

# Childminder report

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Inspection date: 14 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and comfortable in this home-from-home environment. The childminder greets children with cuddles and a smile. Children quickly settle and feel safe and secure. There is a strong focus on developing children's emotional well-being. The childminder adapts the curriculum to meet the needs of the individual children within her care.

Children are confident to talk to the childminder and communicate what they would like to play with. The childminder models the language of how to ask for toys. This promotes children's good language acquisition. The childminder knows children well and plans around their interests and next steps in learning. She plans a holistic curriculum, which gives children many opportunities to learn from being outside. Children go on nature walks, grow flowers, pond dip, kayak and look for letters and numbers in the environment.

Children show high levels of concentration and curiosity in activities. For example, they enjoy digging for minibeasts in the flower bed. They study their characteristics and the childminder skilfully extends their thinking through her effective questioning. This helps to develop children's knowledge and understanding of the world.

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

- The childminder provides children with a designated reading area, with a range of different books, that motivates them to read. The childminder shares stories with children each day and children self-select books. This promotes children's love for reading.
- There are plenty of activities for children to develop their small-muscle skills. For example, they create vehicles out of small construction pieces, make and paint animal models and use sticks to write letters and numbers in the mud and sand.
- Children generally behave well. They share tennis racquets and tidy up the balls when asked. However, at times, children forget to use their manners and the childminder is not always consistent in reminding them of her expectations for their behaviour.
- Children have many opportunities to learn about healthy eating and healthy choices. They grow their own fruits and vegetables at their allotment and share a range of healthy fruits and vegetables during mealtimes. The childminder promotes the importance of exercise as part of a healthy lifestyle. She ensures that children have plenty of outdoor activities to remain active and develop physically. For example, children play football, tennis and ride bicycles.
- The childminder teaches children about a range of religious festivals throughout the year to help them to understand what makes them distinct and appreciate

each other's differences. For example, children create firework paintings, light candles for Diwali and make lanterns to celebrate Chinese New Year. This helps children to appreciate the diverse world which they live in.

- Children enjoy mealtimes. The childminder models care practices well. For example, children wash their hands before eating. The childminder supports children's personal development and language skills through discussions around healthy choices. Children sit together and choose which fruits and nuts they would like to eat. However, children are not given further opportunities to further develop their independence and fine motor skills. For example, the childminder does not encourage them to help themselves to drinks and peel and serve themselves fruits.
- Parents are happy with the service that the childminder provides. They receive daily communication and written communication about their children's developmental milestones. Parents receive photos and videos throughout the day, so that they know what their children are learning. They say that their children are very happy and enjoy the activities that are on offer.
- The childminder has a clear curriculum for the provision. She understands how to plan to ensure that all children make good progress. The childminder supports children with special educational needs and/or disabilities (SEND) to ensure the best possible outcomes. She shows a passion for improvement and can identify her own training needs.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective procedures in place for dealing with and reporting accidents. She undertakes daily risk assessments, indoors and outdoors. The childminder understands the signs of when a child may be at risk and her responsibilities in reporting any concerns she may have. She teaches children about the importance of road safety. The childminder has a clear policy on teaching children about staying safe online. She has completed training to ensure that her knowledge is up to date.

## What does the setting need to do to improve?

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

- ensure that there is a consistent approach to managing children's behaviour, so children are clear of the expectations
- extend opportunities to further support children's independence.

## Setting details

<b>Unique reference number</b>	2572861
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10250871
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 8
<b>Total number of places</b>	7
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020. She lives in Isleworth, in the London Borough of Hounslow. The childminder provides care all year round from 8am to 6pm, on Monday, Tuesday and Thursday, except for family and bank holidays. The childminder provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Penny Harman

## 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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to the childminder about how she meets the needs of all learners, including those children with SEND.
- Parents shared their views of the setting with the inspector.
- 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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