

Childminder report

Inspection date:

17 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	Outstanding

What is it like to attend this early years setting?

The provision is good

Children develop the knowledge and skills they need for their successful future learning. They respond well to the high expectations of the childminder. For example, during a story session, children listen well and contribute actively as they anticipate what will happen next. They answer questions enthusiastically and offer their own ideas. Children are learning to count and recognise numbers, which supports their early mathematical skills. Children receive clear and consistent messages to keep themselves safe. For example, they are reminded gently to sit down when eating and having a drink to minimise accidents.

Children benefit from meaningful outdoor experiences. For example, they learn about nature and explore their local community during outings to the library, parks and the garden centre. Children have plenty of opportunities to develop their creativity and imagination, such as through role play. It is evident that children have a secure attachment to the childminder. They receive lots of praise and enjoy spontaneous hugs. This supports children's emotional well-being effectively. Children form strong friendships with their peers. They play happily together and share toys. Children display positive behaviour.

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

- The childminder works successfully with parents to establish a consistent approach to children's learning and development. She is good at sharing information with parents to enable them to extend their children's learning at home. Parents give credit to the childminder for the progress that their children have made, such as in their social skills. They are very complimentary about the service they and their children receive.
- The childminder makes a good effort to support children who attend another childcare setting. For instance, she shares and receives information about what children are learning at school to consolidate their knowledge and understanding. This has a positive impact on children's education.
- Children make strong progress from their starting points, particularly in relation to their language skills. They are able to articulate very well what they know and can do with increasing confidence. Children enjoy holding conversations, such as about their favourite animals and the sounds they make. They are highly motivated and have positive attitudes to learning.
- The childminder observes and assesses children's learning regularly to plan for their individual next steps. However, on occasion, she does not make effective use of observations and assessments to plan and sequence activities as coherently as possible. This does not that ensure children make the best possible progress.
- Children learn about healthy lifestyles. For instance, they follow good hygiene

practices to minimise the spread of germs and infectious illnesses. Children benefit from regular fresh air and exercise, which supports their health and well-being. In addition, they are learning about good oral habits.

- The childminder seeks the views of parents and other professionals to help evaluate the quality of the provision. Since the last inspection, she has reviewed the curriculum for communication and language, which has successfully supported children's progress in this key area of learning. As a result, children have gained strong levels of confidence in their speaking skills.
- The childminder promotes the development of children's fine motor skills, such as by encouraging them to use writing tools and scissors. During these activities, children persevere and show good levels of concentration.
- Children have good manners. They show care and respect for their friends and the environment. For example, when the childminder asks children to help tidy away the toys, they listen and follow instructions well.
- The childminder benefits from ongoing professional development to further develop her teaching. Following recent training, she has increased opportunities for children to practise their independence skills in readiness for school. As a result, children are able to make choices and decisions about their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to increase and update her knowledge about safeguarding matters. She is very confident in identifying potential risks to children, including signs of extremist views or behaviour. The childminder knows who to contact to protect children's welfare. She records children's hours of attendance to enable her to monitor for any concerns. The childminder carries out risk assessment of the setting to identify potential risks to children. Children receive good levels of supervision, enabling them to play safely.

What does the setting need to do to improve?

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

- make more effective use of observations and assessments to plan and sequence a coherent curriculum, to help children make the best possible progress.

Setting details

Unique reference number	EY351825
Local authority	Hounslow
Inspection number	10235094
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	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 December 2016

Information about this early years setting

The childminder registered in 2007 and lives in the London Borough of Hounslow. She works each weekday, from 7.30am until 5.30pm, all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Marisol Hernandez-Garn

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 setting.
- The inspector spoke with the childminder and engaged with the children at appropriate times during the inspection.
- The childminder showed the inspector around the setting and explained the curriculum intent to support children's learning.
- Parents gave written feedback on the quality of the provision, which was taken into account.
- The inspector carried out a joint observation with the childminder. Together, they evaluated the impact the activities have on children's learning.
- The inspector checked the required documents, including evidence of the childminder's training and suitability checks.

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