

Childminder report

Inspection date: 11 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form close bonds with the childminder. They are happy and settled. The childminder's nurturing approach helps children feel safe and secure. Children have regular opportunities to be active and explore natural surroundings through frequent outings. They learn to take appropriate risks and physical challenges, such as when swimming or using apparatus at the playground.

The childminder has high expectations of what children can achieve. However, there are occasions when she sets activities that are too challenging for children. For example, she gives children puzzles that are too complex to complete. Nevertheless, children expand their vocabulary and develop good communication and language skills.

Children develop a high level of independence and confidence. For example, they make choices and enjoy slicing fruit for their snack. They use their small-muscle movements in preparation for early writing. They enjoy sharing books with the childminder and develop a love of early reading. Children enjoy taking part in activities relating to the book. For example, they draw and colour in the 'Very Hungry Caterpillar' and count the parts of her body. This builds on their early mathematical skills. Children behave well. They are kind and show respect for others. Children learn skills that prepare them for future learning.

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

- The childminder has made significant changes since the last inspection. She sought support from the local authority advisory team to help her make positive changes to enhance her teaching skills and improve the quality of education for children.
- The childminder gathers appropriate information about children's care, routine and development before they start and has effective gradual settling-in procedures. This helps children to settle in quickly and feel emotionally secure in her care.
- The childminder knows children well. She regularly reviews children's progress along with parents and together they plan for children's next steps in learning. The childminder knows how to complete required assessments. She celebrates children's achievements, and this helps them gain confidence and try new things.
- Children make good progress in their learning and are well prepared for future transitions, such as the move to school.
- The childminder provides opportunities for children to learn about the diverse world around them. For example, they read books about all kinds of people, discuss religions and celebrate a range of festivals beyond their immediate

experiences.

- The childminder talks to children at their level and listens to them attentively. They discuss how they feel, to support their emotional well-being. This helps manage their feelings and emotions.
- The childminder teaches children about the importance of oral hygiene. She guides them on how to brush their teeth well after lunch. However, children do not have consistent opportunities to engage in handwashing. Instead, the childminder wipes children's hands before mealtimes. This practice does not fully teach them about effective hygiene routines to support their good health.
- Children develop good listening and attention skills. They concentrate for a long period of time and problem solve during activities. For example, when they are pouring water from a larger container to a smaller one, they soon learn when to stop pouring and not to overfill and spill.
- Children develop good mathematical concepts and enjoy learning about space, volume and numbers. They can match colours, count in sequence and understand positional language.
- Partnerships with parents are very positive. The childminder consistently obtains feedback from parents about her practice and children's experiences and uses this to contribute towards positive changes to benefit children. The childminder encourages parents to share children's learning from home, and this helps to provide continuity in children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to protect children from harm. She has attended safeguarding training to keep her knowledge up to date. The childminder understands the procedures and knows who to contact should she need to report her concerns about a child. She carries out regular risk assessments to ensure her home is safe and suitable for children. The childminder maintains her first-aid training to help her deal with any emergencies involving children. She teaches children how to keep themselves safe and be aware of risks. For example, she reminds children to walk and not to run indoors.

What does the setting need to do to improve?

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

- provide consistent opportunities for children to engage in regular handwashing, helping them to learn about the importance of effective hygiene routines to support their good health
- adjust some adult-led activities to best suit children's abilities to enhance their learning and enjoyment.

Setting details

Unique reference number	116050
Local authority	Hounslow
Inspection number	10218529
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	10 December 2021

Information about this early years setting

The childminder registered in 1993. She lives in Chiswick, in the London Borough of Hounslow. The childminder provides care for children each weekday, from 7.30am to 7pm, 48 weeks a year.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about children's learning and development.
- The inspector and the childminder evaluated an activity together.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder's practice with the inspector via telephone conversation.
- Children showed the inspector their favourite toys and activities they enjoy at the childminder's house.
- The childminder provided the inspector with a sample of key documentation on request.

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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