

Childminder report

Inspection date: 14 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children arrive at the childminder's home happy and motivated to learn. They talk to the childminder about what they have been doing that day and feel comfortable and confident in her company. Children understand the clear rules and routines the childminder has in place. For instance, they independently take off their shoes and coats and know where to put them when they come in from outside. They take great pride in being able to do things for themselves. The childminder models the use of good manners and children follow her positive example. When the childminder thanks children for helping tidy up, they are instinctively polite and say, 'you're welcome.' Children learn important social skills and respond to the childminder's high expectations for behaviour.

Children make good progress through the experiences and activities they take part in. For example, they develop their problem-solving skills as they build structures with blocks. Children discuss how they can change their designs to make their towers 'steady' and 'strong'. They improve their hand-to-eye coordination and control as they concentrate on fitting the pieces together. Children involve the childminder in their play. They enjoy the challenge of explaining instructions for her to follow, as they develop their ability to clearly communicate their ideas and thoughts. Children are well prepared for their next stage in learning.

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

- The childminder makes sure children develop a clear understanding of number and mathematical concepts. For instance, she ensures that her teaching helps children learn to count accurately. She uses daily routines to encourage this, such as counting the stairs or number of shoes. The childminder then plans activities to check children's knowledge of shape, quantity and recognising numerals. She ensures what children have learned is securely embedded and clearly understood.
- The childminder puts in place good support for children who speak English as an additional language. She works with parents to find out keywords in their home language that she can use as they develop their understanding of English. As a result, children learn to speak with confidence and fluency.
- The childminder talks to children throughout the day. She asks questions and gives children the time they need to answer these and develop their critical-thinking skills. However, during conversations, the childminder does not consistently provide children with further detail around the subject areas they are interested in. Therefore, she does not always extend and expand children's knowledge and understanding to an even deeper level.
- The childminder ensures children spend plenty of time outside. They go on walks around the local area and visit local parks daily. She uses these

opportunities for children to have plenty of physical exercise and learn about their local community and the world around them.

- The childminder develops a curriculum that she carefully plans to build on what children know and can do. She observes and assesses children's development to create purposeful activities based on what they need to learn next. However, at times, the childminder does not fully consider the length of time spent on adult-led activities. Although children are initially highly engaged and focused, she occasionally continues these for too long for them to fully maintain their concentration.
- Children understand the effect that eating healthy food and drinking plenty of water has on their bodies. They talk about how eating their lunch makes them strong. The childminder teaches children about the importance of washing their hands and following good hygiene routines. Children learn how to make healthy choices and develop their ability to follow their own self-care routines.
- The childminder is committed to continuing her professional development. She seeks out courses that will help develop her knowledge and skills. For example, the childminder has recently completed training in behaviour management. This has enabled her to build on her already good understanding of promoting positive behaviour in her setting.
- The childminder has good partnerships with the other settings that children attend. She finds out about what children have been learning and builds on this through her curriculum. The childminder develops good communication to share information about children's progress. This helps ensure children benefit from a consistent approach to their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out risk assessments to minimise hazards in her home. She knows what to do if she is concerned about the safety and welfare of a child. The childminder understands the signs and symptoms of abuse and how to report any concerns she might have about a child. She undertakes appropriate training to carry out her role in keeping children safe. The childminder teaches children about road safety on their daily walks. Children learn about traffic lights and the importance of stopping and holding hands with an adult when crossing a road.

What does the setting need to do to improve?

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

- extend children's knowledge to a deeper level by providing more detailed information around the subjects they are interested in during conversations
- review the length of some adult-led activities, to ensure they are appropriate for the time children can maintain their focus and concentration.

Setting details

Unique reference number	2590163
Local authority	Hounslow
Inspection number	10251207
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	2
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Feltham, in the London Borough of Hounslow. The childminder plans to care for children from 8am to 6pm, all year round, except for family holidays or bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice M Roberts

Inspection activities

- This was the first routine inspection the provider 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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector read written accounts from parents and considered their views.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.

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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