- Children eagerly engage in their learning and display a can-do approach to challenges. For example, they concentrate intently as they tackle jigsaw puzzles. They are delighted when they succeed and smile broadly as they enjoy the childminder's praise.
- Children develop a keen interest in books and frequently look at them

independently. They listen intently as the childminder reads to them and demonstrate curiosity as they examine the pictures and ask questions. The childminder uses these opportunities effectively to enhance children's language skills, as she provokes conversations and introduces new vocabulary.

- The childminder provides a range of resources to spark children's imaginations and support their role play. For example, children pretend to be doctors as they play with the toy hospital equipment. However, there are fewer opportunities for them to express their creativity in other ways, such as by making marks or playing with a wide range of materials.
- Parents give positive feedback about the childminder's service and say that their children are happy to attend. They describe the childminder as very caring and dependable. Parents appreciate the good communication and partnership working, which provides continuity for their children. They comment on the improvements to their children's social and communication skills since joining the childminder's setting.
- The childminder develops strong links with the schools that children also attend, to exchange important information and help children to settle. She discusses children's learning with their teachers, to ensure that this is continued in her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge through regular training. She can identify the signs and symptoms of abuse and knows how to report any concerns about a child's welfare. She has a good understanding of safeguarding issues, such as the risks to children from radicalisation or domestic abuse. The childminder provides a safe and secure environment for children. She assesses her home and any outside activities, to remove or reduce any risks. The childminder knows the procedures to follow should there be an allegation made about her or a member of her household.

What does the setting need to do to improve?

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

- ensure that children have consistent access to a variety of media and materials, to promote their creativity and further encourage their mark-making skills.

Setting details

Unique reference number	EY276203
Local authority	Hounslow
Inspection number	10234769
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 December 2016

Information about this early years setting

The childminder registered in 2003. She lives in Bedfont, in the London Borough of Hounslow. The childminder provides her service Monday to Friday, from 7am to 5pm, throughout most of the year. She has a level 3 childcare qualification. The childminder offers funded early education for children aged three and four years.

Information about this inspection

Inspector

Sarah Crawford

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 areas she uses for childminding. They discussed the early years curriculum and how the childminder organises her provision.
- The inspector observed the quality of education and evaluated the impact on children's learning.
- The childminder ensured that her documents were available for the inspector to view. This includes her paediatric first-aid certificate and the suitability checks for household members.
- The inspector took account of parents' written feedback. She also observed and spoke to children, to find out about their experiences with the childminder.

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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